

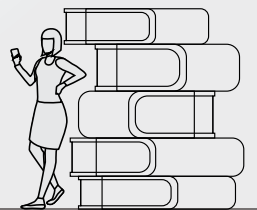


FREEDOM EMPLOYABILITY ACADEMY
Free coaching for better jobs

ENGLISH **PERSONAL SKILLS** **MOOCs**

Basic **Level**

Facilitator Handbook



FEA classes are completely free of cost for students

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Facilitation Vs Lecturing

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

Notes to Facilitator:

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

F.E.A. Good Practices

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

- ◆ Get F.E.A. graduates involved in helping current students.
- ◆ Take feedback from students on a weekly basis to improve center and facilitation.
- ◆ On the day of PTI, students teach parents to speak a few sentences in English.
- ◆ Appointing Senior Monitor - The work of senior monitors is to make other monitors more effective in their roles.
- ◆ Feedback Box/Compliment - Visitors and students are asked to share their feedback on facilitators' facilitation skills and center. Facilitators work on the feedback provided to them.
- ◆ Appointing Monitors for a week by rotation.
- ◆ Changing seating arrangement of students so that they gain confidence and get to know other students of the class.
- ◆ Use Pose, Pause, Pounce, Bounce strategy. Pose - state the question or task instructions;
Pause
- give students time to think/reflect on the question or task instructions, ensuring that the students hold their speech and think; Pounce - ask Student A and then Student B to answer; Bounce - ask Student C (immediately) after the response, his/her opinion of Student A's or Student B's answer asking them to support their answer with reasoning.
- ◆ Students need an Entry Password - this is a new word that they have learnt or vocabulary from the previous day's lesson.

Lesson 1: I AM

<p>Key vocabulary:</p> <ul style="list-style-type: none"> • first name • middle name • last name • maiden name • city • street • country 	<p>Materials required:</p> <p>Writing material</p> <p>Construction paper cut into rectangular pieces of 3.5 x 2 inches</p> <p>Sketch pens</p> <p>Sample business cards</p>
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Error alert: Confusion about gender – girl or woman/lady, boy or man.
 “My father name is...”

Steps	Facilitator's action(s)
	Discuss the QOD, ensuring that the students understand the question. (5 minutes)
Step 1 - Introduce (10 minutes)	Writes full names of his/her family members on the board. Asks - What is same and different in the names written on the board? Steers conversation towards first names, middle names and family names. Asks - Why do some names on the board have same last name? Accepts all answers and steers conversation towards people of same family having the same last names. Allows students to answer in Hindi/English encouraging them to use key vocabulary in English.
Step 2 - Model/ Demo (15 minutes)	Asks students to listen to AV-1 twice and discusses: <ul style="list-style-type: none"> • What was the video about? • What is the perfect age for learning/ success? Why? (Optional) • How is Fauja Singh similar/different from you? (Optional) OR If AV-1 is not available at this time, go to Step 3 and complete AV-1 viewing/ listening after step5
Step 3 - Guided Practice (15 minutes)	Explains the usage of 'I/Me' and 'My/Mine', if required, with the help of students/examples. Shows Workbook Exercise A and completes the first question together with students. Goes over the Exercise B and C with the whole class and instructs students to complete these exercises. Asks students why people change their names (first or family name) sometimes. Accepts all answers and repeats the correct one.

<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Asks students:</p> <ul style="list-style-type: none"> • When do we use 'man'/'boy' for a male? • When do we use 'girl'/'woman' for a female? <p>In case of any confusion, explains the difference with the help of other students/ examples.</p> <p>Explains address format used in India.</p> <p>Shows Workbook Exercise D and completes the first part together with students.</p> <p>Gives students clear instructions to complete remaining Exercise D.</p>
<p>Step 5 - Independent Practice (20 minutes)</p>	<p>Asks students to share their responses to Exercise D.</p> <p>Asks students if they know what business cards are.</p> <p>Accepts all answers and repeats the correct one.</p> <p>Gives instructions for activity 'Making Business Cards' to students who have completed Exercise D.</p> <p>Allows them time to complete the task.</p> <p>Asks students to peer assess business cards for full names and address format.</p>
<p>Step 7- Closure (10 minutes)</p>	<p>Conduct informal quiz about the lesson.</p> <p>Poses, pauses, pounces and bounces.</p> <p>Asks students:</p> <ul style="list-style-type: none"> • What is one new thing you learnt today?
<p>Reflections: What did students find difficult in the lesson? Why? (During PLC, find out from your peers what their students find/found difficult in this lesson)</p>	

Taking Husband's Family Name After Marriage

In Quebec (Canada), all women have been keeping their maiden names since 1981, whether they want to or not. The law in Quebec does not allow a woman to take her husband's surname after marriage. In Greece, by law, all women keep their maiden name. In France, the law is that people use only one name - the one given on their birth certificate. Italian women have more options. Although they cannot legally change their surname, they can add their husbands' surname onto their surname.

Adapted from an article by Jacob Koffler in www.time.com

Space for note:

Lesson 2: Titles

<p>Key vocabulary:</p> <ul style="list-style-type: none"> • gender • male / female • profession • junior / senior 	<p>Materials required:</p> <p>Writing material</p>
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<p>Error alert: Use of Ms. Use of title while introducing self. Change of title from Master to Mr. and Miss to Mrs. Use of cultural titles such as Mohammad.</p>
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Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question.(5 minutes)
Step 1 - Introduce (10 minutes)	Divides the board into two columns and in one column writes the names of a few popular persons. In the other column writes titles - Mr. Miss, Mrs., Dr. etc. Asks students to prefix titles to the names. Accepts all answers if students can explain their choice. Steers the conversation towards use of titles when introducing or talking about others formally.
Step 2 - Model/ Demo (20 minutes)	Asks students to listen to AV-2 twice and discusses: <ul style="list-style-type: none"> • What was the video about? • Do you know of titles used in Hindi? • Why must we use correct title for people? OR If AV-2 is not available at this time, go to Step 3 and complete AV-2 viewing/ listening in Step 6.
Step 3 - Guided Practice (15 minutes)	Explains Workbook Exercise A and complete the first question together with students. Instructs students to complete this exercise. Asks a student to repeat task instructions in English or Hindi to ensure that instructions have been understood.

<p>Step 4 - Adjust Instruction (20 minutes)</p>	<p>Asks students to look at Exercise B and ensures that they understand meaning of the occupations mentioned there.</p> <p>Highlights how 'homemaker'/'domestic help' are more respectful than 'housewife'/'maid' because it describes the work the person does better.</p> <p>Asks students to use appropriate title for the people in Part B.</p> <p>Reads aloud or explain in your own words the passage to the students.</p> <p>Pre teaches the vocabulary from the passage.</p> <p>Extends their thinking by asking:</p> <ul style="list-style-type: none"> • which of the professions/jobs will not exist in future? • which jobs that do not exist today, will be needed in future?
<p>Step 5 - Independent Practice (10 minutes)</p>	<p>With the help of examples, introduces titles such as Dr. (medical and academic), Prof. etc</p> <p>Steers conversation toward how some titles tell us about the work a person does.</p> <p>Asks students to complete Part C.</p> <p>Asks a few students to repeat the instructions to ensure that the students have understood what they have to do in Part C.</p> <p>Asks a few students to share their response to Part C.</p>
<p>Step 7 - Assessment (10 minutes)</p>	<p>Conduct informal quiz about the lesson.</p> <p>Poses, pauses, pounces and bounces.</p> <p>Ask students:</p> <ul style="list-style-type: none"> • What is one thing that you did not understand today?
<p>Reflections: What did students find interesting in the lesson?</p>	

Interesting Fact

Ms does not indicate if the person is married or not. Some women take on their husband's surname and the title Mrs when they get married. Some women prefer to keep their surname and use the title Ms.

In formal contexts, we sometimes use **Master for boys and Miss for girls**. Miss also indicates single status (not married). The use of Miss is becoming less common among younger women, and Master now sounds old-fashioned.

Adapted from <http://dictionary.cambridge.org/>

Space for note:

Lesson 3: Family

<p>Key vocabulary:</p> <ul style="list-style-type: none"> • relations • nuclear/joint family • paternal/maternal • name of relations 	<p>Materials required:</p> <p>Writing material</p>
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Error alert: Aunt/Aunty; Mother/Mummy; Father/Daddy
 "My father name is Mr Gian Singh."
 Brother-in-laws/Sister-in-laws
 Pronunciation of 'cousin'

Steps	Facilitator's action(s)
	Discusses the QOD ensuring that the students understand the question. (5 min)
Step 1 - Introduce (20 minutes)	Asks students to listen to/watch AV-3 twice and discusses: <ul style="list-style-type: none"> • Where does the speaker live? (Toronto) • What's the name of speaker's uncle? • Use the Venn Diagram (Part B) to write similarities and differences between your family and speaker's family. With the help of students/an example, explains the concept of Venn Diagram to show similarities and differences. Asks a few students to share their responses. OR If AV - 3 is not available at this time, go to Step 2 and complete AV viewing/ listening after step 5.
Step 2 - Guided Practice (20 minutes)	Giving examples of his/her own family members, to introduce the concept of a family tree explains Exercise A and asks students to complete it. Asks a student to repeat task instructions in English or Hindi to ensure that instructions have been understood. Walks around to see how students are doing and works one-on-one with students who are struggling. Asks a few students to share their responses in complete sentences.

Step 3 - Adjust Instruction (15 minutes)	<p>Introduces 'you' and 'your' with the help of examples.</p> <p>Introduces the questions word 'Who' and explains that the answer for questions that begin with 'who' must be name of person/relation/living being.</p> <p>Gets students to practice 'Who' with 'you/your'. For example, "Who is your brother?" "Who are you?"</p> <p>Models Partner talk - Asks students to pair up with a partner and practice questions using information from Exercise B:</p> <p>Student 1 - Who is your grandfather? Student 2 - Mr. Ramesh Kumar is my grandfather. Student 2 - Who is your grandfather? Student 1 - Mr. Jeevan Singh is my grandfather.</p>
Step 5 - Independent Practice (10 minutes)	<p>Asks students to imagine that they can ask one question from one of their ancestors (their family members who lived before them and are dead now):</p> <ul style="list-style-type: none"> • Who would they ask? • What would they ask? <p>Asks a few students to share their responses.</p>
Step 7 - Assessment (10 minutes)	<p>The Name Game* - Speaking slowly, asks:</p> <ul style="list-style-type: none"> • Name a male relation who has the same parents as you. (Brother) • What do you call your: <ul style="list-style-type: none"> ◦ father? (Papa/Daddy/Dad) ◦ mother's mother? (Grandmother/Grandma) ◦ uncle's son? (Cousin) ◦ sister's son? (Nephew) ◦ brother's daughter? (Niece) • Who is your sister? (Full name with title.) • Is your grandfather male or female? (Male) • How old is your brother/sister? (My brother/sister of ____ years old.) • Are you a son or daughter of your parents? <p>* This can be a group game or an individual game depending on confidence and comfort of the students. If playing individually, repeat one question with 2-3 students so that it is reinforced.</p>
Step 8 - Closure (10 minutes)	<p>Asks students to complete the Reflection Question and share their response with the class.</p> <p>Asks:</p> <ul style="list-style-type: none"> • What did you enjoy in today's lesson?
<p>Reflections: What did you find difficult in today's lesson? Why? (Discuss during PLC and get ideas/explanation from your peers)</p>	

For Facilitator's Reference:

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

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

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

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

Space for note:

Lesson 4: Introducing Self

<p>Key vocabulary:</p> <ul style="list-style-type: none"> • elder/older • junior/senior • greeting • neighbor • morning/evening/afternoon 	<p>Materials required:</p> <p>Writing material</p> <p>5 slips of paper (Group A): Principal, Teacher, President, Director and Minister</p> <p>5 slips of paper (Group B): At a party - Uncle, Friend, Mother, Grandmother, Cousin of the host, Arjun.</p>
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Error alert: "Myself Ravi Kumar."
"My name is Mr. Ravi Kumar."

Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5 minutes)
Step 1 - Introduce (10 minutes)	Asks students to listen to/watch to AV- 4 twice and discusses: <ul style="list-style-type: none"> • Imagine that you meet your favourite actor/actress in a restaurant. How would you introduce yourself? OR If AV is not available at this time, go to Step 2 and complete AV- 4 viewing/ listening after step 5.
Step 2 - Model/ Demo (20 minutes)	Help students understand the difference between formal and informal situations. Explains the correct use of "Hello" and "Hi" while greeting family, friends, neighbors and others in informal settings. Asks students to complete Exercise A.1 and A.2 working with a partner. Works one-on-one with students who are struggling. Asks a few students to share their responses in complete sentences.
Step 3 - Guided Practice (15 minutes)	Explains correct use of good morning/afternoon/evening/night when greeting people we know formally. Asks for examples of some formal situations where students may need to introduce themselves. Explains Workbook Exercise B and asks students to complete it working with a partner. Works one-on-one with students who are struggling.
Step 4 - Adjust Instruction (15 minutes)	Introduces 'he', 'she' and 'it' with the help of examples. Gets students to practice 'Who' with 'he', 'she' and 'it'. For example, "Who is he/ she/it?" Ensures that the students imitate the sentence structure and tonality even if they do not understand the semantics. Models 'Partner Talk' - Pointing at a person or object in the class: Student 1 - "Who is he/she/it?" Student 2 - "He/She/It is" Student 2 - "Who is he/she/it?" Student 1 - "He/She/It is" They practice this for as long as time permits.

<p>Step 5 - Independent Practice (20 minutes)</p>	<p>Divides the class into two groups: Group A - Formal Group B - Informal</p> <p>Tells students about the protocol for introductions:</p> <ul style="list-style-type: none"> • Suitable greeting • A few words about self, using full name (Group A) or first name (Group B). • Response to the introduction. • Encourage students to continue conversation beyond the basic introduction. • Conclude the introduction appropriately. For example: "It was nice meeting you.", "Pleasure meeting you." <p>Round 1 - Gives one slip of paper (Group A) each to five students. Round 2 - Gives one slip of paper (Group B) each to five students.</p> <p>Ensures that students of Group A use formal greetings and protocol while students of Group B use informal greetings and protocol.</p>
<p>Step 8 - Closure (5 min)</p>	<p>Asks students:</p> <ul style="list-style-type: none"> • Where can you use learnings from today's lesson?

Reflections: Are you satisfied with the way you facilitated students' learning today?

For Facilitator's Reference:

Elder' and 'older' - 'elder' is used to describe the order in a relationship, while 'older' is used to describe the age comparison between two persons or objects. For example, "She is my elder sister." "She is older than me." 'Elder' is used for persons, but 'older' is used for both persons and objects.

In informal situations, generally, "Hello" is to be used with older people and "Hi" is to be used to greet younger or people of the same age group whom we know informally.

How NOT to Introduce Yourself:

1. Try and avoid long sentences.
2. Don't make gestures that speak more than you like loudly tapping your foot or use your mobile phone, again and again.
3. Remember English is just the language and you can introduce yourself, whether you are an expert in English or not.
4. Keep your responses to the point and do not start telling your life story.
5. Practice a firm (not crushing) handshake to convey confidence. <https://content.wisestep.com/introduce-english-confidently/>

Space for note:

Lesson 5: Introducing Others

<p>Key vocabulary:</p> <ul style="list-style-type: none"> • elder/older • host/guest • formal/informal • assume 	<p>Materials required:</p> <p>Writing material</p> <p>5 slips of paper (Group A): Principal, Teacher, President, Director and Minister</p> <p>5 slips of paper (Group B): At a party - Uncle, Friend, Mother, Grandmother, Cousin of the host, Arjun.</p>
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Error alert: Introducing older to younger; women/girls to men/boys; seniors to juniors; guest to host.
 Use first name only while introducing formally; full name while introducing informally.
 Pronunciation of 'assume'.

Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5 minutes)
Step 1 - Introduce (10 minutes)	<p>Introduces his/her imaginary friend, Harpreet (or another gender neutral name) without using words "he" or "she." "Harpreet has been my friend since childhood. We enjoy playing in the park together. When I am sad, Harpreet always makes me laugh."</p> <p>Asks students to use their imagination and draw Harpreet.</p> <p>Discusses:</p> <ul style="list-style-type: none"> • what they have drawn. • whether they think Harpreet is male or female. • why they think Harpreet is a male/female. <p>Draws on the board a picture of a teddy bear and introduce it as Harpreet.</p> <p>Discusses:</p> <ul style="list-style-type: none"> • if they are surprised with the answer. • why? <p>Introduces the word "assume" - when we decide something is true, without reason/proof.</p> <p>Asks students to use the word 'assume' in a sentence.</p>
Step 2 - Model/ Demo (15 minutes)	<p>Asks students to listen to AV- 5 twice and discusses:</p> <ul style="list-style-type: none"> • What is the audio about? • What will you do if you forget the name of the person you have to introduce? <p>OR</p> <p>If AV - 5 is not available at this time, go to Step 2 and complete AV - 5 viewing/ listening after Step 5.</p>

<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Asks students to complete Exercise A working with a partner. Works one-on-one with students who are struggling. Asks a few students to share their responses in full sentences. Explains Exercise B and asks students to complete it individually.</p>
<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Introduces 'we' and 'they' with the help of examples. Gets students to practice 'Who' with 'we' and 'they'. For example, "Who are we/ they?" Referring to the images part C of the Workbook, models Partner Talk- Student 1 - "Who are they?" Student 2 - "They are...." Student 2 - "Who are they?" Student 1 - "They are...." After about 5 minutes of the Partner Talk, asks students to share their partners' responses. Occasionally asks, "What makes you say that?" Encourages students to give reasons for their answers.</p>
<p>Step 5 - Independent Practice (20 minutes)</p>	<p>Role Play: Organizes students in groups of three and explains the task. Each group selects one situation from Part A or B of Lesson 5 and divides roles within the group. For example, Group 1 may choose the introduction scenario of Me, My father and My boss. Within the group, one student plays himself/herself, while the other two play the role of father and boss. Students may use names different from those in the Workbook. Each group presents to the class. Ensures that students use appropriate greetings and protocols. Encourages students to have a brief conversation after introduction.</p>
<p>Step 6 - Closure (5 minutes)</p>	<p>Speaks a few correct and incorrect sentences using 'we' and 'they' and asks students to guess which one is correct and which one is incorrect. If the sentence is correct, students should touch their nose, but if it is incorrect, they should touch their toes. Encourages students to ask review sentences from each other as well.</p>
<p>Reflections: How well did you prepare for this lesson? (Rating Scale - 1 to 5) (Speak with your peers during PLC and find out how they prepare their lessons)</p>	

Space for note

Lesson 6: Consolidation

<p>Key vocabulary: Strong Smart Wonderful</p>	<p>Materials required: Writing material</p>
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Error alert: Pronunciation of words such as - 'Hello', 'Assume'
Appropriate greetings - 'good evening', 'good night'

Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5 minutes)
Step 1 - Introduce (10 minutes)	<p>Shares examples and reasons of songs getting stuck in our heads. Explains how music helps in memorising and in development of language. Pre-teaches vocabulary of the song - words in bold. Asks students to write meaning in Hindi or English and make short sentences using 'I', 'He', 'She' etc. Uses pose, pause, pounce and bounce strategy.</p>
Step 2 - Model/ Demo (15 minutes)	<p>Asks students to:</p> <ul style="list-style-type: none"> • listen to the song in AV- 6 once and ask students about what they have understood. Accepts all explanations. • listen to the song in AV-6 twice singing along using the lyrics from Part A. • turn their chairs around and share the meaning of the song. <p>As a whole class, sings along with the students as they listen to the song ensuring that all click 'play' together. Ensures that this is a fun (not entertaining) activity.</p>
Step 3 - Guided Practice (5 minutes)	<p>Asks students to share how they can become:</p> <ul style="list-style-type: none"> • smarter • more wonderful • stronger
Step 4 - Adjust Instruction (20 minutes)	<p>Shares his/her experience with listening to stories and asks students about their experience of listening to stories. Explains how stories help us develop language. Reads aloud and slowly the story (Appendix 1 - FHB) twice with expressions, till "I want to have white and beautiful feathers just like you," answered the crow. Changes the pitch (high-low), tone (gentle-rough), and volume (soft-loud) of voice to show different characters. Reads slowly allowing students time to think.</p> <p>Asks questions beginning with "Who" to check students' comprehension as the story progresses. Asks students to think about the ending of the story and draw/write about it in Exercise B. Encourages some students to share their ending of the story.</p>

<p>Step 5 - Independent Practice (20 minutes)</p>	<p>Asks students:</p> <ul style="list-style-type: none"> • How well did you participate in today's lesson? • How well did I teach this lesson? <p>Encourages students to give responses non-verbally for both questions. Explains to students how Exercise C is to be completed. Ensures that students have understood the instructions. Makes phone calls to students who have been irregular and update the Call Log while students complete Exercise C Asks a few students to share what they/their peers' responses were in Part C</p>
<p>Step 6 Quiz time (15 min)</p>	<p>Ask students to complete Part D. After everyone completes the quiz, share the answers.</p>
<p>Reflections: What did you find challenging in today's lesson? Why?</p> <p>How can you prepare better for this lesson?</p>	

For Facilitator's Reference:

Answer for the Quiz

1: My dad's brother is my uncle

2: He is my elder brother

3: My name is Sneha Kumari

4: You: Hi mom, this is Suresh. He is in my English class.

Mom: Hi Suresh nice to meet you

5: My mother's daughter is my sister

Space for note

Lesson 7: Being Polite

<p>Key vocabulary: Polite Expressions Queue Verbal/Non-verbal Tone</p>	<p>Materials required: Writing material Slips of papers with scenarios</p>
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Error alert: Politeness is only about use of 'please', 'thank you', 'sorry' and 'excuse me'.
 Verbal communication is more important.
 Politeness depends on person and place.
 "We don't have to be polite with friends and family."

Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5 minutes)
Step 1 - Introduce (10 minutes)	Introduces the word 'polite' and 'rude' using the anecdote. Narrates the anecdote of how someone was rude to him/her and how it impacted him/her. Asks students: <ul style="list-style-type: none"> • if they have been polite/rude to someone on that day/previous day. • if someone has been polite/rude to them on that day/previous day.
Step 2 - Model/ Demo (20 minutes)	Asks students to listen to AV-7 twice and discusses: <ul style="list-style-type: none"> • What do you think James did when he saw the old man passing by? (Compare your answer with that of a friend) • Are you a polite person? • In what ways are you polite? OR If AV is not available at this time, go to Step 3 and complete AV- 7 viewing/ listening after Step 5.
Step 3 - Guided Practice (10 minutes)	Demonstrates expressions, similar to Workbook Exercise A and writes the corresponding word for that expression on the board. Asks students to complete Exercise A. Asks students to use these words in sentences beginning with 'I', 'He', 'She', 'Who'. Shares examples, and with the help of students, tells how words/expressions/tones convey feelings.

<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Asks students to look at comic in Exercise B and share their views about how each of the characters in the comic must be feeling. Asks students to give reasons for their answers.</p> <p>Models the following appropriate and inappropriate non-verbal language to students:</p> <ul style="list-style-type: none"> • Eye Contact: Introduces himself/herself looking down and/or looking around. Helps students understand why this is rude and impolite. Asks students how making eye contact is different from staring. <p>Qs: If a number of people are speaking to them at the same time, like in an interview, who they should make eye contact with and why.</p> <ul style="list-style-type: none"> • Hand Movement: Helps students understand how in a formal situation, a handshake initiated by the senior is most acceptable way to greet; cultural greetings like namaste, salaam, etc. are more acceptable with family; • Personal Space: Explains how while speaking with/listening to someone, we need the right gap between them and us. Discusses why it is inappropriate to stand too close or make physical contact (other than a handshake) when interacting with someone. <p>Asks students to look at the images in Exercise C and assess which one is the ideal space between the two people in the conversation. Asks them - "Why do you think so?"</p>
<p>Step 5 - Independent Practice (25 minutes)</p>	<p>Acts out some inappropriate non-verbal language (only one - eye contact or physical space or tone or expression/gesture). Class has to tell what was inappropriate.</p> <p>Have student's role play the following scenarios, showing the appropriate polite words to use in each situation. Give them time to prepare and practice, then present their skits for the class. Practice as many as the time permits.</p> <ol style="list-style-type: none"> 1. Your Grandmother gives you a watch for your birthday. 2. Your best friend tells you your new shoes look really cool. 3. You want someone to pass you the salt, which is at the far end of the table. 4. You burp or sneeze in the middle of a conversation with your teacher. 5. You see your classmate trip and fall. 6. You accidentally spill someone's carton of milk. 7. You have to squeeze between two people having a conversation, in order to get to your cubby or locker. 8. Your mom helps you with your homework. 9. You have to yawn when you are listening to your friend tell you about a movie he watched the night before. 10. You accidentally step on someone's toe.

Step 6 -
Assessment (5
minutes)

Asks students:

- What are some of the mistakes you make with regard to eye contact/gestures/expressions/use of personal space?
- How can you get better at it?

Reflections: How often do you model politeness (in words and action) with students and peers?

How do you correct students who are not being polite (in words and action)?

For Facilitator's Reference:

10 Habits of Remarkably Polite People

By Jeff Haden

1. Polite people always make you feel valued
2. They remember and use your name correctly.
3. They don't touch. (Handshakes excluded, of course)
4. They never pretend/boast that they know more than they should.
5. They never gossip--or listen to gossip.
6. They are considerate to the needs of others around them.
7. They never speak just to share the greater glory of themselves.
8. They never push their opinions.
9. They never judge.
10. They never stop being polite.

Space for notes

Lesson 8: Intonation

<p>Key vocabulary: Loud/soft Fast/slow Stress Melody</p>	<p>Materials required: Writing material Task slips (FHB - Appendix 2)</p>
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Error alert: Ending statements with raised pitch to make them sound like questions.

Steps	Facilitator's action(s)
Discuss the QOD ensuring that the students understand the question. (5 minutes)	
<p>Step 1 - Introduce (10 minutes)</p>	<p>Writes the word, "Hello" on the board. Narrates how he has used it differently in the following scenarios -</p> <ul style="list-style-type: none"> • meeting an old friend after a long time. • speaking with a neighbour who has lost his father recently. <p>Writes the word, "Goodbye" on the board. Ask students to try out with intonation</p> <ul style="list-style-type: none"> • To someone who has been annoying you • To a member of your family as they are going through the boarding gate at the airport. <p>Asks students why he/she used the same word differently. Asks students to share how they speak a sentence/word differently in different situations.</p>
<p>Step 2 - Model/ Demo (20 minutes)</p>	<p>Asks students to listen to AV-8 twice and discusses:</p> <ul style="list-style-type: none"> • What was the video about? • Write one sentence about your family and present it stressing on different words each time explaining how the meaning changes. <p>Models with an example. Walks around to see if all students have written the sentence and helps those who need assistance. OR If AV-8 is not available at this time, go to Step 3 and complete AV-8 viewing in Step 5.</p>

<p>Step 3 - Guided Practice (20 minutes)</p>	<p>Introduces the question word, "When" with the help of examples. Explains that 'when' question must be answered in time - clock time, event etc. Throughout the lesson uses 'when' explicitly and encourages students to use it appropriately. Models by speaking like a robot and asks students why we do not speak like robots. Tells the students how the pitch and pace of voice can be rude or polite; hurried or bored.</p> <p>Introduces the concept of 'pace of speech' by introducing self very fast, very slow. With the participation of students, explains that 'when' we speak too fast it is difficult for the listener to understand us.</p> <p>Introduces the concept of 'pitch' by introducing self very loudly and very softly. With the participation of students, explains 'when' we speak loudly/softly, it is difficult for the listener to understand us.</p> <p>Think, Pair, Share - Asks students to</p> <ul style="list-style-type: none"> • look at the voice levels given in Part A of Workbook and think about what it means. • partner with another student and share with him/her 'when' they use each of those voice levels. • share with the whole class the response of their partners.
<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>Explains how speaking slowly helps us monitor our intonation and speak correctly. Explains Exercise B of the Workbook. Completes the first one with the help of students. Asks students to read out Part B of the Workbook. Walks around to ensure that all students have understood what they have to do and supports those who need assistance. Asks a few students to share their responses.</p>
<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Divides the class into two teams - Team A and Team B. Ensures that the groups understand the task. Asks a few students to repeat the instructions to ensure that the two groups have understood what they have to do. Calls on one member from Group A and gives him/her a task slip. (Appendix 2 - FHB) Asks Group B to discuss within the group and guess what occasion/feeling was expressed by the member from Group A. Repeats the game by calling on a member from Group B and giving him/her a task slip. Asks Group A to discuss within the group and guess what occasion/feeling was expressed by the member from Group B. Continues the game for as long as time permits.</p>

Step 6 - Assessment (5 minutes)	Asks students to give an example of correct/incorrect: <ul style="list-style-type: none"> • eye contact. • use of personal space. • expressions/gestures. • pace of speech. • pitch of voice. • word stress.
Step 7 - Closure (5 minutes)	Asks students to share: <ul style="list-style-type: none"> • what did you enjoy/not enjoy in this lesson? • what is one useful thing you learnt in this lesson? Shares with students how learning apps work and how they can be used for self-paced learning.
<p>Reflections: What is your biggest challenge in speaking clearly - pace/pitch/word stress? (Ask for feedback from your peers during PLC)</p> <p>How can you get better at it? Who/what can help you improve?</p>	

For Facilitator's Reference:

How do I help my students?

Some techniques I find useful:

- Model to students - don't be afraid to exaggerate your own intonation.
- Let students compare two examples of the same phrase, example - varied/flat intonation,.
- Ask students to have a 2-minute conversation in pairs as 'robots' (elicit the word using a picture if necessary) i.e. with no intonation. When they then go back to speaking 'normally', point out that the difference is made by intonation.
- Get students to imitate your intonation, but without words, just humming.

Intonation doesn't exist in isolation, so, it makes sense to approach it together with other factors.

Lesson 9: Can & Can't

<p>Key vocabulary: Requests Commands Possible/Impossible Predict</p>	<p>Materials required: Writing material</p>
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Error alert: Ending statements with raised pitch to make them sound like questions.

Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5 minutes)
<p>Step 1 - Introduce (20 minutes)</p>	<p>Tells the students about the day's plan. Asks students that starting this day, once a week, they would watch a movie explaining how watching movies can help learn a language. (Create excitement for the movie) Tells them that they will watch Part 1 of the movie today, but they will only get to watch it once, so they must watch it attentively. After 15 minutes of movie watching, asks students -</p> <ul style="list-style-type: none"> • What was the name of the main character and his wife? • Describe the movie using words given in the Part A.1? (use all/some/most/few words) • What will happen next in the movie? (Record the prediction in the workbook. To be shared in the next session on movie watching.) <p>OR If AV -9 is not available at this time, go to Step 2 and complete AV -9 viewing/ listening after Step 5.</p>
<p>Step 2 - Model/ Demo (15 minutes)</p>	<p>Gives instructions to play the Pyramid Game. Divides the class into two groups - Group A and Group B. Each group must have 10 participants. Uses discretion, in case, there are fewer/more than 20 students. Requests groups to form a pyramid/triangle in the 4-3-2-1 pattern. After both the groups have made human pyramid/triangle, asks the groups to inverse the top and the bottom of the pyramid by moving only 3 members from each group. Ensures that both the groups work at the same time. Gives students a time limit and make it sound like a competition. Creates a pressure situation by reminding them of the time left. Observes how students interact with each other during the activity and notes commands/polite phrases used. Asks students what were some of the things that they were asked to do/told by others. Classifies them on the board into - commands, requests and others. Uses these examples to explain commands, instructions and requests.</p>

Step 3 - Guided Practice (15 minutes)	Introduces polite words/phrases using Part B of workbook. Encourages students to use them in sentences with proper intonation Shares how 'can' is used in many ways Checks students' understanding by asking students to use 'can' in a sentence.
Step 4 - Adjust Instruction (20 minutes)	Asks students to partner with a friend and share their responses of Part C with each other. Students don't have to write these. Asks a few students to share their partner's Can and Can't in complete sentences. " _____ can _____." "He/she can _____." With the help of students corrects those who seem to have misunderstood the use of 'can' and/or 'can't'. Models introduction of his/her imaginary superhero. Asks students to think of an imaginary superhero and his/her abilities/inabilities. Asks a few students to introduce this superhero to the class. After each introduction, allows members of audience to ask 2 questions from the student about other abilities of his/her superhero. For example, "Can he swim?"
Step 5 - Independent Practice (10 minutes)	Asks students to complete Exercise D after speaking with their partners. Walks around to check that the students have understood the instructions and are working accordingly. Assists those who need support. Asks a few students to share their responses. With help of students, explains why a response is incorrect.
Step 6 - Assessment (5 minutes)	Requests students to repeat the pyramid/triangle activity and this time use polite words/phrases. Appoints a few students working as Counters - they count usage of polite words/phrases by each group, the intonation used, eye contact, 'Can' and 'Can't' and share that as feedback at the end of the lesson.
Step 7 - Closure (5 minutes)	Checks with students what they can do because of FEA - <ul style="list-style-type: none"> • Can you introduce yourself to other people? • Can you understand simple instructions? • Can you begin to speak in English? etc. Asks students to bring a dice for Lesson 10.
Reflections: Did the students enjoy the movie? What can you do next time to make movie watching a better learning experience? (Speak with your peers during PLC about their experience of movie watching in the centre)	

Lesson 10: Do & Does

<p>Key vocabulary: Requests Commands Possible/Impossible Predict</p>	<p>Materials required: Writing material Appendix 1 SWB</p>
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Error alert: Pronunciation of 'Does'.
Mixing up 'Can' with 'Do'.

Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question (5-7 minutes).
Step 1 - Introduce (15 minutes)	<p>Asks students to complete Exercise A in Workbook. Asks a few students to share their responses. With help of students, explains why a response is correct/incorrect. With the help of scenarios and dramatisation, asks students what polite words/phrases they would use in the following daily situations:</p> <ul style="list-style-type: none"> • Bumping into someone. • Sneezing/blowing his/her nose in presence of others. • Dropping books on someone's foot. • Walking in late for a meeting.
Step 2 - Model/ Demo (20 minutes)	<p>Asks students to watch AV-10 twice and discusses:</p> <ul style="list-style-type: none"> • What was the video about? • What did Katie compare emotions/feelings to? <p>OR If AV -10 is not available at this time, go to Step 3 and complete AV -10 viewing/listening after Step 5.</p>
Step 3 - Guided Practice (20 minutes)	<p>With the help of examples, explains the use of 'Do and 'Does</p> <p>Do Use do with the subjects I, we, you and they. Do I have to speak too? Do we have any milk left? Do you remember her? Do they always stay up so late?</p> <p>Does Use does with he, she or it. Does he like Indian food? Does she live near you? Does it rain much in winter ? Asks a few questions to check students' understanding. Asks students to complete Exercise B.. Asks a few students to share their responses.</p>
Step 5 - Independ ent Practice (15 minutes)	<p>Explains the rules of the Dice Game (Appendix 1 - SWB) and asks a few students to repeat the instructions, to ensure that they have understood. Asks students to play the Dice Game (Appendix 1 - SWB). Walks around to ensure that the students are following rules and playing as instructed. Ensures that the students are correcting each others' errors. Steps in to correct errors, whenever required.</p>

Step 7 -
Assessment (15
minutes)

Asks students to complete Exercise C and share their responses with the class.
Individually counsels students who are not being regular/participative in class.
Asks students to bring a household object that makes sound and not show/tell other students as there will be a quiz the next day.

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

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

Lesson 11: May, Must & Might

<p>Key vocabulary: Possibility Probability Certainty</p>	<p>Materials required: Writing material Everyday objects that make sound - bell, Cardboard box</p>
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Error alert: Mixing up 'may' and 'might'
Confusion between 'may' and 'can' for permission
Confusion between probability and possibility

Steps	Facilitator's action(s)
	<p>Reminds students to keep their noisy objects hidden/secretive so that other students do not come to know about it. Discusses the QOD ensuring that the students understand the question (5-7 minutes).</p>
<p>Step 1 - Introduce (15 minutes)</p>	<p>Asks students to watch AV-11 twice and discuss with the person on their right (their partner for the day).</p> <ul style="list-style-type: none"> • How would Emmanuel be feeling on stage? • What would Emmanuel say if he found his birth mother? • If you could, would you change places with Emmanuel? Why? <p>Walks around to see if all students are interviewing their partners. OR If AV - 11 is not available at this time, go to Step 2 and complete AV -11 viewing/listening after Step 5.</p>
<p>Step 2 - Model/ Demo (10 minutes)</p>	<p>With the help of examples, explains the difference between certainty, possibility and probability.</p> <p>Possibility is surer to occur than probability. Explains with the help of sentences, use of 'must' for certainty; 'may' for possibility; 'might' for probability in statements.</p> <p>Also, explains use of 'may' for asking permission (formally) when used at the beginning of a question.</p> <p>Encourages students to come up with events/examples to show their understanding of the concept of 'certainty', 'possibility' and 'probability'.</p>

<p>Step 3 - Guided Practice (20 minutes)</p>	<p>With the help of examples on the board, checks students' understanding of 'may' both in statement and question.</p> <p>Models the conversation in the box Part B.1 and asks students to complete the following with their partners.</p> <p>Next, models the conversation in the box Part B.2 and asks students to complete the following with their partners.</p> <p>Asks a few students to share their answers of Part B. Corrects, if required, with the help of other students.</p> <p>With the help of examples on the board, checks students' understanding of 'might' ensuring that the students are clear about the distinction between the use of 'may' and 'might'.</p> <p>Models how Exercise C is to be completed. (Students have a to write possible conclusion/ outcome in the right column based on the info given in the left column) and asks students to complete the Part C with their partners.</p> <p>Asks a few students to share their answers of Part C. Corrects, if required, with the help of other students.</p> <p>With the help of examples on the board, checks students' understanding of 'must' ensuring that the students are clear about the distinction between use of 'may'/'might' and 'must'.</p> <p>Asks students to complete Part D.2 with their partners.</p> <p>Asks a few students to share their answers of Part D.2 Corrects, if required, with the help of other students.</p>
<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>Reteaches to the whole group/small groups/individual students if there is confusion. Wherever possible, takes the help of the students who have understood to help students who need reteaching.</p>
<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Guess the sound - Forms teams of students.</p> <p>Explains the rules of the game:</p> <ul style="list-style-type: none"> • Each member of the team must have brought some objects from home that make sound. Keeping the objects hidden in a box or behind a curtain, each member of the team, takes turns, to come to the front of the class and make a noise with the object without showing the object. • The other team(s) have to guess what the object is. Each team gets 20 seconds to discuss what the item is. As they discuss the sound, they should use sentences like, "It might be a ...", "It must be a...." After 20 seconds are up the team must make a final guess as to what the object is. • Scoring - If the teams use: <ul style="list-style-type: none"> ○ 'must' and guess correctly, they score ten points. ○ 'must' and guess incorrectly, they lose ten points. ○ 'may' or 'might' and guess correctly, they score six points. ○ 'may' or 'might' and guess incorrectly, they lose six points. <p>Plays as many rounds as time permits and announces the final score at the end of the game.</p>
<p>Step 6 - Assessment (5 minutes)</p>	<p>Asks each student to think of and share one 'must' in FEA classroom. Student can begin by, "I must....." or "We must...."</p>

Step 7 -
Closure
(5
minutes)

As the students march out of the classroom in a queue, stands at the exit door and shares non-verbal feedback with them on their participation in class that day.

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

Lesson 12: Group Bonding Ceremony

<p>Key vocabulary: Minefield, buddy, GBC, Hall of fame</p>	<p>Materials required: Paper balls Appendix A and B</p>
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Steps	Facilitator's action(s)
Discuss the QOD, ensuring that the students understand the question. (5 minutes)	
<p>Step 1 Introduce (35 min)</p>	<p>Tells the class that they are going to play a game 'minefield'. Tells the class that the game requires pairing of students. Instructs students to write their names on a piece of paper. Places all the names in a bag or box and mixes them all up. Makes sure to not look at the pieces of paper. Pulls out 2 slips of paper. This forms as group 1. Continues this until everyone gets a pair. In case there are odd numbers, there will be one group with three students. (Note: It is a simple and quick activity to pair learners up together but it ensures that you have no way to engineer the pairing up of students. This will leave learners with the reassurance that whoever they are placed with, they will not blame the facilitator as it is much to do with luck than anything).</p> <p>Lets the students choose a name for their group, and writes down all the group names on the whiteboard. Creates a big open space in the classroom by shifting the chairs and tables. Explains the rules of the game as in Appendix A. Shares that the objective of the game is to improve their learning. This activity and many more activities in the future will help them become better at English Language. Begins the game. After the game, asks students if they enjoyed the game. Shares how he/she was enjoying the game. Applauds everyone for giving their best.</p>
<p>Step 2 Objective (20 min)</p>	<p>Asks students to interpret their idea behind naming this lesson 'Group Bonding Ceremony' Accepts all answers.</p>

	<p>Informs that the aim of GBC is to help students learn better. Explains to the students that each buddy group will participate in an attendance game and their joint attendance will be calculated daily. The top two buddy groups that have highest 'group attendance' will be the winner at the end of Book One. To maintain their group attendance score, it is important that the buddies ensure regular attendance for each other.</p> <p>Tells students that after every 2 weeks he/she shares a status report. This way, if someone is lagging, can still move up the ranking by being more regular. At the end of Book One, the buddies with the highest group attendance score will get a place in the 'Hall of Fame section'. (The hall of fame is explained in the next step) To ensure that everyone has understood the instructions asks students to answer in True and False. Tells students to correct the statement if it is false.</p> <p>Q1: Your team gets a point only if both the buddies are present: True</p> <p>Q2: The top three buddy groups that have the highest 'group attendance' will get a place in the hall of fame: False (Two buddy groups)</p> <p>Q3: If a partner in a group is absent, the group loses points: True</p> <p>Q4: You should encourage your partner to come regularly, so that your team gets more points. True</p>
<p>Step 3 Hall of Fame (20 minutes)</p>	<p>Encourages a general discussion on the hall of fame, what is it and why they exist. Tells students that hall of fame honours the achievements of individuals in a particular field. Reiterates the process how someone enters a hall of fame. Asks them to think of some ways to design the hall of fame. Allows students to discuss in groups and share their ideas on the whiteboard. Some reference hall of fame pictures are in the appendix B. Shares that he/she will require students assistance in making a hall of fame poster. Asks students who can assist during the admin hour the next day.</p>
<p>Step 4 Closure (15 minutes)</p>	<p>Shares that FEA classroom rule says that it is important to attend FEA classes regularly. Missing a class should be a rare occurrence. Asks students what they miss if they are absent. Lets students think and share their views. Asks the class 'who all are ready to be punctual every day to successfully learn a global language'.</p>

Reflection: Are your students excited about the journey? Discuss with your peers how you can help these students stay motivated.

Facilitator's Reference

My Buddy

This project is aimed at building an intervention to improve attendance rates among students in FEA. At the start of every Book, students in a class will compete with each other to achieve certain attendance targets. The winning student(s) will be offered a reward at the end of the Book.

Indian School of Business collaborated with FEA-Delhi in this project as a research study. The pilot version of this project was conducted over the period August-December 2016, involving 8

FEA branches in Delhi. This manual is meant to be a comprehensive document for all the FEA staff (facilitators and supervisors) who would be involved in this project. Please keep the printout of this manual safely with you for reference. We will also email the soft copy with latest updates, if any.

I. ABOUT THE INCENTIVE SCHEME

As you start a new session/ book, divide the students into pairs (**Buddies**). For example, if there are 20 students in a classroom, form 10 pairs. In order to facilitate the buddy formation, we have a lesson plan called the 'Group Bonding ceremony', which we describe in detail in the following section. Once students are familiar with their buddies, introduce the idea that each buddy group will participate in an attendance game and their joint attendance will be calculated every day. At the end of the Book, the buddies with the highest group attendance score will be honored with names and photographs on FEA classroom Hall Of Fame.

How the incentive scheme works is that for any regular FEA session, a group is treated as 'Present' if both the buddies are present that day, and one point goes towards the group attendance score. On the part of the facilitators, there is no need to mark this group attendance separately. Continue with the regular process of marking each student's individual attendance on LMS daily. Data will be extracted from the LMS to calculate the group attendance for every buddy group. The group performance will be assessed through attendance table, which can be accessed by the facilitators through their LMS account. Facilitator is expected to devote 10 minutes of every 2nd Friday (in place of QOD) to discuss the fortnightly results of each group. As the lessons progress, the attendance will accumulate and the performance table will reflect the current progress of each group.

After completing the Book, the performance of all the groups will be compared and the top two groups will be declared as winners. Members of top 2 groups will be awarded with their names and photographs displayed in Hall Of Fame.

The tournament starts afresh with next book and continues similarly till the end of book-5. Please note that in each book, buddy formations are changed and students play the tournament with different buddies.

II. THE GROUP BONDING CEREMONY (GBC)

At the start of Book, one lesson, which we call the 'Group Bonding Ceremony', is dedicated to the formation of groups. This involves a Group Bonding activity/game that the students play to be familiar with each other and build trust and coordination with their buddies. Please refer to the facilitator handbook for the detailed lesson plan on how to play this game.

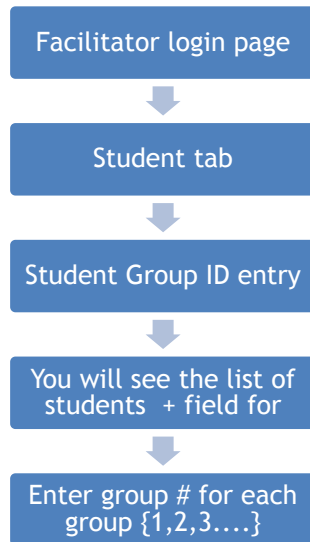
III. INSTRUCTIONS FOR FACILITATORS

- Record group ID for each student: On the day of the GBC, facilitator has to assign a group ID to each student group through a form, denoting the group they belong to. The link for the same is: <http://aamf.org/feaindiareports/groupidentry.aspx> . Facilitator can access this report through their LMS account.
- Remind the groups about their performance through fortnightly attendance table: Every 2nd Friday, facilitator will display the attendance table to all students in classroom and

conduct a 10 minutes discussion so that it serves as a reminder cum motivation to groups about their attendance targets.

- Update student attendance on LMS regularly, within 24 hours at most

RECORDING GROUP ID OF STUDENTS



IV. OPERATIONAL INSTRUCTIONS FOR SPECIAL CASES (FAQs)

- What about students who are enrolled late, i.e. after the GBC?

Up to two weeks from the date of GBC, facilitators can form buddy groups of newly enrolled students and include them as part of the tournament. Remember to record their details through the Group ID entry link. For students enrolled after two weeks, however, facilitator can form buddy groups at an informal level, but those groups will participate in the tournament non-competitively.

- How do I deal with student dropouts?

If one member in a group of two drops out in the middle of the Book, effectively the group is disqualified for that particular tournament. However, the facilitator should encourage the remaining student and assure them that they can participate with a new buddy in the next Book. At the start of the next Book, the facilitator should re-assign these students to new buddies (potentially other students whose buddies also dropped out within the Book).

- What if there are odd number of students in a session?

The last student in the session (in case of odd number) will be part of the last group formed which will consist of three buddies.

- I (facilitator) am getting transferred to a different FEA branch. What should I do?

Please continue with the tournament that is already going on in the new branch. Make sure to communicate with the existing facilitator there and understand the current status of the tournament. Alongside, handhold the new facilitator who will be joining as your replacement with all relevant information about tournament in your sessions.

- I will be resigning from FEA soon.

If there is a new facilitator or OT facilitator to replace you, please transition him/her regarding the tournament.

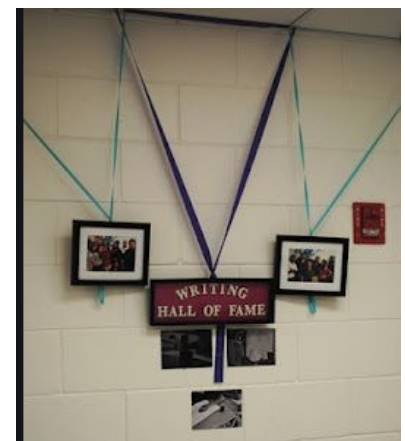
- I have some queries regarding this program. How do I clarify my doubts?

Please contact your management team for any further guidance.

Appendix A

1. Create a big open space in the classroom by shifting the chairs and tables.
2. Using chalk, draw a large square/rectangle on the floor. This is the 'minefield'. Place a few empty plastic bottles inside the shape, and a lot of paper sheets with a large 'X' on them. The paper sheets are the mines.
3. In every team, one person will be blindfolded and the other will be outside the minefield giving instructions. The blindfolded player must make their way from one end of the square/rectangle to the other, without stepping outside the boundary or stepping on a mine. If they do, they face a penalty. Their only guidance is the vocal commands of their 'buddy' outside the shape who is not blindfolded.
4. Penalty for stepping on a plastic bottle or slipper or paper sheet: 1 point
5. Based on the amount of space available in the classroom, 5 pairs (i.e. 10 students) can play at a time. The next set of 10 students can play after the first set is done.
6. After all the 10 teams (i.e. 20 students) have crossed the minefield, add up the penalty points by each team. The team with the lowest penalty score wins!
7. After one round, ask if the students have understood the game. Tell them that this was a practice round. Now play a second round with the roles swapped, i.e. the one who was blindfolded earlier gets to be outside the minefield, and vice versa.
8. Allow the students 2-3 minutes to make a strategy if they wish. Explain that this will be the final round. Play the game and declare the final two winning teams.

Appendix B: Pictures of Sample Hall of Fame:



Lesson 13: Consolidation

Key vocabulary: Rules, Snore, Shiver, Gobble	Materials required: Chart paper, Jeopardy Game 1
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Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5 minutes)
Step 1 - Introduce (20 minutes)	Asks students to watch AV-12 once and after everyone has watched it discusses: <ul style="list-style-type: none"> • What were the names of the three friends? • What are some rules in your house/family/school/work? Accepts all answers ensuring that students try to speak in full sentences using key vocabulary. Sets up Jeopardy while students are watching the video.
Step 2 - Model/ Demo (5 minutes)	Tells students that just like in the story, there need to be some rules in FEA class as well. Explains how FEA class rules will be prepared: <ul style="list-style-type: none"> • using can/cannot; may/may not; do/do not; must/must not. • individually, in pairs and as a whole class. Models with a few examples and asks a few students to repeat instructions to ensure that students have understood the task of preparing rules for FEA.
Step 3 - Guided Practice (30 minutes)	Asks students to prepare a list of 2-3 rules using the words can/cannot; may/may not; do/do not; must/must not ensuring each statement uses a different word. Gives them 5 minutes to complete this. Asks pairs to share their lists and notes down on the board all the distinct (not common) rules. Instructs pairs to share only those rules that are distinct from others and not the common ones. After all pairs have shared, reviews the list on the board and suggests a few (3-5) that are missing. Gives whole class a chart paper and asks different students to write each of the rules ensuring that there is different handwriting for each rule on the chart paper. Makes phone calls to students who have been irregular and updates the Call Log while students prepare the chart paper. Paste the chart papers on the wall.
Step 4 - Adjust Instruction (30 minutes)	Explains how game-based learning is a powerful tool of language learning. Shares the rules of Jeopardy linking it to the lesson learn earlier about importance of rules. Forms teams. Models/coaches students as they play the game for the first time. Enforces the rules during the game. Maintains score.
Reflections:	Which rules of Jeopardy were the most challenging to enforce? Why? (Discuss those with your peers during PLC) What can you do next time to make it less challenging?

Lesson 14: Food And Drinks

<p>Key vocabulary: Assume Crossword Down Across Names of meals, snacks, fruits and vegetables</p>	<p>Materials required: Appendix 3 and 4 (FHB) List of local vegetables in English (this can be prepared by facilitator beforehand or the next day after students ask English names for some local vegetables.</p>
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Error alert: Pronunciation of 'sour', 'biscuit', 'bread', 'snacks', 'dessert', 'breakfast' 'tomato', 'onions'
 Confusion between yogurt and curd, bitter and spicy.

Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes)
Step 1 - Introduce (10 minutes)	<p>Conducts a mini quiz to see the progress. Ask students to choose the right option. Reads out the sentence.</p> <ol style="list-style-type: none"> _____ (Do/Does) you speak English? Ans: Do _____ (Do/Does) he always behave like this? Ans: Does When I grow up, I (may/might) become a doctor? Ans: May The airplane (may/might) crash? Ans: might Who is your grandson's mother? <ul style="list-style-type: none"> ● Your son ● Your daughter ● Your grandmother
Step 2 - Model/ Demo (10 minutes)	<p>Conducts mini quiz to check prior knowledge about names of fruits and vegetables. (Appendix 3 - FHB)</p> <p>Also asks taste/flavour of the fruit/vegetable that students come up with as responses (sweet, sour, bitter, tasteless)</p>
Step 3 - Guided Practice (10 minutes)	<p>With the help of examples, tells the students about how what we eat during the day can be called a snack or a meal.</p> <p>Uses the list to explain the difference between snacks and meals.</p> <p>With the help of examples in Part A, explains what a 3-course meal consists of - starter/appetiser, main course and dessert.</p> <p>Based on assessment of prior knowledge uses Part B to familiarise students with the names of fruits and vegetables.</p>

<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Explains the concept of tally marks with the help of examples. Organizes students to stand in two concentric circles in a way that the inner circle is facing the outer circle. Explains students will collect information about most popular breakfast, lunch, dinner and snack food from their classmates. Instructs each student to ask the student he/she is facing the questions given in Part C Instructs and models how students will make a tally mark for each response he/she gets from the other student. Asks the outer circle to move clockwise and inner circle to move anti-clockwise to face new peers. Conducts 4 - 5 rounds of the clockwise/anti-clockwise movement ensuring that each time different set of students are facing each other and they record answers given to them in the form of tally marks in Part C. While students are moving and interviewing each other, ensures that they are pronouncing key vocabulary correctly. Ends the game and asks students to take their seats. Asks a few students to share:</p> <ul style="list-style-type: none"> • What is the most popular breakfast/lunch/dinner food? • What is the most popular snack?
<p>Step 5 - Independent Practice (5 minutes)</p>	<p>Asks students what they like to do when they have free time. Steers conversation towards why they choose to do that particular thing. Scaffolds to explain what hobbies are and the fine difference between hobbies and pastimes (not pass time). Using examples to ensure that students are able to discern hobbies from pastimes.</p>
<p>Step 7 - Assessment (20 minutes)</p>	<p>Asks students to watch AV-14 twice and after everyone has watched it twice discusses:</p> <ul style="list-style-type: none"> • How can we ask a person for his/her hobbies without using the word 'hobby'? • Are all hobbies a good use of time? Give examples. <p>Accepts all answers, ensuring that students try to speak in full sentences using key vocabulary. OR If AV - 14 is not available at this time, goes to Step 3 and completes AV-14 viewing/ listening in Step 6.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Forms 2 - 3 teams and prescribes the voice level for the Quiz. Quizzes the teams using hints in Appendix 4 (FHB). Maintains score and creates interest by making it competitive. Enforces the voice level during the activity.</p>
<p>Reflections: If you could change one thing about this lesson, what would it be? Why?</p>	

Lesson 15: Seasons & Weather

<p>Key vocabulary: Names of seasons Weather Climate Vocabulary for weather Temperature</p>	<p>Materials required: Workbook Material</p>
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Error alert: Confusion between seasons, weather, climate.
Teach it as a geography lesson.
Cold/cool, hot/warm.

Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes)
Step 1 - Introduce (15 minutes)	<p>Introduces the lesson of the day. Using real life examples and Part A of workbook, explains seasons, weather and climate. Ensures that the students focus more on vocabulary associated with seasons, weather and climate and its usage and less on causes of weather/season/climate. Guides students to make connections between seasons and weather. Explains that the weather can be 'cool' or 'cold'; 'wet' or 'humid'; 'warm' or 'hot' and the difference between these terms using temperature as reference. "It's warm in spring; hot in summer; cool in autumn and cold in winter." Asks students if it is always so - For example, "Can you have a warm day in winter?"</p>
Step 2 - Model/ Demo (20 minutes)	<p>Asks students to watch AV-15 twice and after everyone has watched it twice discusses:</p> <ul style="list-style-type: none"> • What was the video about? • What are some new words used in the video? Did you understand them? • Your brother is going to London. What advice about weather will you give him? <p>Accepts all answers ensuring that students try to speak in full sentences using key vocabulary. OR If AV-15 is not available at this time, goes to Step 3 and completes AV-15 viewing/ listening after Step 5.</p>
Step 3 - Guided Practice (15 minutes)	<p>Ask students to complete B.1 individually and asks a few students to share their responses. If required, correct with the help of students. Next asks students to complete B.2 and share their responses without looking at the workbook. Ensures that the students use may/might/must correctly.</p>

<p>Step 4 - Adjust Instruction (20 minutes)</p>	<p>Asks students to complete writing about their favourite season in C.1. After all students have finished writing, recaps the concept of tally marks and bar graph. Gives them task instructions. (Students will memorise their C.1 responses for 2 - 3 minutes and then present to the person they are facing, without looking at the workbook.) Organises students to stand in two concentric circles in a way that the inner circle is facing the outer circle. Explains students will collect information about favourite seasons of their classmates. Conducts 4 - 5 rounds of the clockwise/anti clockwise movement ensuring that each time different sets of students are facing each other, each of the two students facing each other gets to present and that the students record answers given to them in the form of tally marks in C.2. While students are moving and presenting to each other, ensures that they are pronouncing key vocabulary correctly. Ends the game and asks students to take their seats.</p>
<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Asks students to work individually to represent their tally data in the form of a vertical bar graph. Moves about in the classroom to ensure that the students are at task and provides assistance to those who seem confused or have not understood. After all students have prepared their individual bar graphs, asks students to find another student in the classroom and compare the information in their bar graphs by showing to each other and without talking. Gives them 5 minutes to do that. Then write the following sentence starter on the board and asks each student to speak one sentence about how his/her graph is different from that of another student: "My graph shows ... and ...'s (name of the other student) graph shows ..." Ensures that students compare the data represented in the graphs and not appearance of the graphs.</p>
<p>Reflections: How often do you seek feedback on your teaching from your peers/seniors?</p> <p style="text-align: center;">How do you use this feedback?</p>	

Lesson 16: Weather Forecast

<p>Key vocabulary: Names of seasons Weather Climate Vocabulary for weather Temperature</p>	<p>Materials required: Workbook Material</p>
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Error alert: Confusion between seasons, weather, climate.
Teach it as a geography lesson.
Cold/cool, hot/warm.

Steps	Facilitator's action(s)
	<p>Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)</p>
<p>Step 1 - Introduce (15 minutes)</p>	<p>Introduces the lesson of the day. Asks students to look at the images given in Part A.1 and A.2 and answer the questions on their own. Ensures that the students understand instructions. Gives students 2-3 minutes to write down their responses. Walks around to ensure that the students are at task and assists those who need assistance. Asks students to find a partner and verbally share and compare answers in complete sentences. Asks a few students to share the answer of their partners (not their own). Discloses that Image 1 is of the North Pole during summer and Image 2 is of Chennai during winters. Asks if students had 'assumed' the season. Discusses how we sometimes draw conclusions without having complete information. Asks students to share examples of how our assumptions are sometimes be right/wrong.</p>
<p>Step 2 - Model/ Demo (15 minutes)</p>	<p>Asks students to watch AV-16 twice and after everyone has watched it twice, discusses:</p> <ul style="list-style-type: none"> • What was the video about? • According to the speaker, what is one reason for climate change? • According to the speaker, what can you do to help? <p>Accepts all answers ensuring that students try to speak in full sentences using key vocabulary. OR If AV-16 is not available at this time, goes to Step 3 and completes AV-16 viewing/ listening in Step 6.</p>

<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Discusses with students what weather forecast is. Round 1 - Instructs all students to prepare the weather forecast as given in B.1. Gives them 3-5 minutes to write and memorise. Asks half the class to present the weather forecast using the workbook for reference, but not reading. Each listener/member of audience must assess another student and self (from Round 1 or Round 2). Ensures that the students understand the criteria.</p>
<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Round 2 - Instructs all students to prepare the weather forecast using do/don't, can/can't, may/must/might, did/didn't, does/doesn't (some or all of them). Gives them 3-5 minutes to write and memorise. Asks the remaining half of the class to present the weather forecast using the workbook for reference, but not reading.</p>
<p>Step 5 - Independent Practice (15 minutes)</p>	<p>After all students have shared, asks how it felt to be assessed by a classmate. Asks students to pair up with a partner and study the graph in Part C and answer the questions. Instructs that each pair discusses their responses and arrives at a common answer. Gives them 5 minutes for this. Asks a few pairs to share their responses.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Asks students to predict the weather for next day using - may/must/might. With the help of students, corrects those who use 'may/must/might' incorrectly.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Gives each student a slip of paper. Asks students to think of and write on the given slips of paper, one way in which the facilitator can help them learn better. Counsels irregular/non-participative students individually for 1 minute each - commending them on their progress, if any, and giving them ideas on improving their regularity and/or participation. Ensures that the other students are writing. Collects the slips of paper with feedback from all students before they leave. Reads the feedback shared by students.</p>
<p>Reflections: What is the most common request from the students? How can you provide the help that students are asking for?</p>	

Lesson 17: Favourite Things

<p>Key vocabulary: Names of seasons Weather Climate Vocabulary for weather Temperature</p>	<p>Materials required: Workbook Material</p>
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Error alert: Confusion between seasons, weather, climate.
Teach it as a geography lesson.
Cold/cool, hot/warm.

Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes)
Step 1 - Introduce (10 minutes)	Asks student about what they have learnt during the week. Shares the plan of the day with the students. With the help of examples, explains how look/see and hear/listen are different. Asks students to share examples to show their understanding.
Step 2 - Model/ Demo (20 minutes)	Asks a few students to recap Part 1 of the movie watched in Lesson 9. Asks a few students to share their predictions from Lesson 9 about what will happen next in the movie. Tells them that they will watch Part 2 of the movie. Tells them that it will be played only once, so they must watch it attentively. After 15 minutes of movie watching, asks students - <ul style="list-style-type: none"> • Was your prediction from Lesson 9 correct about the movie? • What was your favourite part in Part 2? • How did the weather change in the movie? • What do you predict will happen in the next part? (Ensures that the students share/record their predictions using 'will'. For example, 'Russell and Mr Fredrickson/He/They will...') OR Moves to Step 3 if movie not available at this time.
Step 3 - Guided Practice (20 minutes)	Asks students to complete Part B in workbook in 10 minutes. Gives instructions about the presentation and shares the Presentation Protocol: <ul style="list-style-type: none"> • Greeting • Introduction (full name) • Topic of presentation • Presentation • Thank audience • Concluding sentence Reminds students about facial expressions, eye contact, voice levels and rate of speech. Instructs students that they must note down, in tally marks, favourite things presented in Part C, as they listen to the presentations. Records the data of favourite things in tally marks.

Step 4 - Adjust Instruction (15 minutes)	After all students have presented, asks students to share the data recorded in Part C. For instance, "What were the 5 favourite foods that students mentioned?" "What was the most popular favourite food?" "How many students like that food?"
Step 5 - Independent Practice (10 minutes)	Shares the correct tally and asks students to calculate if they had the correct data. Asks students to complete Part D. Ensures that students understand the task instructions.
Step 6 - Closure (10 minutes)	Asks students what can they do to improve their English. Each student writes one idea on the board. While students are thinking and writing, motivates irregular/non-participative students individually for 2 minutes as a group - commending on their progress, if any, and/or giving them ideas about improving their participation and/or regularity. Ends the lesson by asking students to read all the ideas on the board.
Reflections: What are your students doing well? Have you acted on the feedback students shared in Lesson 16? If yes, has it made an impact? If not, why? (Share with your peers during PLC)	

Lesson 18: Consolidation

<p>Key vocabulary: Quotation/Quotation Marks Vocabulary Words learnt during the last 3 weeks</p>	<p>Materials required: Workbook Material</p>
Steps	Facilitator's action(s)
<p>Discuss the QOD ensuring that the students understand the question. (5-7 minutes)</p>	
<p>Step 1 - Introduce (15 minutes)</p>	<p>Asks students to watch AV-18 twice and after everyone has watched it twice discusses:</p> <ul style="list-style-type: none"> • Which words did the speaker mispronounce? (vocabulary) (Asks students to speak the word loudly and clearly.) • Which idea did you find most useful? How can you use it to improve your vocabulary? <p>Accepts all answers, ensuring that students try to speak in full sentences using key vocabulary. OR Moves to Step 2 if AV - 18 not available at this time.</p>
<p>Step 2 - Model/ Demo (15 minutes)</p>	<p>Asks students to turn to the front cover page of the Workbook. Share what 'life skills' and 'English Language skills' this book builds. Share why these skills are important and how students can benefit from learning these skills.</p>
<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Asks students to exchange workbooks with another students. Instructs how students have to go through the workbook of other students from Lesson 1 - 17 and ensure that they are complete. If any parts are incomplete, finds out the reason for non-completion.</p>
<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>If the reason is absence or other such reasons, encourages student to complete the work with the assistance of another student (not copy from another student's work). If the reason is lack of understanding, then reteaches the concept/topic in brief, with the help of students who know/understand it.</p>
<p>Step 5 - Assessment (20 minutes)</p>	<p>Ask students to complete Ex.A Explains to students that it is feedback for the facilitator on what students have learnt and not meant to praise or punish anyone.</p> <p>While students are working on the test, works on the wall displays ensuring that there is a clear demarcated place for displaying work of each session. Ensures that the displays make learning and mistakes of <u>all</u> students visible and are not decorative art pieces. Monitors students as they work on the test.</p>

Step 6 -
Closure
(10
minutes)

Calls out the correct answer for each question. Share with your students what improvements you see in them. Praise publicly. Make your students feel good.

Reflections: Do the wall displays in your classroom show what and how the students are learning? (Ask your peers for feedback on this during PLC)

Have you discussed with your supervisor(s) student(s) who has/have been irregular or absent frequently?

For Facilitator's Reference:

5 essential skills today's employers want

By Moorthy K Uppalur

Communication skills: The most significant step towards getting through the interview process is to polish your communication skills, both written and verbal.

Aptitude for leadership: It is not just the academic record that matter these days, but also your proficiency to be a leader that companies look out for.

Being a team player: Good social skills are a key to securing your dream job. Having this skill reflects that you can work harmoniously with others.

Problem-solving skills: On-the-spot thinking and problem solving skills are the qualities that employers look for in candidates. So it is essential to build on these abilities and show them when you present yourself in the job market.

Open to learning and being proactive: It is vital for a candidate to come across as independent and not someone who needs to be pushed for a task to be completed.

Adapted from <http://timesofindia.indiatimes.com/>

Lesson 19: Learning a Language

<p>Key vocabulary: Vocabulary Sentence Structure Pronunciation Word Stress Mother tongue</p>	<p>Materials required: Workbook Material Chartpaper</p>
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Error alert: Language can be learnt by learning rules of grammar.
 Language learning is quick.

Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5 minutes)
Step 1 - Introduce (10 minutes)	<p>Explains to students how learning a new language impacts the brain.</p> <p>Discusses, with the help of students, what languages they could learn and asks reasons for choosing to learn English.</p> <p>Shares simple statistics about how English speaking countries enjoy higher national incomes and better standards of living even if they are poor in natural resources like Singapore.</p> <p>Shares <u>his/her</u> own journey of learning mother tongue and English.</p> <p>Gives examples to show commonalities and differences in the two journeys.</p>
Step 2 - Model/ Demo (15 minutes)	<p>Asks students to watch AV-19 twice and after everyone has watched it twice, discusses:</p> <ul style="list-style-type: none"> • What does the speaker compare learning English with? • Did you learn your mother tongue like you learnt cycling or with the help of books and grammar? (Help students make connections with FEA methodology of teaching English and how it is similar to teaching to ride a bicycle, and, in contrast to how it is done in formal schools.) • How long did it take to speak fluently in your mother tongue? (Help students think about the time that they will have to invest at least one year in learning English.) • What is the one mistake most schools make while teaching English? <p>Accepts all answers ensuring that students try to speak in full sentences.</p> <p>OR</p> <p>Moves to Step 3 if AV - 19 is unavailable at this point. Do this step after step 5.</p>
Step 3 - Guided Practice (10 minutes)	<p>Shares with the students that the FEA program:</p> <ul style="list-style-type: none"> • develops all 4 strands of language - reading, writing, speaking and listening. <p>Invites FEA graduates to share:</p> <ul style="list-style-type: none"> • the language challenges they faced before they joined FEA. • give examples of how FEA program helped them overcome those challenges. • time and effort it took to learn.

Step 4 - Adjust Instruction (15 minutes)	<p>Using the example of the mother tongue, asks students how they learnt that language - vocabulary, sentence structure, pronunciation and fluency.</p> <p>Emphasises how we all learnt our first language by imitating sounds, then words, followed by phrases and finally sentences. The same will be followed in learning English at FEA. Asks students to recap what they learnt in AV - 18 about common mistakes people make while learning vocabulary.</p> <p>Explains how the next few lessons will work on sentence structure and pronunciation in English.</p>
Step 5 - Individual Practice (30 minutes)	<p>Asks students to assess their reading, writing, speaking and listening in English on a scale of 1 - 5 (5 being the highest) in Part A.</p> <p>Walks around along with FEA graduates to ensure that students have understood the task instructions.</p> <p>Next, asks students to think about their challenges related to vocabulary, pronunciation, grammar and others. Make a T chart. Write all challenges on board.</p> <p>Ask students to think of ways they can improve reading writing, speaking and listening. Write all ideas on the other side.</p> <p>Divide the class in 4 groups. Give them A4 size charts. Each group writes best practices related to different components. Paste the chart papers on the wall.</p>
Step 6 - Closure (5 minutes)	<p>Shares with the students what they will learn the next day and gets students excited about it.</p> <p>Commends the effort of the students who were earlier irregular or less participative, but have now become more regular and participative.</p>
<p>Reflections: Based on the performance of the students in the test (Lesson 18), do you know what each of your students has learnt or struggles with?</p> <p>How do you propose to help students who need additional support? (Share with your peers during PLC and get their ideas as well.)</p>	

For Facilitator's Reference:

Countries with Better English Have Better Economies

by Christopher McCormick

Billions of people around the globe are desperately trying to learn English—not simply for self-improvement, but for economic necessity.

Research shows a direct correlation between the English skills of a population and the economic performance of the country. Indicators like gross national income (GNI) and GDP go up. In our latest edition of the [EF English Proficiency Index](#) (EF EPI), the largest ranking of English skills by country, we found that in almost every one of the 60 countries surveyed, a rise in English proficiency was connected with a rise in per capita income. And on an individual level, recruiters and HR managers around the world report that job seekers with exceptional English compared to their country's level earned 30-50% percent higher salaries.

Lesson 20: Sentence Structure

<p>Key vocabulary: Statement / question Capital letters/Upper case letters Punctuation Question Proofread</p>	<p>Materials required: Workbook Material</p>
<p>Error alert: Pronunciation of word 'question' (ques - chun) Statement/phrases as questions Pronunciation of 'biscuit'</p>	

Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5 minutes)
Step 1 - Introduce (15 minutes)	Writes on the board, "Let's eat dad." Asks students to explain what they understand. Accepts all answers. Next, places a comma after the word 'eat' and asks students to explain what they understand by that sentence. Explains how punctuation changes the meaning of the sentence. If required, takes another example, "I like cooking my family and my dog." to help students understand the importance of punctuation. With the help of intonation/pauses, explains how punctuation is useful both in writing and speaking. Introduces capital letters, . ? "" and , Asks students to pay attention to the punctuation used in the AV-20.
Step 2 - Model/ Demo (15 minutes)	Asks students to watch AV-20 twice (first time - look for punctuation used; second time - listen to understand - pause and play) and after everyone has watched it twice, discusses: <ul style="list-style-type: none"> • What punctuation marks did you see in the video? • Why is it important to listen carefully to what others are saying? • Do you agree that when we listen carefully we show respect to the speaker? Accepts all answers, ensuring that students try to speak in full sentences. OR If AV - 20 is unavailable at this point moves to Step 3.
Step 3 - Guided Practice (10 minutes)	Asks students to read the rules (along with examples) of capitalization given in Part A. Asks a few students to share one rule each. As the student mentions the rule, explains that rule with the help of example on the board. Goes over each rule with a few examples. Asks students to complete exercise in Part A.

<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>Asks students to look at Part B to understand the use of punctuation marks . ? at the end a sentence. Asks a few students to share an example sentence using . or ? at the end. Writes students' examples on the board. Avoids demotivating statements, such as "You are wrong." In case of an incorrect usage, asks other students to correct it. Asks students to complete exercise in Part B.</p>
<p>Step 5 - Individual Practice (20 minutes)</p>	<p>Explains when we use comma(s) in a sentence. Explains that there are other rules but these are most common uses of comma. Asks students to look at Part C to understand the use of comma(s) in a sentence. Asks a few students to share an example each of using comma in a sentence. Writes it on the board, as the student shares his/her example. In case of an incorrect usage, asks other students to correct it. Asks students to complete exercise in Part C. Discusses the exercise in Part C and asks students to check their answers. Asks students to pair up and create sentences to show the use of comma(s). Walks around to ensure that students have understood the task and guides/assists, if required. Asks a few students to share their sentences. Writes them on the board and involves the class in adding/changing place of commas to change meaning of the sentences.</p>
<p>Step 6 - Assessment (5 minutes)</p>	<p>Asks students to proofread the passage in Part D of the lesson along with a friend. Walks around to ensure that the both partners are participating. Helps/guides those who need assistance. Corrects students if he/she notices them making errors.</p>
<p>Step 7 - Closure (5 minutes)</p>	<p>Shares with the students what they will learn the next day and gets students excited about it. Asks students to close their eyes for 1 minute and reflect on how well they worked on improving their English Skills</p>

Reflections: Rate this lesson on a scale of 1 - 5.

Rate how well you taught this lesson on a scale of 1 - 5. (Try asking your peer to sit through your lesson and give feedback to improve.)

Lesson 21: Be A Top Editor

<p>Key vocabulary: Statement / question Capital letters/Upper case letters Punctuation Question Proofread</p>	<p>Materials required: Workbook Material</p>
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Error alert: Use of more than one 'and' in a single sentence.

Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes)
Step 1 - Introduce (10 minutes)	Asks students to quietly see the best practices related to RWSL for a minute. With the help of students and examples on the board, recaps Lesson 20. (Difference between statement and question, beginning and ending of sentence, use of capitalisation in the middle of the sentence and use of . ? ,)
Step 2 - Model/ Demo (15 minutes)	Asks students to watch AV-20 twice and after everyone has watched it twice, discusses: <ul style="list-style-type: none"> • What is the video about? • According to the video, what are three steps to listening well? • Which step are you good at ? • Which step are you not good at? Accepts all answers, ensuring that students try to speak in full sentences. OR If AV - 20 is unavailable at this point moves to Step 3 and conduct after step 4.
Step 3 - Guided Practice (15 minutes)	With the help of examples in Part A, explains the use of 'and'. Asks students to their partner and practice use of 'and' by completing Part A. Asks a few students to share their responses and tactfully asks other students if they have the same or different responses. If different, asks for their response. Then repeats, by writing on the board, the correct response. Asks students to make sentences using 'and' on one of the topics - weather/ seasons or meals/snacks. Ensures that each student participates, taking turns.
Step 4 - Adjust Instruction (15 minutes)	With the help of examples in Part B, explains the use of 'but' Asks students to practice use of 'but' by completing in Part B. Students talk to their partners. Asks a few students to share their responses and tactfully asks other students if they have the same or different responses. If different, asks for their response. Then repeats, by writing on the board, the correct response. Asks students to make sentences using 'but' on the topic 'Family' or 'Hobbies'. Ensures that each student participates, taking turns.

Step 5 - Individual Practice (15 minutes)	Asks students to read passage given in Part C carefully and slowly to look for errors - capitalization, punctuation and spelling. It may require more than one reading. Creates excitement by announcing that whoever finds most errors in the given time, he /she will be awarded India's Top Editor Award. Gives students 5-7 minutes to proofread the passage. Walks around to see that the students are at task. After the students have found the errors, asks them to rewrite the passage correctly.
Step 6 - Assessment (5 minutes)	After the time is over, asks a few students to share number of errors they found and what were those errors. Going slowly over the passage shares all the errors and the reason why particular punctuation marks should be used. With the help of students, selects and announces India's Top Editor Award.
Step 7 - Closure (5 minutes)	Shares with the students what they will learn the next day and gets students excited about it. Collects Exit Tickets from students in the form of an oral response to - "How does it feel now that you can proofread and find your own and other people's mistakes?"
Reflections: Is your writing on the board clear and legible to students? Do you follow rules of capitalisation and punctuation while writing on the board?	

For Facilitator's Reference:

Giving Feedback to Students

When students struggle despite strong effort

1. OK, so you didn't do as well as you wanted to. Let's look at this as an opportunity to learn.
2. What did you do to prepare for this?
3. Is there anything you could do differently next time?
4. You are not there/here **yet**.
5. When you think you can't do it, remind yourself that you can't do it **yet**.
6. I expect you to make some mistakes. Your mistakes tell me how to support you.
7. Mistakes are welcome here!
8. You might be struggling, but you are making progress.
9. I can see your growth in _____.
10. Look at how much progress you made on this. Do you remember how much more challenging this was _____(yesterday/last week/previous lessons)?
11. Of course it's tough - learning anything new is tough!
12. If it were easy, you wouldn't be learning anything!
13. You can do it - it's tough, but you can. Let's break it down into steps.
14. Let's stop here and return tomorrow with a fresh mind.
15. I admire your persistence.

16. I appreciate your hard work.

When students are making progress

- 1.** That's a tough problem/task/concept that you've been working on for a while. What strategies are you using?
- 2.** I can see a difference in this work compared to yesterday/last week. You have really grown in _____.
- 3.** I see you using your strategies/tools/notes/etc. Keep it up!
- 4.** You have been working on this and didn't quit!
- 5.** Your hard work is clear in your work/answers.

When they struggle and need help with strategies

- 1.** Let's think about how to improve this section/paragraph/sentence/word choice/logic/description/problem.
- 2.** Here are some strategies to figure this out.
- 3.** How did you complete this task?
- 4.** Let's do one together.
- 5.** Let's practice ____ (skill) so we can move it from our short-term to our long-term memory.
- 6.** Let's try once more – we can always fix mistakes once I see where you are going off track.
- 7.** Let me explain in another way.
- 8.** What parts were difficult for you? Let's look at them.
- 9.** Let's ask _____ for advice. S/he may be able to explain/suggest some ideas/strategies.
- 10.** If you make _____ changes, we can reassess your score. Let's plan.

Adapted from <http://schools.nyc.gov/>

Lesson 22: Asking Questions - 1

<p>Key vocabulary: Statement / question Capital letters/Upper case letters Punctuation Question Proofread</p>	<p>Materials required: Workbook Material</p>
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Error alert: Use of more than one 'and' in a single sentence.

Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes)
Step 1 - Introduce (10 minutes)	<p>Asks students to think of and share all questions that they ask others during the day.</p> <p>Lists them on the board, deliberately making some capitalisation/punctuation errors for students to catch and correct.</p> <p>Asks them why they ask these questions.</p> <p>Writes the reason beside the question on the board.</p> <p>Explains how questioning is important for learning.</p>
Step 2 - Model/ Demo (15 minutes)	<p>Asks students to watch AV-20 twice and after everyone has watched it twice, discusses:</p> <ul style="list-style-type: none"> • How can you become a better listener? • How does questioning show that you are listening? <p>Accepts all answers ensuring that students try to speak in full sentences.</p> <p>OR</p> <p>If AV - 20 is unavailable at this point moves to Step 3 and conduct this step after step 5</p>
Step 3 - Guided Practice (10 minutes)	<p>With the help of students and board, recaps how we ask questions beginning with May/Can/Do/Does. (Refer to Lessons 9, 10, 11)</p> <p>Ensures that all students participate, taking turns and express their understanding.</p> <p>Re-teaches, with the help of students who know/remember it well, if required.</p>

<p>Step 4 - Adjust Instruction (25 minutes)</p>	<p>With the help of students and board, recaps questions beginning with Who and When. (Refer to Lessons 3, 4, 5 & 8)</p> <p>With the help of examples on the board, explains the use of question words - 'What', 'Why' and 'How'</p> <p>With the help of examples, explains how question words help us understand how the question is to be answered.</p> <ul style="list-style-type: none"> • For questions beginning with 'Why' the answer must be a reason. • For questions beginning with 'When' the answer must be in time. • For questions beginning with 'Where', the answer must be about place. <p>Explains that if question word is misunderstood, the information provided in the answer will be wrong.</p> <p>Asks students to complete Exercise A.1 and ask students to peer check answers. After all students have peer checked, shares the correct answers, with the help of students.</p> <p>Asks students to look at the image in Part B and write a few questions that they would like to ask the strangely-dressed man.</p> <p>Ensures that the students form questions correctly.</p> <p>Asks students to turn to the person on their right and share one question from Part B.</p>
<p>Step 5 - Individual Practice (15 minutes)</p>	<p>Hot Seat - Asks each student to think of a successful person (famous or not) that he/she knows/idolises.</p> <p>By turn, makes students sit on the Hot Seat and asks other students to play the journalists and ask him/her 10 questions that he/she must answer as that successful person. For example- if a student chooses Sachin Tendulkar, he/she sits on the Hot Seat as Sachin Tendulkar and introduces himself. The other students ask Sachin Tendulkar questions like, "When were you born?" "Where did you play your first match?" "How do you prepare yourself before a match?" etc. The student in the Hot Seat has to give appropriate answers. It is not important for the answers to be factually correct but the students must answer what is being asked and use complete sentences.</p> <p>Encourages students to ask questions using May/Do/Does/Can/Why/How/What/When/Where.</p> <p>Asks student to correct each other when the question is formed incorrectly.</p>
<p>Step 6 - Closure (10 minutes)</p>	<p>Asks students to complete exercise in Part C to make grammatically correct questions.</p> <p>Walks around to ensure that students are at task and assists/guides, if required.</p> <p>Asks a few students to share one response each so that all 5 questions are covered.</p>
<p>Reflections: How are your students forming questions? What are you doing to correct them?</p>	

Lesson 23: Asking Questions - 2

Key vocabulary: What, When, Why, How, Where, Who	Materials required: Workbook Material
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Error alert: Pronunciation of word 'question' (ques - chun) and 'statement' (not 'isstatement').
Using statements/phrases as questions.

Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes)
Step 1 - Introduce (10 minutes)	<p>Welcomes students and shares what they will learn that day. With the help of white board and examples, recaps how sometimes we speak a statement in a questioning tone. 'Done?', 'Gone?'</p> <p>Writes some incorrect questions and ask students to correct those questions. For e.g. - "What your name?" "When you come to class?"</p>
Step 2 - Model/ Demo (20 minutes)	<p>Asks a few students to recap Parts 1 & 2 of the movie watched in Lessons 9 & 17. Asks a few students to share their predictions from Lesson 17 about what will happen next in the movie. Encourages students to share/record their predictions using 'will'. For example, 'He/They will...' Tells them that they will watch Part 3 of the movie. Tells them that it will be played only once, so they must watch it attentively. After 15 minutes of movie watching, asks students -</p> <ul style="list-style-type: none"> • Was your prediction from Lesson 17 correct about the movie? • Do you think the young boy is a good listener ? Give reason(s). • What do you think will happen in Part 4? OR <p>Moves to Step 3 if movie is not available at this time.</p>
Step 3 - Guided Practice (15 minutes)	<p>Asks students to read the short story in Part A twice. Asks students to prepare 5 questions about the story to ask their partners. Walks around to ensure that students are at task and assists/guides, whenever required.</p>
Step 4 - Adjust Instruction (10 minutes)	<p>Asks students a few comprehension questions to check students' understanding of the story given in Part A. With the help of examples and connecting to previous lessons, discusses -</p> <ul style="list-style-type: none"> • Are there questions that have only one correct answer? E.g. - 'Where is the book?' • Are there questions that may have more than one correct answer? E.g. - "What do you think about public transport in Delhi? " • Are there questions that only seek a Yes/No response? E.g. - "Do you have a pen?" <p>Encourages students to share examples of each.</p>

<p>Step 5 - Individual Practice (20 minutes)</p>	<p>Organizes the game - Martians Are Here. Explains and models how the game will be played - tells the class that s/he is a Martian and the students are Earthlings. The Martian is on Earth to learn the language of Earthlings. Asks about anything in the room, that the Earthlings have to answer in short and complete sentences. The Martian (Facilitator) then asks follow up questions using different question words. The conversation continues till the Martian repeats the question/word or the Earthling is unable to answer a question. For example: Facilitator (Martian) - What is this? Students (Earthling) - It's a pen. Facilitator (Martian)-What's a pen? Students (Earthling) - You use it to write. Facilitator (Martian) - How do you write? Students (Earthling) - You make words with it on paper. Facilitator (Martian) -Why do you write words? and so on.... Divides the class into two groups. Group 1 (Martians) and Group 2 (Earthlings). Student 1 from Group 1 (Martians) asks a question and Student 1 from Group 2 (Earthlings) answers the question. Based on that answer, Student 2 from Group 1 asks another question and Student 2 from Group 2 answers. Answers can be real or imaginary - but they must be spoken in complete sentences and make sense. The conversation continues till one of the Martians repeats the question/word or one of the Earthlings is unable to answer a question. The winning team gets a point. Round 2 - Members of Group 1 become Earthlings and members of Group 2 become Martians and the game goes on as in Round 1. Shares expected Noise Level for the game. Ensures that the students frame questions correctly and ask a variety of questions. Enforces the noise level during the activity.</p>
<p>Step 7 - Closure (10 minutes)</p>	<p>Asks students if they can prepare answers to simple questions. If students answer in positive, asks, "Can you also prepare questions for answers?" Practices with the help of students and 2 - 3 examples. Asks students to complete Part B. Walks around to ensure that students are at task and assists/guides, whenever required. Talk to the ones who are irregular.</p>
<p>Reflections:</p>	<p>How well is the plan, prepared in Lesson 19, to support the struggling students, working? Do you need to make any changes? (Share an update with your peers during PLC)</p>

Lesson 24: Consolidation

<p>Key vocabulary: What, When, Why, How, Where, Who</p>	<p>Materials required: Writing materials Jeopardy Game - 2</p>
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Error alert: Pronunciation of word 'question' (ques - chun) and 'statement' (not 'isstatement').
Using statements/phrases as questions.

Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5 minutes)
Step 1 - Introduce (15 minutes)	<p>With the help of students and images in Part A, explains what a panda is. Tells students that while watching AV - 24, they will complete a task. The task instructions are in the first few seconds of the video. Asks students to watch AV- 24 once and keep a score in tally marks in Part A. After students begin watching AV - 24, asks students to pause after first 25 seconds and checks how well they have understood the instructions. Asks students to continue playing and recording their count. After everyone has watched & recorded asks:</p> <ul style="list-style-type: none"> • Out of 20, how many pandas did you find? • What strategy did you use? <p>Accepts all answers, ensuring that students try to speak in full sentences using key vocabulary. Sets up Jeopardy while students are watching the video.</p>
Step 2 - Model/ Demo (5 minutes)	<p>With the help of students, recaps the rules of playing Jeopardy in FEA classrooms. (Refer to Lesson 12) Reiterates the points that students struggled with while playing Jeopardy during Lesson 12. Forms teams. Asks each team to take up a name. Tells students the Voice Level to be maintained during Jeopardy.</p>
Step 3 - Guided Practice (30 minutes)	<p>Plays Jeopardy Game 2. Ensures that the students follow the rules of the game. Consciously, executes plan to make Jeopardy more interested as reflected and discussed during PLC after Lesson - 12. Corrects students who violate the rules. Keeps the score.</p>

<p>Step 4 - Independent Practice (25 minutes)</p>	<p>Ask students to check their progress through workbook exercise B and C. Once everyone completes the exercise, ask students to share their answers. Reveal the correct answers.</p>
<p>Step 5 - Adjust Instruction (10 minutes)</p>	<p>Asks students which workbooks/lessons were incomplete and why. If the reason is absence or other such reasons, encourages student to complete the work with the assistance of another student (not copy from another student's work). While students are peer checking workbooks, makes calls to irregular students and updates the Call Log. OR. Speaks individually to students who have been irregular/non-participative and motivates explaining how regularity/participation will help them in their learning.</p>
<p>Reflections: Did your plan for addressing Jeopardy challenges (prepared in Lesson - 12 and discussed during PLC thereafter) help? (Share how well/ why it didn't work with your peers during PLC.)</p>	

Lesson 25: Consonant Sounds – 1

Key vocabulary: Alphabet/letter	Materials required: Appendix 5 (FHB)
Error alert: Sh/s words Pronunciation of word 'vowel' Alphabets Vs alphabet	
Steps	Facilitator's action(s)
Discuss the QOD ensuring that the students understand the question. (5 minutes)	
Step 1 - Introduce (10 minutes)	Explains how the English alphabet is made up of vowel and consonant sounds. Demonstrates the difference in production of vowel and consonant sounds. (In vowel sounds air flows freely through the mouth with no obstruction; in consonant sounds air flow is obstructed by the tongue or lips). Asks students to produce consonant and vowel sounds and consciously pay attention to the flow/obstruction of breath.
Step 2 - Model/ Demo (20 minutes)	Asks students to watch the AV - 25 once and carefully observe how the lips and tongue move to produce different sounds of English alphabet. After everyone has watched the video once, asks: <ul style="list-style-type: none"> • Did you learn anything new? • Give examples to show how wrong movement of lips and tongue can mispronounce words. OR Moves to Step 3 if AV - 25 is not available at this time.
Step 3 - Guided Practice (10 minutes)	Explains the implication of sound swap, by asking the difference in meaning of the two sentences - <ul style="list-style-type: none"> • "Please sit down." "Please shit down."? • "Sip your drink slowly." "Ship your drink slowly." • "Sea is calm." "She is calm." • "I like this class." "I like this clash." • "Sell the peas" "Shell the peas." • "Can I have the seat?" "Can I have the sheet?" With the help of above examples, emphasises how sound swap can lead to miscommunication.
Step 4 - Adjust Instruction (20 minutes)	Asks students to pair up with a partner and shared read the passage in Part B. Asks students to share what they understood. Tells students to pick words and phrases from the passage itself while sharing the meaning of the passage.

<p>Step 5 - Individual Practice (20 minutes)</p>	<p>Asks students to stand and takes them through the 2 or 3 warm-up exercises from Ex A. 'Warming up the body' and ExC. 'Voiced and unvoiced consonants.' (Appendix 5 - FHB)</p> <p>Asks students to make a list of words that have 's' or 'sh' sound, anywhere in the word- beginning, middle or end in Part A</p> <p>Asks students to share their words and writes them on the board.</p> <p>Without producing the sound and by exaggerating sound production, asks students to look at his mouth to guess which word/sound is being made ('s' or 'sh').</p> <p>Explains how different languages have some common and other different sounds. If our mother tongue does not have a particular sound (for example sound of 's' in 'pleasure' does not exist in Hindi) then it is difficult for the mouth to produce that sound as it has not evolved to produce it. So if we have to learn that sound when we are learning another language, then our mouth and vocal chords need to learn how to produce that new sound.</p> <p>Emphasises that practice is the key to learning new sounds and correct mispronunciation.</p> <p>Asks students to pair up with a partner and read out the tongue twisters given in Part C to each other.</p> <p>Encourages them to go slow first and then picks up speed as they grow more comfortable with them.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Asks students to create their own tongue twisters (random or meaningful) using 's' and 'sh' sound words.</p> <p>Ensures that the students understand the task instructions.</p> <p>Walks around to ensure that students are at task and assists/guides, whenever required.</p>
<p>Reflections: Which quote from the cover page of the FHB appeals to you the most? Why? (Share this with your peers during PLC)</p>	

Lesson 26: Vowel Sounds - 1

Key vocabulary: Alphabet/letter	Materials required: Appendix 5 (FHB)
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Error alert: /e/ and /æ/ sound words Pronunciation of word 'vowel' Alphabets Vs alphabet

Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5 minutes)
Step 1 - Introduce (10 minutes)	With the help of students and examples, recaps how sounds in English language do not follow a consistent pattern. Reiterates that the key to speaking correctly is listening to good quality audios and speaking the language. Referring to Part D, shares with students how students can download some of the pronunciation apps on their phones to practice independently. With the help of student recaps production of vowel and consonant sounds.
Step 2 - Model/ Demo (20 minutes)	Asks students to watch the AV - 26 twice and carefully observe how the lips and tongue move to produce different sounds of the vowel 'a'. After everyone has watched the video twice, asks: <ul style="list-style-type: none"> • What is the video about? • Did you learn anything new? OR Moves to Step 3 if AV - 26 is not available at this time.
Step 3 - Guided Practice (10 minutes)	Asks students to stand and begins the lesson with Exercises B3 and B4 from Pronunciation Warm-ups (Appendix 5 - FHB). Ensures that there is a safe and fun environment for practicing pronunciation, where mistakes are recognised and corrected. Recaps how vowel sounds are free flowing sounds with no obstruction.

<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>Introduces /e/ and /æ/ sounds. with the help of words “bEd and bAd” on the board. Selects a popular song. Practices the /e/ sound with students - sing the song they have selected on b+/e/. Practices the /æ/ sound with students - sing the song they have selected on b+/æ/. Ensures that students are singing the sound of the vowel correctly, even when they are out of tune. If students are struggling to differentiate, compares /e/ to an egg, and /æ/ to an apple remind them that their mouth must open smaller to eat an egg than an apple. Brainstorms words that go with /e/ and /æ/ sounds and write them on the board in the form of T-chart. (Appendix 6 - FHB)</p>
<p>Step 5 Guided Practice (10 minutes)</p>	<p>Asks students to pair up with a partner and shared read aloud the passage in Part B. Asks students to share what they understood. Tells students to pick words and phrases from the passage itself to explain the meaning of the passage. Repeats the correct responses.</p>
<p>Step 6 - Individual Practice (15 minutes)</p>	<p>Asks students to complete Exercise C with a partner, practicing the tongue twisters and create a tongue twister using the words brainstormed on the board or in the Workbook.(Part A). Organises a Tongue Twister competition using tongue twisters created by the students. Asks students what the appropriate noise level would be. Ensures that all students get a chance to participate. Enforces the noise level.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Asks 2 students to come to the board, one at a time. Speaking correctly and clearly, calls out minimal pair words with contrasting vowel sounds /e/ and /æ, one pair at a time. (Appendix 6 - FHB) As the words are spoken, each student listens carefully and writes the two words on the board. Asks other students in the audience, which student(s) spelt the two words correctly.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Asks students to rate, non-verbally: • usefulness of this lesson in improving their pronunciation. Shares what the students will learn over the next few lessons and get them excited about it.</p>
<p>Reflections: How did your students rate the lesson? If you were to rate it, would you rate it same of differently? Why?</p>	

Lesson 27: My House and Neighbourhood

Key vocabulary: rural, urban, suburb, neighbourhood	Materials required: Writing Materials
Error alert: Private and public places.	

Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5 minutes)
Step 1 - Introduction (10 minutes)	Without explaining the task, asks students to pair up with a partner and complete Exercise A Ensures that the students first discuss the task instructions and then begin the task. Walks around to ensure that both the partners are equally participative and have understood the task. Appoints weekly Pronunciation Cops. Models to the Cops what their role is.
Step 2 - Introduce (10 minutes)	Using the board, introduces the term neighbour and neighbourhood by sharing his journey/route from home to the centre. Uses the board, if helpful. Asks comprehension questions to check students' understanding. Introduces the lesson of the day and asks students what they would like to learn about the topic.
Step 2 - Model/Demo (20 minutes)	Asks students to watch the AV - 28 twice. After everyone has watched the video twice, asks: <ul style="list-style-type: none"> • What is a suburb? • Does your town/city have a suburb? • Is your neighbourhood similar/different to the one in the video? How? OR Moves to Step 3 if AV - 28 is not available at this time.
Step 3 - Guided Practice (10 minutes)	Asks students to describe their neighbourhood to a classmate. Walks around to ensure that the students have understood the instructions and are at task.
Step 4 - Adjust Instruction (20 minutes)	Make small groups. Asks the groups to look at the image in Part B and discuss within the group: <ul style="list-style-type: none"> • what kind of neighbourhood each of the places would have? • how would these neighbourhoods be similar/different from each other? After the groups have discussed, asks Groups to share their response. Encourage students to listen carefully and prepare questions to ask based on what they have shared.

Step 7 - Assessment (15 minutes)	By turns, asks students to describe the route from the FEA branch to their homes. Ensures that the students use the correct vocabulary while talking about the places on the way. Ensures that the Pronunciation Cops are active, alert and making notes.
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Reflections: On a scale of 1 - 5, rate this lesson for student engagement.
How can the design or teaching of this lesson be improved? (Discuss in PLC and email your ideas to the Curriculum Manager)
Have you invited 3 - 4 suitable FEA graduates/HO staff/your peer for Lesson-30?

Lesson 28: My Workplace

Key vocabulary: Stationery items.	Materials required: Writing Materials (including an eraser)
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Error alert: Stationary Vs Stationery; Ruler Vs Scale; Eraser Vs Rubber
Pronunciation of 'stapler', 'envelop', 'rubber', and 'paper'.

Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5 minutes)
Step 1 - Introduce (10 minutes)	Asks students to read Part A and share their responses with the class. Makes a note of students who can/cannot read/understand instructions. Encourages students to share with the class how they are working on improving their English Skills.
Step 2 - Model/ Demo (20 minutes)	Asks a few students to recap Part 1-3 of the movie watched. Create excitement for the movie. Asks a few students to share their predictions Tells them that they will watch Part 4 of the movie and that it will be played only once, so they must watch it attentively. After 15 minutes of movie watching, asks - <ul style="list-style-type: none"> • Was your prediction from Lesson 23 correct? • What kind of house did the young boy make for the old man? <p>OR</p> <p>Moves to Step 3 if movie is not available at this time.</p>
Step 3 - Guided Practice (20 minutes)	Asks students to draw (<u>using a pencil</u>) their current workplace in Part B (kitchen for a homemaker, classroom for a student, office for working students). Asks a few students to Show & Tell their workplace (Show the drawing and Tell about it). Encourages students in the audience to ask 1-2 questions about it. Ensures that the presenting student speaks in complete sentences and asking student frames the questions correctly.
Step 4 - Adjust Instruction (10 minutes)	Asks students to look at office objects in Part C. Asks students use(s) of those objects. Accepts all answers and repeats the correct ones. Asks students to pair up with a partner and shares task instructions for completion of Part C.2. Asks students to complete Part C.2. Walks around to ensure that all pairs have understood the task instructions, and are at task. Assists/guides, if required. After all pairs have completed Part D.2, asks a few pairs to share their responses.

<p>Step 5 - Individual Practice (15 minutes)</p>	<p>Asks students to close their eyes and think of their Dream Workplace. (2 minutes)</p> <p>Asks students to go back to Part C and make changes to their drawing to make it into "My Dream Workplace" with objects labelled.</p> <p>Encourages students to be ambitious and imaginative.</p> <p>Walks around to ensure that all pairs have understood the task instructions, and are at task. Asks a few students to Show & Tell their Dream Workplace (Show the drawing and Tell about it).</p> <p>Assists/guides, if required.</p>
<p>Step 6 - Closure (5 minutes)</p>	<p>Narrates the riddle given below, clearly and slowly:</p> <p>A man who works on the tenth floor takes the elevator down to the ground floor every evening and goes home. The next morning, when he comes back to work, he takes the elevator to the 7th floor and walks up three flights of stairs to his office. However, if it is raining or if there are other people in the elevator he takes the elevator all the way to the 10th floor. Can you explain why?</p> <p>Repeats the riddle, if required.</p> <p>Accepts all reasonable answers.</p> <p>Shares the correct response.</p>
<p>Reflections: How is students' pronunciation improving?</p> <p>Are there some students who are struggling with English more than others?</p> <p>What can you do to help them? (Discuss with peers during PLC)</p> <p>Have you invited 3 - 4 suitable FEA graduates/HO staff/your peer for the next lesson?</p>	

Lesson 29: Learning Contract - 1

Key vocabulary: Dream, Goal, Fantasy, Reality	Materials required: Writing materials Appendix 7 (FHB)
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Error alert: Use 'dreams' and 'goals' interchangeably.

Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5 minutes)
Step 1 - Introduce (10 minutes)	Shares with students his/her own dream world, house, car, job etc. Invites students to share their dreams.
Step 2 - Model/ Demo (20 minutes)	Asks students to: <ul style="list-style-type: none"> listen to the song in AV- 29 once and then asks students about what the song means. Accepts all explanations. Asks students to: <ul style="list-style-type: none"> listen to the song in AV-29 twice singing along using the lyrics from the screen. After each student has sung along twice, asks each student to share a sentence each starting with, "I have a dream....." Sings along with the students as they listen to the song ensuring that all click 'play' together. Ensures that this is a fun (not entertaining) activity.
Step 3 - Guided Practice (10 minutes)	Taking one dream at a time, asks students: <ul style="list-style-type: none"> do all dreams come true? what is the probability of their dreams coming true? Encourages students to use words such as 'certainty', 'possibility' and 'probability'. Asks which dreams come true and which ones do not. Accepts all answers and repeats the correct ones.

<p>Step 4 - Adjust Instruction (20 minutes)</p>	<p>Keeping in mind Do's and Don'ts of story-telling, shares the story (Appendix 7 - FHB), aloud and slowly.</p> <p>Changes tone/expressions to build interest in the story.</p> <p>Involves students in story telling.</p> <p>Allows students to find their own way to focus on what they are listening to. For example, closing their eyes to visualise.</p> <p>Asks:</p> <ul style="list-style-type: none"> • What would you have done if you were _____ (man's name)? • How would you feel if you were the butterfly struggling unsuccessfully? • How is this story linked to our dreams? <p>Accepts all answers without being judgmental.</p> <p>Ensures that there is an atmosphere of acceptance and students feel safe and respected to share their views honestly.</p> <p>Helps students make connections between continuous and painful effort and growth (achievement of goals) and what happens when we take short-cuts to achieve our goals.</p> <p>Accepts all answers and repeats the ones that help make a positive connection between our goals and efforts.</p> <p>Encourages FEA graduates to share their examples to help students make a positive connection between goals and efforts.</p>
<p>Step 5 - Independent Practice (25 minutes)</p>	<p>Asks students to complete Part A.</p> <p>Facilitator and FEA Graduates walk around to assist and guide, if required.</p> <p>Asks a few students to share their responses congratulating and commending their efforts (not achievement). For example, if a student ticks 'A lot' or 'A little', facilitator mentions 1 -2 things that he/she has noticed the student do to learn.</p> <p>For those who tick 'Not at all', involves FEA graduates to share what that particular student can do going forward so that he/she learns well.</p> <p>Explains to students how Parts B.i, B.ii and B.iii are to be completed in conversation with the facilitator/FEA graduate.</p> <p>Ensures that the role of the facilitator/FEA graduate is to get the students to think specifically about their own dream/goals etc.</p> <p>Makes phone calls to students who have been irregular and update the Call Log while students complete Part B.iv.</p>
<p>Reflections:</p>	<p>Was it helpful to have FEA graduates/HO staff/your peers present for this lesson?</p> <p>How can you involve them more effectively next time?</p> <p>Do your students know about the FEA Career Guides and how they can benefit?</p>

Lesson 30: Consonant Sounds – 2

Key vocabulary:	Materials required: Writing materials Appendix 5 (FHB)
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Error alert: Alphabet, not alphabets. Production of 'v' and 'w' sound.

Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5 minutes)
Step 1 - Introduce (5 minutes)	With the help of students, recaps - <ul style="list-style-type: none"> • vowels and consonants in English alphabet. • the difference in production of vowel and consonant sounds. Asks students to pay attention to the flow/obstruction of breath.
Step 2 - Model/ Demo (15 minutes)	Asks students to watch the AV - 30 once and carefully observe how the lips and tongue move to produce different sounds of consonants 'v' and 'b'. Encourages students to pronounce the words as the speaker in the video does. After everyone has watched the video once, asks: <ul style="list-style-type: none"> • What is the video about? • Do you know anyone who produces 'v' or 'b' sound in English incorrectly? Give examples of mispronunciation. • What can you tell that person about how sounds 'v' and 'b' are produced? OR Moves to Step 3 if AV - 31 is not available at this time.
Step 3 - Guided Practice (5 minutes)	Explains the implication of sound swap of 'v' and 'b', by asking the difference in meaning of the two sentences - <ul style="list-style-type: none"> • 'I need a bin.' 'I need a vin.' • 'There is a ban on smoking.' 'There is a van on smoking.' • 'The vet (short of veterinarian) is small.' 'The bet is small.' With the help of above examples, and other examples shared by the students, emphasises how sound swap can lead to miscommunication. Appoints new Pronunciation Cops for the week. Ensures that the Pronunciation Cops are active and alert during the lesson and make notes of errors to pronouncing /b/, /v/, /p/, /f/ and share feedback with the facilitator, anonymously, at the end of the lesson.

<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Begins with a few pronunciation warm-ups from Part 1 - Warming Up The Body and Part 2 - Warming Up The Articulators. (Appendix 5 - FHB). Ensures students are standing up and participating energetically. Round 1 - Asks students to choose a popular song and practice the sound /b/ with students to the tune of the song. Repeats the same with sound /v/. If students struggle with /v/, makes sure the inside of their bottom lip is slightly touching the front of their top teeth. If students struggle with /b/, makes them "bubble" their lips, and then make the /b/ sound. Teeth are not involved in making /b/ at all - only lips. Asks students to complete Part A.1 by making a list of words 'v' and 'b' words. For example, boy, baby and van. Asks each student to share one 'v' and one 'b' word each and write them as a T-chart on the board. Asks students to practice /v/ and /b/ tongue twisters with a partner. (Part A.2) Walks around to ensure that the students are producing the /v/ and /b/ sound correctly. Asks students to create tongue twisters for sounds /v/ and /b/. (Part A.3) A few students may be ready to work independently, while others may need to pair up and create tongue twisters using the words on the board or in Part A.1. Asks a few students to share their tongue twisters.</p>
<p>Step 5 - Individual Practice (15 minutes)</p>	<p>Round 2 - Asks students to choose a popular song and practice the sound /p/ with students to the tune of the song. Repeats the same with sound /f/. (The /p/ and /f/ sounds use the same articulators - parts of mouth used to create the sound - as /b/ and /v/ but /p/ and /f/ are unvoiced.) If students are struggling to make the sounds, asks them to "bite" the tongue for /f/ and make it for a long time. Then asks them to "explode" the /p/. Asks students to complete Part B.1 by making a list of words 'p' and 'f' words. For example, pin, fin, pot etc. Asks each student to share one 'p' and one 'f' word each and write them as a T-chart on the board. Asks students to practice /p/ and /f/ tongue twisters with a partner. (Part B.2) Walks around to ensure that the students are producing the /p/ and /f/ sound correctly. Asks students to create tongue twisters for sounds /p/ and /f/. (Part B.3) A few students may be ready to work independently, while others may need to pair up and create tongue twisters using the words on the board or in Part B.1. Asks a few students to share their tongue twisters.</p>
<p>Step 6 - Assessment (5 minutes)</p>	<p>Takes some of the student-created tongue twisters and asks students, randomly, to repeat those. Makes a mental note of who is making errors and the type of errors. Asks Pronunciation Cops to share feedback anonymously, with the facilitator.</p>

Step 7 - Closure (5 minutes)	Asks students: <ul style="list-style-type: none"> • How helpful was the day's lesson in improving their pronunciation? (Rating scale: 1 - 5) • What is one new thing they learnt today? • How can it be used to improve their English?
Step 8 Recap the learning (15 minutes)	Recap the learning by asking questions from the facilitator's reflection section
Reflections: Have you informed the appropriate person(s) about Pre-assessment in Lesson 36? Have you discussed the Pre-assessment in your PLC?	

Facilitator's reference

Choose 1 student to answer one question

Q1: What's the direction from FEA classroom to your school?

Q2: What are the 2 things you like about your neighbourhood?

Q3: What are the 2 things you dislike about your neighbourhood?

Q4: Are there any hobbies you would like to try?

Q5: Why do you think spring (or another season) is the most beautiful season?

Q6: Which do you think is worst: being out in uncomfortably hot weather or uncomfortably cold weather?

Q7: Present the weather forecast using vocabularies learnt in seasons and weathers.

Q8: Convert this statement into a question : The train running late because of the bad weather.

Q9: My grandfather's daughter is my _____

Q10: Choose the right option: My (older/elder/big) brother studies in class 12

Lesson 31: Vowel Sounds - 2

<p>Key vocabulary:</p>	<p>Materials required: Writing materials Appendix 5 (FHB)</p>
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Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5 minutes)
Step 1 - Introduce (5 minutes)	<p>Asks a few students about what they -</p> <ul style="list-style-type: none"> • learnt in Lesson 30. • struggled to learn in Lesson 31. <p>If required, recaps vowels and their sound in the English alphabet. Ensures that the Pronunciation Cops are active and alert during the lesson and make notes of errors in pronouncing /i:/, /i/, /ə/ and /ɜ:/ and share feedback with the facilitator at the end of the lesson.</p>
Step 2 - Model/ Demo (15 minutes)	<p>Asks students to watch the AV - 31 once and carefully observe carefully how to produce sounds of 'i' and 'ee'/'ea'.</p> <p>Encourages students to pronounce the words as the speaker in the video does. After everyone has watched the video once, asks:</p> <ul style="list-style-type: none"> • What is the video about? • Do you know anyone who produces 'i' or 'ee/ea' sound incorrectly ? Give examples of mispronunciation. • What can you tell that person about how sound 'i' or 'ee/ea' are produced ? <p>OR Moves to Step 3 if AV - 32 is not available at this time.</p>
Step 3 - Guided Practice (15 minutes)	<p>Begins with a few pronunciation warm-ups from Warming Up Articulators 3 & 4. (Appendix 5 - FHB).</p> <p>Ensures students are standing up and participating energetically.</p> <p>Round 1 - Introduces the sounds /i/ (sIp) and /i:/ (sEEp) - /i:/ is pronounced further forward in the mouth than /i/.</p> <p>Elicits lists of words for /i:/ and for /i/ and write them on the board in a T-chart with /i:/ on one side and /i/ on the other side.</p> <p>Asks students to complete Part A.1 by making a list of words using /i:/ and /i/ sounds. For example, sit, sheet, win, wean.</p> <p>Asks each student to share one /i:/ and one /i/ word each and write them as a T-chart on the board.</p> <p>Asks students to practice /i:/ and /i/ tongue twisters with a partner. (Part A.2)</p> <p>Walks around to ensure that the students are producing the /i:/ and /i/ sound correctly.</p> <p>Asks students to create tongue twisters for sounds /i:/ and /i/. (Part A.3) A few students may be ready to work independently, while others may need to pair up and create tongue twisters using the words on the board or in Part A.1.</p> <p>Asks a few students to share their tongue twisters.</p>

<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Round 2 - Introduces the sound /ə/ - as a short sound as in shUt. Introduces the sound /ɜ:/ as in shIRt. Asks students to say the word "shirt," lengthening the vowel sound. Asks students to complete Part B.1 by making a list of words using /ə/ and /ɜ:/ sounds. For example, hurt, bird, but. Asks each student to share one /ə/ and one /ɜ:/ word each and write them as a T-chart on the board. Asks students to practice /ə/ and /ɜ:/ tongue twisters with a partner. (Part B.2) Walks around to ensure that the students are producing the /ə/ and /ɜ:/ sounds correctly. Asks students to create tongue twisters for sounds /ə/ and /ɜ:/. (Part B.3) A few students may be ready to work independently, while others may need to pair up and create tongue twisters using the words on the board or in Part B.1. Asks a few students to share their tongue twisters.</p>
<p>Step 5 - Individual Practice (15 minutes)</p>	<p>Asks students to assess their partners' reading using the passage in Part C. Explains Partner 1 will read aloud to Partner 2. Partner 2 will listen attentively and assess how many of the words in the bold were pronounced correctly/incorrectly by Partner 1 and give the score. (There are 10 words in bold so if a student pronounces 8 correctly while reading the passage, he/she gets 8/10) Models with the help of another passage. Walks around to ensure that the students have understood the task instructions and are at task. After all pairs have complete the task, asks students to share how they fared and how they feel about their performance. Commends those who have done well and motivates those who have not done well.</p>
<p>Step 6 - Assessment (5 minutes)</p>	<p>Gives students practice with minimal pairs. I Speak, You Spell. Facilitator speaks one of the words from the minimal pair and students write the spelling after observing the movement of mouth/lips/tongue. You Speak, I Spell. Students speaks one of the words from the minimal pair and facilitator writes the spelling after observing the movement of mouth/lips/tongue.</p>
<p>Step 7 - Closure (20 minutes)</p>	<p>Check for the error alerts. Write these words on the board and ask students to pronounce `cousin`, `question` `assume`, `does`, `sour`, `biscuit`, `bread`, `snacks`, `dessert`, `breakfast` `tomato`, `onions`, `favourite`. Ask students to fill the workbook exercise D.</p>

Answer to Part D

Can you **see** the mountains in the distance?
Look at the map to find where we are.
 Don't **look** at him for the answer - I asked you!
 I love to **watch** Game of Thrones on Sunday night.
 I can't **hear** you. Could you speak louder please?
 You should always **listen** to your mother's advice.

Lesson 32: Actions & Place

Key vocabulary:	Materials required: Writing materials 20 blank slips of paper
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Error alert: Alphabet, not alphabets. Production of 'v' and 'w' sound.

Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5 minutes)
Step 1 - Model/Demo (20 minutes)	<p>Asks a few students to recap Part 1-4 of the movie watched. Asks a few students to share their predictions</p> <p>Tells them that they will watch Part 5 of the movie and that it will be played only once, so they must watch it attentively.</p> <p>After 15 minutes of movie watching, asks students -</p> <ul style="list-style-type: none"> • Was your prediction correct about the movie? • What was the young boy's dad good at? (Camping and making fire.) • What do you think will happen in Part 6? Write your prediction in Part A using the word 'will'. <p>OR</p> <p>Moves to Step 2 if movie is not available at this time. Conduct after step 4</p>
Step 2 - Guided Practice (10 minutes)	<p>Gives students 2 - 3 minutes to go over the list of actions in Part B.</p> <p>Calls out an action and a student. The student who is called upon has to enact the action announced. For example, if Student 'A' and 'sing' are announced, then Student A has to sing.</p> <p>If a student is unable to enact the action correctly, another student's name is announced with the same action, without telling the previous student that he is wrong and yet ensuring that the class understands what the correct meaning of the word is.</p>
Step 3 - Adjust Instruction (15 minutes)	<p>Divides the class into two teams - Team A and Team B.</p> <p>Encourages each team to take up an interesting team name.</p> <p>Gives 10 slips of paper to each team. Team A writes names of places - one on each slip. Team B writes actions - one on each slip.</p> <p>Collects the 20 slips and keeps them separately as two sets on the table.</p> <p>Invites one member from Team A and asks him/her to pick two slips - one from each set.</p> <p>Within 20 seconds, Team A has to frame <u>one</u> complete and meaningful sentence (statement or question) using the two words written on the two slips.</p> <p>Continues the game with members of Team B.</p> <p>Ensures that all the members of the group are participative and there is a balance of questions and statements.</p> <p>Encourage those who are not participative reinforcing how participation is key to learning the language.</p>

<p>Step 4 - Individual Practice (20 minutes)</p>	<p>Asks students to complete Part C.1, working individually. Asks a few students to share their responses. Introduces the concept of public and private places - focusing primarily on ownership. Talks about some actions that are common in public places such as bus station, railway platform, movie theatre. Asks students to read Part C.2 in pairs twice, so that each partner gets to read aloud once. Walks around to ensure that the students are reading correctly and taking turns to read. Assists/guides, as required.</p>
<p>Step 5 - Assessment (10 minutes)</p>	<p>Asks students:</p> <ul style="list-style-type: none"> • Who owns public places like buses, monuments? • What are some good ways to use public places? • What are some wrong uses of public places? <p>Accepts all answers and repeats the appropriate ones.</p>
<p>Step 6 - Closure (10 minutes)</p>	<p>Asks students:</p> <ul style="list-style-type: none"> • Did you find the lesson useful? • What were you successful at? • What did you fail at? <p>Asks Pronunciation Cops to share feedback anonymously, with the facilitator. Uses the feedback of the Pronunciation Cops for remedial teaching of whole class/small groups of students.</p>
<p>Reflections: Did you enjoy teaching this lesson? How can the lesson be made more enjoyable for you? (Discuss during your PLC and share your feedback with the Curriculum Manager.)</p>	

Lesson 33: How The Brain Works

<p>Key vocabulary:</p>	<p>Materials required: Writing materials Appendix 8 (FHB) Appendix 9 (FHB)</p>
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Error alert: Intelligence is fixed.
 Pronunciation of the word 'example.'
 People who 'know' facts or get more marks are intelligent and vice versa.
 'Smart' has to do with appearance/talking well.

Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5 minutes)
Step 1 - Introduce (15 minutes)	<p>Ask students 'what is the size of human brain?'</p> <p>Asks them to make a fist and informs them that is the size of their brain.</p> <p>Discuss how it is not the size of the brain but use of the brain that is important and while size is uniform, use varies from person to person.</p> <p>Asks students what they know about the brain and writes down all the information provided by students on the white board.</p> <p>Next, refers to Appendix 8 (FHB) and shares some facts about the brain - and students have to guess which ones are true.</p> <p>Asks students if there were any facts that surprised them. Asks why.</p>
Step 2 - Model/ Demo (15 minutes)	<p>Instructs students to watch AV - 33 twice carefully and make notes, if required.</p> <p>After everyone has watched AV - 33 twice, asks:</p> <ul style="list-style-type: none"> • Can Mojo become smarter/more intelligent? How? • Can you become smarter/more intelligent? How? • Katie said, "Anyone can be smart. You just have to work at it? Do you believe that?" <p>OR</p> <p>Moves to Step 3 if movie is not available at this time. Do this after step 4.</p>
Step 3 - Guided Practice (15 minutes)	<p>Instructs students to look at the comic strip in Part A and asks:</p> <ul style="list-style-type: none"> • What does it show? • How is the response of the 3 students different? • Which students are you more like? <p>Writes the words 'intelligence' and 'smart' on the board and asks students what intelligence and smart mean. (Intelligence - ability to get new knowledge AND use it. Smart - Showing intelligence or behaving intelligently)</p> <p>Accepts all answers and repeats/write on board the ones that imply the correct meaning.</p>

<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Asks students to refer to Part B in the SWB and read about each of the persons in Part C.</p> <p>Tells them who the people in the stories are:</p> <ol style="list-style-type: none"> 1. Jack Ma 2. Muniba Mazari 3. J K Rowling 4. Cristiano Ronaldo 5. Abdul Satta Edhi 6. Nawazuddin Siddiqui 7. Eminem 8. Rowan Atkinson <p>Asks students to choose one story that they connect most with and share the story of the person and the connection they made with that person.</p> <p>Ensure that all students participate and share their views in complete sentences.</p> <p>Concludes how all these people failed or were thought of as failure, but they were not defeated. (Narrates some more examples from Appendix 9 - FHB - if required.)</p> <p>Asks - Were these people intelligent and smart when they were failing?</p> <p>Accepts all answers and help students understand and appreciate how intelligence, by itself, has little to do with failure/success.</p>
<p>Step 5 - Individual Practice (10 minutes)</p>	<p>With the help of students, recaps definition of 'intelligent' and 'smart' and asks students to think and share how FEA makes them 'intelligent' and 'smart'.</p> <p>Ensures that the students speak in complete sentences.</p> <p>Informs students about other parts of the FEA program that they will learn in Book 2 - reading program, projects, keyboarding etc.- that will make them more 'intelligent' and 'smarter'.</p>
<p>Step 7 - Assessment (10 minutes)</p>	<p>Asks students about habits of smart/intelligent people.</p> <p>Ensures that these points are covered during the discussion:</p> <ul style="list-style-type: none"> • believe that there is much to know and learn. • question often. • look for something new every day. • spend time thinking and planning. • discuss work/ideas rather than talking/gossiping/dreaming about other people.
<p>Step 8 - Closure (5 minutes)</p>	<p>Asks students to discuss Part C with their partners</p>
<p>Reflections: Have you arranged for pre-evaluation of your students? How do you respond to your students' mistakes? How do your students respond to their/other people's mistakes?</p>	

Lesson 34: Homophones & Opposites

<p>Key vocabulary: Pep-talk, confidence, homophones, opposites.</p>	<p>Materials required: Writing materials</p>
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Error alert: Spelling of word, 'stationery'

Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5 minutes)
Step 1 - Introduce (10 minutes)	Recaps the 1 finger / 2 fingers routine for class discussion. If students have a new point to make, they should put up 1 finger. If they want to respond to, or add to someone's point, they put up 2 fingers. With the help of examples, tells the students about homophones. Students need not know definition of the term, but they must know that similar sounding words can be used differently. Ensures that students understand the different meanings of the same sounding words.
Step 2 - Model/ Demo (15 minutes)	Instructs students to watch AV - 34 twice carefully and make notes, if required. After everyone has watched AV - 34, asks: <ul style="list-style-type: none"> • Do you give yourself a pep talk sometimes? When? • Do you give others a pep talk sometimes? When? • Close your eyes and visualise yourself as a confident user of English language. What can you do and how does it feel? OR Moves to Step 3 if AV - 35 is not available at this time. Do it after step 5.
Step 3 - Guided Practice (20 minutes)	As a whole class, reviews the list of words given in Part A. If helpful, encourages students to write the meaning in Hindi. Encourages students to make sentences using these words - one word in one sentence. for example, make a sentence using either 'sun' or 'son'.
Step 4 - Adjust Instruction (20 minutes)	As a whole class, reviews the list of words given in Part B. If helpful, encourages students to write the meaning in Hindi. Encourages students to make sentences using these words - one word in one sentence. for example, make a sentence using either 'up' or 'down'.

Step 5 -
Individual
Practice
(20
minutes)

Forms two teams - Team A and Team B. Team A is the Homophones group and Team B is the Opposites group.

Gives task instructions. From Part A, Team A has to identify and select 10 pairs of homophones and use one pair in a single sentence. For example, "My son likes to play in the sun." From Part B, Team B has to identify and select 10 pairs of opposites and use one pair in a single sentence. For example, "I was going up but he was going down."

Lays down the noise level for the game and reminds students to follow the 1 finger and 2 finger rule during the game to ensure that they can add their views in an orderly manner.

Reflections: Are your students enjoying your classes?

Lesson 35: Happy Days

Steps	Facilitator's action(s)
Skip the Question of the Day	
Step 1 (40 minutes)	<p>Make 5 groups. Assign role-play topics to each group. Instruct that every student should participate. (You may write the topics on the white board)</p> <ol style="list-style-type: none">1. You have few relatives from Tamil Nadu. Show them your town. (Hint: Talk about your neighbourhood. Use polite phrases)2. You are attending a family wedding ceremony. Talk to different relatives (Hint: Use ideas from the lesson introducing self and others. Use polite phrases)3. Two of you are facilitator at FEA. You are creating awareness in your community about FEA classes. Talk to strangers and help them join FEA classes. (Hint: Strangers use question words as learnt in book 1. Use polite phrases) <p>Gets the computers ready while students are preparing for the role-play. After 10- 15 minutes, ask each group to present their plays. Encourage everyone to participate. After every play, share your feedback. The feedback should be encouraging so that students feel motivated to learn and participate more and be regular. (Role play should not be more than 3 minutes and the feedback for 2 minutes)</p>
Step 2 - Closure (1 hour)	<p>Tell students to check their progress through a computer based quiz. Share with the students the process of computer-based quiz. Help those who need assistance. Once everyone completes the quiz, ask their experience. Share as many answers as the time permits. In the last few minutes of the session congratulate everyone for making a good progress.</p>
Reflections: What is your plans to motivate students learn better?	

Lesson 36: Telling Time

<p>Key vocabulary: o' clock, half past, quarter to, quarter past, midnight, noon, hours, minutes, seconds</p>	<p>Materials required: Writing materials</p>
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Error alert: Clock/watch difference; A.M. is written for time in morning and P.M. is written for time in evening; use a.m. and p.m. for time when speaking - "I will come at 6 p.m."

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

Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5 minutes)
Step 1 - Introduce (10 minutes)	<p>Tells students to imagine that everyday Rs. 86,400 is deposited into their account. They must use all of it on that day - at the end of the day, all remaining money is deleted.</p> <p>Asks:</p> <ul style="list-style-type: none"> • How would you spend it? (Steers conversation towards balance of spending - food, clothing, self, others etc.) • Would they let some go unspent/get deleted at the end of the day? Why? <p>Tells them that each of us has that bank. Collects answers about what this bank is.</p> <p>Accepts all answers and repeats the correct answer explaining how each of us has the same 86,400 seconds in our day.</p> <p>Asks students about time telling devices in the past, present and future.</p> <p>Differentiates between watch and clock. (A watch is a time telling device that you wear on you - wrist watch, pocket watch etc. A clock is a time telling device that goes on wall, computer or table).</p>
Step 2 - Model/ Demo (15 minutes)	<p>Instructs students to watch AV - 36 twice carefully and make notes, if required.</p> <p>After everyone has watched AV - 36 twice, asks:</p> <ul style="list-style-type: none"> • What is the video about? • What is: <ul style="list-style-type: none"> • interesting about time zones? • confusing about time zones? <p>OR</p> <p>Moves to Step 3 if AV - 36 is not available at this time.</p>

<p>Step 3 - Guided Practice (15 minutes)</p>	<p>With the help of students, revises the break up of the day and vocabulary related to time of the day - hours, minutes, seconds. Using A.1, explains use of a.m. and p.m. in writing about time. Ensures that the students do not confuse a.m. (between midnight and noon) and p.m. (between noon and midnight) with morning and evening. Using A.2 and the white board, explains the concept of o' clock, half past, quarter past, quarter to. Asks students to complete Part A.3 and Part B with their partners. Asks a few students to share their responses ensuring that all students are using complete sentences and correct vocabulary.</p>
<p>Step 4 - Sharing feedback (30 minutes)</p>	<p>While students are completing the workbook exercises, call students individually (or in groups) and share what he/she is doing well. Help your students see their success and feel happy. Hint: (You can also use these questions while sharing feedback) Do you feel comfortable while introducing yourself in front of teachers and strangers? What is that one thing you are getting better at while learning English? What do you need to improve?</p>
<p>Step 5 - Closure (10 minutes)</p>	<p>Makes the students play 'Tick, Tock. Tick, Tock.' Says, "Tick, Tock. Tick, Tock. Goes a Little Cuckoo Clock. Tick, Tock. Tick, Tock. Goes a Little Cuckoo Clock. Now it is showing _____ (tell time)." and shows the time using his/her arms. For example, if the facilitator says, "Tick, Tock. Tick, Tock. Goes a Little Cuckoo Clock. Tick, Tock. Tick, Tock. Goes a Little Cuckoo Clock. Now it is showing 9 o' clock." Then students stretch their arms to show 9 - left arm outstretched straight at shoulder level and right hand straight up over the head. This can be done with time using o' clock, half past, quarter past and quarter to.</p>
<p>Reflections: Do you feel your students are showing progress?</p>	

Lesson 37: The Week

<p>Key vocabulary: Today, tomorrow, yesterday, name of the days</p>	<p>Materials required: Writing materials</p>
<p>Steps</p>	<p>Facilitator's action(s)</p>
<p>Share invitation cards given in Appendix 3 of SWB. Inform students about PSC on lesson 44. Tell students to that this card is an official invitation for your parents to attend PSC on _____ Date (lesson 44). Students tear the page carefully and give to their parents.</p>	
<p>Step 1 - Introduce (5 minutes)</p>	<p>Recaps how we all have the same time - 24 hours or 1440 minutes or 86,400 seconds. Asks students then how is it that Gandhiji, Mother Teresa, Albert Einstein were able to do so much in those 24 hours, while we are no where close to using time like them. Accepts all answers, repeats the reasonable answers. Steers conversation towards spending time wisely. Ensures that the Pronunciation Cops are active and alert during the lesson and make notes of errors in pronouncing names of the days of the week and share feedback with the facilitator at the end of the lesson.</p>
<p>Step 2 - Model/ Demo (15 minutes)</p>	<p>Instructs students to watch AV - 37 once carefully and make notes, if required. After everyone has watched AV - 37 once, asks:</p> <ul style="list-style-type: none"> • What was the video about? • Did you find any of the tips helpful? Which one and how will you use it? • Your sibling struggles with managing his/her time, how will you explain the 20-80 rule to him/her? <p>OR Moves to Step 3 if AV - 38 is not available at this time.</p>
<p>Step 3 - Guided Practice (10 minutes)</p>	<p>Round 1 - Assigns 7 of the students name of one day of the week each. Asks them line up in the order of days of the week. Gives these 7 students pronunciation drill in names of the days and the concept of today, yesterday and tomorrow. Round 2 - Repeats the same with the next group of 7. Round 3 - Repeats the same with the last group of 7. Ensures that each of the groups pronounce the names correctly. (Sun-day, Mun-day, Tuu-s-day, Wens-day, Thurs-day, Fri-day, Satur-day)</p>
<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Asks students to complete Part A individually. Gives students 3-4 minutes to complete it. Walks around to ensure that the students have read and understood the task. Supports/guides those who need assistance. Asks students to swap workbooks with the person on their right and, with the help of students, calls out the correct answers. Asks students to return the workbooks.</p>

<p>Step 5 - Assessment (15 minutes)</p>	<p>Asks students to step forward one at a time and recite the poem given in Part B. Ensures that the students pronounce days of the week and the word 'poem' clearly and correctly. After 2-3 rounds of recitation, asks:</p> <ul style="list-style-type: none"> • Which day were you born on? • Is this poem true for you? Explain with reason. • Can our day of birth decide our strength or weakness or our personality? <p>Collects anonymous feedback from the Pronunciation Cops and uses it to re-teach or revisit the errors next day.</p>
<p>Step 6 Revise the previous learnings (25 minutes)</p>	<p>Group students in pairs of 2 or 3. Ask each group to present on a given topic. Refer facilitator's reference.. (There's is no need for preparation) . If there's time left, repeat the situations with those who couldn't participate.</p>
<p>Reflections: Are your students showing improvements in the level of confidence during stage presentations.</p>	

Facilitator's Reference

Situation 1: You are attending a parent- teacher meeting for the first time. Meet your daughter's teacher. Introduce yourself and your partner

Situation 2: You are a teacher in a school. Greet the parents who have just arrived and introduce yourself.

Situation 3: You are attending a parent- teacher meeting with your husband/wife. Meet your daughter's teacher.

Situation 4: You are a manager in an office. Introduce a new employee to the Accounting Department manager.

Situation 5: It's your first day at a new job. Your manager will introduce you to another staff person.

Situation 6: You are the Accounting Department manager. Greet the new employee when introduced.

Lesson 38: The Calendar

Key vocabulary: Today, tomorrow, yesterday, name of the days	Materials required: Writing materials
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Error alert: Pronunciation of names of the months; Year Vs Ear

Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5 minutes)
Step 1 - Introduce (5 minutes)	Explains how punctuality is a sign of respect but culturally we have a high tolerance for being late. With the help of examples from within FEA - for example, how punctuality is enforced during FEA trainings - lays down the value of punctuality. Ensures that the Pronunciation Cops are active and alert during the lesson and make notes of errors to pronouncing days of the week/names of the months and share feedback with the facilitator at the end of the lesson.
Step 2 - Model/ Demo (20 minutes)	Asks a few students to recap Part 1-5 of the movie. Asks a few students to share their predictions about what will happen next in the movie. Tells them that they will watch Part 6, the last part of the movie. After 15 minutes of movie watching, asks - <ul style="list-style-type: none"> • Did your understanding of the movie get better from Part 1 to Part 6? Why? • What did you learn from the movie? OR Moves to Step 3 if the movie is not available at this time.
Step 3 - Guided Practice (5 minutes)	Call out names of the months and ask students to repeat the correct names. (Jan-u-ary, Feb-ru-ary, March, Ape-ril, May, June, Ju-ly, Au-gust, Sep-tem-ber, Oc-toe-ber, No-vem-ber, De-cem-ber)
Step 4 - Adjust Instruction (15 minutes)	Asks students to complete the Part A.2 individually. Gives students 5 minutes to complete it. Walks around to ensure that the students have read and understood the task. Supports/guides those who need assistance. Asks students to swap workbook with the person on their left, and, with the help of students, calls out the correct answers. Asks students to return the workbooks.

<p>Step 5 - Assessment (10 minutes)</p>	<p>With the help of Part B, explains the date format in speaking and writing. With the help of examples, shows how the written format of date differs sometimes. Asks students to step forward and write his/her birthday on the board using the date format of a particular country as asked by the facilitator. Students must <u>speak</u> the date using the order - March nineteen, nineteen mighty nine - and <u>then write</u> in the format of the specific country on the board. Allows students to refer to Part B in the workbook. Asks students in the audience assess whether or not the format is correct.</p>
<p>Step 6 - Recap the learnings (30 minutes)</p>	<p>Asks students to complete Part A.1 individually. Gives students 15 minutes to complete it. Walks around to ensure that the students have read and understood the task. Asks students to self-check their workbooks. Calls out the correct answers with reasons.</p>
<p>Reflections: How effective are your Pronunciation Cops? (Discuss with peers in PLC.) Do you give different students to play the role of Pronunciation Cops?</p>	

Lesson 39: Managing Time

Key vocabulary: Punctuality; Procrastination	Materials required: Writing materials
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Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5 minutes)
Step 1 - Introduce (10 minutes)	Asks students to share their views about the value of a second, a minute, an hour, a month and a year in their lives. Shares slowly: "If you want to know the value of one year, just ask a student who failed a course. If you want to know the value of one month, ask a mother who gave birth to a premature baby. If you want to know the value of one hour, ask the lovers waiting to meet. If you want to know the value of one minute, ask the person who just missed the bus. If you want to know the value of one second, ask the athlete who won a silver medal in the Olympics" - Marc Levy Asks students to give similar analogies for showing value of a second, a minute, an hour, a month and a year.
Step 2 - Model/ Demo (15 minutes)	Instructs students to watch AV - 39 twice carefully and make notes, if required. After everyone has watched AV - 39, asks: <ul style="list-style-type: none"> • What is procrastination? • How do you handle procrastination? • Did you find any of the tips helpful? OR Moves to Step 3 if AV - 39 is not available at this time. Conduct after step 4
Step 3 - Guided Practice (15 minutes)	Asks students to read the quote in Part A.1 individually. Gives students 2 minutes to think about the quote and organise their thoughts. Asks students to write their understanding in Part A.1.a. Asks students to find another student in the room and ask from him/her his/her understanding of the quote and record it in A.1.b Asks a few students to share the response of the students they spoke with (not their own).
Step 4 - Adjust Instruction (15 minutes)	Recapping student's response in Step 2 about how they beat procrastination, asks students to read A.2 individually. Gives students 2 - 3 minutes to think about the tips and organise their thoughts. Make pairs. Ask the pairs to interview one another based on questions given in A. 2. Students need not rush. They can ask 4-5 questions from one another.

<p>Step 5 - Individual Practice (10 minutes)</p>	<p>Asks students to complete Part B.1 after reading the instructions and following all the steps. Gives students 5 minutes to write 5-7 sentences. Walks around to ensure that the students have understood the task instructions. Assists/guides those who need assistance. Asks students to complete the checklist in Part B.2 to self-assess Part B.1 Encourages students to make changes to their writing based on the checklist.</p>
<p>Step 7 - Feedback (10 minutes)</p>	<p>While students are writing, identify students who are struggling. Motivate them with positive thoughts and what improvements you see in them.</p>
<p>Step 8 - Closure (10 minutes)</p>	<p>Shares details about the Book 1 internal assessment.. (Call it 'take a quiz or quiz time) Asks students to bring 2-3 sheets of plain paper each. Asks students to take the punctuality pledge as given in Part C.</p>
<p>Reflections: Do you procrastinate? How can you overcome procrastination? (Share with your peers during PLC)</p>	

Lesson 40: Planning & Preparing

<p>Key vocabulary: Prepare/preparation, plan/planning, think ahead</p>	<p>Materials required: Writing materials 20 sheets of paper</p>
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Steps	Facilitator's action(s)
	Discuss the QOD ensuring that the students understand the question. (5 minutes)
<p>Step 1 - Introduce (15 minutes)</p>	<p>Shares the noise level for the activity. Divides the class into 2 groups - Group A and Group B. Gives each group 10-12 sheets of paper. Asks Group A to make a paper tower using the sheets. They must start right away and work silently. Asks Group B to make a paper tower using the sheets. They must use this time as follows -</p> <ul style="list-style-type: none"> • Plan how they will make the tower. (2 - 3 minutes) • Make the tower. (5 minutes) • Review the tower and make changes to it. (2-3 minutes). <p>Walks around to ensure that the groups follow task instructions and enforcing noise level. After 10 minutes, debriefs by asking :</p> <ul style="list-style-type: none"> • How are the towers made by the two group different? • Why are they different? • Which group worked better? Why? <p>Steers conversation towards how Group B was able to work better as they had a plan.</p>
<p>Step 2 - Model/ Demo (15 minutes)</p>	<p>Instructs students to watch AV - 40 twice carefully and make notes, if required. After everyone has watched AV - 40, asks:</p> <ul style="list-style-type: none"> • What was the video about? • Was any of the tips useful? • How can you use that tip? <p>OR Moves to Step 3 if AV - 40 is not available at this time. Conduct this after step 4.</p>
<p>Step 3 - Guided Practice (10 minutes)</p>	<p>Reads aloud the situations given in Part A and asks students to share their responses with reasons. Shares his/her response as well. Highlights how our planned response is well thought out and not just the first thing that comes to our mind.</p>
<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Asks students to read the short story in Part B. Asks a few comprehension questions after all students have read the story. Asks questions from Part B.1, B.2 & B.3 and conduct a classroom discussion.</p>

<p>Step 5 - Individual Practice (15 minutes)</p>	<p>Asks students to think of what they plan for, referring to the list in Part C. After all students have reflected on list in Part C and marked Yes/No, asks them turn to the person on their left and compare their list with that of their neighbor. Asks why is it that we plan for some things and not for others. Accepts all answers and repeats the reasonable ones. Asks students how their lives will be different if they were to plan for each item on the list in Part C.</p>
<p>Step 7 - Closure (5 minutes)</p>	<p>Reminds students about Book 1 'take a quiz'. Asks students – • How they are improving their English skills. Inform students that if they wish to stay back and learn more, they are most welcome to do that.</p>
<p>Reflections: Do your students enjoy the audios/videos? Do you have any good practices related to audios/videos? (Share with your peers during PLC and email them to the Curriculum Manager)</p>	

Lesson 41: Consolidation

<p>Key vocabulary: Vocabulary done over the last 7 weeks.</p>	<p>Materials required: Writing materials Appendix 10 (FHB)</p>
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Steps	Facilitator's action(s)
Skip the QOD	
Step 1 - Introduce (10 minutes)	<p>Starts the lesson with a short anecdote as in Appendix 10 (FHB). Read aloud and slowly.</p> <p>Asks students to turn to the back cover page of the Workbook and read the quotations.</p> <p>Gives students 5 minutes to read few quotations.</p> <p>Asks students which of the quotes on the back cover has the same message as the anecdote narrated by him/her.</p>
Step 2 - Model/ Demo (15 minutes)	<p>Asks students to watch AV - 42 twice and after everyone has watched it twice, discusses:</p> <ul style="list-style-type: none"> • What was Martin Luther King Jr talking about? • What does he mean by - "be the best of whatever you are"? • What does Martin Luther King Jr say at the end of his speech? <p>Accepts all answers, ensuring that students try to speak in full sentences using key vocabulary.</p> <p>OR</p> <p>Moves to Step 3 if AV - 42 not available at this time.</p>
Step 3 - Guided Practice (15 minutes)	<p>Asks students to exchange their workbooks with each others.</p> <p>Instructs how students have to go through the workbook of other students and ensure that they are complete.</p> <p>If any parts are incomplete, finds out the reason for non-completion.</p>
Step 4 - Assessment (10 minutes)	<p>Distributes FEA library books among students and asks them to browse.</p> <p>Encourages students to swap the books so that each student has browsed through a minimum of 3 books. Collect all the FEA library books back from the students.</p>
Step 5 - Independent Practice (10 minutes)	<p>Asks students to recap FEA Convocation Day poster.</p> <p>Asks them to read the FEA poster on Persistence and talk amongst themselves about what it means.</p> <p>Gives students 5 minutes for this.</p> <p>Asks students to share the meaning of the poster and give one example of how they are developing persistence at FEA.</p> <p>Accepts all answers and repeats those that have the desired message.</p>

Step 6 Recap your learning (15 minutes)	Practice time: Asks students to read Part A from their workbooks and answer the questions. Once everyone has done it, shares the answers for the same.
Step 8 - Closure (15 minutes)	Explains to them, with the help of the board, how the quiz is structured (This information is for the next lesson) Discusses Do's and Don'ts related to taking the quiz.
Reflections: Are your students ready for the computer based MCQ Quiz	

Lesson 42: Take a Quiz

Key vocabulary:	Materials required: Laptops with the test software
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Steps	Facilitator's action(s)
Skip the QOD	
Step 1 - Introduce (5 minutes)	Explains to them, with the help of the board, how the quiz is structured.
Step 2 - Model/ Demo (90 minutes)	While the students are taking the quiz, trouble shoots computer, if required. Ensures that all students are at task.
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 quiz?• How do you feel after the quiz?
Reflections: What improvements do you see in your students performance between lesson 36 and lesson 42?	

Lesson 43: Feedback Session

Steps	Facilitator's action(s)
Skip the QOD	
Step 1 - Introduce (15 minutes)	<p>Make the students comfortable.</p> <p>Tell students that you are going to share feedback with every student in an area you think they could improve.</p> <p>Before you begin the feedback session, instruct the class that you want them to creatively design a meaningful logo for FEA. This is an individual activity. Give them scissors, coloured pencils, and white paper. This activity is aimed at keeping students busy and to create a silent classroom while you are sharing feedback.</p>
Step 2 - Share Feedback (70 minutes)	<p>Call students for feedback. Highlight his/her areas of strength by sharing specific details of his/her achievements so far. Spend 3-4 minutes with each student.</p> <p>Help the student identify the areas of improvement. Assist him/her in identifying the actions/resources required to improve. Offer your full support</p> <p>Motivate the student by highlighting how he/she was able to learn by the virtue of his/her efforts. Share specific instances/details.</p> <p>Thank him/her for attending the feedback session and listening actively.</p> <p>(Facilitator can choose to run the session in groups or individually.</p>
Step 3- Closure (5 minutes)	<p>Students may need a little time to reflect on what was said in your feedback discussion - Encourage students to come to you later with questions or comments.</p> <p>After sharing feedback with everyone, ask students to move around and see the different logos. Display some of them on the wall. Thank everyone for their creativity.</p>

Things to do during the feedback session

(Spend about 3 - 4 minutes with each student)

1. Keep track of student progress in your notebook. This will help you share specific details/instances.
2. Feedback must be precise, concise and to the point.
3. Encourage students to take notes during the feedback session. If possible, let them use the blank spaces in their workbooks.
4. Use simple words and short and simple sentences.
5. Use a positive and friendly body language.
6. Praise the efforts. Make the students believe that they can all become smart by continuous efforts.
7. Use the power of 'yet'. Like - You are not good at it yet.
8. Share feedback in small manageable chunks.
9. Encourage two-way communication.
10. Share how you will help and support them.

Things to avoid during the feedback session

(Spend about 3 - 4 minutes with each student)

1. Comparing a student with another is not a good idea.
2. Don't overwhelm them with too many areas to work upon. Focus on what is important.
3. Sometimes we end up asking questions that give away subtle hints of what answer we expect from the student. Avoid such a line of questioning.
4. Don't hurt their feelings by being too critical or controlling.
5. Focus on praising the efforts, not the person. E.g. Instead of saying, "You are an active listener." say, "You make conscious efforts to listen to others even when you disagree."
6. Don't interrupt the student if he/she wants to say something during the feedback session. He/She must feel respected and heard.
7. If the student doesn't agree with your observation/feedback, respond politely and move forward to explore other areas. Don't try to prove yourself right.
8. Too many hand movements/gestures can make the student anxious.
9. If a student is extremely shy or doesn't want the feedback to be shared openly, share the feedback in a one-on-one session.

Lesson 44: Preparation for Parent Student Conference

<p>Objectives: By the end of the lesson, the student/s will be able to,</p> <ol style="list-style-type: none"> 1. Reflect on their journey of Book 2. Understand what FEA holds for them in the next book 3. Understand the structure of the next day's PSC 4. Prepare their achievement card 	<p>Materials required: Achievement Card</p>
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Steps	
<p>Step 1 - Introduce (10 minutes)</p>	<p>(Makes students reflect on their journey so far and how learning at FEA is helping them grow academically and personally)</p> <p>Asks them to share their experience of learning in the Book. Asks students to share how their thinking, behavior, and language have changed. Share what you feel for their progress.</p>
<p>Step 2 - Model/ Demo (30 minutes)</p>	<p>Asks students to think, reflect and write about their experiences and skills gained. Gives students time to think and make a draft. Lets them note their points and express themselves freely. While students are making their cards as in Appendix 2, writes the 5 points given in the next step on the whiteboard.</p>
<p>Step 3 - Guided Practice (10 minutes)</p>	<p>Tells students the structure of Parent Student Conference day.</p> <ol style="list-style-type: none"> 1. Students and facilitator will welcome parents 2. Facilitator will call groups to present their plays. 3. After the play, students will show their achievement card to their parents. Facilitator too will talk to parents. 4. Facilitator will show some recorded videos to the parents. 5. Facilitator will share a thank you note.

<p>Step 4 - Adjust Instruction (30 minutes)</p>	<p>Shares the topics for the role play. Gives time to each group to practice their plays. (This play will be presented on the day of PSC). You may choose any other relevant topics that covers students learning of Book 1.</p> <p>Party Scene: Make 4 groups.</p> <p>G1- Wedding Function:</p> <p>G2- School Function</p> <p>G3- Interview a famous personality</p> <p>G4- B'day party</p> <p>Each group will have 5-6 students. Each student should take up roles. Let students apply their creativity. Reminds that each play should be only for a minute. This play is to be presented on the day of PSC.</p> <p>While students are preparing for their plays, ensure that you have the videos of students that you will show to their parents. If time allows, you may ask groups to present.</p>
<p>Step 5 - Extension (10 minutes)</p>	<p>Asks a few students to repeat how PSC day looks like. Makes a speech expressing his/her good fortune at being given the opportunity to be their facilitator, his/her own experience with this batch of students and wish them the very best of learning and success in life hoping that they will apply all that they have learned at FEA into their daily lives and behavior.</p>
<p>Reflections: Have you emailed the report of the internal MCQ evaluation of the students to the Evaluator? Do your students know about the external evaluation of their speaking and writing skills?</p>	

Lesson 45: Parent Student Conference

Objectives:

By the end of the lesson, the student/s will be able to,

1. Students will demonstrate their learnings through activities.
2. Students will present their achievement card to their respective parents.
3. Parents will get to know what students are going to learn in the next book.

Steps	
Step 1 - Introduce (10 minutes)	<p>With the help of students and graduates, welcomes parents. Thank parents and students for their presence. Share what developments you have seen in your students. Also share what FEA holds for them in future. Ask students to share one thing they like about FEA and what improvements do they see in their themselves and peers. Involve parents by asking questions like:</p> <ul style="list-style-type: none"> • Do you find your son/daughter speaking in English? • Are they excited to come to FEA? • What do you want your son/daughter to achieve in life?
Step 2 - Model/ Demo (30 minutes)	<p>Once students and parents are comfortable, ask your students to present their one minute group act. Tell parents that you are very proud to see their confidence level. Encourage parents to talk.</p>
Step 3 - Guided Practice (120 minutes)	<p>Once all groups have completed their plays, ask your students to share their achievement card with their parents. Meanwhile you can show videos of student participation which you had recorded. Interact with parents and students. Show them the benefit of attending FEA. Thank them for their time.</p>

APPENDIX 1

The Unhappy Crow

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX 2

SITUATIONS

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

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

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

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

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

APPENDIX 3

QUIZ TIME - 1

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

APPENDIX 4

QUIZ TIME - 2

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

APPENDIX 5

PRONUNCIATION WARM-UPS

A. WARMING UP THE BODY

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

B. WARMING UP THE ARTICULATORS

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

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

C. VOICED AND UNVOICED CONSONANTS

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

APPENDIX 6

VOWEL SOUNDS

Short vowel sounds

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

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

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

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

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

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

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

Long vowel sounds

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

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

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

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

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

Contrasting vowel sounds in pairs

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

APPENDIX 7

STORY

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

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

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

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

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

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

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

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

APPENDIX 8

FACTS ABOUT BRAIN

True or Untrue:

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX 9

SUCCESS STORIES

Bill Gates

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

Albert Einstein

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

Thomas Edison

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

Sachin Tendulkar

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

Narayana Murthy

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

APPENDIX 10

Anecdote

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

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

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

APPENDIX 11

Race to the Finish

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

PRE - ENROLMENT LESSONS

Pre-Enrolment- Lesson 1

(This lesson is to be conducted only if you have adequate number of students)

<p>Key notes: Hangman Game</p>	<p>Materials required: Day 0 video Appendix 1</p>
Steps	Facilitator's action(s)
	<p>Discusses response of the previous day's QOD and asks the day's QOD as given below. (10 minutes)</p>
<p>Step 1 - Ice breaker (20 minutes)</p>	<p>Divides the class into four groups of 5 students each. Announces that they are going to play a game 'Hangman'. Each team is asked to assume a name. Writes the name of each team on the board.</p> <p>Round 1 - Keeps one slip of paper on the table and one representative from Team A picks up the slip and reads the hint/question aloud.</p> <p>Draws as many horizontal lines on the board as the the number of letters in the answer to the question. (e. g. If the hint on the slip of paper is " A person who makes furniture." The facilitator draws 9 blanks, one for each of the 9 letters in the word, "carpenter".)</p> <p>Draws 7-strokes stick figure being hung on a noose and with each incorrect letter, one stroke is drawn. At the 7th wrong attempt the stick figure is hung and game is over for Team B.</p> <p>Team B gets 7 attempts to guess the answer by calling out one letter at a time. If the letter is in the word, the facilitator writes it in the appropriate blank. However, if the letter does not belong on any of the blanks, then it is counted as one attempt. For each wrong letter one stroke is drawn. The wrong letter is written in a corner so that Team B does not repeat its mistake.</p>
	<p>Round 1 continues till Team B is able to guess the word correctly or makes 7 mistakes with each mistake resulting in a stroke and the 7th stroke hanging the man, whichever is first. If Team B gets the word right before the stick figure is hung, they score 1 point. If they the stick figure gets hanged at the 7th mistake then Team B does not score and Round 2 begins and is played with Team A. If Team B guesses the word in say third attempt, the team gets the number of points equal to the number of chances left, in this case 4 points (7 total attempts - 3 taken attempts = 4 points). The facilitator maintains the score on the board.</p> <p>Round 2 - Keep another slip of paper on the table and one representative from Team B picks up the slip and reads the hint/question aloud. Then draw as many horizontal lines on the board as the the number of letters in the answer to the hint on the slip of paper.</p>

<p>Step 2 - Audio/ Video (20 minutes)</p>	<p>Shares his/her story of getting to know about FEA. Next, asks students to share how they came to know about FEA. Asks students what they expect to learn at FEA. Accepts all the answers. Informs that the class will be watching a video about FEA. Ensures that he has the video open in all student laptops. Shows a demo in his/her laptop on how to use the audio/video. Assigns each student a laptop. Instructs students to watch Day 0 Video individually. Everyone watches it once. Helps those students who struggle to access the video.</p> <p>Once everyone watches the video, discusses what new things students learned about FEA. This should be a lively conversation, possibly in small groups or as the entire class depending on what is best for your particular group.</p>
<p>Step 3- Closure (20 minutes)</p>	<p>Ends the class by guiding students that FEA offers them a wonderful opportunity to learn a language and they must use this opportunity. Shares what he/she has learned from FEA. Shares his/her days of induction, training, enrolling students. Talks about what makes him/her so passionate as a facilitator, why does he/she reach always on time and how all these things make him/her a better and more confident professional.</p> <p>(Note: The objective of this conversation should be to build interest in students towards learning a new language and how this can make their life a better one).</p>

Reflection: On a scale of 1 to 5 (1 being the lowest) rate how well do you think most of your students were able to understand the FEA program through Day 0 video. Could you talk to the graduates to be present for the next lesson?

Rate here = ____ out of 5

Pre-Enrolment- Lesson 2

(This lesson is to be conducted only if you have adequate number of students)

<p>Key notes: Word Wrangling</p>	<p>Materials required: 3-4 FEA Graduates AV-2 Appendix 2</p>
Steps	Facilitator's action(s)
	<p>Discusses response of the previous day's QOD and asks the day's QOD as given below. (10 minutes)</p>
<p>Step 1 - Ice breaker (15 minutes)</p>	<p>Writes the words given in Appendix 2 on the board. Students have to guess one common word that can be added to each of the three words on the board to make another word. The first one is done in Appendix 2 The common word may be added before or after the given words to make 3 new words. If the student/team is able to guess the common word correctly, he/she/it gets 1 point; if he/she/ it is able to guess the common word and one of the new words, he gets 2 points; if he/she/it is able to guess the common word and two of the new words, he/she/it gets 3 points; if he/she is able to guess the common word and three of the new words, he/she/it gets 4 points. Carry on the game with other rounds/ words. The student/team getting the highest point, at the end of the game, is the winner. The game is known as 'Word Wrangling'. Writes the name on the board.</p>
<p>Step 2 Introducin g Graduates (20 minutes)</p>	<p>Puts forward certain real-life situations to show the importance of English. Asks students to imagine that they were at a school and a parent/another student needed help in filling out a form. Makes students realise that their ability to understand English could help someone. Takes another example and asks students to think that they are traveling abroad and could not speak the local language. It can be a little bit scary. You might need to find a certain bus stop or the nearest restroom—quickly! Luckily, many people around the world speak English, so your ability to speak in English can solve your problems.</p> <p>Asks students 'how can English help them in the future'.</p> <p>Links the conversation by introducing FEA graduates to the classroom. Instructs graduates to introduce themselves and encourage students to ask questions. Allows students to write their questions in their notepads. If students do not ask questions, initiates a conversation with FEA graduates by asking 'what have they learned at FEA'. 'How does it help them in school/college/work etc'? If there are more graduates, makes small groups and assigns a graduate to each group.</p>

<p>Step 3 Audio/ Video (25 minutes)</p>	<p>Informs the class that they are going to watch a video of FEA graduates sharing how English has changed their lives. Students watch AV-2 once. Asks: 'What changes did you notice in the life of the speakers'? 'What should you do to be even better'. Informs that they are free to bring in their parents/friends to see FEA classroom and talk to the facilitator. Also informs that in lesson 4 everyone will take a short computer based quiz called FTS 0. This helps the facilitator to know the level of each student and provide them support.</p>
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Reflection: Were you able to build in a positive environment towards learning English? Did you inform students about FTS 0?

Facilitator's Reference:

Five easy steps to a great alumni meeting with the current students

- 1 It is important that Alumni should be briefed about the current students, their level of understanding.
- 2 Brainstorm conversation topics. Though you'll probably have lots to talk about, it may be helpful to prepare a few questions and topics to keep the conversation going.
- 3 Get in the right frame of mind by thinking back to your days as a student. What were some of your favourite classes, activities, events, pastimes? Ask questions about their FEA experience.
4. Share information about yourself. Students will be interested to hear about you and your advice on ways to make the most of their time at FEA.
5. After the meeting, follow up to continue the connection.

Pre-Enrolment- Lesson 3

(This lesson is to be conducted only if you have adequate number of students)

<p>Key notes: Punctuality, regularity, Showing up.</p>	<p>Materials required: AV-3 Appendix 3 Chart paper</p>
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Steps	Facilitator's action(s)
	Discusses response of the previous day's QOD and asks the day's QOD as given below. (10 minutes)
Step 1 - Ice breaker (10 minutes)	Starts the class by asking students what happens when everything in the world is late. Takes a few examples like, what happens if one day sun decides not to rise. Your favourite TV show starts late or may does not start at all. You go to the ATM and the machine decides to give your money late by 15 minutes. Traffic light begins to turn green very late. You have a stage performance and the audience decides to come late. Your parents/friends decide to celebrate festivals/ birthday late by few days. You have stomach ache and call up a doctor and he decides to come late by few hours. Think of different examples. The idea is to create a fun environment. Encourage students to participate as much as possible. Reverse the situation and ask: how would things be different if everything is on time. Take few above mentioned examples or create new examples.
Step 2 Story Time (20 minutes)	Makes sure he/she has all the materials in place (props, your special storytelling hat or cap, etc.). Takes a deep breath in and tries to relax. Makes sure everyone is quiet and ready to listen before you begin. Narrate the story! Refer Appendix at the end of this lesson. After the story asks why do they think the colours 'Black and White' were late.
Step 3 Video time (20 min)	Informs students that they are going to watch an interesting video. Tells students that they don't have to understand every word. They need to understand the main idea. Students watch L3 (P) (parts 1 and 2) and then get back to a semi-circle. Asks: Do you think, things are different in India? Why? Why are people/trains on time in Japan? What is one similar thing you found in both the videos? Allow students to talk to their partners/friends about the video. Shares the message behind the video : Being late is rude to those whom you keep waiting. It tells others that you don't value their time (which is the same thing as not valuing them).

Step 4
Activity
(20
minutes)

Divides the class into 4 groups. Each group now writes on an A4 size chart paper on how they can become more punctual in their everyday life. Asks groups to share their punctuality tips. The teams should write their tips in bullet points.

Once every team has presented, shares that your classroom rule says that it is important that you attend FEA classes regularly. Missing a class should be a rare occurrence; something that happens at most once or twice in a year.

Asks students what happens if you miss FEA classes more than this. Let students think and share their views with the class.

Informs that it will interfere with their learning. Tells that they should not miss a class just because they don't want to go. Whenever they feel like missing a class, asks them to remind themselves of your dreams.

Asks students that should they not miss the class because their friend decides not to attend.

Shares that coming to FEA classroom every day gives them an environment to talk in English. It will help them to perform better in school and at work. In addition, class time is a chance to meet and interact with other students in their class and talk in English. Asks the class who all are ready to be punctual everyday to achieve their dreams.

Reflection: How will you track student's punctuality for the upcoming week. Have you spoken to the ones who need more support? Share your inputs with the curriculum/training team to make this lesson more engaging.

Pre-Enrolment- Lesson 4

(This lesson is to be conducted only if you have adequate number of students)

Steps	
	Discusses response of the previous day's QOD and asks the day's QOD as given below. (10 minutes)
Step 1 - Introduction (15 minutes)	<p>Introduces the class with the objective behind taking FTS 0. Explains that the assessment will help the facilitator guide students better. Students can learn better and faster. Explains the rules of FTS 0. <u>Writes these bullet points on the white board before starting the session.</u></p> <ul style="list-style-type: none"> ● Students click on the icon 'FTS 0' ● The assessment has 3 sections: Listening, Reading and writing. ● Each section has 9 questions. ● Listening is of 12 minutes. Reading and writing for 10 minutes each. ● There is a timer which shows you the remaining time. ● All questions are multiple choice questions. ● Once you complete the assessment, click on submit and you can see your score. ● Your facilitator will note down your score. <p>Asks students to repeat the task instructions.</p>
Step 2 (45 minutes)	<p>Instructs students to take the online quiz. Helps those students who are struggling to use the laptop. Call 3-4 students and talks to them about their hobbies, their journey in FEA so far, introduction, activities they liked, their dream and some very basic general topics. Notes down the FTS scores of those who complete the online assessment. Talks to the remaining students too. Instructs the class to maintain silence.</p>
Step 3 Closure (10 minutes)	<p>Asks students to come up with one classroom goal for the next week in Book 1. It can be anything from being on time, participating in the classroom, trying to speak more etc. Welcomes all ideas and thanks everyone for being wonderful learners. Mentions that he/she is very excited to begin Book 1 and expects everyone to be on time.</p>

Reflection: Were you able to complete FTS 0 successfully for all students? Are your students excited to begin Book 1?

Pre-Enrolment- Lesson 5

(This lesson is to be conducted only if you have adequate number of students)

<p>Key notes: Value, Respect, resources, learning materials</p>	<p>Materials required: Appendix 4 Appendix 5</p>
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Steps	
Discusses response of the previous day's QOD and asks the day's QOD as given below. (10 minutes)	
Step 1 - Ice breaker (15 minutes)	<p>Divides the students into 2 - 3 groups. Group 1, 2 & 3. Ask each group to give itself a name.</p> <p>Explains to students that they have to look at the word written on the board and unscramble it into a meaningful word (Appendix 4). If correct, the group gets points equivalent to the number of letters in the word. If incorrect, they lose points equivalent to the number of letters in the word.</p> <p>Next, the team has to make a meaningful sentence using the unscrambled word. For correctly formed sentence, the group gets 5 points. If the sentence is formed poorly or inappropriately, it passes to the next team. The next team can earn 5 points by forming correct sentence. All rounds in this game are buzzer round. The team that hits the buzzer first must come up with the answer right away. If there is a pause between the facilitator identifying the team that hit the buzzer first and the response given by the team, the question passes to the next team. Therefore, the teams must hit the buzzer only when the members are sure that they know the answer. The team that gets the highest points by the end of the game, wins. This game is called 'Jumbled words'. Write the name on the board.</p>
Step 2 Activity (25 minutes)	<p>Applauds students for being very active. Once everyone settles down, asks students to look around the classroom and come up with a list of all learning materials available in the classroom. Makes sure that students understand what is learning material. (Learning materials are resources or things that help you in learning). Writes all the names shared by students. Asks how they can show respect to these classroom resources.</p> <p>Divides the class into 2-3 teams. Refers to Appendix 5 and conducts a classroom 'Yes/No' quiz. Example: Question to Team 1 " Should you keep the laptop clean" Why? Question to Team 2 : Should you use pen drive in the FEA laptops" (Discuss the do's and don'ts related to each of these objects)</p> <p>Note: This should be a lively conversation. You should be well prepared with the questions to ask. The objective is to ensure students understand the importance of resources.</p>

Step 3 -
Chart
paper
activity
(25
minutes)

Makes 4 teams. Gives each team an A4 size chart paper. Instructs teams to discuss and write down 1-2 Dos and 1-2 don'ts with respect to usage of laptops, workbooks, headphones, chair. Each team then pastes their work on the wall.

Pre-Enrolment- Lesson 6

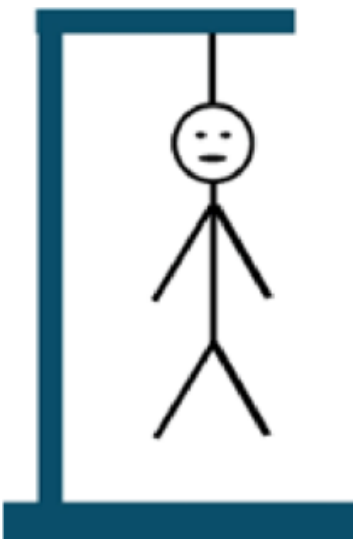
(This lesson is to be conducted only if you have adequate number of students)

<p>Key notes: Anagram, Founding, Looking forward, Practice,</p>	<p>Materials required: Appendix 6 Appendix 7</p>
<p>Steps</p>	
<p>Discusses response of the previous day's QOD and asks the day's QOD as given below. (10 minutes)</p>	
<p>Step 1 - Ice breaker (15 minutes)</p>	<p>Divides the class into 4 groups of 5 students each. Each group is asked to give itself a name. Writes a word on the board. For example, he/she writes 'dear'. Each group has to move the letter around in a manner that using all the same letters, but in a different order, they create a word. For e.g. ' read '. The students can not add or delete letters. The group that comes up with the correct answer, gets a point. If no one is able to solve, the facilitator gives a hint as mentioned in the Appendix 6.. Play as many rounds as time permits. The game is called Anagram.</p>
<p>Step 2 Story time (20 minutes)</p>	<p>Asks students if they know why FEA is offering free one year course. Accepts all the answer. Asks if they would like to know the story behind starting FEA. Refers to Appendix 7. Narrates the story slowly and clearly. After the story, asks: 'What is your takeaway from the story'? Makes students understand that hard work and good education can bring a change in life. Thus they should make the best use of FEA classes.</p> <p>Asks students 'How can you make the best use of FEA classroom'? Lets students talk to their partners and share their responses. Also shares his/her expectations about students behaviour outside the branch while waiting for their session to start.</p>
<p>Step 3 - Closure (20 minutes)</p>	<p>Conducts a short classroom discussion as in Appendix 8. Thanks everyone for being participative. Next, instructs students to watch AV-5 (P) twice. Each one watches the video individually. Asks:</p> <ul style="list-style-type: none"> ● What did they see in the video? ● Did the bird succeed in the first attempt? ● Did the bird stop trying? <p>Relates this video with learning a language. One becomes better with practice. Tells students that they need to believe that they can become better by attending classes every day. Asks: Are you ready to learn English and change your life?</p>

Appendix 1:

(Pre-enrolment Lesson 1)

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



Appendix 2: Word Wrangling (Pre-enrolment lesson 2)

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

Arm chair, Chair lift, Wheel chair

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

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

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

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

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

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

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

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

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

Appendix 3: Story (Pre-enrolment lesson 3)

A long time ago, when everything was very new. The planets and stars were so young that they were still going to school. There was a special class which was everyone's favourite. The class members were all colours; green and orange, red and blue, yellow, and all the rest. All the colours wished to grow up and become wonderful colours. This is why they went to the special class.

There were two colours that were very naughty. **(Can you guess the name of these two colours?)**

These colours were black and white. They were so busy in creating troubles that they were always late for class.

One morning there was a great disturbance in the sky. The clouds were practicing their raining. There was so much rain that it was water everywhere. Everyone had become saddened and depressed because there was so little light. When the sun started shining again, not even that managed to cheer up the world.

The only solution was to take help from the Colours. But they were still very young and weren't yet trained for anything like this.

The authorities went straight to their classroom. **(facilitator should sound worried)** It was still early, and, as ever, black and white were late for their classes.

However, there was no time to lose; they couldn't wait for black and white. The other colours had to do something fast. They ran down the corridors, out of the door, and flew up into the sky, where the clouds. **(Move around to show what is happening)** On their way up to the clouds each one of the colours left a colourful trail. (Show the movement of colours by the use of hands)

Travelling side by side, the combination of all the colours' trails was so spectacular **(Sound amazed)** that smiles returned to everyone's face, and the world filled with happiness. **(Act like people are looking up at the sky and clapping for the efforts of the colours)**



The colours felt honoured and delighted to be named as the sun's official assistants. It was agreed that whenever the clouds overdid it on the rain, the colours would come quickly and make a rainbow.

A bit later, black and white entered the classroom, finding it empty. Everyone was congratulating the other colours so much for their wonderful performance that black and white - really the most fun and happy of all the colours - didn't dare to ask to be part of the rainbow, and from that time onward they forced themselves to be punctual and responsible. - (Ask students to give this story a name).

Appendix 4: Jumbled Words. (Pre-enrolment lesson 5)

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

Appendix 5: (Pre-enrolment lesson 5)

Resources		
Laptop	<p>Keep it clean (Reason: If you keep it dirty it will stop functioning)</p> <p>Close your laptop slowly and carefully after using it. (Reason: Laptop's screen are delicate and should be handled with care)</p>	<p>Use a pen drive (Reason: Strict no. Virus will affect the system) Press the buttons very hard (Reason: Buttons may break and become unusable)</p> <p>Use the internet without facilitator's permission (Reason: Internet connection will be used during certain activities only as guided by the facilitator. Students can talk to the facilitator and make use of a laptop/ internet outside their session timing to study)</p> <p>Change the serial number of your laptop/headphone (Reason: Laptops/ headphone should not be picked up from their place. It may fall/break accidentally).</p>

Headphones	Place the headphones at the same place where you picked it. (Reason: Your support will help facilitator manage the classroom better)	Change the serial number of the headphones (Reason: It may get misplaced and create confusion)
Chairs	Pick up your chair and place it noiselessly (Reason: You don't want to disturb anyone)	Drag the chair (Reason: It has so unpleasing sound and disturbs everyone)
Workbooks	Keep it clean (Reason: Clean and dust free books makes you and others feel good) Place it back to the book shelf after using (Reason: You know where to find your book)	Fold the workbook (Reason: Pages may come out if you fold the book) Write with a pen (Reason: You can't erase your mistakes and can not correct if the facilitator gives you feedback)

Appendix 6: Anagram (Pre-enrolment lesson 6)

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

ALERT - Later (Goodbye for the present)

BELOW - Elbow (Part of the body)

LIVE - Evil (Wicked)

PRAYS - Spray (Sprinkle)

LISTEN - Silent (Begin with S end with T)

EARTH - Heart (The pump in human body)

IDEAL - Ladies (Women)

STAEL - Tales (Stories)

ASLEEP - Please (A polite word)

LIVERS - Silver (A precious metal)

SINK - Skin (Largest organ in human body)

STATE - Taste (What our tongue does well)

BREAD - Beard (Some men like to grow it)

BEING - Begin (To start)

ONES - Nose (Used for smelling)

Note: These Pre Enrolment Lessons are to be conducted if you do not have adequate number of students to begin your classroom

Lesson 1 – Scrabble

Objectives

1. Students will get a flavour of game-based learning.

Procedure

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

Lesson 2 – Word Chain

Objectives

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

Materials

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

Procedure

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

Lesson 3 – Juggle It

Objectives

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

Materials

- 3 paper balls - red, blue, green

Procedure

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

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

Lesson 4 – Anagrams

Objectives

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

Materials

- ¥ Appendix 5
- ¥ Writing materials

Procedure

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

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

Lesson 5 – Five of a Kind

Objective

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

Materials

- ¥ Chairs
- ¥ An object to pass around.

Procedure

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

Lesson 6 – Alphabet Teller

Objective

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

Materials

- ¥ Writing material
- ¥ Slips of paper

Procedure

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



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