



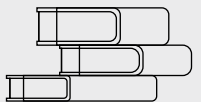
FREEDOM EMPLOYABILITY ACADEMY
Free coaching for better jobs

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

Intermediate **Level I**

Lesson 46 to 90

Facilitator Handbook



Did you know that the cost of the FEA classes is Rs. 22,800 per student? Donors give their hard-earned money to pay the rent, salaries and other expenses to make FEA classes possible for you. Will you show your gratitude by not missing classes and by completing the program?

Will you use your share or waste it?

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F.E.A. Good Practices

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

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

Lesson 46: Group Bonding Ceremony

Key vocabulary

Buddy, GBC, regularity, continuous practice, compliment, journey

Materials required:

Handkerchief to blindfold a player

Steps	Facilitator's action(s)	Students' action(s)
Discuss the QOD, ensuring that the students understand the question. (5 minutes)		
Step 1 Introduce (5 min)	<p>Welcomes students to the higher Level of FEA program. Reiterates how language learning requires continuous practice and participation.</p> <p>Asks students to share how their thinking, behaviour and language have changed over the last two months Pays a genuine compliment to each student about his/her journey of learning at FEA.</p>	<p>Share your journey of Basic Level. Share what did you like the best during this phase of learning.</p> <p>Buddies share their experiences</p>
Step 2 Announcing the winner (20 min)	<p>Begins by sharing the attendance percentage of buddies who just lacked by few points. Asks the class to congratulate them. Thanks these buddies for not giving up. Tells them that he/she is very happy to see them regular and punctual and wants them to be even better in the future. Calls out the name of top 2 buddies and thanks them for winning the first round. Asks them to share how they motivated each other to be regular. Asks other buddies to share their experiences as well. Makes this fun and lively conversation. by being energetic, giving due attention to everyone's talk and being prepared.</p> <p>(Refer Facilitator's reference. Other way to do this is by asking students to share a funny part of the journey when they asked their buddy to come to FEA. How did the buddy respond? Pastes the photos of the winner buddies in the hall of fame section.)</p>	<p>Listen actively to your facilitator. Congratulate the other teams for being regular. Congratulate the winning buddies.</p> <p>The buddies share their experience of motivating their partners to be regular. Enjoy and actively listen to the stories of the other team members. Help your facilitator to paste the photos in the hall of fame section.</p>

<p>Step 3 Random Allocation (10 min)</p>	<p>Tells the class there will be a new buddy group this time. Gets 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 each slip of paper with a name and then tells students to be matched with another name.</p> <p>(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 teacher as it is much to do with luck than anything)</p>	<p>Pick up a slip of paper. Once you get to know your new buddy, talk to him and shake hands. Make him/her feel comfortable.</p>
<p>Step 4 Activity (30 min)</p>	<p>Tells students that they are going to play a game 'I am your GPS'. Blind fold a partner. Asks other students in the class to spread around evenly in the classroom. The buddy who is not blindfolded has to guide students to reach to the facilitator without touching any obstacle. While guiding, the buddy has to walk along with his/her blindfolded partner. The team to complete the activity in the least time is the winner. Maximum time to complete this activity for each pair is 90 seconds.</p> <p>Note: Instead of students spreading out, you may use the chairs.</p>	<p>Sit with your buddy. Choose a team name. Listen to the rule of the game. Make a strategy with your buddy. Play the game and enjoy watching other teams play the same.</p> <p>Share your experience of playing the game.</p>
<p>Step 5 Closure. (15 minutes)</p>	<p>Informs the class that in the next book they are going to learn more about ways to describe a place, how to order food in a restaurant, how to converse in English over the phone and much more. Lets the groups go through the workbooks. Allows students to interact more with their new buddies and make a plan to be regular. Talks to those students who are irregular and encourages them to be regular. Before ending the class, revisits some do's and don'ts of FEA. Asks students 'How does a team score a point?' 'Why is it important for both the team members to come to the class?' 'What do you miss out if you miss a class?' Encourages everyone to be regular so that the class as a whole learns and grows together.</p>	<p>Listen to your facilitator. Go through your new workbook and see what are some new things you are going to learn in Book 2.</p> <p>Talk to partner and make a plan to be regular.</p> <p>Listen to your facilitator and answers the questions.</p>

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

Facilitator's Reference:

Learning the difference between praise and encouragement is key to rewarding your students effectively. Praise places a value judgment on the end result, for example, a teacher who praises might say that an essay was 'excellent' – which it may well be. However, pupils who consistently hear value judgments placed on their work may start to 'crave' praising statements and may feel discouraged when the teacher doesn't say that a particular piece of work is 'great.'

Encouraging statements on the other hand acknowledge the efforts that the student put towards writing that excellent essay, and therefore the teacher might say something along the lines of, 'I can see that you conducted a lot of research for this essay' or 'you showed the conflicting points of view in a fair and accurate way.' Comments that highlight the students' efforts do a lot more for their self-esteem than undirected praise because these statements encourage the student to perform a self-assessment of their work which in turn builds their levels of intrinsic motivation with their studies.

Encouraging statements can also be used even when the student fails at something, for instance, if a student scores an own goal in soccer practice, even a comment as simple as, 'you hung in there and didn't give up' still raises pupils' self-esteem. So make sure that when you are giving rewards, you include encouraging statements along with the actual token, sticker, stamper or whatever it may be to ensure that intrinsic as well as extrinsic motivation is raised.

Source: <https://theinspiredclassroom.com/2014/06/make-students-feel-valued-individuals/>

Lesson 47: Sound of 'TH'

Key Vocabulary: 'th' sound words	Materials required:
Error alert: Production of voiced and unvoiced 'th' sound	
Steps	Facilitator's action(s)
Discuss the QOD, ensuring that the students understand the question. (5 minutes)	
Step 1 - Introduce (10 minutes) (S.C.2, SFA.4)	<p>Reiterates how language learning requires continuous practice and participation.</p> <p>Asks students to reflect on Part A.1 & A.2 silently.</p> <p>Asks students to share their reflections using 'and' and 'but'. For e.g. "I learnt....but I struggled with...during Basic Level." or "I learnt ... language skill and developed quality during Basic Level."</p> <p>Models by sharing his own reflections/responses.</p> <p>Listens attentively and takes notes on the board.</p> <p>After all students have shared, asks them to compare and contrast answers using 'and' and 'but'. For e.g. "I learnt....but he learnt... in Basic Level." or "Amit and I learnt ... language skill during Basic Level." (Note - 'I' is always after 'and' when speaking about others and self.)</p> <p>Commends students on what they have learnt as a whole group and explain how what they struggled with will something to work on during Book 2.</p>
Step 2 - Model/ Demo (20 minutes)	<p>Collects from students words with 'th' at the beginning, middle and end. Writes them on the board.</p> <p>Explains the voiced and unvoiced 'th' sound.</p> <p>Asks students to watch AV - 47 attentively to observe how these sounds are produced by native speakers.</p> <p>After all students have watched, the video once, asks:</p> <ul style="list-style-type: none"> • How is your 'th' sound similar or different from the speaker's in the video? • What can you do to produce the 'th' sound correctly? <p>Asks students to speak slowly and consciously, the words on the board again.</p> <p>Encourages peer correction and comparison between production of 'th' sound before and after the video.</p> <p>OR</p> <p>Move to Step 3 if AV - 47 not available at this time. Conduct this after step 3.</p>

<p>Step 3 - Guided Practice (10 minutes) (S.A.2)</p>	<p>Practices, with the help of students, all 'th' sounds statements given in Part B.2. (All 'th' words in Statements 1, 2 & 3 are unvoiced; all 'th' words in Statements 4, 5 & 6 are voiced. Statements 7 - 10 have both voiced and unvoiced 'th' sounds words.)</p> <p>Appoints Pronunciation Cops for the day and explains to them their tasks. Ensures that these are students to produce the 'th' sounds perfectly as they will be peer correcting gently and respectfully.</p> <p>Asks students to turn to the person on their left/right and take turns to read out the statements in B.1.</p> <p>Walks around to ensure that all students are at task and practicing.</p>
<p>Step 4 - Independent Practice (15 minutes)</p>	<p>Asks students to independently create tongue twisters in Part C using different voiced and unvoiced 'th' sounds words. Ask students to write in their notebooks.</p> <p>After all students have written at least 2 tongue twisters each, asks students to nominate and quiz peers. For example, Student A begins by asking a peer of his choice, say Student B to read his (Student A's) tongue twister. Next, Student B nominates and asks a peer of his choice, his (Student B's) tongue twisters.</p> <p>Plays Tongue Twister Quiz for as long as time permits.</p>
<p>Step 5 - Assessment (5 minutes)</p>	<p>Calls on students, one at a time, to speak very slowly a particular statement given in Part B.2 or similar facilitator-created statements. Pronunciation Cops have to assess whether or not the words were spoken correctly.</p> <p>If incorrect, peer correction is encouraged.</p>
<p>Step 6 - Closure (5 minutes)</p>	<p>Exit Pass - Asks students to exit in a queue and stands at the exit himself/herself.</p> <p>Gives each student a word with the 'th' sound - voiced or unvoiced (not both). If a student speaks the word given to him/her correctly, he/she can exit. If a students speaks the word incorrectly, he/she goes back at the end of the queue and gets another word.</p>
<p>Reflections: Have all your students who took Basic Level evaluation rejoined in Book 2? If not, what's your plan to contact those who have not? (Share with your peers during PLC and seek their assistance, if required.)</p>	

Lesson 48: Word Stress

Key Vocabulary: 'th' sound words		Materials required:
Error Alert: Speak homophones with same stress. For e.g. 'add-ress' and 'add-ress'		
Steps	Facilitator's action(s)	
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		
Step 1 - Introduce (10 minutes) (W.CW.7.d, S.C.2)	<p>Asks students to reflect on Part A.1 & A.2 silently.</p> <p>Asks students to share their reflections using 'and' and 'but'. For e.g. "During Basic Level, the best moment for me wasand ... was the most difficult moment." or "I enjoyed ... during Basic Level but I did not enjoy during Basic Level."</p> <p>Models by sharing his own reflections/responses.</p> <p>Listens attentively and takes notes on the board.</p> <p>After all students have shared, asks them to compare and contrast answers using 'and' and 'but'. For e.g. "I enjoyed....but he/she enjoyed... in Basic Level." or "Amit and I enjoyed ... during Basic Level." (Note - 'I' is always after 'and' when speaking about others and self.)</p> <p>Gets them excited about what they will enjoy in Book 2.</p>	
Step 2 - Model/ Demo (10 minutes)	<p>With the help of examples and students, recaps learnings from Lesson 8 reiterating importance of pace, pitch, word stress in spoken language.</p> <p>Explains the concept of syllables without using the word 'syllable'.</p> <p>With the help of examples, explains how sound of some words can be broken into one, two or three parts.</p> <p>Asks students to split names of peers in class. For e.g. Surin-der.</p> <p>Asks students to go through the list of words in Part B.</p>	
Step 3 - Guided Practice (20 minutes)	<p>With the help of examples, explains the 'rules' of placing stress on a part of the word and why it is important to place the stress at certain parts of the word.</p> <p>Asks students to watch AV - 48 attentively to understand parts of word stressed by native speakers.</p> <p>Asks students that there will be a quiz in the video and they have to write their correct responses.</p> <p>After all students have watched, the video once, asks:</p> <ul style="list-style-type: none"> • How many were you able to answer correctly? • Give an example of how meaning of the word changes if we stress on the wrong part of the word. <p>OR</p> <p>Moves to Step 4 if AV - 48 not available at this time. Do this after step 5.</p>	
Step 4 - Adjust Instruction (10 minutes)	<p>Asks students to go back to the list of words in Part B and, along with a partner underline the part of the word in column 2 & 3 that is stressed in that word.</p> <p>After all pairs have finished the task, asks pairs to share their responses and checks whether or not their response is correct by asking other pairs.</p>	

<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Asks each pair to come up with 3 words each in Column 2 & 3; think of their stress patterns and underline the part of each word that is stressed. (5 minutes) Encourages students to think of all the new words they have learnt in Basic Level. Asks pairs to quiz other pairs about their words by using the word in a short sentence and writing that on the board, without speaking. For e.g. Pair 1, "What is your add ress?" Pair 2 speaks the sentence with stress on add-ress. Continues the quiz as long as time permits.</p>
<p>Step 6 - Assessment (5 minutes) (Ev.2.a, S.A.2, SfA.4)</p>	<p>Writes a few 2-syllable and 3-syllable words from Basic Level & 2 on the board and asks students to read them silently. Asks students to come to the board, one at a time, and underline the part of the word that is stressed and speaks it out aloud. The other students assess whether or not the answer is correct. If the answer is correct, he/she erases that word from the board. If it is wrong, the word stays on the board and another students gets the chance. Allows students to choose the words on their own.</p>
<p>Step 7 - Closure (5 minutes)</p>	<p>Exit Pass - Asks students to exit in a queue and stands at the exit himself/herself. Gives each student a word by spelling it out (not speaking the word) (Appendix 1 - FHB). If a student speaks the word given to him/her correctly by stressing on the correct part of the word, he/she can exit. If a students speaks the word incorrectly, he/she goes back at the end of the queue and gets another word.</p>
<p>Reflections: Do all your students have their notebooks?</p>	

Lesson 49: Parts of Body

Key Vocabulary: names of body parts	Materials required: Slips with hints given in Appendix 1 (FHB)
Error Alert: lips/leeps, fingers/toes, hair/hear, neck (not 'nake'), feet/foot, ears/years, cheek/chick, chin/cheen.	

Steps	Facilitator's action(s)
Discuss the QOD, ensuring that the students understand the question. (5 minutes)	
Step 1 - Introduce (10 minutes)	<p>Shares what students will learn in the lesson and asks why it is important to be able to communicate correctly about their body.</p> <p>Asks students to name some of the body parts that they are familiar with.</p> <p>Uses that as feedback to review some of the vocabulary given in Part A.</p> <p>Ensures that the students pronounce the words correctly in A1 and A2.</p>
Step 2 - Model/ Demo (20 minutes)	<p>Asks a few students to share their responses and corrects them using peer help.</p> <p>Asks students to watch AV - 49 attentively encouraging them to make notes while watching AV - 49.</p> <p>After all students have watched, the video once, asks:</p> <ul style="list-style-type: none"> • What was the most interesting fact you heard in the AV - 49? • Which fact sounded unbelievable? Why? • How did the speaker pronounce the word, 'organisms'? Is it similar or different from how you pronounce it? <p>OR</p> <p>Moves to Step 3 if AV - 49 not available at this time. Do this after step 5.</p>
Step 3 - Guided Practice (20 minutes)	<p>Silly Body Mime - Demonstrates with mime is.</p> <p>Forms two teams. Asks each team to take up a name. One person from each team comes forward and picks a slip (with hints from Appendix 1 - FHB). The student is given 10 seconds to prepare how he/she will mime what is written on the slip. The student mimes and his team mates guess what he is miming. If they get the key words (body parts) correct, they score a point. If they get key words wrong, the opposing team gets to guess and score.</p> <p>Ensures that the students have understood the game and noise level for the game.</p> <p>Continues the game with two teams, as long as time permits.</p> <p>To make it more interesting, asks one team to write the hint for the other team to mime.</p> <p>Uses peer correction, if any student mispronounces.</p>

Step 4 - Adjust Instruction (10 minutes)	<p>Asks students to read poem given in Part B.1 softly for 5 minutes.</p> <p>Discusses the noise level for the poem reading.</p> <p>Asks a few students to read the poem aloud.</p> <p>Uses peer correction, if any student mispronounces.</p> <p>Asks students how a poem is different from a song.</p> <p>(Both songs and poetry are artistic expressions making use of a language though a song is a musical composition while poetry can be sung as well as read as text.</p> <p>Songs are dependent upon lyrics and music as well as the singer. On the other hand, poetry is free from these requirements.)</p>
Step 5 - Independent Practice (15 minutes)	<p>Make pairs. Asks students to compose a silly poem in their notebooks (not workbooks) about a body part. Gives students 10 minutes for this.</p> <p>Walks around to ensure that the students are discussing, planning and playing with the words.</p> <p>Walks around to assist, correct and guide.</p> <p>Asks a few pairs to read their poem and those in the audience to rate the poem, non-verbally.</p>
Step 6 - Assessment (5 minutes)	<p>Simon Says - Plays a few quick rounds of Simon Says.</p> <p>Calls out, "Simon says touch your nose." Students are expected to touch their nose. Scans the room to see who has go it right and who is struggling to locate the nose.</p> <p>Runs a couple of Simon Says each with a different body part and then asks some of the students to lead the game. Possible variations - "Simon Says cross your fingers." "Simon says stand on one foot." etc.</p>
Step 7 - Closure (5 minutes)	<p>Lesson rating - Non-verbally students rate the lesson and their learning:</p> <ul style="list-style-type: none"> • Did you enjoy the lesson? • Did I teach it well? • Did you participate well? <p>Stands at the exit and asks students to think of one word they mispronounced on that day. Students share this word with the facilitator as they exit the class.</p>
<p>Reflections: What were some of the common words that the students mispronounced in this lesson? How do you plan to make them practice over the next few days.</p>	

Lesson 50: Healthy Eating

<p>Key Vocabulary: nutrition</p> <ul style="list-style-type: none"> • balanced diet • quantity • healthy/unhealthy 	<p>Materials required: Short stories given at the end of SWB</p>
<p>Error Alert: All non-Indian food is unhealthy (pizza, pasta, burger etc.), all Indian food is healthy. Pizza - peet-za, cheese - cheez, vegetable - veg-tabl. Balanced diet vs healthy diet.</p>	

Steps	Facilitator's action(s)
	Discuss the QOD, ensuring that the students understand the question. (5 minutes)
Step 1 - Introduce (10 minutes)	<p>Gives students a 2-minute pronunciation drill for the commonly mispronounced words of the Lesson 49.</p> <p>Asks students to look at the two plates of food given in Part A.1 and asks:</p> <ul style="list-style-type: none"> • What do you see? • What do you think? • What do you wonder? <p>Collects all responses and repeats the correct ones.</p>
Step 2 - Model/ Demo (15 minutes)	<p>Talk to your partner and identify if things mentioned in A2 are healthy or unhealthy.</p> <p>Encourages pairs to read the instructions and discuss with their partners in 10 minutes.</p> <p>Asks pairs to share some of their responses to Part A.2.</p> <p>Extends their understanding, by asking questions like:</p> <ul style="list-style-type: none"> • When can sleeping be unhealthy? • How can a burger be made healthy?
Step 3 - Guided Practice (10 minutes)	<p>Asks students to look at B1. Gives them 2-3 minutes to look and understand.</p> <p>Asks students to share their understanding of B.1. Collects all responses and repeats the correct ones.</p> <p>Explains what balanced diet is - both nutrients and quantity and how diets depends on availability of local foods, work done by the person - manual or mental, weather conditions etc of a person/place.</p>

<p>Step 4 - Independent Practice (15 minutes)</p>	<p>Asks students to interview their partners about what's on their plate for:</p> <ul style="list-style-type: none"> • breakfast • lunch and • dinner <p>Asks students to discuss whether or not their partner's breakfast/lunch/dinner plate is -</p> <ul style="list-style-type: none"> • healthy. • balanced. <p>Introduces always/often/sometimes/rarely/never.</p> <p>Asks students about their eating habits encouraging them to use always/often/sometimes/rarely/never.</p>
<p>Step 5 - Reading (30 minutes)</p>	<p>Introduces the reading program explaining how reading-</p> <ul style="list-style-type: none"> • is a powerful pastime to learn a language. • improves our imagination/creativity/thinking. • involves pronouncing the word and understanding. <p>Asks students to read the first short story from the appendix. Before they begin reading, share a short trailer of what's the story about so that it builds interest among students.</p> <p>Encourages them to read in pairs or in groups. (This is to be decided by the facilitator). Helps those who are struggling. Once every one has read the story, ask the groups to summarise the story in their groups in a way that every student gets a chance to talk.</p> <p>Makes a note of words that the whole group (not individual student) finds difficult to understand and find their meanings from the dictionary. Try using them in sentences.</p>
<p>Step 7 - Closure (5 minutes)</p>	<p>Asks students to share one dietary change they will make to eat healthy or eat a balanced diet. (They may refer to Part B.2.)</p>
<p>Reflections: How can this lesson be made more interesting/relevant? Discuss with your peers during PLC and share with Curriculum Manager via an email.</p>	

Lesson 51: Healthy Living

<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • meditation • well-being • gratitude • visualise 	<p>Materials required:</p> <p>Appendix 1 (SWB) Appendix 2 (FHB)</p>
Steps	Facilitator's action(s)
	<p>Discuss the QOD, ensuring that the students understand the question. (5 minutes)</p>
<p>Step 1 - Introduce (30 minutes)</p>	<p>Asks students to share their movie-watching experience in Book 1. Asks how the movie helped them improve -</p> <ul style="list-style-type: none"> • English. • thinking and awareness. <p>Informs that to continue reaping the benefits of the movies in language learning, they will be watching another movie in Book 2. Tells them that they will watch AV - 51 for 20 minutes. After 20 minutes, asks the students -</p> <ul style="list-style-type: none"> • Introduce one character from the movie. • How is real life different from reel life? Give examples from the movie. • What will happen next in the movie? <p>OR If AV - 51 is not available at this time, moves to Step 2. Conduct this after step 5</p>
<p>Step 2 - Model/ Demo (15 minutes)</p>	<p>Asks students to review the thought-provoking questions in Part A and ensures that all the students understand the questions. Gives students 2 - 3 minutes to get think about them. Collects all responses and repeats those that help steer the lesson. Establishes that just like the drum/clay we have some in-built/genetic predispositions but our choices decide whether those act to our advantage or disadvantage.</p>
<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Linking to students' responses to the fourth question in Part A, recaps learnings of Lesson 34 (Book 1) on what does it takes to grow the brain and Lesson 50 (Book 2) on healthy eating. Recaps use of always/often/sometime/rarely/never and discusses Part B. 1. Walks around to guide, correct and assist, as required. Asks a few students to share their responses.</p>
<p>Step 4 - Independent Practice (10 minutes)</p>	<p>Asks students to complete Part C. Students who are willing to read and complete Part C independently are allowed to do so and those who need support are made to work with partners. Walks around to guide, correct and assist, as required. Asks a few students to share their responses.</p>
<p>Step 5 - Assessment (10 minutes)</p>	<p>Gives students a few situations from Appendix 2 (FHB) and asks students what would they choose and why. Ensures that all students participate speaking in complete sentences.</p>

Step 6 - Closure
(5 minutes)

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

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

10 Ways to De-stress Your Mind and Body

By Melissa Eisler

Identify Your Stress Triggers

Recognizing the triggers to your stressful reactions is an important first step in managing your stress. True, it might be impossible to remove life's stresses, but understanding the things that stress you out—and in what ways—is particularly helpful in solving the underlying problems. What stresses you out? And how do you react to it? There are a host of physical and mental reactions to stress, and everyone reacts differently.

Get Some Exercise

Moving your body is important to combat stressful reactions, and prevent them from arising in the future. When you keep your body in peak condition, you feel lighter and more energized, leaving you prepared to manage life's stresses.

Identifying the type or types of exercise that you most enjoy—and those best suited to your mind-body — is the key to developing a regular exercise routine.

Eat Well

Nourishing your body with the right food will give you the energy you need to tackle what life brings you, including stress.

Sleep to Combat Stress

Restful sleep is an essential key to staying healthy and strong. When you're well-rested, you can approach stressful situations more calmly, yet sleep is so often neglected.

The key is making sure you're not only getting enough sleep, but that the quality of sleep you're getting is restful and restorative.

Hit the Road

Taking annual vacations is really good for you. It appears that going on vacation may actually be necessary for good health. Whether you have the time and money to head out on a European tour, or can simply afford a long weekend that's close to home, yet away from the grind, planning a break is a great tool for reducing stress.

Be Grateful

Gratitude is a powerful force that you can use to expand your happiness, improve your health, and cope with stress.

Many scientific studies, including research by renowned psychologists Robert Emmons and Michael McCullough, have found that people who consciously focus on gratitude, experience greater emotional wellbeing and physical health than those who don't.

Say Cheese

Research has found that even a fake smile can help you handle stress. So if you're looking for a way out of stress, you'll need to smile more.

Lesson 52: Hygiene

<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • hygienic/hygiene, unhygienic • defecation • buddies • agreements 	<p>Materials required: Paperball</p>
Steps	Facilitator's action(s)
	<p>Discuss the QOD, ensuring that the students understand the question. (5 minutes)</p>
<p>Step 1 - Introduce (15 minutes)</p>	<p>Asks students how ready are they for learning. (Refer to Appendix 1 - SWB). Writes the word 'Hygiene' on the board and asks students to write/draw what it means in Part A.1. Shares what students will learn in the lesson and asks why it is important especially if their goal is to be successful professionals. Writes on the board - "Cleanliness is godliness." (M.K. Gandhi) Asks students what they understand by that statement. Collects all responses and repeats those that help steer the lesson. Introduces words - 'hygiene', 'hygienic' and 'unhygienic'.</p>
<p>Step 2 - Model/ Demo (10 minutes)</p>	<p>Asks students for some examples of 'hygienic' and 'unhygienic'. Asks students to discuss Part A.2. Walks around to guide, correct, assists students, as required. Asks a few students to share their responses. Uses peer correction, whenever required. Asks what makes something hygienic/unhygienic.</p>
<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Asks students to discuss Part B in pairs. Walks around to guide, correct, assists students, as required. Asks a few students to share their responses. Uses peer correction, whenever required.</p>
<p>Step 4 - Independent Practice (15 minutes)</p>	<p>Talks about food hygiene, hand hygiene, oral hygiene. Plays Hot Potato - Each student writes 2 sentences - Sentence 1 - His/ her hygienic habit. (Write in notebook not SWB) Sentence 2 - One habit, he/she needs to make hygienic. Students stand in a circle with facilitator in the middle. Facilitator throws a paper ball towards a student. The student catches the ball and speaks his/her 2 sentences. Then the students changes places with the facilitator and he/she throws the ball towards another student. The second student catches the ball and speaks his/her 2 sentences. Plays the game as long as time permits.</p>
<p>Step 5 - Making rules (20 minutes)</p>	<p>Make groups of 4. Asks students to discuss among themselves and write Part C in their notebooks (and not SWB), do's and don'ts they will follow to ensure that ALL members of the group benefit from the reading program. Asks a few groups to share their do's and don'ts.</p>

<p>Step 6 - Closure (5 minutes)</p>	<p>Asks students -</p> <ul style="list-style-type: none"> • what are you grateful for today? • how often did you smile today?
<p>Reflections: How often did you smile today? What are 3 things that you are grateful for? Do any of your groups need assistance of the F.E.A. graduates? If yes, contact the graduates and remind them before Lesson 56.</p>	

For Facilitator's Reference:

General guidelines for organising reading sessions

Roles for group members -

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

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

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

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

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

Students must -

- sit in groups with their Reading Buddies.
- read for 3 - 5 minutes each.
- read for 15 minutes, at least.
- discuss for 10 minutes, at least.

Facilitator must -

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

Lesson 53: Illnesses

<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • symptoms, cure • illness, sickness, disease • nausea • injury, first aid • ache, pain 	<p>Materials required:</p> <p>Appendix 3 (FHB)</p>
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Error Alert: Illness Vs Sickness, pronunciation of 'ache', 'ear', 'cough'.

Steps	Facilitator's action(s)
Discuss the QOD, ensuring that the students understand the question. (5 minutes)	
Step 1 - Introduce (10 minutes)	Shares what students will learn in the lesson and asks why it is important to be able to communicate correctly about our illness. Asks students to walk around and ask each other the questions given in Part A encouraging them to ask without reading from the book.
Step 2 - Model/ Demo (20 minutes)	Asks students to watch AV - 53 attentively encouraging them to make notes while watching AV - 53. After all students have watched, the video once, asks: <ul style="list-style-type: none"> • Name two ways in which germs were passed around in the the video. • How do you - <ul style="list-style-type: none"> • pass on germs to others? • catch germs from others? • If you were to zoom into your kitchen, where would you see germs? OR Moves to Step 3 if AV - 53 not available at this time.
Step 3 - Guided Practice (15 minutes)	With the help of examples and enacting, explains the meaning and use of - illness, sickness and disease . (While the meaning is not very different, usage of the words is. Illness refers to a medical condition. Sickness refers to the way one feels. Illness often makes one feel sick, but one could feel sick without being ill, after sitting in a merry-go-round or while traveling or at the sight of blood. One can be ill without feeling sick. Disease is when a part of body does not work well, without injury or old age). Asks students to talk to their partner and discuss Part B. Asks a few students to share their responses and other students to give non-verbal feedback to the responder on whether or not his/her answer is correct.

<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>With the help of examples and enacting, explains the meaning and use of - nauseous, dizzy and tired. Encourages students to use these words in sentences. Asks students to walk around and interview others to complete Part C.1 for 5 minutes. Gives students 3-5 minutes to complete Part C.1 (in their note book and not SWB), based on what they have heard from others.</p>
<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Asks students to name some common illnesses - common cold, cough, diarrhoea, tuberculosis, pneumonia, typhoid etc. Encourages students to pronounce them properly without trying to memorise the spelling. Asks students to discuss Part D in pairs. Explains that concept of first aid and its importance in saving lives. Explains that he/she will speak the first aid and students have to guess when that should be given by naming the condition from Part D. Refer to Appendix 3 (FHB) for hints. Plays as many rounds as time permits. Asks students to come up with first aid hints to quiz other students.</p>
<p>Step 6 - Assessment (10 minutes)</p>	<p>Shares with students the following:</p> <ul style="list-style-type: none"> • If you have a headache, you can cut a mouse in half and put it where it hurts. • If you have a headache, doctor must cut a hole your head to get the 'bad air' out. <p>Asks students -</p> <ul style="list-style-type: none"> • Why do people believe in such cures? • Have you come across such cures? • How would you convince someone who believes in them that these are not correct?
<p>Step 7 - Closure (5 minutes)</p>	<p>Asks students:</p> <ul style="list-style-type: none"> • What did you enjoy in the lesson? • What did you struggle with? • How can I teach this better?
<p>Reflections: How do you plan to incorporate feedback given by students in Step 8?</p>	

Lesson 54: Consolidation

<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • certainly, possibly and probably • lyrics 	<p>Materials required:</p> <p>Appendix 4 (FHB) for facilitator's reference</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)	<p>With the help of students, recaps -</p> <ul style="list-style-type: none"> • learnings of the week. • those who have participated well. • how songs help in learning a language by imitation. • how some songs teach us important lessons.
Step 2 - Model/ Demo (30 minutes)	<p>Asks students to:</p> <ul style="list-style-type: none"> • listen to the song in AV- 54 once and the asks them to fill the blanks as in Part A as they listen to it. Students use their notebook and not SWB to fill. (3 minutes) <p>Allows students to pause the song as they fill the blanks.</p> <p>Asks students to compare their responses. (2-3 minutes)</p> <p>Asks students to:</p> <ul style="list-style-type: none"> • listen to the song in AV- 54 twice singing along using the lyrics from the book. (5 minutes) <p>Asks each student to share a word from the song that describes him/her. (2-3 minutes)</p> <p>Sings along with the students as they listen to the song ensuring that everyone clicks 'play' at the same time.</p> <p>Ensures that this is a fun (not entertaining) activity.</p>
Step 3 - Guided Practice (10 minutes)	<p>Asks students to complete in their notebook and not SWB Part B.1 - B.4 and share their responses with the class. Students write the lesson number on the top of their notebooks. (They do not have to write the questions)</p> <p>Accepts all answers ensuring that the students speak in complete sentences.</p>
Step 4 - Adjust Instruction (10 minutes)	<p>Discusses F.E.A. and its mission.</p> <p>With the help of B.5 discusses how each student matters to F.E.A.</p> <p>Asks students to spend 2 - 3 minutes to think about what they need to do for themselves.</p> <p>Take a few responses.</p>

<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Explains to students correlation between education and income levels. Asks -</p> <ul style="list-style-type: none"> • Is it just education that ensures a higher income in future? <ul style="list-style-type: none"> • If yes, then why are so many Masters and PhD degree holders queuing up for teh position of peon? • If not, then what else, along with education, determines our chances of success in life? • Where would you get the extra edge, other than education, needed to be successful in life? (F.E.A.)
<p>Step 6 - Assessment (10 minutes)</p>	<p>Asks the students to look at the cartoon in Part C Asks students to share what they see in the cartoon. Discusses Part C.1 - C.3.</p>
<p>Reflections: Have you made a note of students who are irregular/inactive/non-participative? Discuss and plan with your peers during PLC actions to make them regular/active /participative.</p>	

Lesson 55: Safety

<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • safe, unsafe • accident • precautions 	<p>Materials required:</p> <p>Paper ball</p>
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Error alert: Finger-key coordination is to be rigidly followed. (No. It's indicative, the idea is to spread the fingers over the keyboard and use multiple fingers.)

Steps	Facilitator's action(s)
Discuss the QOD, ensuring that the students understand the question. (5 minutes)	
Step 1 - Introduce (15 minutes)	<p>Shares what students will learn in the lesson and asks why it is important to be able to communicate correctly about safety.</p> <p>Asks students to pair up and write what they understand by safety and discuss (including the cartoon) in 5 - 7 minutes.</p> <p>Asks a few students to share their responses.</p> <p>Asks students which ones from Part A.2 are safe/unsafe practices.</p>
Step 2 - Model/ Demo (20 minutes)	<p>Asks students to watch AV - 55 attentively.</p> <p>After all students have watched, the video once, asks:</p> <ul style="list-style-type: none"> • What was the video about? • Did you find any statistics surprising? What? Why? • How safe do you feel knowing that half the drivers on Indian roads did not take a driving test and still got their license? • What suggestions do you have to make Indian roads safer? <p>OR</p> <p>Moves to Step 3 if AV - 55 not available at this time. Do it after step 6</p>
Step 3 - Guided Practice (15 minutes)	<p>Asks students to read Part B and complete it with a partner.</p> <p>Walks around to assist, guide and correct, as required.</p> <p>Asks a few students to share their responses.</p>
Step 4 - Adjust Instruction (10 minutes)	<p>Introduces the word 'precaution'.</p> <p>Plays Hot Potato - Each student writes 2 sentences - Sentence 1 - '1 precaution I take is ...'</p> <p>Sentence 2 - '1 precaution I need to start taking is...'</p> <p>Students stand in a circle with facilitator in the middle.</p> <p>Facilitator throws a paper ball towards a student. The student catches the ball and speaks his/her 2 sentences.</p> <p>Then the students changes places with the facilitator and he/she throws the ball towards another student. The second student catches the ball and speaks his/her 2 sentences.</p> <p>Plays the game as long as time permits.</p>

<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Introduces the new component of the F.E.A. program - keyboarding/touch typing. Asks students how typing and keyboarding are similar/different. Collects all answers and then asks students to complete Part C.1. in their notebook Explains to students how the processing speed of the computers is increasing rapidly - does it make sense to have a super fast computer and super slow person operating it? Mentions some of the jobs that require proficient keyboarding skills - data entry and processing, transcription, assistant/secretarial jobs, journalism, content writing, receptionist, market research, engineer (using CAD), teacher/facilitator (most planning and reporting is computer-based) and others. Explains the three parts of the keyboarding - technique, speed and accuracy and focuses on technique. Ensures that the finger-key coordination is not taken rigidly. Introduces students to the keyboarding software. While students are working on keyboarding software, motivates 2-5 irregular/non-participative students. Speaking generally, gets them to visualise the benefits of regularity and participation without taking names.</p>
<p>Step 6 - Assessment (5 minutes)</p>	<p>Asks students:</p> <ul style="list-style-type: none"> • How do you feel now that you are beginning keyboarding? • Why is it important to practice any skill? (focus - muscle memory)
<p>Step 7 - Closure (5 minutes)</p>	<ul style="list-style-type: none"> • Asks students how do they observe safety in: • the house. • at work (school/college/workplace). • on the road.
<p>Reflections: Did you remind your FEA Graduates who need to come and assists the reading groups you feel will need support during the reading session in Lesson 56?</p>	

2 x 5 Tracker

Day	Student(s) Counseled	Counseled For	Students' Response
1			
2			
3			

Day	Student(s) Counselling	Counselled For	Students' Response
4			
5			
<p>Facilitator's comments at the end of Day 5 -</p>			

Lesson 56: Numbers

<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • quarter, half, full, three-quarters • million, billion 	<p>Materials required:</p> <p>A4 sheets for Step 4.</p>
<p>Error alert: Commonly mispronounced number names as in Part A.1 (SWB) Some facilitators tend to teach this as a math lesson.</p>	

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

Steps	Facilitator's action(s)
	Discuss the QOD, ensuring that the students understand the question. (5 minutes)
Step 1 - Introduce (15 minutes)	<p>Asks students how ready they are for:</p> <ul style="list-style-type: none"> • learning. • reading. (Refer to Appendix 1 - SWB). <p>Writes a few numbers on the board in ones, tens, hundreds, thousands, ten thousands, hundred thousands and million to check how well students know the numbers in English.</p> <p>Adjusts teaching based on the response of the students.</p> <p>Gives students pronunciation drill of some of the commonly mispronounced number names in Part A.1.</p>
Step 2 - Model/ Demo (15 minutes)	<p>With the help of Part A.2 explains the difference between Indian and international number systems.</p> <p>With the help of students and numbers on the board, checks students' understanding.</p> <p>Using Part B.1 and examples from real life, explains the words for fractions.</p> <p>Asks a few students to use the fraction words in sentences.</p>
Step 3 - Guided Practice (10 minutes)	<p>Asks students to complete Part B.2 in pairs or independently in their notebook.</p> <p>Walks around to guide, correct, assists students, as required.</p> <p>Asks a few students to share their responses.</p> <p>Uses peer correction, whenever required.</p>
Step 4 - Independent Practice (10 minutes)	<p>Giving oral instructions, asks students to make a fractional pattern, like:</p> <ul style="list-style-type: none"> • Make 16 circles. • 1/2 of these must be big circles. • 1/4 of these must be medium circles. • 1/4 of these must be small circles. <p>Speaks slowly and repeats once, if required.</p> <p>Asks students to hold up their pattern and look around to see who made what.</p> <p>Asks -</p> <ul style="list-style-type: none"> • who got it right and who did not? • what was wrong with the wrong patterns?

<p>Step 5 - Reading (30 minutes)</p>	<p>Ask students to sit with their reading buddies and read 'Story 2'.</p> <ul style="list-style-type: none"> • take turns to read. (15-20 minutes) • Asks students to make a section in their notebook for writing all new words learnt during the reading session. Students write the new words in a section of their notebooks. • Once everyone has read, asks students to use dictionary, phone to find out the meaning of new words. Also help them use these words in a sentence. • Asks students what was the most interesting part of the story. Uses his/her own ways and add creativity to make the Book discussion exciting
<p>Step 7 - Closure (5 minutes)</p>	<p>Asks students to share their reading experiences as a group with each other.</p> <p>While groups are sharing their experiences, motivates 2-5 irregular/non-participative students for 2-3 minutes as a whole group.</p> <p>Speaking generally, gets them to visualise the benefits of regularity and participation without taking names.</p> <p>Reviews the notebook of these students for completion and quality of work.</p> <p>Make entries in the 2x5 Tracker. (Lesson 55 - FHB)</p>
<p>Reflections: Problems that come up when you start something new are called teething problems. What teething problems of the reading sessions? Discuss with your peers during PLC what you can do to address them before/during the next reading session.</p>	

Lesson 57: Quantifiers

<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • countable/uncountable • few/some/many • a little/some/a lot of • want, need 	<p>Materials required:</p>
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Error alert: use 'few' without 'a', use 'lot of' without 'a'.

Steps	Facilitator's action(s)
Skip the QOD today.	
Step 1 - Introduce (15 minutes)	<p>Shares what students will learn in the lesson and asks why it is important to be able to communicate correctly about quantity.</p> <p>Makes a T-chart on the board with heading - can count, cannot count.</p> <p>Asks students to share examples of objects from Part A that can be counted/cannot be counted.</p> <p>With the help of examples from B.1, explains the usage of few/some/many and gets students to use them in their sentences using B.2</p> <p>With the help of examples from C.1, explains the usage of a little/some/a lot and gets students to use them in their sentences using C.2</p>
Step 2 - Model/ Demo (25 minutes)	<p>Tells students that they will watch AV - 57 for 20 minutes.</p> <p>Asks them to note down things that they saw in AV - 57 that were few/some/many/a lot of/a little.</p> <p>Ensures that they watch it on full screen mode.</p> <p>After 20 minutes, asks the students -</p> <ul style="list-style-type: none"> • to share their list of few/some/many/a lot of/a little. <p>OR</p> <p>If AV - 57 is not available at this time, moves to Step 3.</p>
Step 3 - Guided Practice (15 minutes)	<p>Asks each student to think of/write 4 sentences:</p> <p>Sentence 1 - about a countable object at home using few/some/many.</p> <p>Sentence 2 - about an uncountable object at home using a little/some/a lot of.</p> <p>Sentence 3 - about a countable object in the neighbourhood using few/some/many.</p> <p>Sentence 4 - about an uncountable object in the neighbourhood using a little/some/a lot of.</p> <p>Gives students 2-3 minutes to prepare the sentences.</p> <p>Asks all students to share their sentences.</p>
Step 4 - Adjust Instruction (10 minutes)	<p>Asks students to partner with a friend and complete Part D in their notebooks.</p> <p>Asks some of the pairs to share their common and different needs using 'and' for common ones and 'but' for different ones.</p> <p>Asks students why some needs are common, while others are different.</p> <p>Discusses how sometimes we confuse wants for needs.</p>

Step 5 - Closure
(20 minutes)

Asks students to discuss with their partners:

- How are your needs similar to those of a homeless child?
- How are your needs different from those of a Director of a big company in Mumbai?
- How are your wants similar to those of a housewife in Chennai?
- How are your wants different from those of a farmer in small village?

Asks a few students to share their responses.

Next, asks students to discuss needs and wants of their neighbourhood.

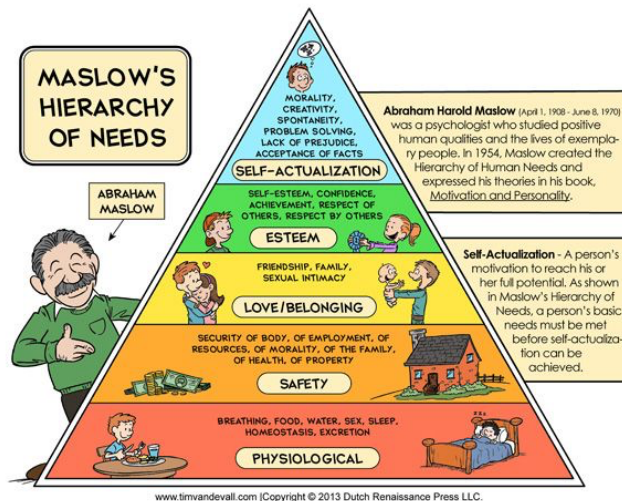
Asks students what these needs and wants are.

Asks -

- Who is responsible for fulfilment of these needs/wants?
- What happens when these needs are not fulfilled?
- What is your role?

Make entries in the 2x5 Tracker. (Lesson 55 - FHB)

For Facilitator's Reference -



Lesson 58: Going to the Doctor

Key vocabulary:

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

Materials required:

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

Steps	Facilitator's action(s)
Today's QOD: Discuss the difference between a physician and a surgeon? (5 minutes)	
Step 1 - Introduce (10 minutes)	<p>With the help of students and examples, explains types of medicines - traditional (example: ayurvedic, unani etc.), homeopathic, allopathic etc. Mentions that most doctors we visit are allopathic doctors who have studied and use medical terms in English(allopathic medical colleges in India follow English).</p> <p>Shares what students will learn in the lesson and asks why it is important to be able to communicate correctly about illness at when visiting the doctor.</p>
Step 2 - Model/ Demo (15 minutes)	<p>Asks students to read the notice in Part A and discusses the questions that follow, with the whole class.</p> <p>Extends students understanding by explaining 'witch doctors'.</p> <p>Asks students whether a patient would visit a clinic or a hospital if he/ she has -</p> <ul style="list-style-type: none"> • common cold (clinic) • cancer (hospital) • mild diarrhoea (clinic) • fracture (clinic or hospital) • dengue (den-gee)(clinic or hospital depending on how severe it is.) <p>With the help of these examples explains the difference between a clinic and hospital.</p>
Step 3 - Guided Practice (10 minutes)	<p>Asks students to pair up and look at Part B.1 for people and objects found in a clinic/hospital.</p> <p>Conducts pronunciation drill for words in Part B.1.</p> <p>Asks students to read the conversation given in Part B.2.</p> <p>Ensures that both the partners take turns to play doctor and patient.</p> <p>Walks to assist and guide (especially pronunciation), if required.</p>
Step 4 - Reading (30 minutes)	<p>Asks students to sit with their Reading Buddies and read Story 3. Once everyone has read the story, asks students to</p> <ul style="list-style-type: none"> • retell the story. One student can begin and others can continue/fill in the gaps. (2 - 3 minutes) • discuss what each one thinks about the story. (2 - 3 minutes) • discuss what question(s) they have about the story? (2 - 3 minutes). <p>Asks students to write their new word and use it in a sentence. (2-3 minutes)</p>

Step 5 -
Assessment (15
minutes)

Asks students to prepare and present a role play with their partner.

Role Play - Each role play must include -

- opening greeting.
- conversation about illness. "How can I help you?" "I have a stomachache, doctor."
- conversation using words learnt in Lesson 53 and 58.
- diagnosis(illness) and prognosis(treatment). "It seems like you have stomach flu. I will write two medicines that you must take twice in a day for 2 weeks. Come back and see me after two weeks."
- closing sentence - "Thank you, doctor." "Get well soon."

Gives the pairs 2-3 minutes to prepare and 1 minute to present.

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

For Facilitator's Reference:

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

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

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

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

Lesson 59: Being Considerate

Key vocabulary:

- etiquette
- considerate/inconsiderate
- Good Samaritan/bystanders

Materials required:

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

Steps	Facilitator's action(s)
Today's QOD: Pronounce and use them in sentences. Thermometer and etiquette. Or take up a new word learned during the reading session.	
Step 1 - Introduce (10 minutes)	Asks students to pair up, discuss the image in Part A. Asks students to complete the question in Part A with a partner and share their responses with class. Students write in their notebooks and not SWB.
Step 2 - Model/ Demo (10 minutes)	Introduces the word 'Good Samaritan' and 'bystanders'. Asks students why some people play 'Good Samaritans' and others 'bystanders'. With the help of students, recaps Lesson 7(Book 1) about being polite. Asks students what being considerate means and why are some people considerate and others not.
Step 3 - Guided Practice (15 minutes)	Asks students to read Part B with their partner and discuss the questions. Tell students to write in their notebooks, what was the article about. Asks a few students to share their responses.
Step 4 - Independent Practice (10 minutes)	Asks students to watch AV - 59 attentively. After all students have watched, the video once, asks: <ul style="list-style-type: none"> • Do you follow any of the etiquettes shown in the videos? • Next time you see a family member talk loudly on the cellphone - what would you say/do?
Step 5 - Extension (20 minutes)	With the help of students, recaps the three parts of keyboarding - technique, speed and accuracy. With the help of students, recaps the keyboarding expectations for intermediate level first half. Discusses the correct posture while keyboarding and asks students to work on the software to practice keyboarding technique. (15 minutes) Make entries in the 2x5 Tracker (Lesson 55 - FHB)

Step 6 -Closure (5 minutes)

Asks students:

- what are the benefits of people treating each other with respect?
- When was the last time you disrespected someone? What was the reason? How did you express this disrespect?
- Does everyone deserve respect? Why or why not?
- What is the difference between respecting a person and respecting others' property, school property, etc.?

Reflections: How considerate are you? How do you show consideration towards your students, peers and seniors at FEA?

For Facilitator's Reference

Proper Keyboarding Techniques



- Sit up straight
- Feet flat on the floor
- **Body Centered on the Letters G and H**
- Elbows bent at side
- Fingers curved and resting on Home Row Keys
- **Thumbs resting at Spacebar**
- Eyes on your monitor

Lesson 60: Consolidation

Key vocabulary:

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

Materials required:

Appendix 4 (FHB)
Jeopardy Game 3

Steps	Facilitator's action(s)
Discuss the QOD, ensuring that the students understand the question. (5 minutes)	
Step 1 - Introduce (5 minutes)	Asks students to discuss questions in Part A with a partner. Asks students to share their partner's responses to questions in Part A.
Step 2 - Model/ Demo (25 minutes)	Asks students to watch AV - 60 attentively. Explains that the purpose of the video is not language development but sharing journey of a young mountain climber. After all students have watched, the video once, asks: <ul style="list-style-type: none"> • "I was not afraid of Mount Everest but Bhongir." - What is the speaker talking about? • How did the speaker prepare herself for the climb? • The speaker had a lot of opportunities to give up, at the beginning, in the middle and towards the end of her climb. Why did she not give up? • What does the speaker describe as "heaven"? Could she have experienced the heaven if she had given up? Collects responses from different students and accepts all answers repeating the correct ones.
Step 4 - Adjust Instruction (15 minutes)	Discuss questions in Part B.1.i-iii with the class. Asks students to draw a T chart in their notebooks and write 'my challenges while learning english' in the left and how I will overcome those challenges' in the right side. (maximum 2 challenges)
Step 5 - Independent Practice (10 minutes)	Discusses with the whole class the different basecamps in the FEA mountain. Asks students to color/encircle where they are currently. Asks them- <ul style="list-style-type: none"> • What FEA base camps have to be climbed? • What's the next base camp to climb? • What 'heaven' would you to get to see from the next base camp? Commends their effort and commitment towards their learning.
Step 6 - Assessment (30 minutes)	With the help of students, recaps Do's and Don'ts of playing Jeopardy. (Refer to Lesson 12) Lays down the noise level. Organises teams and asks each team to take up a name. Plays Jeopardy Game 3. Ensures that the students follow the rules of the game. Keeps the score.

Reflections: What 'mountain' are you climbing in your personal/work life? How are you 'conquering over yourself' to conquer that mountain?
Some facilitators make wall displays for Climb to Graduation and help students track where they are and stay focused on the goal of program completion. Samples in Appendix 4 (FHB).

Lesson 61: Talking About Place

Key vocabulary:

- across
- beside
- through
- between

Materials required:


Appendix 5 (FHB)

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

Steps	Facilitator's action(s)
Discuss the QOD, ensuring that the students understand the question. (5 minutes)	
Step 1 - Introduce (5 minutes)	Shares what students will learn in the lesson and asks why it is important to be able to communicate correctly about place.
Step 2 - Model/ Demo (10 minutes)	Asks students to watch AV - 61 attentively. After all students have watched, the video once, asks: <ul style="list-style-type: none"> • Asks students to watch AV - 61 attentively. • After all students have watched, the video once, asks: • What is one new thing you learnt from the video?
Step 3 - Guided Practice (10 minutes)	With the help of objects in the room and Part A, explains/asks Part A.
Step 4 - Adjust Instruction (15 minutes)	Asks students to pair up with a partner and read the puzzles in Part B.1 and B.2. Asks students have understood the puzzles. Gives them about 10 minutes to solve the puzzles. Asks a few students to share their solutions and what method did they use to solve. Emphasises how different people use different strategies to solve a problem and if it is efficient and effective it's the correct strategy.
Step 5 - Independent Practice (15 minutes)	Grand Design - Asks students to visualise their dream house/office and write its description in their notebook using the words given in C Gives students 5 minutes to complete this. Walks around to guide, assist and monitor, if required. Asks students to describe their dream house/office orally and the partner draws it in their notebook as he/she listen to it. Gives students 5 minutes for this ensuring that both the partners get to describe and draw. Asks students to compare the drawings with the description and compare how well they match. In cases where the description does not match the drawing, asks was it because of describing or listening.

Step 6 - Extension (15 minutes)	Asks students how ready they are for keyboarding. (Appendix 1 -SWB) Informs, through demonstration the correct posture while keyboarding. Makes students practice correct technique on using the typing software. Walks around to ensure that students student are practicing the keyboarding technique and posture.
Step 7 - Assessment (10 minutes)	Plays student-led Simon Says using words learnt to describe position. "Simon Says put your hand on your shoulder." Ensures that students do not give any inappropriate commands. Maintain noise level, as agreed. Makes a mental note of errors individual students are making. Updates the error tracker.
Reflections: Is there a pattern to errors that the students are making? What can you do about it? (Discuss with your peers during PLC.)	

11 Common Mistakes With Prepositions	
Always write:	Never:
Gavin was just in time to catch the taxi.	on
Jack's methods are different from yours.	than
Kim feels superior to everybody else.	than
Look out of the window.	out
Meet the board members at the office.	in
Our company is ashamed of him.	for
Our MD is aiming at leaving South Africa.	for
The CEO was on time for the meeting.	in
The project will cost about a million rand.	around
The secretary died of leukaemia.	from
There are more than 100 clients there.	over
www.writerswrite.co.za	



PREPOSITIONS

INCORRECT	CORRECT
1. I congratulate you for your success.	I congratulate you on your success.
2. I cannot agree to you on the subject.	I cannot agree with you on the subject.
3. I agree with your proposals.	I agree to your proposals.
4. You will have to answer for your employer.	You will be answerable to your employer.
5. You must attend at the book.	You must attend to the book.
6. He is my authority on my saying so.	He is my authority for my saying so.
7. He regretted for his mistake.	He regretted his mistake.
8. He is awaiting for his friend.	He is awaiting his friend.
9. He is waiting the arrival of the postman.	He is waiting for the arrival of the postman.
10. He is afraid from the thief.	He is afraid of the thief.

Preposition of place	Use	Example
in	inside	<ul style="list-style-type: none"> • I watch TV in the living-room. • I live in New York. • She looks at herself in the mirror. • She is in the car.
at	<ul style="list-style-type: none"> • to show an exact position or particular place, • table, • events, • where you are to do something typical (watch a film, study, work). 	<ul style="list-style-type: none"> • I met her at the entrance, at the bus stop. • She sat at the table. • at a concert, at the party. • at the movies, at university, at work.
on	<ul style="list-style-type: none"> • attached, • next to or along the side of (river), • when something is in a position above something else and touching it, • left, right, • a floor in a house, • used for showing some methods of traveling, • television, radio. 	<ul style="list-style-type: none"> • Look at the picture on the wall. • Cambridge is on the River Cam. • The book is on the desk. • A smile on his face. • The shop is on the left. • My apartment is on the first floor. • I love traveling on trains /on the bus / on a plane. • My favorite program on TV, on the radio.
by, next to, beside, near	<ul style="list-style-type: none"> • not far away in distance 	<ul style="list-style-type: none"> • The girl who is by / next to / beside the house.
between	<ul style="list-style-type: none"> • in or into the space which separates two places, people or objects. 	<ul style="list-style-type: none"> • The town lies halfway between Delhi and Jaipur.
behind	<ul style="list-style-type: none"> • at the back (of) 	<ul style="list-style-type: none"> • I hung my coat behind the door.
in front of	<ul style="list-style-type: none"> • further forward than someone or something else. 	<ul style="list-style-type: none"> • She started talking to the man in front of her.
under	<ul style="list-style-type: none"> • lower than (or covered by) something else. 	<ul style="list-style-type: none"> • the cat is under the chair.
below	<ul style="list-style-type: none"> • lower than something else. 	<ul style="list-style-type: none"> • the plane is just below the the cloud.
over	<ul style="list-style-type: none"> • above or higher than something else, sometimes so that one thing covers the other. • more than. • across from one side to the other. • overcoming an obstacle. 	<ul style="list-style-type: none"> • She held the umbrella over both of us. • Most of the carpets are over \$100. • I walked over the bridge. • She jumped over the gate.
above	<ul style="list-style-type: none"> • higher than something else, but not directly over it. 	<ul style="list-style-type: none"> • a path above the lake.
across	<ul style="list-style-type: none"> • from one side to the other of something with clear limits / getting to the other side 	<ul style="list-style-type: none"> • She walked across the field/road. • He sailed across the Atlantic ocean.
through	<ul style="list-style-type: none"> • from one end or side of something to the other. 	<ul style="list-style-type: none"> • They walked slowly through the forest.
to	<ul style="list-style-type: none"> • in the direction of • bed 	<ul style="list-style-type: none"> • We went to Prague last year. • I go to bed at ten.

Preposition of place	Use	Example
into	<ul style="list-style-type: none"> towards the inside or middle of something and surrounded or enclosed by it. 	<ul style="list-style-type: none"> Shall we go into the garden?
towards	<ul style="list-style-type: none"> in the direction of, or closer to someone or something 	<ul style="list-style-type: none"> She stood up and walked towards him.
from	<ul style="list-style-type: none"> used to show the place where someone or something starts. 	<ul style="list-style-type: none"> What time does the flight from Mumbai arrive?

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

Lesson 62: Talking About Time

Language:

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

Cognitive:

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

Non-cognitive:

SfA.4
 SR.2, SR.3

Key vocabulary:

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

Materials required:

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

PROCEDURE:

Steps	Facilitator's action(s)
	Discuss the QOD, ensuring that the students understand the question. (5 minutes)
Step 1 - Introduce (5 minutes)	Shares what students will learn in the lesson and asks why it is important to be able to communicate correctly about time. With the help of students and Part A, recaps telling time. Ensures that the students use the vocabulary like quarter to, half past etc. correctly. Uses peer correction, whenever required.
Step 2 - Model/ Demo (15 minutes)	Uses B.1 and B.2 to explain the words that are used when talking about time. Asks students to share their examples, all along. Discuss Part C with the class.
Step 3 - Guided Practice (10 minutes)	Asks students to think of their day and write down their daily timetable in 5 sentences. Students should use at least 5 of the words given in Part D.1. Ensures that the <u>Facilitator uses the time to update the Error Tracker</u>
Step 4 - Independent Practice (10 minutes)	Asks students to compare their timetable with that of their partner. Students the write the similarities and difference in Part D.2. Asks a few students to share similarities and differences between the two timetables.

Step 5 - Reading (30 minutes)	<p>Asks students to sit with their Reading Buddies and:</p> <ul style="list-style-type: none"> • take turns to read. (20 minutes)- <u>Facilitator updates the Error Tracker if it is incomplete.</u> <p><u>Asks students:</u></p> <p>Where is the setting of this story? Who is this story about? Tell about him or her. What words would you use to describe the main character? Does the main character have a problem? What is it? What is the solution? Why do you think the author chose the title for this story?</p>
Step 6 - Assessment (5 minutes)	<p>Asks students questions about 'when' and 'where'. Facilitator - "When do you go to school." Student - "I go to school at 7 a.m." Facilitator - "Where is the temple?" Student - "The temple is behind the market."</p>
Step 7 - Closure (10 minutes)	<p>Shares some of the common identified errors. Helps students in correcting those errors.</p>

Reflections: Did you mark errors that the students are making/made in Appendix 5 (FHB)?

Preposition of time	Use	Example
on	<ul style="list-style-type: none"> • days • weekend (American English) 	<ul style="list-style-type: none"> • Many shops don't open on Sundays. • What did you do on the weekend?
in	<ul style="list-style-type: none"> • months / seasons / year • morning / evening / afternoon • period of time 	<ul style="list-style-type: none"> • I visited Italy in July, in spring, in 1994. • In the evenings, I like to relax. • This is my first holiday in three years.
at	<ul style="list-style-type: none"> • night • weekend (British English) • exact time is mentioned. 	<ul style="list-style-type: none"> • It gets cold at night. • What did you do at the weekend? • There's a meeting today at lunch time.
since	<ul style="list-style-type: none"> • from a particular time in the past until a later time, or until now. 	<ul style="list-style-type: none"> • England have not won the World Cup in football since 1966.
for	<ul style="list-style-type: none"> • to show an amount of time. 	<ul style="list-style-type: none"> • I'm going to bed for an hour or so.
ago	<ul style="list-style-type: none"> • back in the past; back in time from the present. 	<ul style="list-style-type: none"> • The dinosaurs died 65 million years ago.
before	<ul style="list-style-type: none"> • at or during a time earlier than 	<ul style="list-style-type: none"> • She's always up before dawn.
to	<ul style="list-style-type: none"> • used when saying the time, to mean before the stated hour. • until a particular time, marking end of a period of time. 	<ul style="list-style-type: none"> • It's twenty to six. • It's only two weeks to Christmas.
past	<ul style="list-style-type: none"> • telling the time 	<ul style="list-style-type: none"> • five past ten.
from	<ul style="list-style-type: none"> • used to show the time when something starts 	<ul style="list-style-type: none"> • The museum is open from 9.30 a.m. to 6.00 p.m. everyday.
till / until	<ul style="list-style-type: none"> • up to an exact time. 	<ul style="list-style-type: none"> • We waited till / until half past six for you.
by	<ul style="list-style-type: none"> • not later than; at or before. 	<ul style="list-style-type: none"> • She promises to be back by five o'clock.

Lesson 63: Describing People

Key vocabulary:

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

Materials required:

-

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

Steps	Facilitator's action(s)
Discuss the QOD, ensuring that the students understand the question. (5 minutes)	
Step 1 - Introduce (15 minutes)	<p>Recaps prepositions for place and time by writing some incorrect sentences on the board and asking students to come to the board and correct the sentences.</p> <p>Invites peer feedback to ascertain whether or not a response is correct.</p> <p>Shares what students will learn in the lesson and asks why it is important to be able to communicate correctly about description of people.</p>
Step 2 - Model/ Demo (20 minutes)	<p>Asks students to watch AV - 63 attentively.</p> <p>After all students have watched, the video twice, asks:</p> <ul style="list-style-type: none"> • Did you hear any familiar/unfamiliar word(s)? Which one? • How confident are you about describing people and location of places? <p>OR</p> <p>Moves to Step 3 if AV - 63 is not available at this time.</p>
Step 3 - Guided Practice (20 minutes)	<p>With the help of students and Part A, explains words used to describe appearance of a person.</p> <p>For every description asks students to name a person he/she knows with that appearance.</p> <p>Ensures that the students speak in complete sentences.</p> <p>Asks students to write description of his/her friend's appearance and share with the class..</p>
Step 4 - Adjust Instruction (25 minutes)	<p>Ask reading groups to describe physical appearance of the one character in the movie that they have been watching.</p> <p>With the help of students and Part B, explains words used to describe personality of a person.</p> <p>For every description asks students to name a person he/she knows with that personality trait.</p> <p>Ensures that the students speak in complete sentences.</p> <p>Asks students to write description of the movie character's personality and share with the class.</p> <p>While students are writing, facilitator updates the Error Tracker</p>
Step 5-Closure (5 minutes)	<p>Asks: How has your personality changed after joining FEA?</p>

Lesson 64: Describing Places

<p>Key vocabulary:</p> <ul style="list-style-type: none"> • setting • words to describe appearance of objects • words to describe places 		<p>Materials required:</p> <p>-</p>
<p>Error alert: 'Smooth' Vs. 'Soft', 'Long' Vs. 'Tall'</p>		
Steps	Facilitator's action(s)	
<p>Discuss the QOD, ensuring that the students understand the question. (5 minutes)</p>		
Step 1 - Introduce (5 minutes)	<p>With the help of students recaps words to describe appearance and personality. Shares what students will learn in the lesson and asks why it is important to be able to communicate correctly about description of objects, places and events.</p>	
Step 2 - Model/ Demo (10 minutes)	<p>Uses Part A and examples from students to teach vocabulary to describe objects. Ensure participation of all students.</p>	
Step 3 - Guided Practice (15 minutes)	<p>Asks students how would they communicate the different sweetness of apple and gulab jamun. Explains use of words like very, really, so, completely that make the description stronger. Asks students to pair up and read Part B.1 to create sentences using these words appropriately. Asks students to complete Part B.2 describing an object that they have seen in the FEA movie. Walks around to assist and guide, if required. Asks a few students to share their description.</p>	
Step 4 - Independent Practice (10 minutes)	<p>With the help of examples use and misuse of 'good' and 'bad' and that the communicate little meaning to the listener. With the help of Part C.1 and examples, explains the use of words to describe places asking students to make sentences using these words appropriately. Asks students to complete Part C.2 describing the setting of the FEA movie. Walks around to assist and guide, if required. Asks a few students to share their description.</p>	
Step 5 - Reading (30 minutes)	<p>Asks students to share parts of reading sessions that they are enjoying and parts that they learn from. (2 -3 minutes) Shares with students how reading 'stamina' is developed when we read regularly and consistently. Asks students to sit with their Reading Buddies and:</p> <ul style="list-style-type: none"> • take turns to read. (20 minutes)- Facilitator updates the ET • complete Part D.1 and D.2. in their notebook (5 minutes) 	

Step 6 - Assessment (10 minutes)	Asks students to think of one object or place and describe it in 3 sentences using the words learnt during the day. 1 of the sentences must use very/really/so/completely. Asks students to share their sentences. Encourages peer correction.
Step 7 - Closure (5 minutes)	Asks students - <ul style="list-style-type: none">• What did you struggle with today?• What did you see me (the facilitator) struggle with today?
Reflections: What part of your job motivates you? What part of your job needs greater motivation?	

Lesson 65: Learning to Learn

<p>Key vocabulary:</p> <ul style="list-style-type: none"> • unlearn, relearn • connect • mnemonics • strategies 		<p>Materials required:</p> <p>Appendix 5 (FHB) Appendix 2 (SWB)</p>
<p>Error alert:</p>		
Steps	Facilitator's action(s)	
<p>Discuss the QOD, ensuring that the students understand the question. (5 minutes)</p>		
Step 1 - Introduce (5 minutes)	<p>Shares what students will learn in the lesson and asks why it is important to know how to learn.</p>	
Step 2 - Model/ Demo (5 minutes)	<p>Asks students to read the quotation in Part A and share their understanding with the class. Accepts all explanations and repeats those that help take the lesson further.</p>	
Step 3 - Guided Practice (10 minutes)	<p>Asks students - What challenges they face when they try to:</p> <ul style="list-style-type: none"> • learn something new? • unlearn something they know because it is incorrect or no longer useful? • relearn something differently? 	
Step 4 - Adjust Instruction (20 minutes)	<p>As a whole class, with participation of students and lots of relevant examples, explains how we learn. Make groups of 3 students each and asks to discuss Part B. Ensures that all students participate.</p>	
Step 5 - Independent Practice (15 minutes)	<p>As a whole class, with participation of students and lots of relevant examples, explains some of the tips to learn well. As a class discuss Part C. Keeps it simple and relevant. Asks students what they are struggling with and how they can use these to learn better.</p>	

<p>Step 6 - Extension (20 minutes)</p>	<p>Shares the Keyboarding Rap with the students and helps them make connections with learning strategies done earlier. (Appendix 2 - SWB) Asks students to read it and a few students to rap it. Ask students to sing it and keyboard. (2-3 minutes) Asks students to practice the technique using the software. (10 minutes) Checks students' posture while they practise. Look for:</p> <ol style="list-style-type: none"> 1. hands parallel on the keyboard. 2. index, middle and ring fingers on 'Home Keys'. 3. little finger reaching shift keys without bending wrist sideways. 4. back straight. 5. hands slightly lower than elbows (keeps blood flowing). <p>Shares feedback with those who need posture correction. Updates the Error Tracker if it is incomplete. (Appendix 5 - FHB)</p>
<p>Step 8 - Closure (10 minutes)</p>	<p>Shares some common errors from the error tracker. Guides/asks students to correct them.</p>
<p>Reflections: Are you able to help your students improve on the errors identified in the error tracker?</p>	

Lesson 66: Clock Buddies

Steps	Facilitator's action(s)
<p>Skip the Question of the Day</p>	
<p>Step 1 - Introduce (10 minutes)</p>	<p>Asks students what they:</p> <ul style="list-style-type: none">• enjoy about working together with others?• what challenges they face when working with others?• how can working with different peers help them improve their language? <p>Introduces the concept of Clock Buddies to students.</p> <p>Gives students 10 minutes to walk around and find their Clock Buddies ensuring that both the buddies are blocking off the same time to work together. For example, if Student A has made Student B as his 6 o'clock buddy then Student B must also mark Student A as his/her 6 o'clock buddy.</p> <p>Encourage students to have different buddies for different times on the clock.</p> <p>Intervenes and assists if a student is unable to find a partner for a particular time in the clock.</p> <p>Based on number of students enrolled in a class, decides which o'clock partners need to be found. For example, may ask students to look for 6 different o'clock partners - 2 o'clock partner, 4 o'clock partner, 6 o'clock partner, 8 o'clock partner, 10 o'clock partner, 12 o'clock partner. All students in the class must follow the same.</p> <p>Note - The idea is not to complete the whole clock and find 12 different partners to work with but identifying different peers to work with on different days.</p> <p>Students don't have to draw the image as given in Ex.A. They can write this way</p> <p>My O' clock buddies :</p> <p>6 : Rupesh</p> <p>3 : Manish</p>

<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Asks students to complete Part B in their notebook. Instructs clearly how should students write the lesson number and the exercise number. (Students must write the lesson number on the top of the page in their notebook. Followed by that, they must write exercise number. Example:).</p> <p>Lesson 66</p> <p>Ex. B</p> <p>1. _____</p> <p>2. _____</p> <p>3. (a)</p> <p>4. (b)</p> <p>Ex. C. Instruction for washing hands properly</p> <p>Ex..D.</p> <p>1.</p> <p>2.</p> <p>3. (b)</p> <p>Note: Student's do not have to write the questions.</p>
<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>Asks students to complete Part C. Asks students to review their work for punctuation, beginning and ending of sentence, spellings etc. and make changes.</p>
<p>Step 5 - Independent Practice (10 minutes)</p>	<p>Asks students to move to the laptops to complete Part D. Guides those struggling to understand instructions by simplifying the instructions for them.</p>
<p>Step 6 - Extension (30 minutes)</p>	<p>Asks students to continue at the laptop and watch AV - 66 for 20 minutes. Ensures that student watch in full screen mode and at the right distance from the screen. While students are watching the movie corrects the assessment. Gives written feedback to students on their performance in writing, reading and listening assessments. (Not grades). After 20 minutes, asks-</p> <ul style="list-style-type: none"> • Compare any two characters in the movie. • What will happen next?
<p>Step 7 -Closure (15 minutes)</p>	<p>Shares individual or group feedback for as many students as the time permits.</p>
<p>Reflections: Are your satisfied with the performance of your students? Were there any surprises?</p>	

Lesson 67: Going Shopping

<p>Key vocabulary:</p> <ul style="list-style-type: none"> • vendor • consumer, customer • shopper • expensive, inexpensive, reasonable • cashier • types of shops 	<p>Materials required:</p> <p>-</p>
<p>Steps</p>	<p>Facilitator's action(s)</p>
<p>Discuss the QOD, ensuring that the students understand the question. (5 minutes)</p>	<p>Discuss the QOD, ensuring that the students understand the question. (5 minutes)</p>
<p>Step 1 - Introduce (15 minutes)</p>	<p>Announces the o'clock partners of the day. This will be used for all pair work during the entire lesson. For example, if it is 6 o'clock partners in Lesson 67, then each student will complete all activities of Lesson 67 that require pair work will be done with his/her 6 o'clock partner. With the help of students, recaps 'daily', 'weekly', 'monthly' and 'annually'.</p> <p>Asks students to complete Part A. Students must write the lesson number on top of their notebook followed by the exercise number. Example:</p> <p>Lesson 67 A. Daily: newspaper, milk Weekly: soap, garbage bag Monthly: oil, tea bag, rice bag Annually: LIC insurance</p> <p>After all students have completed their shopping lists, asks them compare it with their o'clock partner of the day. Asks a few pairs to share the similarities and differences in their lists using 'and' and 'but'. Asks why are some items common and some different.</p>
<p>Step 2 - Model/ Demo (15 minutes)</p>	<p>With the help of students and examples, explains the terms - 'consumer', 'producer' and 'vendor'.</p> <p>Asks students what happens if the vendor or producer sells them goods of poor quality. Accepts all answers and asks students to watch AV - 67 once to learn more about their rights as consumers/shoppers. After all students have watched the video twice, asks -</p> <ul style="list-style-type: none"> • What was the video about? • What are rights of a consumer in India? • What action can you take if you have been cheated by a seller?

<p>Step 3 - Guided Practice (10 minutes)</p>	<p>Asks students to discuss Part B and C with the o'clock partner of the day.</p> <p>Asks a few students to share where they would buy items on their shopping list from.</p>
<p>Step 4 - Adjust Instruction (20 minutes)</p>	<p>With the help of examples and by using them in sentences, reviews the vocabulary given in Part D.1 with the whole class. (5 minutes)</p> <p>Asks the students to work with their partner and complete Part D.2. (5 minutes)</p> <p>Models the conversation between the two partners -</p> <p>Partner 1 (referring to his shopping list in Part D.2) - "I'd like to buy... (mentioning description and quantity). Where can I buy it/them?"</p> <p>Partner 2 - "You can buy _____ from _____(name of the shop) and _____ from _____(name of the shop)."</p> <p>Partner 1 - "How do I get to _____ (name of the shop)?"</p> <p>Partner 2 - Gives directions to the shop.</p> <p>Thereafter, partners switch roles with Partner 1 giving directions at the end.</p> <p>Walks around to ensure that the students are participative, at task and maintaining prescribed noise level.</p> <p>Corrects and guides, as required.</p> <p>Asks a few students to share their responses with the class.</p> <p>Uses peer correction, if required.</p>
<p>Step 5 - Independent Practice (20 minutes)</p>	<p>Ask students to practice keyboarding. Simultaneously, calls the remaining students for the feedback on their assessments.</p>
<p>Step 6 -Closure (5 minutes)</p>	<p>Writes a few words related to shopping and asks students to make sentences using those words.</p> <p>Encourages self-correction in case a students makes a mistake.</p> <p>Uses peer correction, if required.</p>
<p>Reflections: How are you improving your keyboarding skills? Are you familiar with the protocols of writing official email within FEA?</p>	

<p>Step 5 - Independent Practice (30 minutes)</p>	<p>Tells students to move to the laptops and watch AV - 68 for 20 minutes. While students are watching the movie gives feedback to 5 - 7 students on their reading, writing and listening performance. Simultaneously, reviews the notebook of these students for the quality of work.</p> <p>After all students have watched AV- 68, asks-</p> <ul style="list-style-type: none"> • The cat and dog are so different from each other, yet they are friends. Have you ever made friends/worked with anyone who is very different from you? • What is your superpower and how would you feel if you lost it?
<p>Step 6 -Closure (5 minutes)</p>	<p>Asks students to discuss needs that are fulfilled without having to shop. For example, the need to breathe. Helps students realise how nature had provided for most of our needs. Asks students to share what they are grateful to nature for.</p>
<p>Reflections: What do you do to ensure that all students have completed their workbook exercises? How do you create time/support for those who are absent for a lesson or two? (Discuss this during the PLC.)</p>	

Lesson 69: Talking About Present – 1

Key vocabulary:

- present
- future
- past
- different action words

Materials required:

-

Error alert: confusion between simple present and simple continuous.

Steps	Facilitator's action(s)
QOD: Where are you on the Willingness ladder (Appendix 1 – SWB) when it comes to their shopping resolutions? (5 minutes)	
Step 1 – Introduce (5 minutes)	Announces the o'clock partners of the day. This will be used for all pair work during the entire lesson. Shares how students will learn to speak about their present in the day's lesson. Asks students to share why it is important to communicate correctly about the present.
Step 2 – Model/ Demo (15 minutes)	Explains the subject verb agreement using Part A.1. and A.2 Asks students to make a statement or a question verbally. Asks others on whether or not a response is correct.
Step 3 – Guided Practice (15 minutes)	Instruct students to look at Part B and tell their partner what it shows about past, present and future. Asks a few pairs to share their partners' understanding with the class. With the help of examples explains Part C.1 Encourages students to share their examples.
Step 4 – Adjust Instruction (15 minutes)	As a class read the Part C.2. Asks students to give it a suitable title and also share sentences in simple present tense in the article.
Step 5 – Extension (30 minutes)	Asks students to: <ul style="list-style-type: none"> • take turns to read with their reading buddies. (15 minutes) • complete Part D and peer check. (15 minutes). Students must write the lesson number on the top of the page and then write their 5 sentences on the story reading experience. While students are reading gives written and verbal feedback to 5 – 7 students.
Step 6 – Closure (5 minutes)	Asks students to share – <ul style="list-style-type: none"> • What part of the lesson did you like? Why? • What part of the lesson did you not like? Why?
Reflections: Has there been any improvement in your reading habits/skills after joining FEA? Have you been reading while students read during the reading sessions? Share with your peers during PLC.	

Lesson 70: Talking About Present – 2

Key vocabulary:

- present
- future
- past
- different action words

Materials required:

-

Error alert: confusion between simple present and simple continuous.

Steps	Facilitator's action(s)
Skip the QOD	
Step 1 - Introduce (5 minutes)	Announces the o'clock partners of the day. This will be used for all pair work during the entire lesson. Shares what the students will learn in the day's lesson. Asks students where/when they can use this knowledge. Accept all answers and repeats the ones relevant to the lesson.
Step 2 - Guided Practice (25 minutes)	Asks students to review Part A with their partners. Asks a few students to share their understanding and give examples (different from those in Part A). With the help of Part B explains how different words change when used in present continuous tense. Involves students during the explanations and encourages them to share their own examples for each rule. Instructs students to write their sentences in the their notebooks. Do not forget to write the lesson number on the top of the page.
Step 3 - Adjust Instruction (15 minutes)	Asks students to imagine that they have achieved their career goals. Asks them to visualise themselves doing the work and write 5 sentences about what they see themselves doing using present continuous tense. Gives students 5 minutes to complete the task. Walks around to guide, assist and monitor, as required. Asks students to check their partner's sentences. Students must write the lesson number on the top of their notebook.

<p>Step 4 - Independent Practice (25 minutes)</p>	<p>Running Commentary - Models the activity to students. Part 1 enacts, as per the chosen topic. Partner 2 gives a running commentary of what Partner 1 is doing, using present continuous tense. Gives pairs 5 minutes to practice and 1 - 2 minutes to practice. Shares the topics with the class:</p> <ul style="list-style-type: none"> • A cricket/football match. • Recipe show on TV. • A scene from the movie they have been watching. • A scene from the book they are reading. <p>Ensures that each commentary has about 7 - 10 sentences. When Pair 1 presents, Pair 2 must note down the errors made by Pair 1 and share with the class. When Pair 2 presents, Pair 3 notes and shares feedback etc.</p>
<p>Step 5 -Extension (15 minutes)</p>	<p>Shares how audios-videos are powerful resources to learn new knowledge. Tells students that they will learn a part of the day's lesson from the video. Asks students to watch AV - 70 and make notes. After all students have watched AV - 70, asks -</p> <ul style="list-style-type: none"> • What did you learn from the video <p>While students are watching the video, updates the error tracker.</p>
<p>Step 6 - Closure (5 minutes)</p>	<p>Asks students to share how their writing skills are improving. Shares that they will learn to write paragraphs soon and in Book 3 write letters and emails.</p>
<p>Reflections: Lesson 72 would involve participation of select FEA graduate(s) or peer facilitator or HO staff. Have you organised that?</p>	

Lesson 71: Ability to Listen- 1

Key vocabulary:

- listening/hearing
- sketch notes/picture notes

Materials required:

Appendix 6 (FHB)

Error alert: expression/intonation while displaying listening behaviour.

PROCEDURE:

Steps	Facilitator's action(s)
QOD: How can you become a better listener? (5 minutes)	
Step 1 - Introduce (5 minutes)	Announces the o'clock partners of the day. This will be used for all pair work during the entire lesson. Asks students to discuss the difference between listening and hearing with their o'clock partners of the day. After 2-3 minutes asks the pairs to share their responses. Accepts all answers and repeats the ones that is relevant to the lesson. With the help of students, explains how listening carefully and attentively is a powerful way to learn anything, especially language. Shares what the students will learn in the day's lesson.
Step 2 - Guided Practice (10 minutes)	Asks students to read and complete Part B. with their partner. Encourages them to read to each other and while one partner reads, the other listens. Allows students to read and reread, if required. Walks around to assist, guide and monitor, as required. Asks what was the article about.
Step 3 - Adjust Instruction (5 minutes)	Discusses Part C.1 showing why these points are important to be a good listener.
Step 4 - Independent Practice (15 minutes)	Administers Active Listening Quiz (Appendix 6 (FHB) to pairs. Each pair gets one question and 30 seconds to discuss and 30 seconds to respond. Uses peer correction, whenever required.
Step 5 -Extension (15 minutes)	Plays the Therapist Game with students. Students are asked to speak about an event in their life (Appendix 6 - FHB). Partner 1 speaks and Partner 2 listens. Partner 2 then shares that with the class and Partner 1 tells whether or not that was what he/she shared. Another topic is given and now Partner 2 speaks and Partner 1 listens and shares with the class. Ensures that in different rounds, different students get to share what they were told so that most/all students get to speak. Plays as many rounds as time permits.

<p>Step 6- Assessment (30 minutes)</p>	<p>Explains what sketch notes or picture notes are. Helps students identify sketch notes as a form of brain-friendly learning strategy. Explains how it will be used during the reading session. When one student is reading, others will draw what they hear being read. Then they will compare to see how their sketch notes are different/same, using present tense.</p> <ul style="list-style-type: none"> • take turns to read the next story as in Appendix ____ of SWB. (25 minutes, including taking notes in the form of a sketch once.) • compare the sketch notes, using present tense. (5 minutes) <p>Put some of the sketch notes as wall displays. Stays alert to groups/ students who may need assistance or guidance to stay motivated with reading.</p>
<p>Step 7 - Closure (5 minutes)</p>	<p>Asks students to share -</p> <ul style="list-style-type: none"> • What part of the lesson did you find easy? • What part of the lesson did you find difficult? Why? • What are you going to do about the difficult parts?
<p>Reflections: Display of students' work/learning on the walls is a powerful way to make feel a sense of belonging in the class. Do you display work of all students or select students? It is also a valuable tool to make students' learning visible to them and others. Do you mark/correct errors in students work before your put it up? Do you give feedback on students' work before displaying it?</p>	

Lesson 72: Learning Contract – 2

Key vocabulary:

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

Materials required:

-

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

Steps	Facilitator's action(s)
QOD: What does the quote mean, "The journey of a thousand miles begins with one step." (5 minutes)	
Step 1 - Introduce (5 minutes)	<p>Announces the o'clock partners of the day. This will be used for all pair work during the entire lesson.</p> <p>Announces the initiation of Catch 'em Listening. During the course of the lesson, he/she will catch a student/students who have been displaying active listening. Along with the name, he/she will also share the listening behaviour demonstrated by the student(s).</p> <p>Recaps, with the help of students facial expressions, words and actions that demonstrate active listening.</p> <p>Shares what the students will learn in the day's lesson.</p>
Step 2 - Demo/ Modelling (15 minutes)	<p>Asks students if they have heard of Michael Phelps.</p> <p>Asks students to read Part A in pairs.</p> <p>After all students have read Part A and discuss the two questions. Asks different pairs to share their responses with the class.</p> <p>Seeks peer feedback/correction on whether or not a response is correct.</p> <p>Asks students on how do successful people/sport persons set their goals.</p> <p>Encourages wider participation and accepts all answers.</p> <p>Looks for students demonstrating active listening and calls out saying - "I caught _____ listening actively. He/she was _____."</p>
Step 3 - Guided Practice (20 minutes)	<p>Asks students to learn more about the big goals and small goals by watching AV - 72 twice.</p> <p>While students are watching the AV - 72 speaks to the FEA graduate(s)/ peer facilitator/HO staff to discuss the role that they will play during the lesson.</p> <p>After all students have watched AV - 72 twice, asks -</p> <ul style="list-style-type: none"> • How does the speaker track his goals? • What does the speaker say about regular practice, without missing even a single day? • Would the speaker have achieved success with an easy-going coach? Why?

<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>With the help of examples and students, explains the meaning of the words in Part B. Asks students to go over Part B and C with a partner. With the help of FEA graduate(s)/peer facilitator/HO staff, ensures that all students understand these terms. Asks a few pairs to share their responses. Seeks peer feedback/correction on whether or not a response is correct.</p>
<p>Step 5 - Independent Practice (20 minutes)</p>	<p>Working independently, asks students to think of their big goal (not wish) and write it down in their notebook. Do not forget to write the lesson number on the top of the page. Asks students to review and revisit the big goal to make it SMART. With the help of FEA graduate(s)/peer facilitator/HO staff, ensures that all students are rethinking/rewording their goals to make them SMART. Asks students to get feedback on their goals, from a peer of their choice (need not be the o'clock partner) after they have revised it to the best possible version. Explains how sharing our goals with others helps us stay motivated towards their achievement. After students have received peer feedback, gives them 2 minute to review/revise their goals. Asks them to write their goals in their notebooks in the form of a paragraph as given in Part D. Asks them to read and re-read the paragraph for editing, if required, Looks for students demonstrating active listening.</p>
<p>Step 6- Extension (15 minutes)</p>	<p>Ask students to practice keyboarding on the typing software. While students are practicing keyboarding, reviews the goals made by students and talks to them in a way that they feel motivated to work towards it. Share a positive feedback on their achievements so far.</p>
<p>Reflections: What are your big goals in life? Did you share those with students? Why?</p>	

Lesson 73: Main Idea

Key vocabulary:

- main idea
- supporting details

Materials required:

- Appendix 4 (SWB)
- Appendix 5 (SWB)

Steps	Facilitator's action(s)
Discuss the QOD, ensuring that the students understand the question. (5 minutes)	
Step 1 - Introduce (5 minutes)	<p>Announces the o'clock partners of the day. This will be used for all pair work during the entire lesson.</p> <p>Asks students where they are on the Willingness ladder for active listening. (Appendix 1 - SWB)</p> <p>Shares what the students will learn in the day's lesson.</p> <p>Asks why students need to learn this and how this will be useful in personal and work life.</p> <p>From among those who have better understanding of active listening, appoints Listening Cop for the day who will Catch 'em Listening.</p> <p>Explains that the Listening Cop will wait for his cue before he announces, "I caught _____ listening actively. He/she was _____." so that it is not disruptive.</p>
Step 2 - Demo/ Modelling (15 minutes)	<p>With the help of Part A introduces the concept of main idea.</p> <p>Working with their o'clock partners, asks students to discuss Part A.1</p> <p>Instructs students to complete Part A.2 in the notebook. Asks a few students to share their responses to ensure that the students are understanding well.</p>
Step 3 - Guided Practice (30 minutes)	<p>With the whole class, discusses and completes Part B (Passage 1 and 2).</p> <p>Ask, is the main idea of the two passages same or different?</p> <p>Tells students to write the main idea of each passage along with one supporting fact in their notebook. Write the lesson number on the top of the page.</p> <p>Asks students to read passage 3 and 4 with their partner and discuss the questions. Updates the Error Tracker (Appendix 5 - FHB) while students read. If ET is already updated, reads along with students.</p>
Step 5 - Independent Practice (10 minutes)	<p>Plays What Doesn't Belong? - Asks students to read the passages in Appendix 4 (SWB).</p> <p>Explains the activity to the class.</p> <p>Gives them 7 -8 minutes to read the passages and find the mismatch sentence in each.</p> <p>Asks a few students to share their responses.</p> <p>Seeks peer feedback/correction on whether or not a response is correct and the reason for it.</p>

<p>Step 7 - Assessment (15 minutes)</p>	<p>Introduces Commitment Cards (Appendix 5 - SWB) linking it to importance of tracking our goals for progress/completion. Asks students to reflect on Lessons of Book 2 where they resolved to make a change. (Health, Safety, Learning to Learn, etc.) and think which of those changes they -</p> <ul style="list-style-type: none"> • have made and how they feel after having made the change. • are yet to make and how they feel about not having made the change. <p>Encourages students to think, if they need to modify what they resolved to do or work more consciously towards achieving it. Asks students to draw their Commitment Cards and a few students to share their responses. (Students can also draw this card on chat paper and paste in on the wall)</p>
<p>Step 8 - Closure (10 minutes)</p>	<p>Share the common errors made by students and helps them rectify it.</p>
<p>Reflections: How effective is your error tracker feedback? How can you make it better?</p>	

Teaching Main Idea: Start with the Title

Teaching students how to use a title to help them figure out the main idea of a reading passage is one of the easiest and most overlooked strategies. In nonfiction especially, the title will usually tell you exactly what the topic of the passage will be, which is the first step to figuring out the main idea.

Let's say your class is reading Sheila Keenan's *Animals in the House: A History of Pets and People*. Just based on this title, students should be able to make reasonable predictions as to the main idea and supporting details of the text. You could ask some different questions to help encourage that thinking:

- What will this book be mostly about?
- Do you think one of the supporting details in the book will be about elephants? Why or why not?
- Do you think one of the supporting details in this book will be about dogs? Why or why not?
- What other animals might the author include to support the main idea? How do you know
- Which of the following statements is more likely the main idea of the book: "Dogs make great pets because they are friendly, loving, and loyal" OR "Throughout history, people have depended on a variety of pets for help, companionship, and protection."

Just by thinking carefully about the title, students should be able to predict a reasonable main idea to the book, as well as possible supporting details. In nonfiction books or passages, students can also use headings to make similar predictions of the main idea and details of smaller sections.

You could also cover up the title of a book or passage, and have students make predictions about what the title is after reading. This will get students thinking about what was most important and what the text was mostly about.

Instead of expecting students to be able to come up with the main idea statement themselves on a blank graphic organizer, provide students with the main idea and details but DON'T tell them which statements are the details and which statement is the main idea. Then have students put the statements in the correct spots on the graphic organizer. This takes away the frustration students feel of trying to come up with the main idea from thin air, while at the

same time giving students valuable practice in distinguishing between the main idea and supporting details.

The more students do this type of activity, the more capable they will be of coming up with the main idea and supporting details themselves.

Adapted from <https://www.teachingmadepractical.com/>

Lesson 74: Paragraph Writing

Key vocabulary:

- paragraph
- title
- opening/closing sentence
- proofreading

Materials required:

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

<p>Step 3 - Guided Practice (20 minutes)</p>	<p>Asks students to write a paragraph of about 5 sentences on AV - 74 in their notebook. (5 minutes) Asks a few students to share their paragraphs. Organizes information shared by different students to write a paragraph on the board. Explains why information in the paragraph must be organised meaningfully in a paragraph so that the reader can understand clearly. Uses the analogy of hamburger to explain the structure of a paragraph. With the help of students, writes a paragraph on each of the following topics:</p> <ul style="list-style-type: none"> • Importance of Keyboarding • Goals Are Guides <p>Encourages wider participation and helps students apply-</p> <ul style="list-style-type: none"> • their learnings about main idea, supporting details and title. • punctuation • capitalisation etc. <p>Makes some deliberate mistakes to assess how well, if at all, students catch those. Asks students, other than the hamburger what other analogies they can make to remember the structure of paragraph. (Links back to Lesson 65)</p>
<p>Step 5 - Independent Practice (20 minutes)</p>	<p>Asks students to discuss the topic and flow of paragraph with their partners After discussion, asks students to independently write in their notebook. their paragraphs, self-assess and then get it peer assessed. During peer assessment, the peer must read the paragraph and mark the errors using the proofreading symbols. Walks around to assist, guide and monitor, as required. Asks a few students to share feedback they received from their peers about their paragraphs. During the discussion, discreetly gives cue to the Listening Cop to Catch 'em Listening.</p>
<p>Step 7 - Assessment (15 minutes)</p>	<p>Invites pairs to come to the board to write topical paragraphs. Gives the first volunteering pair the topic and 1 minute to discuss and 2 - 3 minutes to write and proofread. Invites feedback and improvisation from the other pairs. Continues with as many volunteering pairs as time permits.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Asks students:</p> <ul style="list-style-type: none"> • Reading, writing, listening, speaking - which strand are you best at? • Reading, writing, listening, speaking - which strand are you getting better at? • Reading, writing, listening, speaking - which strand are struggling with? • How does it feel now that you are beginning to write paragraphs?
<p>Reflections: How do you plan sharing of laptops with your parallel facilitator?</p>	

Lesson 75: Print Media - 1

Key vocabulary:

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

Materials required:

-

Steps	Facilitator's action(s)
	Discuss the QOD, ensuring that the students understand the question. (5 minutes)
Step 1 - Introduce (5 minutes)	Announces the o'clock partners of the day. This will be used for all pair work during the entire lesson. With the help of students, recaps 5 parts of a good paragraph - main idea, opening sentence, supporting details, closing sentence, indent/punctuation/spelling. Shares the learnings of the lesson and its importance.
Step 2 - Demo/ Modelling (10 minutes)	From among those who have better understanding of active listening, appoints Listening Cop for the day who will Catch 'em Listening. Explains that the Listening Cop will wait for his cue before he announces, "I caught _____ listening actively. He/she was _____." so that it is not disruptive. Asks students where they get information and news from. Organizes students' responses into two columns. In the right hand column writes all responses related to the print media and all other responses in the left hand column. At the end of discussion, labels the right hand column Print Media and the left hand column Other Media. Explains importance of media esp. for learning English. Shares that in Book 2 students will learn how to learn from print media and other media will be taken up in Books 3 and 4. With the help of Part A, explains different parts of a newspaper and information found in those parts.
Step 3 - Guided Practice (30 minutes)	Discuss Part B, C, D and E with the class. Explains what flyers, pamphlets, leaflets etc. are. Explains that although they are different in minor ways, they are used in similar manner. During the discussion, discreetly gives cue to the Listening Cop to Catch 'em Listening.

<p>Step 4 - Independent Practice (30 minutes)</p>	<p>Asks students to sit with their Reading Buddies. Asks students to take turn to read. Updates the Error Tracker (Appendix 5 - FHB) while students read. If ET is already updated, reads along with students. (20 minutes).</p> <p>Calls inactive/irregular students and updates the Call Log. (10 minutes)</p> <p>After the reading session, asks students to complete Part G making an advertisement or a flier about one of the stories that they have read. Encourages them to view the sample fliers in the lesson for ideas on format.</p> <p>Walks around to assist, guide and monitor, if required.</p> <p>Asks students to share their fliers with Reading Buddies and share feedback about each others' fliers. Puts some of these fliers as wall displays.</p>
<p>Step 5 - Closure (10 minutes)</p>	<p>Informs students about some of the careers in print media referring to Part F.</p> <p>Guides students to resources where they can learn more about careers in print media.</p>
<p>Reflections: Which language strand are you good at/struggle with? How does it help/impede your work?</p>	

Lesson 76: Print Media - 2

Key vocabulary:

- bias, exaggeration
- news report

Materials required:

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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>Announces the o'clock partners of the day. This will be used for all pair work during the entire lesson.</p> <p>With the help of students, recaps the different print media learnt in Lesson 75.</p> <p>Asks students how print media influences their choices and behaviour.</p> <p>Accepts all answers and repeats the relevant ones.</p> <p>Shares how print media, like other media needs to be read critically.</p> <p>Explains what students will learn in the lesson and how that is useful in personal and work life.</p>
Step 2 - Demo/ Modelling (15 minutes)	<p>From among those who have better understanding of active listening, appoints Listening Cop for the day who will Catch 'em Listening.</p> <p>Explains that the Listening Cop will wait for his cue before he announces, "I caught _____ listening actively. He/she was _____." so that it is not disruptive.</p> <p>With the help of real-life examples, introduces the words, 'opinion', 'fact', and 'inference'.</p> <p>Explains where these can be found in newspapers and magazines.</p> <p>Asks students to read two versions of the same event in Part A.</p> <p>As a whole class, discusses the answers to questions that follow.</p> <p>During the discussion, discreetly gives cue to the Listening Cop to Catch 'em Listening.</p>
Step 3 - Guided Practice (15 minutes)	<p>Recaps the word 'bias' done in Book 1 and asks students to complete Part B with a partner asking them to identify facts, opinion and bias within the article.</p> <p>Walks around to assist, guide and monitor, as required.</p> <p>Asks a few students to share their responses.</p> <p>Seeks peer feedback/correction on whether or not a response is correct and the reason for it.</p>

<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Asks students to think of news and advertisements in the newspaper and magazines. Asks students to share a few examples and lists them on the board. Assigns one example to one pair and asks how they would report the news/advertisement from two different perspectives. For example, if it is cricket news about Kohli's performance how would a fan report it vis-a-vis how a critic would report it. Ensures that students use both fact and opinion in their news item/advertisement. Give each pair 2 - 3 minutes to prepare and 1 minute to present. During the presentations, discreetly gives cue to the Listening Cop to Catch 'em Listening. Seeks peer feedback/correction on whether or not a response is correct and the reason for it.</p>
<p>Step 6 -Extension (30 minutes)</p>	<p>Tells students that they would continue watching the movie. Asks students to watch AV - 76 for 20 minutes. Reviews students' work in SWB/ Updates the Error Tracker (Appendix 5 - FHB). If ET is already updated, reads along with students. while students watch the movie. Makes a mental/written note on who needs support and more attention in class. After all students have watched the movie, asks -</p> <ul style="list-style-type: none"> • What did the dog believe about himself? • Why did he start disbelieving it? • Have you ever felt doubtful about yourself? • What will happen in the last part next week?
<p>Step 7 - Assessment (5 minutes)</p>	<p>Reiterates how print media shapes our views and behaviour. Asks students how they feel now they can read print media smartly and more critically. Asks how they plan to use this learning.</p>
<p>Reflections: How useful was this lesson? Do you have any ideas on how it can be improved? (Share your idea(s) with the Curriculum Manager.)</p>	

Lesson 77: Mindset - 1

Key vocabulary:

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

Materials required:

-

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

PROCEDURE:

Steps	Facilitator's action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)	
Step 1 - Introduce (10 minutes)	Announces the o'clock partners of the day. This will be used for all pair work during the entire lesson. With the help of students, recaps Lesson 34 in general and concept of 'intelligence' and how we can improve our brain. Asks students to complete Part A with their partners. Asks students to share the views of their partners.
Step 2 - Demo/ Modelling (20 minutes)	From among those who have better understanding of active listening, appoints Listening Cop for the day who will Catch 'em Listening. Asks the Listening Cop about his/her task. Asks students to watch AV - 77 twice. Encourages them to make notes, if helpful. After all students have viewed AV - 77, asks - <ul style="list-style-type: none"> • What was the main idea of the movie? • Can we choose our mindset? Give an example. • When do you show: <ul style="list-style-type: none"> • fixed mindset? • growth mindset? During the discussion, discreetly gives cue to the Listening Cop to Catch 'em Listening. OR Moves to Step 3 if AV - 77 is not available at this time. Do it after step 5.
Step 3 - Guided Practice (10 minutes)	Asks students to complete Part B.1 and B.2 independently. Walks around to assist, guide and monitor, as required. Asks a few students to share their responses. Asks students to discuss Part B.3 with their partners. Asks a few pairs to share their discussion with the class. Asks students if all mistakes are bad or good. Ensures that students take a balanced view - mistakes, by themselves, are not good or bad; it is what we do after a mistake that determines whether it is good/bad.

<p>Step 4 - Adjust Instructions (10 minutes)</p>	<p>Asks students to share real-life examples to explain when a mistake is bad and when it is good. Asks students to complete Part B.3 with a partner. Asks students to share the main idea of Part B.3.</p>
<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Asks students how have mistakes helped them learn keyboarding and what changed that mistake into learning. Asks students what mistakes they continue to make in keyboarding. Encourages them to reflect on the feedback shared by their o'clock partner in the last keyboarding class. Asks students to practice keyboarding using the software.</p>
<p>Step 6 - Assessment (10 minutes)</p>	<p>Asks students whether successful people are talented or hard working. Accepts all answers and steer students to read Part C with their partners. Asks students to share their thoughts after reading Part C. Asks students again whether successful people are talented or hardworking.</p>
<p>Step 8 - Closure (10 minutes)</p>	<p>Asks students to complete Part D and share their responses after completion. Scaffolds the students' understanding when discussing Part D.1.c. Asks students to discuss the last part and compare these responses with those at the beginning of the lesson.</p>
<p>Reflections: Have you shared pre-evaluation expectations with the students? Have you made all necessary preparations for pre-evaluation?</p>	

Lesson 78: Happy Days- II

Language:

-

Cognitive:

-

Non-cognitive:

-

Key vocabulary:

-

Materials required:

Laptops
SWBs

Error alert: -

PROCEDURE:

Steps	Facilitator's action(s)
Skip the QOD	
Step 1 - Model/ Demo (30 minutes)	Organises students/laptops. Gets all the students started with the computer-based assessment.
Step 3- Assessment (60 minutes)	<p>After all students have completed the computer-based quiz, makes 5 groups. Calls Group 1 in for viva voce and conducts group discussion to check their command over spoken English. Chooses any one topic. Shares the topic with the group. Allows them 1 minute to think. Begins the discussion and continues for 3-5 minutes. Shares 1 minute feedback. Tells students to write the feedback in their notebook after the facilitator has completed sharing.</p> <p>Meanwhile, the other groups writes a paragraph on any one of the following in their notebook. After 20-25 minutes, asks the groups to exchange their notebooks with their partner and look for mistakes in capitalisation, punctuation and spelling.</p> <p>Reminds students to write the feedback shared by the facilitator</p>
<p>Reflections:What is your plan to help students who are falling short of expectations? (Discuss this with your peers during PLC to get their feedback on your plan.)</p>	

Topics for Group Discussion

1. Why drinking and driving is dangerous to yourself and others.
2. Robots should replace teachers
3. Physical education should be made compulsory in schools.
4. Books vs movie. Which one is more important?
5. Why are most of the Indian streets so dirty?

Topics for Writing

1. Give directions for getting from one point to another. For example, how to get from your home to your school. Describe the landmarks someone might see along the way.
2. Explain how to cook your favorite meal. Provide a recipe and the step-by-step instructions.

Lesson 79: Phone Calls

Key vocabulary:

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

Materials required:

-

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

Steps	Facilitator's action(s)
Today's Question: Which jobs involve making and receiving calls. (5 minutes)	
Step 1 - Demo/ Modelling (15 minutes)	Asks students to read the conversations given in Part A with their partner. Explains and demonstrates the use of phrases in phone calls given in Part B. Asks a few students to use these phrases in sentences. Seeks peer feedback/correction.
Step 2 - Guided Practice (15 minutes)	Asks students to read, understand and complete Part C.1. in their notebook Asks a few pairs to present their phone call based on the script written in C.1 Encourages students to use phrases learnt in Part B.
Step 3 - Independent Practice (20 minutes)	Explains the task in C.2 Asks students to prepare a script to call their future or past self to share one of the following: <ul style="list-style-type: none"> • what they learn at FEA. • how they are becoming more considerate. • what they are doing to achieve their goal.(Lesson 72) Explains that the students must use phrases learnt in the lesson and all conversation must be in present tense. Gives students 3 - 5 minutes to plan and prepare their script. Gives students 2 -3 minutes to get peer feedback on their script and make changes based on the feedback. Gives each student 30 - 40 seconds to present the phone call with one partner playing current self and other partner playing past/future self. Then, they swap roles.
Step 4 - Adjust Instruction (15 minutes)	Briefly recaps active listening and explains that the students will watch to AV - 79 once. Encourages them to make notes, if helpful After all students have watched AV - 79 once, asks: <ul style="list-style-type: none"> • What was the male speaker diagnosed with? • The male speaker says, "If you fail to plan, you plan to fail." What does he mean?

Step 5 -Extension
(20 minutes)

Asks students to practice keyboarding using the software. While students are practicing keyboarding, calls one student at a time to share feedback on his/her performance. Refers to Error Tracker and notes made in Lesson 78 (FHB and SWB) to share feedback and prepare the next steps. While sharing feedback, talk on 3 pointers as given in the facilitator's reference. Encourage students to write their next steps in their notebook.

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

Facilitator's reference

Action planning is about asking yourself the following three questions:

1. Where am I now?

Before making decisions about subjects, your personal life or your future plans, it is important to review your skills, knowledge and achievements. Think back to lessons when you may have done this.

2. Where do I want to get to?

Once you have a clear picture of where you are now, you can start to think about your targets - what do you wish to achieve?

3. What are my next steps?

This is about what you need to do to get nearer to your target. We call these steps Action Points.

Lesson 80: Jobs and Occupations - 2

Language:

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

Cognitive:

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

Non-cognitive:

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

Key vocabulary:

- professions, occupations
- Career Guides

Materials required:

Appendix 7 (FHB)

Error alert:

PROCEDURE:

Steps	Facilitator's action(s)
QOD: Name some popular career choices of people in your family/neighbourhood. (Steer the conversation towards popularity of government jobs.) (5 minutes)	
Step 1 - Introduce (5 minutes)	Asks students to complete Part A with their partners
Step 2 - Demo/ Modelling (15 minutes)	Asks students to read Part B aloud one at a time. <ul style="list-style-type: none"> • Asks the questions given next to each job.
Step 3 - Independent Practice (45 minutes)	Asks students to take turns to read with their Reading Buddies. (15-20 minutes) While students are reading, calls one students at a time to share feedback on his/her performance in pre-evaluation and prepare action plan in Lesson 78 (SWB) to improve areas of weakness(es). Refers to Error Tracker and notes made in Lesson 78 (FHB) to share feedback and prepare action plan. After 20 minutes, asks students to summarise the story in their notebook. In 5-7 sentences in a chronological order. Once everyone writes the story, asks them to exchange the notebooks with their partner to find out the errors in punctuation and if they are in chronological order.
Step 4 - Assessment (10 minutes)	Conducts Quiz (Appendix 7 - FHB). Encourages students to come up with clues and quiz each other.
Step 5- Closure (10 minutes)	Picks up 2 most common errors (from Error tracker) made by students and help students rectify it. If time allows, sees if students have already improved on the previous errors.
Reflections: Have you thought of your career progression within FEA? Are your aware of opportunities for professional growth within FEA?	

Lesson 81: Going to the Bank - 1

Key vocabulary: <ul style="list-style-type: none"> • words related to directions • words related to business in a bank 		Materials required: -
Steps	Facilitator's action(s)	
Skip the Question of the day		
Step 1 - Introduce (10 minutes)	Seeks students' help to announce the o'clock partners of the day. This will be used for all pair work during the entire lesson. Asks students if they have ever been to a bank. From students who have visited a bank, asks the purpose of their business. Writes down the different reasons for visit, on the board. With the help of students adds to this list so that it reflects all the reasons/business for which people visit a bank.	
Step 2 - Demo/Modelling (5 minutes)	Asks students to read Part A. Asks: What is happening on Sunday, June 14, 2015 from 22:00 hrs to 00:00 hrs? Who would be interested in this notice?	
Step 3 - Guided Practice (10 minutes)	Referring to the business conducted in a bank as written on the board, helps students review the vocabulary in Part B.	
Step 4 - Independent Practice (15 minutes)	With the help of roles and functions, names designations commonly found in a bank and their approximate role. For example - <ul style="list-style-type: none"> • Cashier • Branch Manager • Loan Officer • Relationship Manager • Clerk • Teller Shares that some universities in India (like Allahabad, Kurukshetra, Panjab, Manipal Universities) offer Bachelor's degree in Banking and Insurance. Asks students to read the conversation in Part D. Assigns one the following scenarios to pairs and asks them to prepare the role play - <ul style="list-style-type: none"> • You are visiting the bank to open an account. • You are visiting the bank to apply for a loan. • You are visiting the bank to close your account. • You are visiting the bank to get a cheque book. Gives pairs 5 minutes to prepare and 1 minute each to present. Seeks peer feedback/correction after each role play.	

<p>Step 5 - Adjust Instruction (30 minutes)</p>	<p>Asks students to watch AV - 81, the last part of the movie. While students are watching, calls one students at a time to share feedback on his/her performance in pre-evaluation and prepare action plan in Lesson 78 (SWB) to improve areas of weakness(es). Refers to Error Tracker and notes made in Lesson 78 (FHB) to share feedback and prepare action plan. After 20 minutes, asks -</p> <ul style="list-style-type: none"> • Did you enjoy the movie? • Did you understand this movie better than the basic level movie? Why? • If you were to change the ending, how would you end the movie? • What, if any, was the main message in the movie?
<p>Step 6 - Extension (20 minutes)</p>	<p>Makes 4 groups. Practices group discussion. Asks students to look for errors and help correct one another. Topic for Group Discussion</p> <ol style="list-style-type: none"> 1. Do you think your neighbourhood is safe? 2. Being late is a rude and disrespectful. 3. Are reality shows like big boss and Khatron k khiladi real? 4. Students who can communicate in English are more confident in college and in their jobs. <p>Each group gets 5 minutes. (about 1 minute to think on a topic. 3 minutes to speak and 1 minute of feedback). Assigns a time keeper.</p>
<p>Reflections: In Step 6 what worked and what did not? Discuss with your peers during PLC.</p>	

Lesson 82: Going to the Bank - 2

Key vocabulary:

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

Materials required:

-

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

<p>Step 3 - Guided Practice (20 minutes)</p>	<p>Assigns one the following scenarios to pairs and asks them to prepare the role play -</p> <ul style="list-style-type: none"> • You are the Loan Officer who is answering an inquiry about loan over the phone. • You are the Branch Manager who is helping someone get a credit card. • You are the Data Processing Officer requesting all bank staff to submit their data in time. • You are the Branch Manager holding a meeting of the bank staff to announce a new policy. • You are the Relationship Manager advising the client on how to invest his money. • You are the cashier who has received a phone request for a demand draft. <p>Gives pairs 5 minutes to prepare and 1 minute each to present. Seeks peer feedback/correction after each role play.</p>	<p>Prepare and present role play, as instructed. Listen and observe attentively. Give/get peer feedback.</p>
<p>Step 4 - Practice time (15 minutes)</p>	<p>Tells students that they will create a one sentence of a short imaginary story. Writes the first line of the story on the board. Ask each student to come to the board and extend the story by writing one sentence. The next student comes and continues the story forward. Once everyone is done, ask the class to proofread the story on the board and mark the errors.</p>	<p>Form groups, as instructed. Listen attentively and ask questions if any. Work as per instructions/ action plan.</p>
<p>Step 5 - Adjust Instruction (20 minutes)</p>	<p>Asks students to watch AV - 82 twice. After everyone has viewed AV - 82 twice, asks -</p> <ul style="list-style-type: none"> • What according to the news anchor is the biggest predictor of success? Do you agree? • How were the lives of those who ate the marshmallows different from those who did not, 40 years later? • What did some of the kids do to stop themselves from eating the marshmallows? • Have you faced such situations in life where you had to give up a smaller, immediate benefit and wait for bigger benefit in future? 	<p>Watch AV - 82 twice. Reflect and respond. Listen attentively and ask questions if any.</p>
<p>Step 6 - Extension (10 minutes)</p>	<p>Asks students to practice keyboarding using the software. Makes phone calls to students who are irregular or absent without information and updates the Call Log.</p>	<p>Practise keyboarding, as instructed.</p>
<p>Reflections: How are you upgrading your knowledge of different careers to be able to help your students better?</p>		

Lesson 83: Self Control - 1

Key vocabulary:

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

Materials required:

-

Steps	Facilitator's action(s)
QOD: What words would you use to describe some of the people you saw in AV - 82. (Ensure that the students use describing words for both appearance and personality.) (5 minutes)	
Step 1 - Demo/ Modelling (10 minutes)	Asks students to read Part A individually Asks students - <ul style="list-style-type: none"> • What is the article in Part A about? • Did they learn anything new from the article? If yes, what? Discuss Part B with the class.
Step 3 - Guided Practice (15 minutes)	With the help of students, gives task instructions for Part B and asks students to think it independently. Walks around to guide, assist and monitor, as required. Asks a few students to share their responses. Asks students to discuss Part C with their partners. Asks different pairs to share their responses. Seeks peer feedback/correction, as required. Helps students make links between Part C and A.
Step 4 - Independent Practice (5 minutes)	Asks students what were some of the strategies used by the children in AV - 82. Asks students to go through Part D and think how/when students can use these to exercise self-control. Asks students if they have any effective self-control strategies that they use.
Step 5 - Adjust Instruction (10 minutes)	Makes small need-based groups and asks students to study based on the action plan. For example, those who need to improve their reading skills will be grouped together and asked to re-read the book or the passages from SWB. Walks around to assist, guide and monitor, as required.
Step 6 - Extension (30 minutes)	Asks students how they use/can use self control to stay focused while reading. Asks students to take turns to read the story. Instructs them to write the difficult words in their notebook. (25 minutes) Asks students to reflect on the behaviour of any character in their book Asks students to share their responses with their reading buddies.

Step 7 -Closure
(10 minutes)

Asks students what role self-control plays in achievement/non-achievement of goals to make changes that they have resolved to make through Book 2 (Healthy Living, Being Considerate, Active Listening etc.).
Asks students to reflect on goals that they are achieving well and those that they need to work harder on.
Asks students to update the Commitment Cards. (Appendix 5 - SWB)
Asks a few students to share their progress from the Commitment Cards.

Reflections: Do they have a fair understanding of your student's

Lesson 84: Consolidation

Key vocabulary:

- as in the song
- unique, original

Materials required:

-

Steps	Facilitator's action(s)
	<p>QOD: Compare your reading, writing, speaking, listening, personality and keyboarding skills before the basic level and at present. What changes do you see? (5 minutes)</p>
<p>Step 1 - Model/ Demo (20 minutes)</p>	<p>Asks students to:</p> <ul style="list-style-type: none"> • listen to the song in AV- 84 once and then asks them to listen to the fill the blanks in Part A as they listen to it. (3 minutes) <p>Allows students to pause the song as they fill the blanks.</p> <p>Asks students to compare their responses. (2-3 minutes)</p> <p>Asks students to:</p> <ul style="list-style-type: none"> • listen to the song in AV- 84 twice singing along using the lyrics from the book. (5 minutes) <p>Sings along with the students as they listen to the song ensuring that everyone clicks 'play' at the same time.</p> <p>Ensures that this is a fun (not entertaining) activity.</p>
<p>Step 3 - Guided Practice (20 minutes)</p>	<p>Asks students to pair up with their partner and complete Part B in their notebook.</p> <p>Ensures that all students understand the task.</p> <p>Walks around to guide, assist and monitor, as required.</p> <p>Asks a few students to share their responses highlighting how the same line can mean different things to different people.</p>

<p>Step 4 - Adjust Instruction (20 minutes)</p>	<p>Explains that as a part of celebrating ourselves, students will also celebrate each other.</p> <p>Explains that they will play about 10 rounds of the game.</p> <p>Asks students to sit in a closed circle and write their full names in their notebook on a blank page. (not at the top or at the bottom of the page).</p> <p>Explains that all students will pass their books to the person on their right and on receiving the book this person on the right will think of the book owner and write what he/she thinks is unique/original about the owner of the book. For example, if Student 1 passes his book to Student 2 sitting on his right, then Student 2 will think about Student 1 and write in Student 1's book what makes him unique/original.</p> <p>Gives the cue for the students to continue passing their books to the person on their right and continue with the same thinking and writing routine. For example, Student 2 passes Student 1's book to Student 3 who is sitting on Student 2's right side. Student 3 thinks about Student 1 and writes in Student 1's book (Part C) what makes him unique/original.</p> <p>Continues the game till each students has received and written 10 messages.</p> <p>Runs and times the movement of books in a manner that students do not read what other students have written to avoid bias and/or repetition.</p> <p>After 10 rounds are over, asks students to collect their books from whoever has them.</p> <p>Asks students to read what the others have written about them.</p> <p>Explains how who we are is shaped by our own views and those of others about us.</p> <p>Asks students to summarise what they makes them unique after having read what others think about them.</p>
<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Makes small need-based groups. For example, those who need to improve their reading skills will be grouped together and asked to re-read the passages from SWB.</p>
<p>Step 6- Assessment(10)</p>	<p>Ends the lesson by singing the song twice as a whole class.</p>
<p>Reflections: What do you enjoy about music-based lessons? What do you need to do better when running a music-based lesson?</p>	

Lesson 85: At The Restaurant - 1

Key vocabulary:

- words related to objects and people in restaurant.

Materials required:

-

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

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
QOD: How do you pronounce 'spoon', 'restaurant', 'fork', 'glass', 'bowl' (5 minutes)		Understand the question and respond.
Step 1 - Introduce (5 minutes)	Seeks students' help to announce the o'clock partners of the day. This will be used for all pair work during the entire lesson. Shares the learnings of the lesson. Asks students why it is important (if students visit a fine dining restaurant or choose to work in one or start one).	Recommend clock partners of the day. Reflect and respond. Listen attentively.
Step 2 - Demo/ Modelling (10 minutes)	Asks students to review the vocabulary in Part A and B with a partner. As a whole class, discusses the use of different objects in Part A and role played by each person mentioned in Part B	Review the vocabulary in Part B and C with a partner. Discuss.
Step 3 - Guided Practice (20 minutes)	Asks students to read and understand the flow of conversation in a restaurant from Part C with a partner. Assigns students topics for role play - <ul style="list-style-type: none"> • getting directions to a restaurant from your friend. • reserving a table at a restaurant for a special occasion over the phone. • visiting a restaurant and dining in. • complaining to the Manager about restaurant experience. • restaurant customer feedback call. • ordering food over the phone. Gives the pairs 5 minutes to prepare and 1 minute to present. Allows pairs to come together if the role play requires more than 2 persons. Seeks peer feedback after each role play.	Read and understand Part D. Prepare and present role play. Give/get peer feedback.
Step 4 - Independent Practice (15 minutes)	Makes small need-based groups. For example, those who need to improve their reading skills will be grouped together and asked to re-read the book or the passages from SWB. Walks around to assist, guide and monitor, as required.	Form groups, as instructed. Work as per instructions/ action plan.

Step 5 - Adjust Instruction (10 minutes)	Asks students to practice keyboarding technique using the software. Updates Error Tracker while students practice keyboarding.	Practise keyboarding.
Step 6 - Extension (20 minutes)	Asks students to watch AV - 85 once and make notes, if helpful. While students are watching AV - 85 skim through a few notebook. Makes a mental note of who needs additional effort/support. After all students have watched AV - 85, asks - <ul style="list-style-type: none"> • Which career in the hospitality industry did you find interesting? Why? • Other than qualifications, what qualities and personality traits would be required to be successful in hospitality industry? • How is F.E.A. developing those traits? 	Watch AV - 85 and make notes. Reflect and respond. Listen attentively to responses of others.
Step 7 - Assessment (5 minutes)	Ask students to repeat the pronunciation of spoon', 'restaurant', 'fork', 'glass', 'bowl' after you. Shares some common errors made by the class and help fix them. Refer the error tracker.	Participate in and lead the quiz.
Reflections: Share the Error Tracker with your peers during PLC and get their feedback.		

Lesson 86: Noise Pollution

Key vocabulary: honking

Materials required:
Chartpaper

Steps	Facilitator's action(s)
Skip the QOD	
Step 1 - Introduce (10 minutes)	Asks the students what kind of sounds they hear every day. Makes a list of different sounds on the board and then ask the students to differentiate pleasant and unpleasant sounds.
Step 2 - Demo/ Modelling (5 minutes)	Asks a student to drag a chair on the floor while ask another student to sing a song. Now ask what kind of sounds they hear around them. Asks them which sounds are pleasant and which are unpleasant. Conclude that the sounds which produce pleasant sensation in our ears are pleasant sounds and unpleasant sounds are noise.
Step 3 - Guided Practice (20 minutes)	<p>Divides the class into 2 groups and ask the students to discuss in each group: Why do we like to go to quiet places? After 5 minutes, ask one student from each group to state the main points of discussion. Write the answers of the students on the board such as: We can sleep well in quiet places. We can study We can think better. We can talk with each other</p> <p>Then ask the students to discuss again in groups: What do we feel in noisy places? You may create a noisy place by playing a video of busy road traffic. After 5 minutes, ask few students from each group to state important points of discussion. Write the students' comments on board such as: We can't sleep due to noise. We can't study due to noise. We can't hear each other well when there is noise. It may cause headache. It may damage ears. Asks the students groups to comment one by one: should we avoid noise? How and why? Conclude the topic after their comments.</p>
Step 4 - Independent Practice (15 minutes)	Asks students to look at Part A. And discuss with their partners. Once everyone finishes discussing, asks the pairs to share their response.
Step 5 - Adjust Instruction (20 minutes)	<p>Shares the initiative taken by Mumbai police to curb noise pollution. Asks students to watch the video. https://www.youtube.com/watch?v=q358fIosAsU</p> <p>Asks what was the video about? What are some other ways to reduce noise pollution. How would you feel if your house is just next to such road as shown in the video and you are preparing for an exam? Who are the people who are disturbed most due to noise pollution?</p>

Step 6 - Extension
(20 minutes)

Ask the students to make posters showing the noise sources and their effects. Asks them to launch a campaign in their locality to make the people aware of noise pollutants, their effects on our health and the ways to reduce noise pollution. Asks students where can they put the poster strategically that people notice it.

Reflections: Share the Error Tracker with your peers during PLC and get their feedback.

Facilitator's Reference

<i>Noise</i>	<i>Its Effects</i>	<i>Ways to reduce it</i>
<i>Loud TV volume</i>	<i>Disturbing</i>	<i>Keep volume low</i>
<i>Horns</i>	<i>Unpleasant</i>	<i>Should be banned</i>

		<i>except in emergency</i>
<i>Loud speaker</i>	<i>Hearing problems</i>	<i>Should be banned or the use should be restricted</i>
<i>Traffic sounds</i>	<i>Mental disorders, fatigue, pains</i>	<i>Increasing green area/tree plantation</i>
<i>Street hawkers</i>	<i>Disturbing</i>	<i>Close the door</i>

Lesson 87: Problem Solving - 1

Key vocabulary:

- react/reaction
- response/respond

Materials required:

-

Steps	Facilitator's action(s)
Discuss the QOD, ensuring that the students understand the question. (5 minutes)	
Step 1 - Introduce (5 minutes)	Seeks students' help to announce the o'clock partners of the day. This will be used for all pair work during the entire lesson. Shares the learnings of the lesson. Asks why it is important in personal and work life.
Step 2 - Demo/ Modelling (10 minutes)	With the help of Part A, explains the use of 'either/or' and 'neither/nor'. Encourages students to use 'either/or' and 'neither/nor' in their sentences. Asks students to discuss the quote in Part B with their partners using 'either/or' and 'neither/nor' as and when they can. Walks around to assist, guide and monitor, as required. Asks a few pairs to share their responses.
Step 3 - Guided Practice (15 minutes)	Asks students to read and discuss Part C with their partners. Walks around to assist, guide and monitor, as required. Asks a few pairs to share their responses. Asks students if something like this has ever happened with them. Encourages wider participation using 'either/or' and 'neither/nor', as appropriate. With the help of students, summarises the difference between reaction and response. Helps students make connection with Upstairs and Downstairs brain controlling our behaviour. Asks students to reflect Part D independently. Asks a few students to share their responses with the help of examples/anecdotes.
Step 4 - Adjust Instruction (10 minutes)	Asks students to discuss Part E with their partners. Students first discuss the quote from Cleaver and share their understanding with the class, then complete the sections, 'My problem' and 'My solution' independently. Asks a few pairs to share their responses.

Step 5 - Independent Practice (25 minutes)	<p>Asks students to take turns to read for 15 minutes. While the groups are reading, circulates and spends time with each group observing reading skills of different readers,</p> <p>After the reading session, asks students to think of how the problem in their story got resolved and how would they have resolved if they were a character in the book.</p> <p>Asks students to share their solutions with their reading buddies.</p> <p>Asks students to share new words that they have learnt during reading sessions.</p> <p>Encourages students to use each others' words in sentences and acknowledges development of vocabulary.</p>
Step 6 - Extension (15 minutes)	<p>Asks students to describe how something works in the form of a step-by-step procedure. Take an example of how to prepare sandwich and discuss. Next ask students to come one at a time and write on the board how to prepare Maggie.</p> <p>Once everyone writes, asks students to identify errors and fix it.</p>
Step 7 - Closure (5 minutes)	<p>Shares some of the common errors noticed and help students rectify these errors.</p>
<p>Reflections: How are groups progressing with book completion? Are there any reading groups that need additional time? If yes, plan to provide that time during the review lessons.</p>	

For Facilitator's Reference -

Either/or, Neither/nor Singular/Plural

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

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

Lesson 88: Take a Quiz

Key vocabulary:

-

Materials
required:

Laptops
SWBs

Steps	Facilitator's action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)	
Step 1 - Introduce (5 minutes)	Ensures all preparations for the Quiz are in place.
Step 2 - Model/ Demo (90 minutes)	While the students are taking the test, trouble shoots, if required. Ensures that all students are at task.
Step 3 - Closure (5 minutes)	After the completion of the quiz, checks to ensure that the scores got captured and syncs the test scores to the LMS database.
Reflections: What improvements do you notice in students within the range of lesson 78 and 88?	

Lesson 89: 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 make a table of 'word searches' with 10 vocabularies learnt. Place the letters in the table haphazardly. 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>

Facilitator's Reference:

Word Searches Example

W V E R T I C A L L	Week
R O O A F F L S A B	Find
A C R I L I A T O A	Random
N D O D K O N W D C	Sleuth
D R K E S O O D D K	Backward
O E E P Z E G L I W	Vertical
M S I I H O A E R A	Diagonal
A L R K R R I R E R	Wikipedia
K O D I D E D R C D	Horizontal
H E L W S L E U T H	Word Search

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 90: Lets Celebrate

Steps	Facilitator's action(s)
Discuss the QOD, ensuring that the students understand the question. (5 minutes)	
Step 1 - Introduce (40 minutes)	<p>With the help of students, recaps Do's and Don'ts of playing Jeopardy. Lays down the noise level. Organises teams and asks each team to take up a name. Plays Jeopardy Game 4. Ensures that the students follow the rules of the game. Keeps the score.</p>
Step 2 - Demo/ Modelling (40 minutes)	<p>Makes 4 groups. Assigns each group a topic for role-play.</p> <ol style="list-style-type: none"> 1. The group has to show what changes they see after completing first half of intermediate level 2. You are on a conference call with your friends from different parts of India. Tell them your FEA experience and share with them how it helps you to excel in school/at work. 3. There are foreign customers in your shoe store. Help them choose a traditional Indian shoe. 4. You are physician. You have a long line of patients outside your clinic who have different health related issues. Talk to them one by one and understand their concerns. <p>Let students prepare for 10 minutes and then present their plays in 3-4 minutes each. Applaud each one of them for their participation and enthusiasm.</p>
Step 3 - Closure (5 minutes)	Recaps the errors from the error tracker and check that students do not make these errors.
<p>Reflections: Are your students excited to be a part of speaking/listening achievements/proficiency?</p>	

APPENDICES

APPENDIX 1

SILLY BODY MIME

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

APPENDIX 2

MAKING HEALTHY CHOICES

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

APPENDIX 3

FIRST AID HINTS

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

APPENDIX 4

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

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

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

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

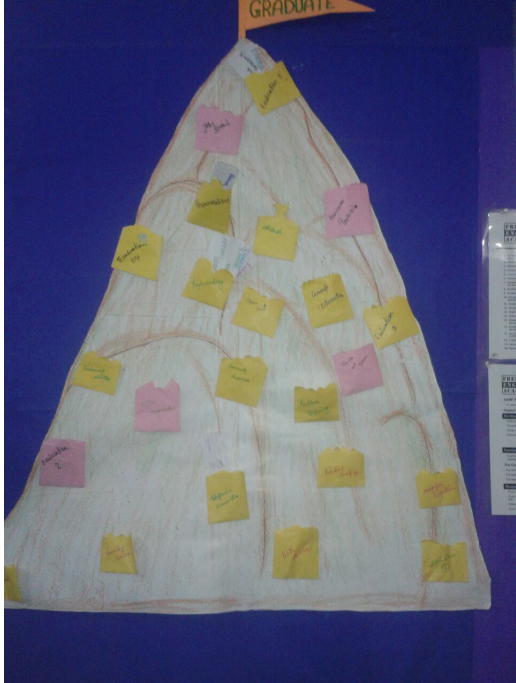
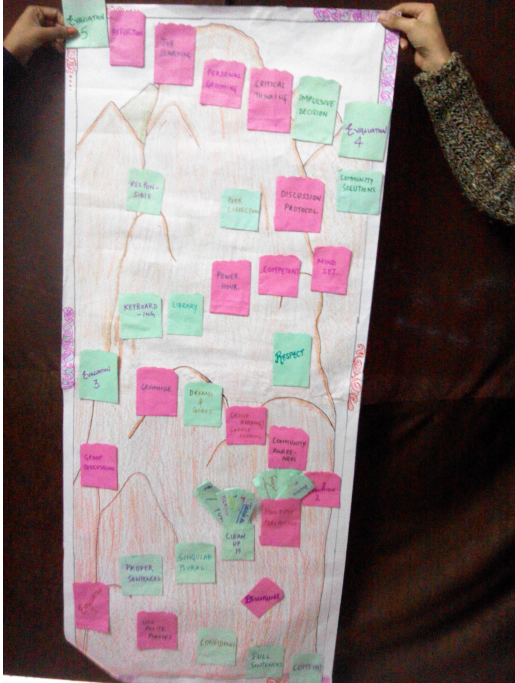
The minimum qualifications for a peon are school education and bicycle-riding skills and the job has a monthly salary of about Rs 16,000.

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

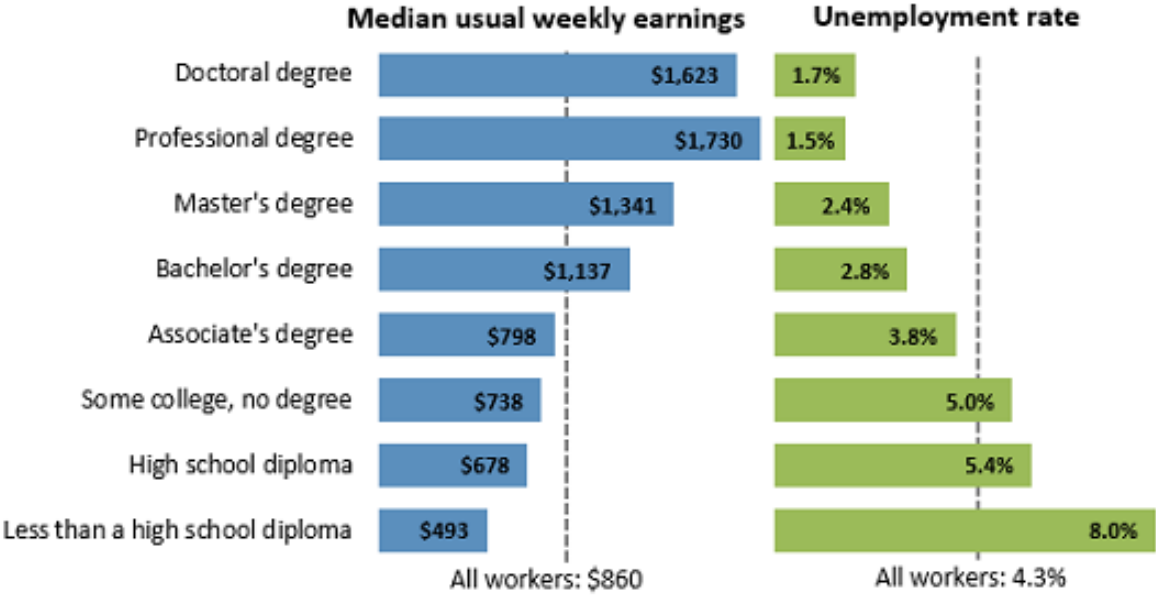
Authorities had initially decided to make the recruitments through interviews. They now plan to hold a written examination because the screening of such a large number of candidates will be an uphill task, the official said.

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

CLIMB TO GRADUATION



Earnings and unemployment rates by educational attainment, 2015



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

APPENDIX 5

ERROR TRACKER

Lesson No.	Students' Errors	By A Few/Some/Most/All
Sample	Grammar - Use of do/does, can/can't	Some (between 6-10 students)
	Pronunciation - Sound of th. Vowel sound (like a and o)	A few (1-5 students)
	Others - Depends on facilitators observation over 2,5 weeks of book 2. It has to be more frequent errors made by students. Can range from not using polite phrases (as taught in Book 1) or unable to ask question words. Facilitators should also see if the students are making some unacceptable errors, like starting the introduction with 'myself' or saying 'I are	Most (between 11-17)
62	Grammar	
	Pronunciation -	
	Others -	
65	Grammar -	
	Pronunciation -	
	Others -	
69	Grammar -	
	Pronunciation -	
	Others -	
	Grammar -	

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

APPENDIX 6

ACTIVE LISTENING QUIZ

How would you listen?	How would you respond ?
A boring lecture, that you must attend.	
Your friend sharing about his accident.	
Meeting someone for the first time, and finding it difficult to keep the conversation going.	
Meeting someone for the first time, and having an interesting conversation.	
A boring person is telling you a dull story, and talking non-stop.	
Imagine you are a counsellor or therapist. When one of your clients is telling you a personal story -	
What would you do with your hands to show that you are listening?	What would you not do with your hands to show that you are listening?
What would you do with your face to show that you are listening?	What would you not do with your face to show that you are listening?
What would you do with your head to show that you are listening?	What would you not do with your head to show that you are listening?
When would you make these 'listening noises'?	

How would you listen?	How would you respond ?
Uh-huh - Listening without expressing opinion.	Wow! - When you are impressed with what you hear.
Go on - Encouraging the speaker to continue.	Ah-aa! - When something makes sense.
Really? - When you are surprised at what you hear.	Oh dear! - When expressing disappointment/ displeasure with what you hear.

APPENDIX 7

QUIZ

Somebody who catches thieves.

Somebody who helps sick people.

Somebody who fights fires.

Somebody who gives homework.

Somebody who sells things.

Somebody who prepares food.

Somebody who grows food.

Somebody who brings letters.

Somebody who helps a doctor.

Somebody who drives a vehicle.

CAREER NOTES

Chief Editor	Columnist
Senior Editor	Reporter
Editor	Correspondent
Associate Editor	Photographer
Assistant Editor	Artist
Sub-Editors	Cartoonist

Careers in Media and Journalism

Some of the career options are -

Editing

The main job of the editor is to refine and filtrate the matter whatever they get from the reporters, as per the policy of the respective newspapers. Editing the story, formatting, re-formatting, verification, errors in the text are some of the of the job.

Reporting

Reporting is another challenging job in newspapers, magazines, TV channels, etc. The reporters cover story from local to international events and news.

Writing Columns

A Columns in newspaper is written by eminent journalists, writers, and academicians. The column can be written on any important topic.

Cartoonist

This is another challenging area in print media. A cartoonist has the ability to portray a meaningful message through his/her cartoon.

Photojournalist

Now a days, a lot of matter can be essayed through single photographs. The photojournalist has its own significance in media.

How to Begin?

Initially, the freshers are hired as trainees and later they are promoted to different jobs like reporter senior reporter, chief reporter and special correspondent.

Media and Journalism Courses

For media studies, Graduates, Post graduate and Ph.D. courses are available. Universities also offer PG Diploma courses in media. These courses are offered both in Hindi and English. Some other courses such as layout designing, photo journalism, cartoon making, etc. are also offered.

Expected Salary

Depending upon one's experiences and the newspaper house or publication, experienced journalists may get from Rs. 20000 to over a lakh per month.

Media Job Options and Recruitment

Media graduates are hired by -

Newspaper houses	Journals
TV channels	Agencies like the Press Trust of India (PTI), Reuters, United News of India (UNI), Associated Press (AP)
Online media houses(Website)	Government organisation like Ministries, Departments, etc.
Magazines	In-house publications of large corporate houses

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

App Designer

With over 4.88 billion mobile phone users globally, mobile devices have become very common. People are using Mobile Apps for everything from shopping to design to playing video games. Companies like Flipkart and Myntra are already switching to only mobile and no web environments.

As a result, Mobile App use has seen a surge, and will likely remain upwardly mobile for a long time to come. App developers thus need never worry about securing a job, or worry about what the future might hold for them.

What's The Attraction Of Getting Involved In Mobile App Development?

- #1. The allure of designing something new and fresh.
- #2. The opportunity to be able to reinvent the way mobile technology is used.
- #3. The fact that app developers can work anywhere - all they need is access to their computer program and a good internet connection.

As a mobile app developer, your apps will likely be written in such popular programming languages as Objective C, C++, C# or Java. The specific choice of language naturally depends on what mobile platform and OS it is they are creating the apps for. For example, if is for Apple's iOS, they would need to know how to use Objective C, whereas Java is the language to acquire proficiency in for Android Apps.

Training programs:

There are a few training programs available for mobile app developers through 2 mediums:

1. College/ University
2. Online training - There are online training providers who give training in mobile app development.
3. Certifications - Currently there are only three certificates in mobile development that you can attain:

- CompTIA Mobile App Security+
- OCA (Oracle Certified Associate)
- OCP (Oracle Certified Professional)

What would you be doing as a mobile app developer?

As Mobile App Developer, you will be:

1. Responsible for developing applications, but also testing and improving them.
2. Ensuring that the quality and functionality of apps is in line with your clients' requirements.
3. Write code for apps for specific operating environments.
4. Design and develop the app's interface.
5. Communicate ideas and designs with team members.
6. Provide support for your app, so that any issues that arise can immediately be dealt with.

Who will you be working with?

1. Analysts
2. Project managers
3. Software engineers
4. Other app developers

Adapted from <https://www.simplilearn.com/>

Sports Journalists

Sports journalism is a form of journalism that reports on sports topics and events. Sport reporting is a major section in newspapers, magazines, on television and radio. Sports coverage has grown in importance as sport has grown in wealth, power and influence.

Sports reporting involves going to sports games or sporting events and venues, mixing with the players or competitors, then reporting it to an audience who want to know what happened on the field/ court and also behind the scenes or in the locker room. You would have to conduct interviews, prepare features, write match reviews and submit your work to editors.

Sports journalism involves investigating the story, rather than simply relying on press releases and prepared statements from the sports team, coach, or players. Sports journalists are expected to verify facts given to them by the athletes, sports commentators, or organisations they are covering.

Sports journalism is highly specialised and requires specialist knowledge. There is lots to write about - tennis, skiing, hockey, football, volleyball, basketball, swimming, cricket, badminton, golf, cycling- state/ district/ national and international level tournaments/ events to be covered.

Sports journalists write and edit sports stories, features and reviews for newspapers, magazines and for radio or television. They have to undertake research to provide background information for articles, assess the suitability of reports and articles for publication or broadcasting, within an established style and format, and edit as necessary.

Suitability

Journalists must possess powers of self-expression, observation, accuracy, patience and tact. They should be resourceful, willing to travel and to work under pressure and irregular hours. Strong word processing and internet research skills are also important. You should enjoy writing, be good at both spoken and written communication, enjoy meeting people, and enjoy playing or watching sports.

Education and training

The Lakshmibai National University of Physical Education, Gwalior is among the few institutions/ universities offering a one-year programme in sports journalism. The programme covers fundamentals of journalism and sports journalism, reporting and editing, fundamentals of physical education and sports, communication skills, fundamentals of games and sports, IT fundamentals and MS Office and project writing.

Admission process

LNUPE offers the PG Diploma in Sports Journalism to candidates with a Bachelor of Physical Education or a postgraduate degree/ diploma in physical education of at least one year duration or a bachelor's degree in any discipline. Selection is through a test of two hours duration of 100 marks. 20 marks each are allotted to question on sports general awareness, general awareness and current affairs, reasoning, writing skills and translation ability and another 20 marks for group discussion/ personal interview. There is weightage for sports achievements at different levels.

Institutions Offering Courses in Sports Journalism

- Xavier Institute of Communications, Mumbai (www.xaviercomm.org)
- Lakshmibai National University of Physical Education, Gwalior (www.lnupe.gov.in)
- Asian College of Journalism, Chennai (www.asianmedia.org)
- Makhanlal Chaturvedi National University of Journalism, Bhopal (www.mcu.ac.in)
- Department of Mass Communication and Journalism, Mumbai (www.mcjmumbai.org)
- Times School of Journalism, Delhi (http://www.tcms.intimes_school_journalism.html)
- ISOMES International School of Media and Entertainment Studies, Noida (www.isomes.com)

Prospects

Traditionally sports journalists were drawn from the ranks of news reporters who expressed an interest in reporting sport. This is still a viable route for sports journalists, with many well known sports journalists working first as a news reporter before getting their first big break in sports reporting by standing in for a sports reporter who was unable to attend a big event. Sports columnists/ broadcasters may be retired sports persons who possess the right skills for the media.

Career opportunities include freelance sports journalist, sports writer, match reporter and sports columnist. You could be working in a newspaper or a magazine, on television, internet, sports management or a public relations consultancy. Sports journalism includes publications like Sportstar Weekly, and television channels devoted entirely to sports reporting and television networks such as ESPN India, Star Sports, Zee Sports, DD Sports, Ten Sports, NEO Cricket, NEO Sports, Star Cricket, etc.

Sports journalists could also get involved in writing, producing popular books on a range of sporting topics, including biographies, history and investigations.

Adapted from <http://educationtimes.com/>

Joining the Police Force

Career in Police Services

The Indian Police Service (IPS) officer works for both the Central and State governments. One can serve the state government in various capacities that from Assistant Superintendent of Police at the beginning of his career to the Director General of Police at the stage of retirement. There are opportunities also to serve the Central Government in various organizations like the Central Reserve Police Force, Border Security Force, Central Bureau of Investigation, Intelligence Bureau, Research and Analysis Wing (RAW).

The IPS is filled through the civil services exam conducted by UPSC. The Union Public Service Commission conducts written examination for the recruitment of Assistant Commandants in the services like:

- Central Police Forces (CPF)
- Border Security Force (BSF)
- Central Reserve Police Force (CRPF)
- Central Industrial Security Force (CISF)
- Indo- Tibetan Border Police (ITBP)
- Sashastra Seema Bal (SSB)

Eligibility

Both male and female candidates are today eligible for appointment to the post of Assistant Commandants in Central Reserve Police Force (CRPF), Indo- Tibetan Border Police (ITBP) and Central Industrial Security Force (CISF). However, for appointment to the post of Assistant Commandants in Border Security Force (BSF) and Sashastra Seema Bal (SSB), only male candidates are eligible.

Age: A candidate must have attained the age of 20 years and must not have attained the age of 25 years on 1st August, of the year of examination.

Educational Qualification

The candidate must hold a Bachelor's degree from a recognised university. Candidates who are appearing in the final year degree exam are allowed to appear at the exam but are required to submit proof of passing along with the application forms which are to be submitted after qualifying the written test, medical standards test and Physical Efficiency Tests (PET).

Selection is through written examination which usually comprise of two papers each of two hours duration- Paper 1: General Ability and Intelligence (250 marks); Paper 2: Essay, Precis Writing and Comprehension (150 marks).

Becoming a Private Detective

Private detectives are the trained professionals hired by the individuals or organizations for investigating different cases. They can handle both criminal as well as civil cases. Those who possess good analytical skills and interest in investigation can pursue their career as private detective. Private detectives specialize on different fields according to their interest and experience. Some handle only criminal cases, while some deals with only corporate cases like protection of trade secrets, anti-piracy and copyright infringement cases.

Qualifying Exam

Candidates who want to become private detective should complete graduation in any discipline. Then only they can pursue private detective course in any reputed institute or detective agency. After completing this course, they will become eligible to apply for job in any reputed detective agency. One can work as a private detective after gaining sufficient experience by working in any reputed detective agency.

The Indore Christian College and The National Institute of Private Investigation, New Delhi are the two institutes in India which offer private detective courses. Some detective agencies are also offering this course to the aspirants which are ACE Detectives India International Securities, New Delhi, All-India Private Detectives Association, New Delhi, Argus Risk Intelligence and Managements Pvt. Ltd., New Delhi, and Lancers Network Limited, New Delhi.

Key steps in the process -

- Pass plus two
- Complete graduation in any discipline
- Complete private detective course from any institute or detective agency
- Apply for job in any reputed detective agency
- Gain sufficient experience

Skills required to be a private detective

They should be able to use different investigation tools such as fingerprinting, handwriting analysis, audio-video device handling, hidden devices and bugs handling. They should possess the essential qualities like patience, skepticism and thoroughness. Computer and communication skills are also required for them to prepare essential reports and documents.

Adapted from <http://entrance-exam.net/>

Mountaineering

Primarily there are four types of mountaineering courses: Basic Mountaineering Course (BMC), Advance Mountaineering Course (AMC), Search and Rescue (SAR) and Method of Instruction (MOI). BMC and AMC are normally for duration of 28 days, while SAR and MOI could vary from 15-21 days. To undergo the AMC you need an 'A' grade in BMC; and 'A' grade in AMC for the other two.

BMC

As the name suggests, offers basic orientation and skills in rock craft, ice craft, rope work, mountaineering awareness, expedition planning, outdoor survival, camp craft, wilderness navigation, exposure to glaciers and high Himalayan Ranges and a real climb to a high point or a peak. Emergency procedures are an essential part of BMC. The first few days are spent in theoretical classes after which the trainees are taken to a glacier for the rest of the course. The course is physically and mentally challenging and you must be fit before you go for the course. The age limit is from 18-35 though age relaxation may be given for special cases.

AMC

More practical oriented and imparts advanced techniques of climbing with greater emphasis on expedition planning and execution, emergencies, peak climbing, team building, leadership qualities so that you acquire the skills and confidence to organize and undertake challenging expeditions on your own. Try to complete your AMC as soon as you can after BMC, which will make it easier for you. For most enthusiasts I will not advice to go any further in terms of courses. Now you must start climbing and venturing into the wilderness as much as you can. Since mere training is of little use without application. The age limit is 18-40 years.

SAR

For those of you who are more serious about mountaineering and hope to lead major expeditions. SAR is invaluable as it teaches you all the emergencies and rescue procedures, evacuation systems, saving lives in extreme situations. SAR is mostly about being self-reliant and developing your confidence to undertake rescue operations.

MOI

Teaches you more about how to impart training to others and is important for those of you who wish to become climbing or outdoor instructors either in schools or adventure industry. Besides imparting outdoor skills, these courses are an excellent tool for self confidence and character building and should be done by everyone who wants to test their limits.

India has four premier institutes offering mountaineering courses; Nehru Institute of Mountaineering (NIM) Uttarkashi, Himalayan Mountaineering Institute (HMI) Darjeeling, Atal Bihari Vajpayee Institute of Mountaineering and Allied Sports (ABVIMAS) Manali and Jawahar Institute of Mountaineering (JIM) Pahalgam. Besides these four there is the Sonam Gyatso Mountaineering Institute (SGMI) Gangtok, Indian Institute of Skiing and Mountaineering (IISM), Gulmarg and the recently launched National Institute of Mountaineering and Allied Sports (NIMAS) in Dirang, Arunachal Pradesh.

Adapted from <https://www.happytrips.com/>

Banking & Insurance

B.Com. (Hons.) Banking and Insurance or Bachelor of Commerce Honours in Banking and Insurance is an undergraduate Banking programme. B.Com. (Banking & Insurance) is a degree program in which, apart from a general course study in Commerce, the primary focus is on the systematic study of topics related to Banking & Insurance industry. The course covers concepts of Banking, Accounting, Banking Law, Insurance Law, and Insurance Risk & Insurance Regulations etc.

B.Com. (Hons.) Banking and Insurance Eligibility

Students who have successfully passed 12th Standard/HSC/10+2 (or equivalent Level of Examination) from any recognized Board.

B.Com. (Hons.) Banking and Insurance Colleges

CZ Patel College of Business and Management, Vallabh Vidyanagar
Mangalayatan University, Aligarh
Himalayan University, Itanagar

B.B.A. (Banking and Insurance) Colleges

Delhi Institute of Rural development, Delhi
BLS Institute of Technology Management, Bahadurgarh
Sydenham College of Commerce and Economics, Mumbai
Guru Gobind Singh Indraprastha University, Delhi

How is a degree in Banking and Insurance beneficial?

Candidates can either carry on further studies i.e. M.Com., M.B.A., etc. or can look for a career in banking, insurance, finance, auditing, or accountancy, in both the government as well as private sector.

Degree course prepares students for a professional qualification in Banking & Insurance and provides a solid base in the fields of Banking & Insurance, thus making it easier to acquire a leadership/managerial role in both the Banking & Insurance sectors.

Careers in Hotel Management

There are multiple job profiles in hotel management and depending upon the candidates' education, work experience, the positions are offered. Hotel management jobs include multiple skills like food and beverage service, front office operation, sales and marketing, accounting etc. Many government colleges and private institutes in India offer certificate, diploma or degree courses in hotel management.

Eligibility Criteria

- Minimum qualification necessary for a hotel management course is 10+2. Depending on the cost and duration of the course, one can opt for a certificate, diploma or degree course.
- Certificate courses can be of six months to one year duration, a diploma of two years and a degree course of three year duration.
- Selection for government recognized colleges and institutes is done through the common entrance test held in April every year. The test consists of multiple choice questions in English, Reasoning, General Science and General knowledge.
- A group discussion and personal interview is conducted further to assess the personality and aptitude of the candidate before he is finally selected for the hotel management course.

Additionally, candidates need to have strong communication skills and interpersonal skills and be co-operative, polite and respectful towards guests in all situations.

Apart from jobs in hotels and restaurants, hotel management diploma holders /graduates can find good jobs in:

Airline Catering (flight kitchen) and Cabin Services	Hospitality services in various MNCs
Cruise Ship Hotel Management	Guest Houses, resorts
Hospital administration and catering	Catering departments of railways, banks, armed forces, shipping companies etc.
Hotel and Tourism Associations (for eg: state tourism development corporations)	Kitchen Management (in hotels or running canteens in college, schools, in factories, company guest houses etc.)
Hotel and catering institutes (as a management trainee/ marketing or sales executive)	Self-employment (as an entrepreneur)

Salary

Upon completion of a diploma or degree course in Hotel Management, one can get in to the industry as a trainee and then be absorbed into various positions after completing the training.

Adapted from <http://www.indiaeducation.net/>

Careers in Health

20 High Paid Non-Physician Jobs in Healthcare

#20 – Respiratory Therapist

Respiratory therapists treat patients who have difficult breathing. This could be in the more serious cases such as chronic respiratory disease, or a milder respiratory issue such as asthma or emphysema. Respiratory Therapists may also give emergency care to patients suffering from heart attacks, other cardiac events, accidents, drowning, shock or many other emergent situations.

Respiratory therapists are responsible for the following (and more):

- Interview and examination of patients suffering from breathing disorders.
- Consult with doctors to develop patient treatment plans.
- Perform diagnostic tests such as measuring lung capacity.
- Treat patients using various methods, including chest physiotherapy.
- Monitor and record the progress of treatment.
- Teach patients how to use home treatments.

#19 – Genetic Counselor

Genetic counselors are responsible for assessing individual or family risk for a variety of inherited conditions, such as genetic disorders and birth defects.

#18 – Diagnostic Medical Sonographers and Technicians

Diagnostic medical sonographers and technicians operate special, technologically advanced imaging equipment to create images or conduct tests. The images and test results help physicians assess and diagnose medical conditions. In some cases these technologists will help physicians and surgeons during surgical procedures.

#17 – Orthotic and Prosthetics Professionals

Orthotists and prosthetists, often referred to as O&P professionals, design medical supportive devices and measure and fit patients for these helpful aides. These devices include artificial limbs (arms, hands, legs, and feet), braces, and other medical or surgical devices.

#16 – Insurance Underwriter

Insurance underwriters are the people responsible for deciding whether or not to provide insurance to individuals and under what circumstances. They evaluate insurance applications and determine coverage amounts and premiums.

#15 – Registered Nurse

Registered nurses (RNs) provide and coordinate direct patient care, educate patients and their families as well as the public about various health conditions, and provide advice and emotional support to patients and their family members.

#14 – Occupational Health and Safety Specialist

Occupational Health and Safety Technicians are responsible for collecting data on the safety and health conditions of various workplaces. These highly trained technicians work with occupational health and safety specialists to conduct tests and measure hazards to help prevent harm to workers, property, the environment, and the general public.

#13 – Speech Pathologist

Speech-language pathologists (also referred to as speech therapists) assess, diagnose, treat, and help to prevent communication and swallowing disorders in patients of all ages. Speech,

language, and swallowing disorders result from a variety of causes, such as a stroke, brain injury, hearing loss, developmental delay, a cleft palate, cerebral palsy, or emotional problems.

#12 – Nuclear Medicine Technician

Nuclear Medicine Technologists use a technologically advanced scanner to generate images of various areas of a patient's body to help treat various conditions. They prepare radioactive drugs and administer them to patients undergoing the scans. The radioactive drugs cause abnormal areas of the body to appear different from normal areas in the images.

#11 – Occupational Therapist

Occupational therapists (OTs) treat injured, sick, or disabled patients through the therapeutic use of everyday activities. OTs help patients develop, recover, and improve the skills needed for daily living and working. These skills include tasks such as eating, grooming and normal day-to-day functional skills.

#10 – Radiation Therapist

Radiation therapists treat cancer and other diseases in patients by administering radiation treatments.

#9 – Dental Hygienist

Dental hygienists are responsible for cleaning patients teeth, examining patients for signs of oral diseases or decay such as gingivitis, as well as providing other preventative dental care measures. They are also responsible for educating patients on how they can improve and maintain good oral health.

#8 – Physical Therapist

Physical therapists, often referred to as PTs, aid injured or ill people to help improve their movement and manage their healthcare pain. These therapists are an integral part of the rehabilitation process and help with treatment of patients with chronic conditions or injuries.

#7 – Bio Medical Engineer

Biomedical engineers are responsible for analyzing and designing solutions to problems in biology and medicine. The goal of this field is improving the quality and effectiveness of patient care.

#6 – Medical and Health Services Manager

Medical and Health Services Managers, also called Healthcare Executives, Healthcare Administrators or Healthcare Managers are responsible for planning, directing, and coordinating medical and health services. They may manage an entire facility or specialize in managing one specific clinical area or department. Some of these professionals may also manage a medical practice for a group of physicians. Medical and health services managers must also be able to become accustomed to rapid changes in healthcare laws, regulations, and technology.

#5 – Physician Assistant

Physician Assistants, also referred to as PAs, are medical practitioners who operate as part of a medical team, under the supervision of physicians and/or surgeons. They receive graduate training to examine patients, diagnose injuries and illnesses, and provide treatment.

Median Salary: \$90,930

Predicted Rise in Employment: Predicted 38% Rise between 2012 and 2020

Required Education: Minimum of Master's Degree

Additional Information:

All Physician Assistants are required to complete an accredited educational program. These programs typically lead to a Master's Degree. All states require physician assistants to be appropriately licensed. Employment of physician assistants is expected to grow 38 percent from 2012 to 2022, which is much faster than average growth for all occupations. This increase stems from the growing and aging population and widespread chronic disease, combined with a shortage of physicians, will result in increased demand for healthcare providers, such as physician assistants.

4 – Nurse Practitioner

Nurse anesthetists, nurse midwives, and nurse practitioners, are all commonly referred to as advanced practice registered nurses (APRNs). All three are responsible for providing and coordinating patient care and they may provide primary and specialty health care. The scope of practice varies from state to state.

3 – Nurse Midwife

Certified Nurse-Midwives (CNMs) are advanced practice registered nurses who provide medical care and counseling during pre-conception, pregnancy, childbirth and the postpartum period. CNMs and their colleagues, certified midwives (CMs), also provide family-centered primary healthcare to women throughout their reproductive lives.

#2 – Nurse Anesthetist

A nurse anesthetist is a nurse who specializes in the administration of anesthesia during surgery or medical procedures. Nurse anesthetists work in a wide variety of healthcare settings, including hospitals, physicians' offices, nursing care facilities, schools, and clinics.

#1 – Pharmacist

Pharmacists dispense prescription medications to patients and offer expertise in the safe use of these prescriptions. They may also provide advice to patients on how to maintain a healthy lifestyle, conduct health and wellness screenings, provide immunizations, and oversee the medications given to patients.

Adapted from <http://www.healthcare-management-degree.net/>



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