



What is Team FEA?

Team FEA exists to help alleviate poverty in India. We are doing this by enabling FEA students to learn core employability skills and to develop ethical and productive mindsets, so they can take care of their families and become contributors to the nation and to humanity.

Team FEA is a group of lifelong learners who continuously strive to be kind, compassionate, generous, and forgiving. Our minds are free of fear, anger, greed, unkind thoughts, or negative thinking.

Team FEA is thoughtful, considerate, and polite. We discuss ideas rather than people, believe in resolving conflicts rather than holding grudges, nurture goodwill and not resentment, do not discriminate based on caste, religion, economic status, or abilities and are unwilling to retaliate. We believe in loving the whole world like a mother loves her only child. We do not compare ourselves with others and we do not judge others.

Team FEA derives a quiet satisfaction from leading a life of selfless service. We believe it is in giving that we receive.



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?

TABLE OF CONTENTS

Lesson #	Topic	Page #
Week 8 (Contd.)		
100	Group Bonding Ceremony (only in FHB)	3
101	Sound of 'th'	5
102	Word Stress	7
Week 9		
103	Parts of Body	9
104	Healthy Eating	11
105	Healthy Living	13
106	Hygiene	16
107	Illness	19
108	Consolidation	21
Week 10		
109	Safety	22
110	Numbers	24
111	Quantifiers	26
112	Going to the Doctor	29
113	Being Considerate	31
114	Consolidation	33
Week 11		
115	Talking About Place	35
116	Talking About Time	39
117	Describing People	41
118	Describing Places and Objects	43
119	Smart Shopper	45
120	Clock Buddies	47
Week 12		
121	Reading Instructions	49
122	Listening to Instructions	52
123	Talking About Present 1	56
124	Talking About Present 2	58
125	Ability to listen 1	60
126	Learning Contract 2	62
Week 13		
127	Main Idea	64
128	Paragraph Writing	66
129	Print Media 1	68
130	Print Media 2	70

Lesson #	Topic	Page #
Week 13 (Contd.)		
131	Mindset 1	72
132	Happy Day II	74
Week 14		
133	Phone Calls	77
134	Career Exploration-1	79
135	Going to the Bank	81
136	At the Restaurant	83
137	Self-Control 1	85
138	Consolidation	87
Week 15		
139	Noise Pollution	89
140	Social Etiquette	91
141	Take a Quiz	93
142	Feedback Session	94
143	We Are All Equal	96
144	Let's Celebrate (only in FHB)	98
Week 16		
145	GBC (Only in FHB)	99
146	Career Exploration-2	101
147	This That These Those	103
148	Short messages	105
149	Learning for Life	107
150	Consolidation	109
Week 17		
151	Hygiene 2	110
152	Safety 2	112
153	Articles 1	114
154	Articles 2	116
155	Letter Writing	118
156	Consolidation	120
Week 18		
157	Holding Discussion	122
158	Phrases	125
159	Power of Beliefs	126
160	Career Exploration-3	127
161	Proof Reading	128
162	Learning Contract 3	129

Lesson #	Topic	Page #
Week 19		
163	Community 1	130
164	Our Actions Influence Others	131
165	Our Role in the Community	132
166	Mindset 2	134
167	Power of Words	135
168	Consolidation	137
Week 20		
169	Talking About Past 1	139
170	Talking about past 2	140
171	Career Exploration-4	141
172	Sentences	142
173	Problem Solving 2	144
174	Learning is Fun	145
Week 21		
175	Singular and Plural 1	146
176	Singular and Plural 2	147
177	Collocations	148
178	Diversity 1	149
179	Discrimination	150
180	Consolidation	152

Lesson #	Topic	Page #
Week 22		
181	Email Writing	154
182	Digital Media 1	155
183	Digital Media 2	157
184	Making Inferences	160
185	Self-Control - 2	161
186	Consolidation	162
Week 23		
187	Constructing Arguments	164
188	Spending and saving	167
189	Travel 1	168
190	Travel 2	171
191	Take a quiz	172
192	Feedback Session	173

Appendices		
1	Silly Body Mime	175
2	Making Healthy Choices	175
3	First Aid Hints	176
4	Climb to Graduation	177
5	Focused Language Tracker	178
6	Active Listening Quiz	181
7	Quiz	182
8	MOOC Plan of Work	183
9	Rubric-Group Discussion	185
10	Focused Language Tracker	186
11	Collocation List	190
12	Story of Odysseus	190

Career Notes		
1	Media and Journalism	191
2	Police Service	195
3	Private Detective	195
4	Mountaineering	196
5	Banking and Insurance	197
6	Hotel Management	198
7	Health	199
8	Hygiene	202
9	Social Work	203
10	Digital Media	205
11	Travel and Tourism	206

Lesson 100: Group Bonding Ceremony

Objectives:

1. Students learn how to lead and be led by someone other than the facilitator.
2. Students will understand the importance of regularity.

Key Vocabulary:

buddy, GBC, regularity, continuous practice, compliment, journey

Procedure

Discuss the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 10 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 their journey of learning at FEA.</p>
Step 2: Announcing the Winner 15 min	<p>Begins by sharing the attendance percentage of buddies who were behind by a few points.</p> <p>Asks the class to congratulate them. Thanks these buddies for not giving up. Tells them that they are very happy to see them being regular and punctual and wants them to be even better in the future. Calls out the names 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 a fun and lively conversation by being energetic, giving due attention to everyone.</p> <p>(Refer to the facilitator's reference. Another way to do this is by asking students to share if there was a funny incident 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.)</p>
Step 3: Random Allocation 10 min	<p>Tells the class that there will be a new buddy group. Gets students to write their names on a piece of paper. Places all the names in a bag or a box and mixes them. Makes sure not to look at them. Pulls out a slip of paper, announces the name and matches with the next name, forming a buddy group.</p> <p>(Note: It is a simple and quick activity to pair learners together and ensures that the process is based on luck, and not the facilitator's control or bias.)</p>
Step 4: Activity 30 min	<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 their</p>

	<p>blindfolded partner. The team to complete the activity in the least time is the winner. The 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>Step 5: Closure 15 min</p>	<p>Informs the class that in the next book, they are going to learn to describe a place, how to order food in a restaurant, how to converse in English over the phone and much more. Let the groups go through the workbooks. Allows students to interact 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 dos 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 skip a class?' Encourages everyone to be regular so that the class as a whole learns and grows together.</p>

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 effort that the student put towards writing that excellent essay, and, therefore, the teacher might say, '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 football practice, even a comment as simple as, 'you hung in there and didn't give up' still raises the 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.

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

Lesson 101: Sound of ‘th’

Objectives:

1. Students learn how to differentiate what they hear between the voiced and voiceless /TH/ sound.
2. Students will practice speaking words that have ‘th’ sound in the beginning, middle and end.

Key Vocabulary:

‘th’ sound words

Error Alert:

Production of voiced and unvoiced ‘th’ sound.

Procedure

Discuss the QOD.

Steps	Facilitator’s action(s)
<p>Step 1: Introduce 10 min</p>	<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.’ E.g., “I learnt ... but I struggled with ... during Basic Level.” or “I learnt ... language skill and developed ... quality during Basic Level.” Models by sharing their own reflections/responses. Asks students to share their responses using the popcorn method.</p> <p>Listens attentively and takes notes on the board.</p> <p>After all the students have shared, asks them to compare and contrast answers using ‘and’ and ‘but.’ 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.) Asks students to share their responses using the popcorn method. Commends students on what they have learnt as a whole group and explains how what they struggled with is something that they need to work on during Book 2.</p>
<p>Step 2: Model/Demo 20 min</p>	<p>Collects words from students with ‘th’ at the beginning, the middle, and the end. Writes them on the board.</p> <p>Explains the voiced and unvoiced ‘th’ sound.</p> <p>Asks students to watch AV - 101 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 speakers in the video? • What can you do to produce the ‘th’ sound correctly? <p>Asks students to share their responses to the above questions using the popcorn method.</p>

	<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>Moves to Step 3 if AV - 101 is not available at this time. Conducts this activity after Step 3.</p>
<p>Step 3: Guided Practice 10 min</p>	<p>Practices, with the help of students, all ‘th’ sound 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 their task to them. Ensures that these are students who pronounce the ‘th’ sounds perfectly as they will be peer correcting others gently and respectfully.</p> <p>Also, asks students to turn to the person next to them and take turns to read out the list of words in B.1.</p> <p>Walks around to ensure that all the students are on task and practicing.</p>
<p>Step 4: Independent Practice 15 min</p>	<p>Asks students to independently create tongue twisters in Part C using different voiced and unvoiced ‘th’ sounds words. Asks 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 using the popcorn method. For example, Student A begins by asking Student B to read Student A’s tongue twister. Then, Student B nominates Student C to read B’s tongue twisters.</p> <p>Lets students play Tongue Twister Quiz for as long as time permits.</p>
<p>Step 5: Assessment 5 min</p>	<p>Calls on students, one at a time, to speak a statement given in Part B.2 or similar facilitator-created statements very slowly. 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 15 min</p>	<p>Exit Pass - 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 student speaks the word incorrectly, he/she goes back at the end of the queue and gets another word. Facilitator to note down the errors in pronunciation and update the table of Focused Language Tracker (FLT) in Appendix 5. Gives feedback to the students who mispronounced the words twice.</p>

Lesson 102: Word Stress

Objectives:

1. Students will understand the concept of syllables.
2. Students will learn to identify the stressed syllable in a word.

Key Vocabulary:

'th' sound words

Error Alert:

Speak homophones with same stress. E.g., 'add-ress' and 'add-ress'

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
<p>Step 1: Introduce 10 min</p>	<p>Asks students to reflect on Part A.1 & A.2 silently. Asks students to share their reflections using 'and' and 'but.' E.g., "During Basic Level, the best moment for me was ... and ... was the most difficult moment." or "I enjoyed ... during Basic Level but I did not enjoy ... during Basic Level." Asks students to share their responses using the popcorn method. Model by sharing their own reflections/responses. Listens attentively and takes notes on the board. After all students have shared, asks them to compare and contrast answers using 'and' and 'but.' 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.) Asks students to share their responses using the popcorn method. Gets them excited about what they will enjoy in Book 2.</p>
<p>Step 2: Model/Demo 10 min</p>	<p>With the help of examples and students, recaps learnings from Lesson 8 reiterating importance of pace, pitch, word stress in spoken language. Explains the concept of syllables without using the word 'syllable.' With the help of examples, explains how the sound of some words can be broken into one, two or three parts. Asks students to split names of peers in class. E.g., Su-rin-der. Asks students to go through the list of words in Part B.</p>
<p>Step 3: Guided Practice 30 min</p>	<p>With the help of examples, explains the 'rules' of placing stress on a part of the word and why it is important to place the stress at certain parts of the word. Asks students to watch AV - 102 attentively to understand parts of word stressed by native speakers. Asks students that there will be a quiz in the video, and they have to write their correct responses. After all students have watched the video once, asks:</p>

	<ul style="list-style-type: none"> • How many were you able to answer correctly? • Give an example of how meaning of the word changes if we stress on the wrong part of the word. <p>OR</p> <p>Moves to Step 4 if AV - 102 not available at this time. Does this after Step 5.</p>
Step 4: Adjust Instruction 10 min	<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>
Step 5: Independent Practice 15 min	<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)</p> <p>Encourages students to think of all the new words they have learnt in Basic Level.</p> <p>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. E.g., Pair 1, “What is your address?” Pair 2 speaks the sentence, stressing on add-ress.</p> <p>Continues the quiz as long as time permits.</p>
Step 6: Assessment 5 min	<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, they erase that word from the board. If it is wrong, the word stays on the board and another student gets the chance. Allows students to choose the words on their own.</p>
Step 7: Closure 10 min.	<p>Exit Pass - Asks students to exit in a queue and stands at the exit himself/herself.</p> <p>Gives each student a word by spelling it out (not speaking the word). 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 student speaks the word incorrectly, he/she goes back at the end of the queue and gets another word. Facilitator to note down the errors in pronunciation and update the table of Focused Language Tracker (FLT) in Appendix 5. Gives feedback to the students who mispronounce the words twice.</p>

Lesson 103: Parts of Body

Objectives:

1. Learners are introduced to the names of a few parts of the body and practice the pronunciation and spelling.
2. Students will learn some surprising facts about their body.
3. Students exercise their creative minds and practice writing poems using their imaginations.

Key Vocabulary:

names of body parts

Error Alert:

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

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 10 min	<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. Ensures that the students pronounce the words correctly in A1 and A2.</p>
Step 2: Model/Demo 20 min	<p>Asks a few students to share their responses and corrects them using peer help.</p> <p>Asks students to watch AV - 103 attentively, encouraging them to make notes while watching it.</p> <p>After all the students have watched the video, asks:</p> <ul style="list-style-type: none"> • What did you find most interesting in the video? • Which fact sounded unbelievable? Why? • How did the speaker pronounce the word 'organisms?' Is it similar or different from how you pronounce it? <p>Asks students to share their responses using the popcorn method.</p> <p>OR Moves to Step 3 if AV - 103 not available at this time. Does this after step 5.</p>
Step 3: Guided Practice 20 min	<p>Silly Body Mime - Demonstrates what 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 they will mime what is written on the slip. The student mimes and their teammates try to guess it. If they get the keyword (body parts) correct, they score a point. If they get keywords wrong, the opposing team gets to guess and score a point.</p>

	<p>Ensures that the students have understood the game and respect the 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>
<p>Step 4: Adjust Instruction 10 min</p>	<p>Asks students to read the poem given in Part B.1 softly for 5 minutes. 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. Asks students how a poem is different from a song.</p> <p>(Both songs and poetry are artistic expressions that make use of 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, music and probably a singer. On the other hand, poetry is free from these requirements.)</p>
<p>Step 5: Independent Practice 15 min</p>	<p>Make pairs. Asks students to compose a funny 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 words.</p> <p>Walks around to assist, correct, and guide.</p> <p>Asks a few pairs to read their poem using the popcorn method and those in the audience to rate the poem, non-verbally.</p>
<p>Step 6: Assessment 5 min.</p>	<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 noses. Scans the room to see who has got it right and who is struggling to locate the nose.</p> <p>Runs a few rounds of Simon Says with a different body part and then asks some of the students to lead the game. Possible variations - Simon says cross your fingers, stand on one foot, etc.</p>
<p>Step 7: Closure 10 min</p>	<p>Asks everyone to stand in front of their chairs. Asks them to take 2 steps forward if they have understood a few new facts about the body.</p> <p>Now, asks students who moved forward to discuss with those who didn't move forward and address their questions if any. This can be done in pairs or trios.</p>

Lesson 104: Healthy Eating

Objectives:

1. Understand that although less healthy foods are easily available, it is better to seek out healthier options.
2. Students will learn to talk about their own eating habits.
3. Improve student's comprehension skills and build enjoyment for reading through Read Theory exercises.

Key Vocabulary:

Nutrition, balanced diet, quantity, healthy/unhealthy

Error Alert:

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

Pizza - peet-za (not pijja), cheese – cheez (not cheej), vegetable - veg-tibl. Balanced diet vs. healthy diet.

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
<p>Step 1: Introduce 10 min</p>	<p>Gives students a 2-minute pronunciation drill for the commonly mispronounced words of the previous lesson.</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 about? <p>Collects all responses and repeats the correct ones.</p>
<p>Step 2: Model/Demo 15 min</p>	<p>Asks a few students to share their responses and corrects them using peer help.</p> <p>Tells students to talk to their partner and identify if the items mentioned in A2 are healthy or unhealthy.</p> <p>Encourages pairs to read the instructions and discuss with their partners for 10 minutes.</p> <p>Asks pairs to share some of their responses to Part A2. 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?

<p>Step 3: Guided Practice 10 min</p>	<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 B1. Asks students to share their responses using the popcorn method. Collects all responses and repeats the correct ones.</p> <p>Explains what constitutes a balanced diet: nutrients, quantity, the availability of local foods, amount of work done by the person (manual or mental), weather conditions, etc.</p>
<p>Step 4: Independent Practice 15 min</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>Also asks whether or not their partner's breakfast/lunch/dinner plate is healthy/balanced.</p> <p>While students are interviewing their partners, asks their partners to note down the errors related to question formation.</p> <p>Suppose Student A and Student B are partners. Student A should write errors made in question formation by Student B and vice versa. The facilitator takes the errors from students that they have noted down and updates the table of Focused Language Tracker (FLT) in Appendix 5. The facilitator also notes down the errors (related to question formation) that students make, while observing students interviewing their partners and updates the table of FLT in Appendix 5.</p>
<p>Step 5: Read Theory 30 min</p>	<p>Asks students to login to their Read Theory account and begin with the comprehension passage. Asks them to read 1 passage and answer the questions. Asks students to call you and show once they complete a passage.</p> <p>Once all students have completed, tells them to:</p> <p>Raise your one hand if you some improvement in your reading and completing the questions, raise both the hands if you see a lot of improvement and do not raise hand if you find no improvement.</p> <p>Asks students to share what makes them say that.</p>
<p>Step 6: Closure 10 min</p>	<p>Asks students to share one dietary change they will make to eat healthy or eat a balanced diet. Asks students to share their responses using the popcorn method.</p> <p>Shares feedback related to question formation with the class as per the table of Focused Language Tracker (FLT) in Appendix 5.</p>

Lesson 105: Healthy Living

Objectives:

1. Educate students about illness, physical education, and balanced diets so that they have the knowledge to make healthy choices.
2. Students will self-assess their habits to identify if they make a healthy choice.

Key Vocabulary:

meditation, well-being, gratitude, visualize

Procedure

Discuss the QOD.

Steps	Facilitator's action(s)
<p>Step 1: Introduce 30 min</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 they will be watching another movie in Book 2.</p> <p>Tells them that they will watch AV – 105. After they have watched, 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>Asks students to share their responses to the above questions using the popcorn method.</p> <p style="text-align: center;">OR</p> <p>If AV - 105 is not available at this time, moves to Step 2. Conducts this after Step 5.</p>
<p>Step 2: Model/Demo 15 min</p>	<p>Asks students to review the questions in Part A and ensures that all the students understand them.</p> <p>Gives students 2 - 3 minutes to get think about them.</p> <p>Collects all responses and repeats those that help steer the lesson. Establishes that our choices decide whether those act to our advantage or disadvantage.</p>
<p>Step 3: Guided Practice 10 min</p>	<p>Explains the use of always/often/sometime/rarely/never and discusses Part B1.</p> <p>Walks around to guide, correct and assist, as required. Asks a few students to share their responses.</p>

<p>Step 5: Assessment 10 min</p>	<p>Gives students a few situations from Appendix 2 (FHB) and asks students what they would choose and why.</p> <p>Ensures that all students participate speaking in complete sentences.</p>
<p>Step 6: Closure 5 min</p>	<p>Introduces the Tracking Willingness (Appendix 1 - SWB). Asks students: Where are you on the willingness poster to make a healthy lifestyle?</p>

Facilitator's Reference

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 to 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 106: Hygiene

Objectives:

1. Introduces the idea of ‘dirt’ you cannot see" (i.e., germs).
2. Students will learn to talk about their own habits/actions that are hygienic/unhygienic.
3. Students will understand the importance of keeping their surroundings clean by talking about the Cleanliness Project.

Key Vocabulary:

hygienic/hygiene, unhygienic, defecation, buddies, agreement

Procedure

Skip the QOD.

Steps	Facilitator’s action(s)
Step 1: Introduce 15 min	<p>Asks students how ready are they for learning? (Refer to Appendix 1 - SWB)</p> <p>Writes the word ‘hygiene’ on the board and asks students to write/draw what it means in Part A1.</p> <p>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.</p> <p>Collects all responses and repeats those that help steer the lesson. Introduces words: ‘hygiene’, ‘hygienic’ and ‘unhygienic.’</p>
Step 2: Model/Demo 10 min	<p>Asks students for some examples of ‘hygienic’ and ‘unhygienic.’ Asks students to discuss Part A2.</p> <p>Walks around to guide, correct, assists students, as required. Asks a few students to share their responses.</p> <p>Uses peer correction, whenever required.</p> <p>Asks what makes something hygienic/unhygienic.</p>
Step 3: Guided Practice 20 min	<p>Asks students to discuss Part B in pairs.</p> <p>Walks around to guide, correct, assists students, as required. Asks a few students to share their responses to B4. Asks students to share their responses using the popcorn method. Checks the structure of questions formed by students, updates the table of Focused Language Tracker (FLT) in Appendix 5 and then shares feedback at the same time.</p>
Step 4: Independent Practice 15 min	<p>Talks about food hygiene, hand hygiene, oral hygiene.</p> <p>Plays Hot Potato - Each student writes 2 sentences - Sentence 1 – Their hygienic habit. (Write in notebook not SWB)</p> <p>Sentence 2 - One habit, they need to make hygienic. 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 their 2 sentences.</p> <p>Then the student trades places with the facilitator and they throw the ball towards another student. The second student catches the ball and speaks their sentences.</p> <p>Let's students play the game as long as time permits.</p>
<p>Step 5: Cleanliness 30 min</p>	<p>Asks students what can be done at our end to keep our surrounding clean. Takes a few responses. Asks if they know any person who has done something unique for the cleanliness of their surroundings. Says that now it's our turn.</p> <p>Asks students: Would you like your surroundings to be clean?</p> <ol style="list-style-type: none"> 1. Is it important to keep our surroundings clean? Why? 2. How can you contribute towards cleanliness? 3. Is it correct to say that others are not doing anything, how can I keep it clean alone? 4. Would you worry about what other people think? Why? <p>Shares the following quote with students (to motivate them):</p> <p>“People who are concerned about other people’s opinions never achieve anything.” - Wayne Dyer</p> <p>Asks students to share their understanding of the quote.</p> <p>Asks:</p> <ol style="list-style-type: none"> 1. How can we ensure that people’s comments do not bother us? 2. Do you think other people would also be motivated to clean the area after looking at you? <p>(Guides students that they shouldn't expect immediate results. Reiterates that it took Mahatma Gandhi several years to help India become independent.)</p> <p>Further asks:</p> <ol style="list-style-type: none"> 1. Which area do you think you could start cleaning? 2. Is it enough to clean an area once? How often should an area be kept clean? Why? <p>Tells that we would like to encourage them to clean a particular area, which would begin from the upcoming Sunday. It will be done on every Sunday.</p> <p>For example, if the next Sunday is 1st March, it would begin from that day followed by 8th March, 15th March and so on.</p> <p>Informs that they need to clean the area around their house. They should keep a target to at least clean the area that falls in around 20 feet radius around the door of their house on Sundays.</p> <p>Asks them to share the pictures while they are cleaning the area and to show what has been cleaned.</p> <p>Asks:</p> <ol style="list-style-type: none"> 1. Are you excited to begin this journey of cleaning? 2. Do you have any questions?

Note: Asks students to share their responses to the questions in this step using the popcorn method.
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Facilitator's Reference

General guidelines for organizing reading session 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. They sum 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. They are active during the 10-minute discussion and note 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 their own views and not that of the group. They become 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:	Facilitator must:
sit in groups with their Reading Buddies.	also read after getting students started.
read for 3 - 5 minutes each.	sit with different groups to model and guide.
read for 15 minutes, at least.	read for 15 minutes, at least.
discuss for 10 minutes, at least.	walk around to assist, guide and correct.

Lesson 107: Illness

Objectives:

1. Students will learn vocabulary related to doctor's clinic and common illnesses.
2. Assess personal health behaviours.
3. Students will be able to begin conversing about illnesses.

Key Vocabulary:

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

Error Alert:

Illness Vs. Sickness, pronunciation of 'ache', 'ear', 'cough.'

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 10 min	<p>Shares what students will learn in the lesson and asks why it is important to be able to communicate correctly about our illness.</p> <p>Asks students to walk around and ask each other the questions given in Part A encouraging them to ask without reading from the book.</p>
Step 2: Model/Demo 20 min	<p>Asks students to watch AV - 107 attentively, encouraging them to make notes while watching AV - 107.</p> <p>After all students have watched the video once, asks:</p> <ul style="list-style-type: none"> ● Name two ways in which germs were passed on in the video. ● How do you - ● pass on germs to others? ● catch germs from others? ● If you were to zoom into your kitchen, where would you see germs? <p>Asks students to share their responses to the above questions using the popcorn method.</p> <p>OR</p> <p>Moves to Step 3 if AV - 107 not available at this time.</p>
Step 3: Guided Practice 15 min	<p>With the help of examples and enacting, explains the meaning and use of - illness, sickness, and disease. (While the meaning is not very different, usage of the words is. Illness refers to a medical condition. Sickness refers to the way one feels. Illness often makes one feel sick, but one could feel sick without being ill, after sitting in a merry-go- round or while traveling or at the sight of blood. One can be ill without feeling sick. Disease is when a part of body does not work well, without injury or old age). (Example of disease- cancer, example of illness- fever)</p>

	<p>Asks students to talk to their partner and discuss Part B.</p> <p>Asks a few students to share their responses and other students to give non-verbal feedback to the responder on whether or not his/her answer is correct.</p>
<p>Step 4: Adjust Instruction 10 min</p>	<p>With the help of examples and enacting, explains the meaning and use of - nauseous, dizzy, and tired.</p> <p>Encourages students to use these words in sentences.</p> <p>Asks students to walk around and interview others to complete Part C.1 for 5 minutes.</p> <p>Gives students 3-5 minutes to complete Part C.1 (in their notebook and not SWB), based on what they have heard from others.</p>
<p>Step 5: Independent Practice 15 min</p>	<p>Asks students to name some common illnesses - common cold, cough, diarrhoea, tuberculosis, pneumonia, typhoid, etc.</p> <p>Encourages students to pronounce them properly without trying to memorize the spelling.</p> <p>Asks students to discuss Part D in pairs.</p> <p>Explains the concept of first aid and its importance in saving lives. Explains that they will speak a first aid action and students have to guess when it should be given by naming the condition from Part D.</p> <p>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 min</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 in 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>Asks students to share their responses to the above questions using the popcorn method.</p>
<p>Step 7: Closure 10 min</p>	<p>Asks everyone to stand in front of their chairs. Asks them to take 2 steps forward if they have completely understood the difference between illness, sickness and disease.</p> <p>Now, asks students who moved forward to discuss with those who didn't move forward and address their questions if any. This can be done in pairs or trios.</p>

Lesson 108: Consolidation

Objectives:

1. Students will understand the importance of valuing the assets provided to them at FEA.
2. Students will understand the importance of completing the one-year FEA program.

Key Vocabulary:

certainly, possibly, and probably, lyrics

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Model/Demo 30 min	<p>Asks students to listen to AV-108 three times:</p> <ul style="list-style-type: none"> ● First time to listen to the song along the lyrics given in Part A. ● Second time to fill the blanks in Part A as they hear it. Students use their notepads to fill. ● Third time to listen to the song with the class, singing along using the lyrics. (The song is played only on the facilitator's laptop when they listen to it for the third time). Sings along with the students as they listen to the song. Ensures that this is a fun (not entertaining) activity. <p>Asks each student to share a word from the song that describes them.</p>
Step 2: Guided Practice 10 min	<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 3: Adjust Instruction 15 min	<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 complete Part B.5. in their notepads.</p> <p>Take a few responses.</p>
Step 4: Independent Practice 15 min	<p>Explains to the students, the 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? ● If yes, then why are so many Masters and PhD degree holders queuing up for the position of peon? ● If not, then what else, along with education, determines our chances of success in life? ● Where would you get the extra edge, other than education, needed to be successful in life? (F.E.A.) <p>Asks students to share their responses to the above questions using the popcorn method.</p>

<p>Step 5: Assessment 20 min</p>	<p>Discusses Part C.1 - C.3. Asks the students to look at the cartoon in Part D. Asks students to share what they see in the cartoon. Asks students to share their responses using the popcorn method.</p>
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Lesson 109: Safety

Objectives:

1. To increase student's awareness of safety
2. Students will learn to talk about their habits/actions that are safe/unsafe.

Key Vocabulary:

safe, unsafe, accident, precautions

Error Alert:

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

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
<p>Step 1: Introduce 15 min</p>	<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 students to share their responses using the popcorn method.</p> <p>Asks students which ones from Part A.2 are safe/unsafe practices.</p>
<p>Step 2: Model/Demo 20 min</p>	<p>Asks students to watch AV - 109 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? Which ones? 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>Asks students to share their responses using the popcorn method.</p> <p style="text-align: center;">OR</p> <p>Moves to Step 3 if AV - 109 not available at this time. Do it after step 4.</p>
<p>Step 3: Guided Practice 15 min</p>	<p>Asks students to read Part B and complete it with a partner. Walks around to assist, guide and correct, as required.</p> <p>Asks students to share their responses using the popcorn method.</p>

<p>Step 4: Adjust Instruction 10 min</p>	<p>Introduces the word ‘precaution.’</p> <p>Plays Hot Potato - Each student writes 2 sentences - Sentence 1 - ‘A precaution I take is ...’</p> <p>Sentence 2 - ‘A precaution I need to start taking is...’ Students stand in a circle with the facilitator in the middle.</p> <p>Facilitator throws a paper ball towards a student. The student catches the ball and speaks their 2 sentences.</p> <p>Then the student changes places with the facilitator and throws the ball towards another student. The second student catches the ball and speaks their 2 sentences.</p> <p>Plays the game as long as time permits.</p>
<p>Step 5: Independent Practice 15 min</p>	<p>Introduces the new component of the F.E.A. program - keyboarding/ touch typing.</p> <p>Asks students how typing and keyboarding are similar/different. Collects all answers and then asks students to complete Part C.1. in their notebook.</p> <p>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?</p> <p>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.</p> <p>Explains the three parts of keyboarding - technique, speed and accuracy and focuses on technique.</p> <p>Ensures that the finger-key coordination is not taken rigidly but following it could improve your typing to an extent. Introduces students to the keyboarding software.</p>
<p>Step 6: Assessment 5 min.</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>Asks students to share their responses using the popcorn method.</p>
<p>Step 7: Closure 10 min</p>	<p>Asks students how they observe safety in:</p> <ul style="list-style-type: none"> ● the house. ● at work (school/college/workplace). ● on the road. <p>Asks students to share their responses using the popcorn method.</p>

Lesson 110: Numbers

Objectives:

1. Students will briefly understand the Indian and International system of numbers.
2. Improve student’s comprehension skills and build enjoyment for reading through Read Theory exercises.

Key Vocabulary:

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

Error Alert:

Commonly mispronounced number names as in Part A.1 (SWB).

Some facilitators tend to teach this as a math lesson.

Procedure

Skip the QOD.

Steps	Facilitator’s action(s)
<p>Step 1: Introduce 10 min</p>	<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 thousand, hundred thousand and million to check how well students know the numbers in English.</p> <p>Adjusts teaching based on the response of the students. Gives students pronunciation drill of some of the commonly mispronounced number names in Part A.1. While students are speaking, updates the table of Focused Language Tracker (FLT) in Appendix 5.</p>
<p>Step 2: Model/Demo 15 min</p>	<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. Asks students to share their responses using the popcorn method.</p>
<p>Step 3: Guided Practice 10 min</p>	<p>Asks students to complete Part B.2 in pairs or independently in their notebook.</p> <p>Walks around to guide, correct, assist students, as required. Asks a few students to share their responses.</p> <p>Uses peer correction whenever required.</p>

<p>Step 4: Independent Practice 15 min</p>	<p>Giving oral instructions, asks students to make a fractional pattern, like:</p> <ul style="list-style-type: none"> ● Make 16 circles. ● 1/2 of these must be big circles. ● 1/4 of these must be medium circles. ● 1/4 of these must be small circles. <p>Speaks slowly and repeats once if required.</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: Read Theory 25 min</p>	<p>Asks students to login to their Read Theory account and begin with the comprehension passage. Asks them to read 1 passage and answer the questions. Asks students to call you and show once they complete a passage.</p> <p>Once all students have completed, asks students to think of one challenge that they face while reading. Asks the class to suggest a solution. Asks students to share their responses using the popcorn method.</p>
<p>Step 6: Closure 15 min</p>	<p>Asks students to share their reading experiences as a group by asking questions from each other. While groups are sharing their experiences, notes down the errors related to question formation and updates the table of FLT in Appendix 5.</p> <p>Once students have shared their experiences, shares feedback related to pronunciation and question formation as a class (as updated in FLT).</p>

Lesson 111: Quantifiers

Objectives:

1. Students will learn the vocabulary related to countable and uncountable.
2. Students will learn to talk using quantifiers for real-life objects/people.

Key Vocabulary:

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

Error Alert:

use 'few' without 'a', use 'lot of' without 'a.'

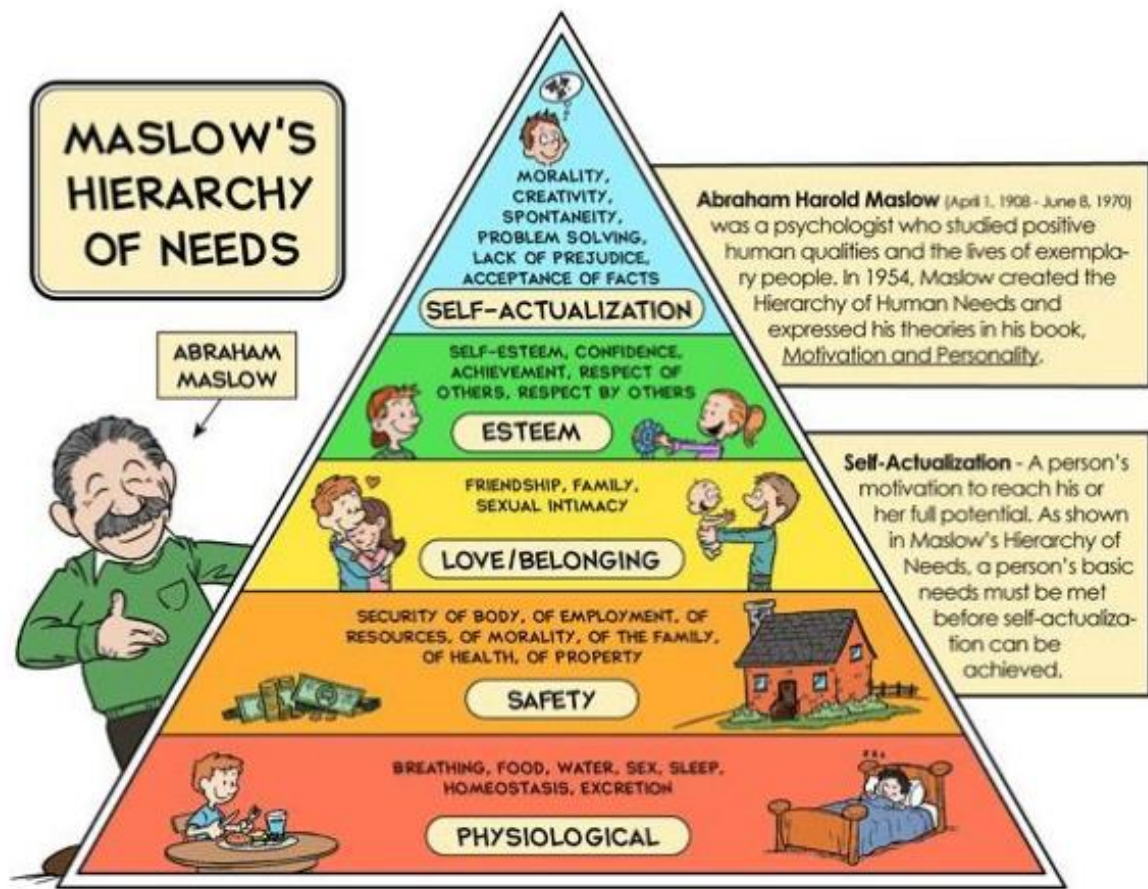
Procedure

Skip the QOD.

Steps	Facilitator's action(s)
<p>Step 1: Introduce 15 min</p>	<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. Asks students to share examples of objects from Part A that can be counted/cannot be counted. Checks if the students are pronouncing correctly. Notes down the errors in Focused Language Tracker (FLT) in Appendix 5.</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. Asks students to share their responses using the popcorn method.</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. Asks students to share their responses using the popcorn method.</p>
<p>Step 2: Model/Demo 30 min</p>	<p>Tells students that they will watch AV – 111.</p> <p>Asks them to note down things that they saw in AV - 111 that were few/some/many/a lot of/a little.</p> <p>Ensures that they watch it on full screen mode. After they have watched, asks the students to share their list of few/some/many/a lot of/a little. Asks students to share their responses using the popcorn method.</p> <p>Asks students to fill Part D in their notepads.</p> <p>OR</p> <p>If AV - 57 is not available at this time, moves to Step 3.</p>

<p>Step 3: Guided Practice 15 min</p>	<p>Asks each student to think of/write 4 questions (Try to use different question words):</p> <p>Question 1 - about a countable object at home using few/some/many. (For example: What do you do with so many microwaves?)</p> <p>Question 2 - about an uncountable object at home using a little/some/a lot of. (For example: Can we take some rice from your kitchen?)</p> <p>Question 3 - about a countable object in the neighbourhood using few/ some/many. (For example: Why are people cutting many trees in this society?)</p> <p>Question 4 - about an uncountable object in the neighbourhood using a little/some/a lot of. (For example: May I take some water from the pond to put on the wound?)</p> <p>Gives students 2-3 minutes to prepare the questions. Asks all students to share their sentences. Asks students to share their responses using the popcorn method.</p> <p>While students are sharing, notes down the errors made in question formation and updates FLT (Appendix 5).</p>
<p>Step 4: Adjust Instruction 10 min</p>	<p>Asks students to partner with a friend and complete Part E in their notebooks.</p> <p>Asks some of the pairs to share their common and different ‘needs’ using ‘and’ for common needs and ‘but’ for different ones.</p> <p>Asks students why some needs are common, while others are different. Discusses how sometimes we confuse wants for needs.</p>
<p>Step 5: Closure 20 min</p>	<p>Asks students to discuss with their partners:</p> <ul style="list-style-type: none"> ● How are your needs similar to those of a homeless child? ● How are your needs different from those of a director of a big company in Mumbai? ● How are your wants similar to those of a housewife in Chennai? ● How are your wants different from those of a farmer in a village? <p>Asks students to share their responses using the popcorn method.</p> <p>Next, asks students to discuss needs and wants of their neighbourhood. Asks students what these needs and wants are.</p> <p>Asks -</p> <ul style="list-style-type: none"> ● Who is responsible for the fulfilment of these needs/wants? ● What happens when these needs are not fulfilled? ● What is your role? <p>Asks students to share their responses using the popcorn method.</p> <p>Shares the feedback on pronunciation and question formation with students (as updated in FLT).</p>

Facilitator's Reference:



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Lesson 112: Going to The Doctor

Objectives:

1. Students are able to understand vocabulary they might encounter when visiting a doctor.
2. Students can talk about pain, using body part vocabulary.
3. Students will practice a passage on Read Theory.

Key Vocabulary:

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

Error Alert:

doctor (not ‘dakter’), thermu-meter (not ‘thermo-meter’)

Procedure

Skip the QOD.

Steps	Facilitator’s action(s)
Step 1: Introduce 10 min	<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 when visiting the doctor.</p>
Step 2: Model/Demo 15 min	<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>(A witch doctor is considered to remove evil spirit with the help of magic.)</p> <p>Asks students whether a patient would visit a clinic or a hospital if they have -</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) With the help of these examples, explains the difference between a clinic and hospital.
Step 3: Guided Practice 10 min	<p>Asks students to pair up and look at Part B.1 for people and objects found at a clinic/hospital.</p> <p>Conducts pronunciation drill for words in Part B.1. While students are pronouncing, makes a note of the pronunciation errors in FLT (Appendix 5).</p> <p>Asks students to read the conversation given in Part B.2.</p>

	Ensures that both the partners take turns to play doctor and patient. Walks to assist and guide (especially pronunciation), if required.
Step 4: Assessment 25 min	<p>Asks students to prepare and present a role play with their partner. Role Play - Each role play must include -</p> <ul style="list-style-type: none"> ● opening greeting. ● conversation about illness. “How can I help you?” “I have a stomach-ache, doctor.” ● conversation using words learnt in the lesson ‘Illness’. ● 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. <p>While pairs are presenting, notes down the pronunciation and question formation errors in FLT (Appendix 5).</p> <p>Once all the students have presented, share the feedback with students.</p>
Step 5: Read Theory 30 min	<p>Asks students to login to their Read Theory account and begin with the comprehension passage. Asks them to read 1 passage and answer the questions. Asks students to call you and show once they complete a passage.</p> <p>Once all students have completed, asks them to tell the topic that was discussed in the passage to each other. Asks if they know additional information about the topic.</p> <p>Asks students to find out more about the topic of Read Theory at home.</p>

Facilitator’s Reference

Difference between a hospital and clinic

A hospital refers to a building where patients are generally 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 centre, 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 specialized 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, check-up or advice for their health. A clinic is usually run for few hours in a day.

Lesson 113: Being Considerate

Objectives:

1. Students will understand about ‘Good Samaritans’ and ‘Bystanders’.
2. Students will describe and share ways they can be considerate in a range of settings.

Key Vocabulary:

etiquette, considerate/inconsiderate, Good Samaritan/bystanders

Error Alert:

“It is too formal to be polite. We don’t have to be polite with our friends and family.”

Procedure

Skip the QOD.

Steps	Facilitator’s action(s)
<p>Step 1: Introduce 25 min</p>	<p>Asks:</p> <ul style="list-style-type: none"> • How was the experience of cleaning 20 feet outside your house for the first time? <p>Divides the class in pairs where they briefly discuss their findings on the research on the topic of Read Theory. (As they were asked in the previous session to find out more about the topic that they did in Read Theory.)</p> <p>Asks students to complete the question in Part A with their partner and share their responses with the class. Students write in their notebooks and not SWB.</p> <p>Asks students to share their responses using the popcorn method.</p>
<p>Step 2: Model/Demo 10 min</p>	<p>Introduces the word ‘Good Samaritan’ and ‘bystanders.’</p> <p>Asks students why some people play ‘Good Samaritans’ and others ‘bystanders.’</p> <p>With the help of students, recaps lesson about being polite. Asks students what being considerate means and why are some people considerate and others not. Asks students to share their responses using the popcorn method.</p>
<p>Step 3: Guided Practice 15 min</p>	<p>Asks students to read Part B with their partner and discusses the questions in SWB. Tells students to write in their notebooks, what the article was about.</p> <p>Asks students to share their responses using the popcorn method.</p>
<p>Step 4: Independent Practice 15 min</p>	<p>Asks students to watch AV - 113 attentively.</p> <p>After all students have watched the video once, asks:</p> <ul style="list-style-type: none"> • Do you follow any of the etiquettes shown in the videos?

	<ul style="list-style-type: none"> • Next time you see a family member talk loudly on the cell phone - what would you say/do? <p>Asks students to share their responses to the above questions using the popcorn method.</p>
Step 5: Extension 10 min	<p>With the help of students, recaps the three parts of keyboarding - technique, speed, and accuracy.</p> <p>With the help of students, recaps the keyboarding expectations for intermediate level first half.</p> <p>Discusses the correct posture while keyboarding and asks students to work on the software to practice keyboarding technique.</p>
Step 6: Closure 15 min	<p>Asks students:</p> <ul style="list-style-type: none"> • 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.? <p>Asks students to share their responses to the above questions using the popcorn method.</p>

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 114: Consolidation

Objectives:

1. Students find similarities and differences between their journey and the journey of a brave mountaineer.
2. Students self-assess how much they have already achieved in the journey and how much more is left to cover.

Key Vocabulary:

vocabulary learnt during the week, summit, scaling the mountain

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 10 min	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 min	Asks students to watch AV - 114 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 this heaven if she had given up? Collects responses from different students and accepts all answers repeating the correct ones. Asks students to share their responses using the popcorn method. Asks students to complete Part B in their notepads.
Step 3: Adjust Instruction 10 min	Discusses questions in Part C.1.i-iii with the class. Asks students to write 'my challenges while learning English' and how I will overcome those challenges'. (Maximum 2 challenges)
Step 4: Independent Practice	Discusses with the whole class the different basecamps in the FEA mountain as per Part C.2.

15 min	<p>Asks students to colour/encircle where they are currently. Asks them-</p> <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? <p>Asks students to share their responses using the popcorn method.</p> <p>Commends their effort and commitment towards their learning.</p>
Step 5: Assessment 30 min	<p>With the help of students, recaps Dos and Don'ts of playing Jeopardy. (Refer to the previous jeopardy lessons)</p> <p>Lays down the noise level.</p> <p>Organizes teams and asks each team to take up a name. Plays Jeopardy Game 3.</p> <p>Ensures that the students follow the rules of the game. Keeps the score.</p>

Lesson 115: Talking About Place

Objectives:

1. Students will learn vocabulary related to the position of objects/persons and use it appropriately.

Key Vocabulary:

across, besides, though, between

Error Alert:

behind vs. back side; in vs. on vs. at; over vs. on/on top of; beside vs. besides.

Procedure


Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Model/Demo 25 min	<p>Shares what students will learn in the lesson and asks why it is important to be able to communicate correctly about place.</p> <p>Asks students to watch AV - 115 attentively.</p> <p>After all students have watched the video once, asks:</p> <ul style="list-style-type: none"> • What is one new thing you learnt from the video? <p>Asks students to share their responses to the above question using the popcorn method.</p>
Step 2: Guided Practice 15 min	<p>With the help of objects in the room, explains Part A. Discusses and asks the responses to Part A. Asks students to share their responses using the popcorn method.</p>
Step 3: Adjust Instruction 15 min	<p>Asks students to pair up with a partner and read the puzzles in Part B.1 and B.2.</p> <p>Asks whether students have understood the puzzles.</p> <p>Gives them about 10 minutes to solve the puzzles.</p> <p>Asks a few students to share their solutions and what method did they use to solve.</p> <p>Asks students to share their responses using the popcorn method.</p> <p>Emphasizes how different people use different strategies to solve a problem and if it is efficient and effective, it's the correct strategy.</p>
Step 4: Independent Practice 30 min	<p>Grand Design - Asks students to visualize their dream house/office and write its description in their notepads using the words given in C. Gives students 5 minutes to complete this.</p> <p>Walks around to guide, assist and monitor, if required.</p>

	<p>Asks students to describe their dream house/office orally and the partner draws it in their notebook as they listen to it.</p> <p>Gives students 5 minutes for this ensuring that both the partners get to describe and draw.</p> <p>Asks students to compare the drawings with the description and compare how well they match.</p> <p>In cases where the description does not match the drawing, asks was it because of describing or listening.</p> <p>Once students complete, asks a few students to share the sentences with the class. While students are sharing, updates the FLT (Appendix 5) for the errors related to in/on/at/by and shares feedback with the class.</p>
Step 5: Assessment 5 min	<p>Plays student-led Simon Says using words learnt to describe position. “Simon Says put your hand on your shoulder.”</p> <p>Ensures that students do not give any inappropriate commands. Maintain noise level, as agreed.</p>

Facilitator’s Reference:

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 favourite 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 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.
Into	<ul style="list-style-type: none"> • <u>towards</u> 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"> • <u>used</u> 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 116: Talking About Time

Objectives:

1. Students will learn useful phrases and words related to the topic of 'time'.
2. Students will practice a passage on Read Theory.

Key Vocabulary:

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

Error Alert:

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

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 10 min	<p>Shares what students will learn in the lesson and asks why it is important to be able to communicate correctly about time.</p> <p>With the help of students and Part A, recaps telling time.</p> <p>Ensures that the students use the vocabulary like quarter to, half past etc. correctly.</p> <p>Uses peer correction, whenever required.</p>
Step 2: Model/Demo 20 min	<p>Uses B.1 and B.2 to explain the words that are used when talking about time.</p> <p>Asks students to share sentences using B.2. Asks students to share their responses using the popcorn method.</p> <p>For example, there is a meeting from 12pm to 1pm.</p> <p>Lunch begins at 1pm.</p> <p>While students are sharing, updates the FLT (Appendix 5) for the errors related to in/on/at/by.</p> <p>Asks students to share their examples, all along. Discusses Part C with the class.</p>
Step 3: Guided Practice 20 min	<p>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.</p> <p>Asks a few students to share their sentences. Asks students to share their responses using the popcorn method.</p> <p>While students are sharing, updates the FLT (Appendix 5) for the errors related to in/on/at/by.</p> <p>Shares feedback on the use of in/on/at/by.</p>

<p>Step 4: Read Theory 30 min</p>	<p>Asks students to login to their Read Theory account and begin with the comprehension passage. Asks them to read 1 passage and answer the questions. Asks students to call you and show once they complete a passage.</p> <p>Once all students have completed, asks:</p> <p>1. What are your own thoughts and opinions about the issues raised in the article that you read?</p> <p>Gives a minute to as many students as the time allows.</p>
<p>Step 5: Assessment 10 min</p>	<p>Asks students questions about 'when' and 'where.' Facilitator - "When do you go to school?" Student - "I go to school at 7 AM." Facilitator - "Where is the temple?" Student - "The temple is behind the market."</p>

Facilitator's Reference:

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 has 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"> • It's 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. every day.
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 117: Describing People

Objectives:

1. Students practice how to describe people in the context of appearance and personality.
2. Students will briefly understand the difference between personality and physical appearance.

Key Vocabulary:

words to describe appearance, words to describe personality traits, glitter

Error Alert:

use ‘tall’ and ‘long’, ‘short’ and ‘small’ interchangeably, pronunciation of ‘poem.’

Procedure

Skip the QOD.

Steps	Facilitator’s action(s)
Step 1: Introduce 5 min	Shares what students will learn in the lesson and asks why it is important to be able to communicate correctly about the description of people.
Step 2: Model/Demo 20 min	Asks students to watch AV - 117 attentively. After all students have watched the video, asks: <ul style="list-style-type: none"> • Did you hear any familiar/unfamiliar word(s)? Which one(s)? • How confident are you about describing people and location of places? Asks students to share their responses using the popcorn method. OR Moves to Step 3 if AV - 117 is not available at this time. Completes AV viewing after Step 4.
Step 3: Guided Practice 20 min	With the help of students and Part A, explains words used to describe appearance of a person. For every description asks students to name a person they know with that appearance. Ensures that the students speak in complete sentences. Asks students to write description of their friend’s appearance and share with the class. Asks students to share their responses using the popcorn method.
Step 4: Adjust Instruction 20 min	Asks students to describe the physical appearance of one of the characters in the movie that they have been watching.

	<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. Asks students to share their responses using the popcorn method.</p>
<p>Step 5: Independent Practice 15 min</p>	<p>Discusses Part C with students. Students need to write about descriptive words for themselves and one of their peers. Asks students to complete Part C in their notepads.</p>
<p>Step 6: Closure 5 min</p>	<p>Asks: How has your personality changed after joining FEA?</p>

Lesson 118: Describing Places and Objects

Objectives:

1. Students will learn vocabulary to describe objects and places.
2. Students will practice a passage on Read Theory.

Key Vocabulary:

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

Error Alert:

‘Smooth’ Vs. ‘Soft’, ‘Long’ Vs. ‘Tall’

Procedure

Skip the QOD.

Steps	Facilitator’s action(s)
Step 1: Introduce 5 min	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.
Step 2: Model/Demo 10 min	Uses Part A and examples from students to teach vocabulary to describe objects. Ensure participation of all students.
Step 3: Guided Practice 20 min	Asks students how they would 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. Asks students to share their responses using the popcorn method.
Step 4: Independent Practice 15 min	With the help of examples, communicate the use and misuse of ‘good’ and ‘bad’ and tell that they 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. Asks students to share their responses using the popcorn method.

<p>Step 5: Read Theory 30 min</p>	<p>Asks students to login to their Read Theory account and begin with the comprehension passage. Asks them to read 1 passage and answer the questions. Asks students to pay attention to descriptive words. Asks students to make a note of these sentences. Asks students to call you and show once they complete a passage.</p> <p>Once all students have completed, asks:</p> <p>How were they used in sentences? What were they used to describe?</p>
<p>Step 6: Assessment 10 min</p>	<p>Asks students to think of one object or place and describe it in 3 sentences using the words learnt during the lesson i.e., they must use very/really/so/completely.</p> <p>Asks students to share their sentences. Asks students to share their responses using the popcorn method.</p> <p>Encourages peer correction.</p>

Lesson 119: Smart Shopper

Objectives:

1. Students will use informed decision making and planning skills and be a smart shopper.
2. Students will learn vocabulary related to shopping and begin to use them in their day-to-day life.

Key Vocabulary:

Vendor, Consumer, Customer, Shopper, Reasonable, Cashier, Types of Shops, Needs, Wants

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 15 min	<p>With the help of students, recaps 'daily', 'weekly', 'monthly' and 'annually'. Asks students to complete Part A. in their notepads.</p> <p>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 to compare it with a partner.</p> <p>Asks a few pairs to share the similarities and differences in their lists using 'and' and 'but'. Asks why some items are common and some different. Asks students to share their responses using the popcorn method.</p> <p>Asks students to complete Part B in their notepads. Asks a few students to share where they would buy items on their shopping list from.</p>
Step 2: Adjust Instruction 10 min	<p>Discusses Part C with students.</p> <p>With the help of students and examples, explains the terms - 'consumer', 'producer' and 'vendor'. Asks students what happens if the vendor or producer sells them goods of poor quality. Accepts all answers and asks:</p> <p>What are rights of a consumer in India?</p> <p>What action can you take if you have been cheated by a seller?</p> <p>Asks students to share their responses to the above questions using the popcorn method.</p>
Step 3: Independent Practice 15 min	<p>Explains Part D and asks students to review and complete it with a partner in their notepads.</p> <p>Asks a few students to share their responses to Part D. Asks students to share their responses using the popcorn method.</p> <p>Accepts all answers and repeats the correct ones/ones that help steer the lesson well.</p>

<p>Step 4: Extension 15 min</p>	<p>Asks students to refer to the conversation in Appendix 3 (SWB) as a reference for role play. Encourages students to be creative while preparing the script with their partners. (5 minutes). Each pair presents their shopping role play in 1 - 2 minutes. While one pair presents, the pairs share feedback non-verbally on use of appropriate vocabulary, intonation, and word stress.</p>
<p>Step 5: Model/Demo 30 min</p>	<p>Asks students to move to the laptops and watch AV - 119 for 20 minutes.</p> <p>While students are watching the movie, reviews the SWB of these students for completion and quality of work.</p> <p>After all students have watched AV- 119, asks-</p> <ul style="list-style-type: none"> ● The cat and dog are so different from each other, yet they are friends. Have you ever made friends/worked with anyone who is very different from you? ● What are some new words you heard and what could they mean? ● What is your superpower and how would you feel if you lost it? <p>Asks students to share their responses to the above questions using the popcorn method.</p>
<p>Step 6: Closure 5 min</p>	<p>Asks students to discuss needs that are fulfilled without having to shop.</p> <p>For example, the need to breathe.</p> <p>Helps students realize how nature had provided for most of our needs.</p> <p>Asks students to share what they are grateful to nature for.</p>

Lesson 120: Clock Buddies

Objective:

1. Introducing clock buddies to systematically get everyone in a group to talk to everyone else.
2. Students assess their language abilities across four language skills ie. Reading, Writing, Listening and Speaking.

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
<p>Step 1: Introduce 15 min</p>	<p>Asks students:</p> <ul style="list-style-type: none"> • what they 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 the same time to work together. For example, if Student A has made Student B as their 6 o'clock buddy then Student B must also mark Student A as their 6 o'clock buddy.</p> <p>Encourages 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: Roopal</p> <p>3: Manish</p>
<p>Step 2: Guided Practice 15 min</p>	<p>Asks students to complete Part B in their notebook. Instructs clearly how students should write the lesson number and the exercise number.</p> <p>(Students must write the lesson number at the top of the page in their notebook. Followed by that, they must write exercise number.</p>

	<p>Example:</p> <p>Lesson 120</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 3: Adjust Instruction 10 min</p>	<p>Asks students to complete Part C.</p> <p>Asks students to review their work for punctuation, beginning and ending of sentence, spellings etc. and make changes.</p>
<p>Step 4: Independent Practice 10 min</p>	<p>Asks students to move to the laptops to complete Part D by watching AV- 120 Part A. Guides those struggling to understand instructions by simplifying the instructions for them.</p>
<p>Step 5: Extension 30 min.</p>	<p>Asks students to continue at the laptop and watch AV – 120 Part B.</p> <p>Ensures that student watch in full screen mode and at the right distance from the screen.</p> <p>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).</p> <p>After 20 minutes, asks-</p> <ul style="list-style-type: none"> ● Compare any two characters in the movie. ● What will happen next? <p>Asks students to share their responses to the above questions using the popcorn method.</p>
<p>Step 6: Closure 10 min</p>	<p>Shares individual or group feedback on today's assessment for as many students as the time permits.</p>

Lesson 121: Reading Instructions

Objectives:

1. Students will make a list of instructions that they come across in daily lives.
2. Students will read and follow a set of given instructions.
3. Students will discuss how they could rectify errors that they make while reading instructions.

Key Vocabulary:

instruction, sequence, directions, accuracy

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 20 min	<p>Shares with students the route from a place nearby to the FEA class using 3 - 4 short sentences. While students are sharing, notes down the errors in FLT (Appendix 5) related to in/on/at/by and shares feedback.</p> <p>Then, uses short, 3 - 4 sentences to explain the flow of the lesson for the day. Explains that these are instructions - detailed information about how something is done.</p> <p>Asks students to work with a partner and make a list of instructions (in English) that they come across in their daily lives (SWB - Part A) in their notepads. For example, taking an exam, using a new gadget, following a recipe etc. Asks them to rate their understanding of these instructions.</p> <p>Asks students to share their responses using the popcorn method.</p>
Step 2: Model/Demo 20 min	<p>Asks students to look at Part B and read the given instructions. Asks them to explain what they understand from those instructions. Asks students to tell the instructions of any other game that they played. Asks students to share their responses using the popcorn method.</p>
Step 3: Guided Practice 20 min	<p>Asks students to read and complete the instructions (mentioned Part C in SWB) in their notepads. After 10 minutes, asks students to share their work. Quietly accepts all answers. If students have been able to respond correctly, explains how students usually get it wrong - rushing through instructions - and commends students for getting it correct. If students have responded incorrectly, shows them the correct response. Asks what makes it the correct response and why the students got it wrong. Uses the word 'accurate' to explain whether or not students understood the instructions accurately. Steers conversation towards reading the instructions slowly and carefully for accuracy.</p> <p>Asks students reasons why people misunderstand instructions, particularly in English. Lists the reasons on the board.</p> <p>Explains how they can solve some of these problems by:</p>

	<ul style="list-style-type: none"> ● slowing down to read/listen carefully. ● focusing on key words/phrases. ● avoiding distractions and being attentive. ● re-reading the instructions. ● asking questions to clarify. ● making a mental image.
Step 4: Independent Practice 20 min	<p>Asks students to choose one of the options from Part D and prepare instructions to share with their classmates. (10 minutes)</p> <p>Tells students to complete Part D in their notepads.</p> <p>Asks students to share their instructions with the class. Asks students to share their responses using the popcorn method. When one student shares, encourages others to ask questions based on the instructions shared.</p> <p>While students are asking questions, notes down the errors in question formation in FLT (Appendix 5). Shares feedback related to the errors in question formation.</p>
Step 5: Closure 10 min	<p>Exit Ticket - students inform the facilitator about the route from FEA class to their homes in 3 - 4 sentences using sentence starters that they have learned in class. Asks students to share their responses using the popcorn method.</p>

Facilitator's Reference

Tips for Giving and Checking Instructions

By Sue Swift

Some of the activities that we use in the classroom are fairly complex in terms of the way they're organized, and I doubt if there are many teachers who can honestly claim that they've never got a class totally confused by the way they've given instructions. How can you make sure that your instructions are as clear and comprehensible as possible?

- Plan how you're going to give the instructions before you go into the classroom, and make sure that you can explain them within the limits of the language which the students can understand. For example, the following instruction would be fine for an intermediate class but would lose a group of beginners: "You're going to hear a description of a famous person and you have to guess who it is." For beginners, "Listen to my description of a famous person. Who is it?" would be far more comprehensible.
- Think about the speed of your speech – slow down slightly if necessary – and insert pauses to allow students to take in each piece of information before you go on to the next.
- Make sure that your instructions are fully explicit – don't take anything for granted. Because we are so familiar with the activity types, we often assume that certain things are obvious.
- Also think about how much you're going to explain at a time. If you have a long, complicated, or two-part activity, don't explain everything at once. Explain the first stage and check that students have understood before you go on to the explanation of the next part. In some cases, it is not necessary for the students to have an overview of the whole activity before

they start. In this case, explain the first part, do the first part and then go on to the explanation of the second part.

- Don't start the explanation until you have the students' full attention. Make sure they have stopped whatever they are doing, are turned towards you and are listening.
- Even in the first lesson, use English wherever possible. "Get into pairs" won't be understood, but "You two, you two and you two" plus a gesture pushing the students together will be.
- Avoid using the imperative in your instructions. In most situations that the students will find themselves, it will not be an appropriate form to use. In the classroom it may be, but if they have constantly heard the teacher saying "Repeat!" there's a good chance they'll use it themselves: Native speaker: And so, I was dropped right in it. Student: Repeat!

Instead, use request forms – for example "Can you repeat that?" – Which provides a good model for the students' own use of the language. This is especially important if the imperative is more socially acceptable in the students' own language (for example Italian) so that they are liable to transfer the use into English.

- Always check that students have understood your instructions before starting the activity. The question "Do you understand?" is as good as useless. Students may be too shy to admit that they don't understand, or may think they understand when they actually don't. Make sure they demonstrate their understanding. This can be done by:

a) asking them check questions – for example, for a role play: "OK, if you're student A put your hands up... Right... who are you? And what's your problem? And who is student B?"

b) asking them to repeat back to you the instructions. Don't choose the strongest person in the group to do this. S/he is the one most likely to have understood and your check needs to be directed to the students who probably haven't.

c) asking two students to demonstrate the activity in front of the class or for a written exercise by eliciting the answers to the first two examples.

d) not giving instructions at all but asking students to look at the activity and tell you what they think they have to do. This can be useful for activity types which are already known the students.

- As soon as the students start the activity, go around quickly to each pair or group just to check they are on task. Don't stop to help or monitor one group until you have checked them all. If only one group has not understood, then go back and help. If several groups are off track, then stop the activity and explain again, using the students who have understood to demonstrate to the others.

Adapted from - <https://www.eslbase.com/>

Lesson 122: Listening to Instructions

Objectives:

1. Students will learn that following instructions correctly is an important life skill.
2. Students will identify challenges that they face while listening and brainstorm for solutions.

Key Vocabulary:

instruction, sequence, directions, accuracy

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
<p>Step 1: Introduce 10 min</p>	<p>With the help of students, recaps the flow and learnings of the previous lesson.</p> <p>Instructs the students about the flow of the day's lesson.</p> <p>Asks a few students to repeat the flow of the day's lesson in their own words.</p> <p>Ensures that the students use appropriate sentence starters.</p>
<p>Step 2: Model/Demo 30 min</p>	<p>Checks to ensure that students understand vocabulary related to shapes - rectangle, square, circle, and triangle. Speaking slowly and with emphasis on key words, dictates to students the drawing instructions from Appendix 1 (FHB) (Appendix 1 is given just below this lesson after facilitator's reference). Pauses appropriately for students to complete a particular instruction, before sharing the next. This needs to be drawn in their notepads as per Part A.</p> <p>Paces instructions according to the students' convenience.</p> <p>Observes and notes students who ask questions to understand the instructions better.</p> <p>At the end, asks students to share what they have drawn and name it.</p> <p>Discusses and debriefs students about what the object was. Tells students to ask questions from each other about their object. While students are asking questions, notes down the errors related to question formation in FLT (Appendix 5). Briefly shares feedback as a class related to errors in question formation.</p> <p>Working with a partner, asks students to reflect on challenges they face when listening to instructions (as mentioned in Part B) and write them in their notepads.</p> <p>Asks students to share their partner's challenges.</p> <p>Asks the class to brainstorm how those challenges can be overcome.</p> <p>Asks students to reflect and write the solution(s) (in their notepads) that would work best for them.</p>

<p>Step 3: Independent Practice 20 min</p>	<p>Asks students to tell a few tasks for which they come across instructions in their daily lives. For example, taking an exam, using a new gadget, following a recipe, using a Google Map etc. Asks each student to select a different topic of instruction. Writes all the topics on the board. Asks a student, say Student 1, to give the instructions for a particular topic. Selects a different student, say, Student 2, to repeat the instructions given by Student 1. Student 1 checks whether the instructions included the important points.</p> <p>Asks a different student, say Student 3, to give the instructions for a different topic. Asks Student 4 to repeat the instructions.</p> <p>Repeats the process with as many students as time allows.</p> <p>While students are giving instructions, notes down the errors related to in/on/at/by in FLT (Appendix 5). Briefly shares feedback as a class on errors related to in/on/at/by.</p>
<p>Step 4: Guided Practice 20 min</p>	<p>Tells students that they need to listen to simple instructions and follow them. Selects a student, gives a set of 2-3 simple instructions to him/her such that the whole class can listen. The instructions could be: stand up, pick up the marker, and write the word 'English' on the board. The selected student has to perform these instructions.</p> <p>Selects a different student, gives a different set of 2-3 instructions to him/her such that the whole class can listen. The instructions could be: turn right while sitting, close your notebook, put your pen/pencil on the notebook.</p> <p>The selected student has to perform these instructions.</p> <p>Now, students can give simple instructions.</p> <p>The other students check whether the students are following instructions correctly.</p> <p>Repeats the process with as many students as time permits.</p>
<p>Step 5: Closure 10 min</p>	<p>Exit Ticket - students share 2 sentences - one strength and one area of improvement about their ability to listen and understand instructions. Asks students to share their responses using the popcorn method.</p>

Facilitator's Reference

Barriers to successful listening

Teaching listening in the English as a Foreign Language classroom is one of the trickier aspects of our jobs. Due to the nature of the skill, it can be difficult to really know how much our students understand and it can be hard to identify the particular problems our learners may be having. If we look at some of the more common barriers to successful learners, we can hopefully gain a better understanding of how we can deal with listening in the EFL classroom to help our learners become better listeners.

Environment

The most obvious barrier to listening is the environment in which the listening is taking place. If the environment is noisy or if there is a lot of background noise, it's going to

be more challenging for the listener to hear what is being said. If they cannot hear, it will be impossible for them to interpret it into identifiable words.

Emotions

If a student is distracted or not paying attention, this has the same effect as a noisy environment. Similarly, if they are tired, upset, anxious or unmotivated. Also, if they are not interested in the task or feel it is too easy or too difficult, they won't listen effectively.

Spoken Word Recognition

When a person speaks English, whole sentences can sound like one long word. This makes it almost impossible to process and understand. This can be because of a mismatch between a spoken word and its written form or the speaker speaking very quickly. As a result, listeners will mishear what is being said.

Translation

Students may rely on translation to try to understand a listening text. In other words, as they listen, they are translating what they hear. As you can imagine, this is a very time-consuming and ineffective strategy for comprehension.

Language Level

Listeners may not understand what they are hearing simply because of their level of English. They may not be familiar with the words being spoken and so be unable to identify them as words.

Text Length

The longer a listening text, the more information and language there is to process and the more difficult it is to understand. This is especially true if there are no breaks within the text.

Topic

If the topic of a listening text is complex or unfamiliar to the listener it will be difficult to understand.

Phew that's a lot of barriers! As you can see, listening is quite a complex task and there are many reasons our learners may not be successful. However, if you consider these barriers closely you can think of appropriate tasks in the classroom which can help your learners improve their listening skills.

Adapted from - <https://www.theteflacademy.com/>

APPENDIX 1

LISTEN & DRAW -

1. Draw a small square for the head.
2. Draw two small circles for the eyes.
3. Draw a small triangle on top of the square.
4. Draw a big rectangle for the body.
5. Draw three small square buttons down the front of the body.
6. Draw two lines on either side of the body for arms.
7. Draw two rectangles under the body to make legs.
8. Write what you have drawn.
9. Show your drawing.

Lesson 123: Talking About Present-1

Objectives:

1. Students will learn simple present tense.
2. Students discover not only the usefulness but also the pleasure of being able to read and answer the read theory quiz.

Key Vocabulary:

present, future, past, different action words

Error Alert:

confusion between simple present and simple continuous.

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 5 min	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 20 min	Explains the subject verb agreement using the 2 tables in Part A. Asks students to make a statement or a question verbally. Asks students to share their responses using the popcorn method. Asks others on whether or not a response is correct. While students are sharing, updates the FLT (Appendix 5) for errors related to simple present tense and question formation. Asks students to complete Part A.1 and A.2 in their notepads.
Step 3: Guided Practice 10 min	Instructs students to look at Part B and tell their partner what it shows about the past, the present and the 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 min	As a class, read Part C.2. Asks students to give it a suitable title and also share sentences in simple present tense in the article. Asks students to share their responses using the popcorn method.

<p>Step 5: Read Theory 30 min</p>	<p>Asks students to login to their Read Theory account and begin with the comprehension passage. Asks them to read 1 passage and answer the questions. Asks students to pay attention to the words or sentences in present tense. If present tense isn't used, asks students to pay attention to at least 2-3 sentences in past or future tense. Asks students to make a note of these sentences.</p> <p>Asks students to call you and show once they complete a passage.</p> <p>Once all students have completed, asks:</p> <ol style="list-style-type: none"> 1. Did you come across sentences in present tense? How were these sentences used? 2. If present tense wasn't there, did you come across sentences in past or future tense? How can you convert these to present tense? <p>While students are reading, gives written and verbal feedback to 5 - 7 students on mock test.</p>
<p>Step 6: Closure 10 min</p>	<p>Shares feedback on use of simple present tense and question formation as per FLT.</p>

Lesson 124: Talking About Present-2

Objectives:

1. Students will learn present continuous tense.

Key Vocabulary:

present, future, past, different action words

Error Alert:

confusion between simple present and simple continuous.

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
<p>Step 1: Introduce 5 min</p>	<p>Announces the o'clock partners of the day. This will be used for all pair work during the entire lesson.</p> <p>Shares what the students will learn in the day's lesson. Asks students where/when they can use this knowledge.</p> <p>Accept all answers and repeats the ones relevant to the lesson.</p>
<p>Step 2: Guided Practice 20 min</p>	<p>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).</p> <p>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 and sentences for each rule. Asks students to share their responses using the popcorn method. Instructs students to write their sentences in their notebooks. While students are sharing, updates the FLT (Appendix 5) for errors in present continuous tense.</p>
<p>Step 3: Adjust Instruction 20 min</p>	<p>Asks students to imagine that they have achieved their career goals. Asks them to visualize 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> <p>Tells partners to ask questions from each other about the career goals that they have mentioned. Suppose, Student A and Student B are partners. When Student A asks a question, Student B checks the question formation and vice versa. While partners are discussing, facilitator goes near the pairs to write down the errors in FLT (Appendix 5) related to question formation (based on partner's feedback) and present continuous tense (based on what they have written in Part C and partner's feedback).</p>

<p>Step 4: Independent Practice 20 min</p>	<p>Running Commentary - Models the activity for students.</p> <p>The pairs give a running commentary using present continuous tense. Gives pairs 5 minutes to practice and 1 - 2 minutes to present.</p> <p>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 4 - 5 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 down the errors and shares feedback etc.</p>
<p>Step 5: Extension 15 min</p>	<p>Shares how audios-videos are powerful resources to learn new knowledge.</p> <p>Tells students that they will learn a part of the day's lesson from the video.</p> <p>Asks students to watch AV - 124 and make notes. After all the students have watched AV - 124, asks -</p> <ul style="list-style-type: none"> • What did you learn from the video? <p>Asks students to share their responses to the above question using the popcorn method.</p>
<p>Step 6: Closure 10 min</p>	<p>Shares feedback on use of present continuous tense and question formation.</p>

Lesson 125: Ability to Listen-1

Objectives:

1. Students will understand the difference between listening and hearing
2. Students will rate their own and their peer's listening skills
3. Students will brainstorm ideas to become better listeners
4. Students discover not only the usefulness but also the pleasure of being able to read and answer the read theory quiz.

Key Vocabulary:

listening/hearing, sketch notes/picture notes

Error Alert:

expression/intonation while displaying listening behaviour

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 10 min	<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 to discuss the difference between listening and hearing (as per Part A) with their o'clock partners of the day.</p> <p>After 2-3 minutes, asks the pairs to share their responses.</p> <p>Accepts all answers and repeats the ones that are relevant to the lesson. With the help of students, explains how listening carefully and attentively is a powerful way to learn anything, especially language.</p> <p>Shares what the students will learn in the day's lesson.</p>
Step 2: Guided Practice 10 min	<p>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.</p> <p>Allows students to read and reread, if required. Walks around to assist, guide and monitor, as required. Asks what the article was about.</p>
Step 3: Adjust Instruction 10 min	<p>Discusses Part C.1 showing why these points are important to be a good listener.</p> <p>Asks students to share responses to Part C.2. Asks students to share their responses using the popcorn method.</p>
Step 4: Independent Practice 15 min	<p>Administers Active Listening Quiz (Appendix 6 (FHB) to pairs. Each pair gets one question and 30 seconds to discuss and 30 seconds to respond. Uses peer correction, whenever required.</p>
Step 5: Extension	<p>Plays the Therapist Game with students. Students are asked to speak about an event in their life (Appendix 6 - FHB). Partner 1 speaks and Partner 2 listens. Partner 2 then</p>

<p>15 min</p>	<p>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.</p> <p>Ensures that in different rounds, different students get to share what they were told so that most/all students get to speak.</p> <p>Plays as many rounds as time permits.</p>
<p>Step 6: Read Theory 30 min</p>	<p>Asks students to login to their Read Theory account and begin with the comprehension passage. Asks them to read 1 passage and answer the questions. Asks students to call you and show once they complete a passage.</p> <p>Once all students have completed, asks:</p> <p>“If we can’t hear what others mean or how they feel, we won’t be able to understand them.”</p> <p>Asks students what the quote means. Asks if they agree or disagree along with a reason.</p> <p>Links it to the discussion - How can reading help us to be better listeners?</p> <p>Facilitator’s note: Reading is a powerful way to increase vocabulary. Besides, when we read in a foreign language, we usually make the sounds in our heads. This is going to help our listening skills.</p>

Lesson 126: Learning Contract-2

Objectives:

1. Students will briefly talk about SMART goals.
2. Students will revisit and review their big goal to make it SMART.

Key Vocabulary:

goals, specific, measurable, relevant, achievable, timely

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
<p>Step 1: Introduce 10 min</p>	<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(s) 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>
<p>Step 2: Model/Demo 15 min</p>	<p>Asks students if they have heard of Michael Phelps.</p> <p>Accepts all answers and then asks students to work with their o'clock partners of the day to learn more about Michael Phelps in Part A.</p> <p>Walks around to support, assist and monitor, as required.</p> <p>After all students have completes Part A, asks different pairs to share their responses with the class.</p> <p>Seeks peer feedback/correction on whether a response is correct.</p> <p>Asks students on how successful people/sportspersons 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>
<p>Step 3: Guided Practice 20 min</p>	<p>Asks students to learn more about the big goals and small goals by watching AV - 126 twice.</p> <p>While students are watching the AV - 126 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 - 126 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>Asks students to share their responses to the above questions using the popcorn method.</p>
<p>Step 4: Adjust Instruction 10 min</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 min</p>	<p>Working independently, asks students to think of their big goal (not wish) and write it down in Part D. Asks students to review and revisit the big goal to make it SMART. With the help of FEA graduate(s)/peer facilitator/HO staff, ensures that all students are rethinking/rewording their goals to make them SMART. Asks students to get feedback on their goals, from a peer of their choice (need not be the o'clock partner) after they have revised it to the best possible version. Explains how writing goals helps us think them through and works as reminder to stay committed to them. Explains how sharing our goals with others helps us stay motivated towards their achievement. After students have received peer feedback, gives them 2 minute to review/revise their goals. Asks them to write their goals in the form of a paragraph in Part D. Asks them to read and re-read the paragraph for editing, if required, and for making it into a resolution. Asks students to review the Climb to Graduation and make connections between the FEA program basecamps and their big goal. Asks a few students to share these connections. With the help of FEA graduate(s)/peer facilitator/HO staff, guides students to make connection between their big goals and what they will learn in Books 3, 4 and 5. Looks for students demonstrating active listening.</p>
<p>Step 6: Assessment 10 min</p>	<p>With the help of real-life examples and FEA graduate(s)/peer facilitator/HO staff, explains the quote, "The journey of a thousand miles begins with one step." (Lao Tzu - pronounced Lao-z) Encourages students to make connections with Poorva's video and message.</p>

Lesson 127: Main Idea

<p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will understand that all narratives (written or spoken) have a main idea and learn how to find the main idea. 2. Students will learn how finding the main idea is a skill used in real life. 	
<p>Key Vocabulary: main idea, supporting details</p>	
<p>Procedure</p>	
<p>Skip the QOD.</p>	
Steps	Facilitator's action(s)
<p>Step 1: Introduce 15 min</p>	<p>Asks: What kind of challenges did you face while cleaning the area around your house? How did you tackle them?</p> <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 Them Listening.</p> <p>Explains that the Listening Cop will wait for the facilitator's cue before they announce, "I caught _____ listening actively. He/she was _____ so that it is not disruptive</p>
<p>Step 2: Model/Demo 15 min</p>	<p>With the help of Part A, introduces the concept of main idea. Working with their o'clock partners, asks students to discuss Part A.1 Instructs students to complete Part A.2 in the notebook. Asks students to write sentences in simple present tense. Asks a few students to share their responses to ensure that the students are understanding well. Asks students to share their responses using the popcorn method. While students are sharing, updates the FLT (Appendix 5) for errors related to simple present tense.</p>
<p>Step 3: Guided Practice 25 min</p>	<p>With the whole class, discusses and completes Part B (Passage 1 and 2). Asks if the main ideas of the two passages are same or different? Asks students to share their responses using the popcorn method.</p> <p>Tells students to write the main idea of each passage along with one supporting fact in their notebook. Asks them to write the lesson number on the top of the page.</p>

	Asks students to read passage 3 and 4 with their partner and discuss the questions.
Step 4: Independent Practice 10 min	<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 some time to read the passages and find the mismatch sentence in each.</p> <p>Asks students to share their responses using the popcorn method.</p> <p>Seeks peer feedback/correction on whether or not a response is correct and the reason for it.</p>
Step 5: Assessment 15 min	<p>Introduces Commitment Cards (Appendix 5 - SWB) linking it to importance of tracking our goals for progress/completion.</p> <p>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.</p> <p>Asks students to draw their Commitment Cards and a few students to share their responses. (Students can also draw this card on chart paper and paste in on the wall)</p>
Step 6: Closure 10 min	Shares feedback on the errors related to simple present tense.

Lesson 128: Paragraph Writing

Objectives:

1. Students will learn how to organize information in a paragraph.
2. Students will edit for spelling, punctuation, and capitalization and provide peer feedback.

Key Vocabulary:

paragraph, title, opening/closing sentence, proofreading

Procedure

Skip the QOD.

Steps

Facilitator's action(s)

Step 1:
Introduce
15 min

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/ capitalization and proofreading symbols from Book 1.

Shares what the students will learn in this lesson and its importance.

Step 2:
Model/Demo
20 min

From among those who have better understanding of active listening, appoints Listening Cop for the day who will Catch Them 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 - 128 twice.

Encourages them to make notes, if helpful

After all students have heard AV - 128 twice, asks:

- What advice 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?

Asks students to share their responses to the above questions using the popcorn method.

During the discussion, discreetly gives cue to the Listening Cop to Catch Them Listening.

OR

Moves to Step 3, if AV - 128 is not available at this point. Completes AV viewing after Step 5.

<p>Step 3: Guided Practice 20 min</p>	<p>Asks students to write a paragraph of about 5 sentences on AV - 128 in their notebook. (5 minutes)</p> <p>Asks a few students to share their paragraphs. Asks students to share their responses using the popcorn method.</p> <p>Organizes information shared by different students to write a paragraph on the board.</p> <p>Explains why information must be organized 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 ● capitalization etc. <p>Makes some deliberate mistakes to assess how well, if at all, students catch those.</p> <p>Asks students, other than the hamburger what other analogies they can make to remember the structure of a paragraph.</p>
<p>Step 4: Independent Practice 10 min</p>	<p>Asks students to discuss the topic and flow of paragraph with their partners.</p> <p>After discussion, asks students to independently write their paragraphs in their notebook, self-assess and then get it peer assessed.</p> <p>During peer assessment, the peer must read the paragraph and mark the errors using the proofreading symbols.</p> <p>Walks around to assist, guide and monitor, as required.</p> <p>Asks a few students to share feedback they received from their peers about their paragraphs.</p> <p>During the discussion, discreetly gives cue to the Listening Cop to Catch Them Listening.</p>
<p>Step 5: Assessment 25 min.</p>	<p>Invites pairs to come to the board to write topical paragraphs in present tense.</p> <p>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>While students are sharing, updates the FLT (Appendix 5) for errors related to present tense and shares feedback.</p>

Lesson 129: Print Media -1

Objectives:

1. Students will learn about various kinds of print media.
2. Students will learn about the careers in print media.
3. Students will use read theory to increase vocabulary and to improve reading fluency and comprehension.

Key Vocabulary:

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

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
<p>Step 1: Introduce 10 min</p>	<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 5 parts of a good paragraph - main idea, opening sentence, supporting details, closing sentence, indent/ punctuation/spelling.</p> <p>Shares the learnings of the lesson and its importance.</p>
<p>Step 2: Model/Demo 15 min</p>	<p>From among those who have better understanding of active listening, appoints Listening Cop for the day who will Catch Them 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>Asks students where they get information and news from. Organizes students' responses into two columns.</p> <p>In the right-hand column, writes all responses related to the print media and all other responses in the left-hand column.</p> <p>At the end of discussion, labels the right-hand column Print Media and the left-hand column Other Media.</p> <p>Explains importance of media, esp. for learning English.</p> <p>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.</p> <p>With the help of Part A, explains different parts of a newspaper and information found in those parts.</p>

<p>Step 3: Guided Practice 25 min</p>	<p>Discuss Part B, C, D and E with the class. Explains what flyers, pamphlets, leaflets etc. are.</p> <p>Explains that although they are different in minor ways, they are used in similar manner.</p> <p>During the discussion, discreetly gives cue to the Listening Cop to Catch Them Listening.</p> <p>Asks students to form more questions from the fliers than the ones given in SWB.</p> <p>For e.g., where can you find this brochure? What other information could be included in this brochure.</p> <p>While students are asking questions, updates the FLT (Appendix 5) for errors related to question formation. Shares feedback with students on question formation.</p>
<p>Step 4: Read Theory 30 min</p>	<p>Asks students to login to their Read Theory account and begin with the comprehension passage. Asks them to read 1 passage and answer the questions. Asks students to call you and show once they complete a passage.</p> <p>Once all students have completed, divides the class in pairs and asks them to discuss the following:</p> <p>‘What is the author’s main argument? After 5 minutes of conversation ask 1-2 pairs to share their discussion.</p> <p>Calls inactive/irregular students and updates the Call Log. (10 minutes)</p> <p>Walks around to assist, guide and monitor, if required.</p>
<p>Step 5: Closure 10 min</p>	<p>Informs students about some of the careers in print media referring to Part F. Asks students to practice pronunciation of the careers. While students are pronouncing, updates the FLT (Appendix 5) for errors in pronunciation. Shares feedback with students on pronunciation.</p> <p>Guides students to resources where they can learn more about careers in print media.</p>

Lesson 130: Print Media -2

Objectives:

1. Students will learn the difference between true and exaggerated information in print media.
2. Students learn to accurately distinguish between opinion, fact and inference.
- 3- Students develop critical abilities necessary to avoid being manipulated easily.

Key Vocabulary:

bias, exaggeration, news report

Procedure

Skip the QOD.

Steps	Facilitator’s action(s)
<p>Step 1: Introduce 10 min</p>	<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 the previous lesson.</p> <p>Asks students how print media influences their choices and behaviour. Asks students to share their responses using the popcorn method. Accepts all answers and repeats the relevant ones.</p> <p>Shares how print media, like other media needs to be read critically. Explains what students will learn in the lesson and how that is useful in personal and work life.</p>
<p>Step 2: Model/Demo 15 min</p>	<p>From among those who have better understanding of active listening, appoints Listening Cop for the day who will Catch Them 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. Asks students to read two versions of the same event in Part A. 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 Them Listening.</p>
<p>Step 3: Guided Practice 15 min</p>	<p>Asks students if they understand the meaning of the word ‘bias’. Discusses Part B and C with students asking them to identify facts, opinions and biases within the article.</p> <p>Asks students to share their responses using the popcorn method.</p>

	Seeks peer feedback/correction on whether or not a response is correct and the reason for it.
Step 4: Independent Practice 15 min	<p>Asks students to think of news and advertisements in the newspaper and magazines.</p> <p>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.</p> <p>Ensures that students use both fact and opinion in their news item/ advertisement.</p> <p>Gives each pair 2 - 3 minutes to prepare and 1 minute to present. During the presentations, discreetly gives cue to the Listening Cop to Catch Them Listening.</p> <p>Seeks peer feedback/correction on whether or not a response is correct and the reason for it.</p>
Step 5: Extension 30 min	<p>Tells students that they would continue watching the movie. Asks students to watch AV – 130.</p> <p>While students watch the movie, makes a mental/written note on who needs support and more attention in class.</p> <p>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>Asks students to share the responses to the above questions using the popcorn method.</p>
Step 6: Assessment 5 min	Asks how students can use today's learning in real life.

Lesson 131: Mindset

Objectives:

1. Students recognize examples of growth mindset in their own lives
2. Students identify the benefits and challenges of demonstrating growth mindset.

Key Vocabulary:

talent, luck, intelligence, flexible, effort, mindset

Error Alert:

imbalanced view about luck and hard work, imbalanced view about mistakes and failure.

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 10 min	<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 the students, recaps the lesson 'How the Brain Works' in general and the concept of 'intelligence' and how we can improve our brain.</p> <p>Asks students to complete Part A with their partners. Asks students to share the views of their partners. Asks students to share their responses using the popcorn method.</p>
Step 2: Model/Demo 20 min	<p>From among those who have a better understanding of active listening, appoints Listening Cop for the day who will Catch Them Listening.</p> <p>Asks the Listening Cop about their task. Asks students to watch AV - 131 twice.</p> <p>Encourages them to make notes, if helpful. After all students have viewed AV - 131, asks -</p> <ul style="list-style-type: none"> ● What was the main idea of the video? ● Can we choose our mindset? Give an example. ● When do you show: ● fixed mindset? ● growth mindset? <p>During the discussion, discreetly gives cue to the Listening Cop to Catch Them Listening.</p> <p>OR</p> <p>Moves to Step 3 if AV - 131 is not available at this time. Do it after step 5.</p>
Step 3: Guided Practice 15 min	<p>Asks students to complete Part B.1 and B.2 independently. Walks around to assist, guide and monitor, as required.</p> <p>Asks students to share their responses using the popcorn method.</p>

	<p>Asks students to discuss Part B.3 with the class. Asks a few pairs to share their discussion with the class. Asks students if all mistakes are bad or good.</p> <p>Ensures that students take a balanced view - mistakes, by themselves, are not good or bad; it is what we do after a mistake that determines whether it is good/bad.</p>
<p>Step 4: Adjust Instruction 10 min</p>	<p>Asks students to share real-life examples to explain when a mistake is bad and when it is good. Asks students to share their responses using the popcorn method.</p> <p>Asks students to complete Part B.4 with a partner. Asks students to share the main idea of Part B.4. Asks students to share their responses using the popcorn method.</p>
<p>Step 5: Independent Practice 10 min</p>	<p>Asks students how mistakes have helped them learn keyboarding and what changed that mistake into learning.</p> <p>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.</p> <p>Asks students to practice keyboarding using the software.</p>
<p>Step 6: Assessment 15 min</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.</p> <p>Asks students to share their thoughts after reading Part C. Asks students again whether successful people are talented or hardworking. Asks students to share their responses using the popcorn method.</p>
<p>Step 7: Closure 10 min</p>	<p>Asks students to complete Part D and share their responses after completion. Asks students to share their responses using the popcorn method.</p> <p>Scaffolds the students' understanding when discussing Part D.1.c.</p> <p>Asks students to discuss the last part and compare these responses with those at the beginning of the lesson.</p>

Lesson 132: Happy Days

Objectives:	
<p>1. Students will understand and analyse their progress by taking reading, listening, writing and speaking assessments.</p> <p>2. Students will utilize the results to create a personalized study plan.</p>	
Procedure	
Skip the QOD.	
Steps	Facilitator's action(s)
Step 1: Model/Demo 30 min	<p>Organizes students/laptops.</p> <p>Gets all the students started with the computer-based assessment.</p>
Step 2: Assessment 60 min	<p>After all the 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 as given in workbook. 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 write a paragraph on any one of the topics given in workbook in their notebook. After 20-25 minutes, asks the groups to exchange their notebooks with their partner and look for mistakes in capitalization, punctuation, and spelling.</p> <p>Reminds students to write the feedback shared by the facilitator.</p>

Facilitator's Note							
Name	Online Performance		Spoken (Good, Fair, Weak)		Written (Good, Fair, Weak)		Facilitator's comment if any
	L	R	Grammar	Chronological order	Punctuation	Chronological order	
Akash Rawat	6	5	Good	Fair	Weak	Fair	

Facilitator's Note							
	L	R	Grammar	Chronological order	Punctuation	Chronological order	
Akash Rawat	6	5	Good	Fair	Weak	Fair	

Facilitator's Note				
Name	Online Score	Speaking (Good, Fair, Weak)	Writing (Good, Fair, Weak)	Facilitator's comment if any

Facilitator's Note							
	L	R	Gram mar	Chronolog ical order	Punct uation	Chronolog ical order	
Akash Rawat	6	5	Good	Fair	Weak	Fair	

Lesson 133: Phone Calls

Objectives:

1. Students will learn some common phrases used during phone conversations.
2. Students will understand the speaking tone and pace that's appropriate for phone conversations.

Key Vocabulary:

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

Error Alert:

Incorrect intonation/volume while speaking on the phone.

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Model/Demo 15 min	<p>Asks students to read the conversations given in Part A with their partner.</p> <p>Explains and demonstrates the use of phrases in phone calls given in Part B.</p> <p>Asks a few students to use these phrases in sentences. Asks students to share their responses using the popcorn method. Seeks peer feedback/correction.</p>
Step 2: Guided Practice 25 min	<p>Asks the class to sit with their o' clock partners and prepare a role play on the topics given in Part C.1.</p> <p>Asks pairs to write a rough script in their notepads.</p> <p>Asks a few pairs to present their phone call based on the script written in C.1</p> <p>Encourages students to use phrases learnt in Part B.</p>
Step 3: Independent Practice 20 min	<p>Explains the task in C.2.</p> <p>Asks students to prepare a script to call their future or past self to share one of the following:</p> <ul style="list-style-type: none"> ● What they learn at FEA? ● How are they becoming more considerate? ● What are they doing to achieve their goal? <p>Explains that the students must use phrases learnt in the lesson and all conversation must be in present tense.</p> <p>Gives students 3 - 5 minutes to plan and prepare their script.</p> <p>Gives students 2 -3 minutes to get peer feedback on their script and make changes based on the feedback.</p> <p>Gives each student 30 - 40 seconds to present the phone call with one partner playing current self and other partner playing past/future self. Then, they swap roles.</p>

<p>Step 4: Adjust Instruction 15 min</p>	<p>Briefly recaps active listening and explains that the students will watch AV - 133 once. Encourages them to make notes, if helpful.</p> <p>After all students have watched AV - 133 once, asks:</p> <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? <p>Asks students to share the responses to the above questions using the popcorn method.</p>
<p>Step 5: Extension 15 min</p>	<p>Asks students to practice keyboarding using the software.</p> <p>While students are practicing keyboarding, calls one student at a time to share feedback on his/her performance. Refers to 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. Encourages students to write their next steps in their notebook.</p>

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 go?

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 134: Career Exploration-1

Objectives:

1. Students begin to think about their preferred career paths along with reasons and obstacles.
2. Students will enlist various parameters one must consider when looking for a government vs. private job.
3. Students will know about some vocational careers.

Key Vocabulary:

Career, Preference, Reasons, Barriers, Explore

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 10 min	<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, reiterates FEA mission to prepare students for professional careers.</p> <p>Asks students to name some popular career choices of people in their family/neighbourhood. Asks students to share their responses using the popcorn method.</p>
Step 2: Model/Demo 10 min	<p>Asks students to write down (in their notepads), one or two preferred career path options, and two reasons why they might be attracted to their choice. At this point, simple answers are required. Example reasons for choice of career target could include:</p> <ol style="list-style-type: none"> 1) "I think it is well within my capability to achieve this aim". 2) "It enables me to move on and make good use of my experience". 3) "This is the sort of role that I believe I would enjoy". 4) "The role would bring me into contact with more people". 5) "I would earn more money". 6) "I want to continue using the technical and scientific skills that I use now, and to develop them in a more challenging role". 7) "At some stage I want to be in a position to manage a team".
Step 3: Independent Practice 10 min	<p>Organizes students into groups of 4 (2 pairs as per o'clock partners) to discuss what each person has written down. The group will brainstorm the question "What is stopping me from going ahead with my preferred career path option(s) right now". Remember, in a brainstorming session, anything goes! For example, if the answer is simple, it is as valid as a highly structured answer that pinpoints detailed relevant challenges and opportunities.</p>

<p>Step 4: Guided Practice 15 min</p>	<p>Once groups have discussed, they would summarize all the points that they talked about:</p> <ol style="list-style-type: none"> 1. Preferred career path options 2. The reasons for the various choices 3. Potential barriers that might inhibit or block the perceived career path <p>Writes down the points on the board. The other groups have to share the new points, not the ones that the previous groups have already shared.</p>
<p>Step 5: Adjust Instruction 15 min</p>	<p>Asks students to complete Part A with their o'clock partner. Walks around to guide, assist, as required.</p> <p>Asks:</p> <p>Why do most of you desire a government job? (Security, salary etc.)</p> <p>Accepts all answers from students and repeats the ones that steer the conversation ahead.</p> <p>Explains that a government job might give a lot of benefits, but there could be some problems associated with it too.</p> <p>For example,</p> <ul style="list-style-type: none"> - A lot of people apply for a government Job so there is a lot of competition. - Lack of creativity. <p>The President of India is the highest paid government employee and makes less money than a senior manager in the private sector. He gets a house but only till the time, he has the job.</p>
<p>Step 6: Extension 25 min</p>	<p>Asks if they know about other career options (the ones that are not very popular). Asks students to share their responses using the popcorn method.</p> <p>Asks students to read Part B aloud one at a time. Asks the questions given next to each job. Encourages students to ask questions as also mentioned in Part B.2. While students are asking, updates the FLT (Appendix 5) for errors in question formation. feedback on errors related to question formation.</p>
<p>Step 7: Closure 5 min</p>	<p>Asks:</p> <p>Where could they explore career options?</p> <p>Asks students to get an idea of the following before next class:</p> <ol style="list-style-type: none"> 1. Explore career options that they would like to opt for (even if it isn't popular) (Minimum 3 options should be explored of their choice) 2. Reasons for their choice
<p>Note:</p>	<p>For further queries, gives the following details of career counsellors to the students:</p>

E-mail- CareerGuidance@feaindia.org

WhatsApp Mobile No.- 9560076794, 7827969083, 9650597687

Timings- 9 am to 5 pm (On working days)

Lesson 135: Going to the Bank

Objectives:

1. Students will learn vocabulary related to banks.
2. Students practice making basic bank transactions while role-playing specific examples of etiquette and manners.

Key Vocabulary:

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

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 10 min	<p>Seeks students' help to announce the o'clock partners of the day. This will be used for all pair work during the entire lesson.</p> <p>Asks students if they have ever been to a bank.</p> <p>From students who have visited a bank, asks the purpose of their business. Asks students to share their responses using the popcorn method.</p> <p>Writes down the different reasons for visit on the board.</p> <p>With the help of students, adds to this list so that it reflects all the reasons/business for which people visit a bank.</p>
Step 2: Model/Demo 10 min	<p>Asks students to read Part A.</p> <p>Asks: What is happening on Sunday, June 14, 2015, from 22:00 hrs. to 00:00 hrs.?</p> <p>Who would be interested in this notice?</p> <p>Asks students to share the responses to the above questions using the popcorn method.</p>
Step 3: Guided Practice 10 min	<p>Referring to the business conducted in a bank as written on the board, helps students review the vocabulary in Part B.</p>
Step 4: Independent Practice 20 min	<p>With the help of roles and functions, names designations commonly found in a bank and their approximate role (Refer to Part C). For example -</p> <ul style="list-style-type: none"> ● Cashier ● Branch Manager ● Loan Officer ● Relationship Manager ● Clerk

	<ul style="list-style-type: none"> ● Teller <p>Shares that some universities in India (like Allahabad, Kurukshetra, Punjab, Manipal Universities) offer Bachelor’s degree in Banking and Insurance.</p> <p>Updates the FLT (Appendix 5) for errors in pronunciation of the designation in bank and the names of universities. Shares feedback related to errors in pronunciation.</p> <p>Asks students to read the conversation in Part D.</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 visiting the bank to open an account. ● You are visiting the bank to apply for a loan. ● You are visiting the bank to close your account. ● You are visiting the bank to get a cheque book. <p>Gives pairs 3 minutes to prepare and 1 minute each to present. Seeks peer feedback/correction after each role play. While students are performing, updates the FLT (Appendix 5) for errors in question formation, present tense and in, on, at, by. Shares feedback related to the errors just updated in the tracker.</p>
<p>Step 5: Adjust Instruction 30 min</p>	<p>Asks students to watch AV – 135 (the last part of the movie).</p> <p>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>Asks students to share the responses to the above questions using the popcorn method.</p>
<p>Step 6: Extension 10 min</p>	<p>Makes 4 groups. Practices group discussion. Asks students to look for errors (related to question formation, present tense and in, on, at, by) and help correct one another. Topics for Group Discussion:</p> <ol style="list-style-type: none"> 1. Do you think your neighbourhood is safe? 2. Being late is rude and disrespectful. 3. Are reality shows like Big Boss and Khatron Ke 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 timekeeper.</p> <p>Once students have discussed, goes to the groups and asks students what errors their peers made in question formation, present tense and in, on, at, by and updates the FLT (Appendix 5).</p>

Lesson 136: At the Restaurant

Objectives:

1. Students will learn common words and expressions for describing food and drink and restaurant service.
2. Through role play students will learn how to order food in a restaurant and other social etiquettes

Key Vocabulary:

words related to objects and people in restaurant.

Error Alert:

pronunciation of ‘spoon’, ‘restaurant’, ‘fork’, ‘plate’, ‘glass’, ‘bowl’

Procedure

Skip the QOD.

Steps	Facilitator’s action(s)
Step 1: Introduce 10 min	<p>Asks-</p> <p>How did the other people around you react, while you were cleaning the area around your house? How did you tackle the negative comments by people, if any?</p> <p>Seeks students’ help to announce the o’clock partners of the day. This will be used for all pair work during the entire lesson.</p> <p>Shares the learnings of the lesson. Asks students why it is important (if students visit a fine dining restaurant or choose to work in one or start one). Asks students to share their responses using the popcorn method.</p>
Step 2: Model/Demo 10 min	<p>Asks students to review the vocabulary in Part A and B with a partner.</p> <p>As a whole class, discusses the use of different objects in Part A and role played by each person mentioned in Part B. Asks students to share their responses using the popcorn method.</p>
Step 3: Guided Practice 30 min	<p>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 -</p> <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. <p>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.</p> <p>Seeks peer feedback after each role play.</p>

	While students are performing, updates the FLT (Appendix 5) for errors related to question formation, present tense and in, on, at, by. After all pairs have performed, shares feedback related to the errors just updated.
Step 4: Adjust Instruction 10 min	Discusses a few etiquettes to be followed in a restaurant. Asks students to share their responses using the popcorn method.
Step 5: Extension 20 min	Asks students to watch AV - 136 once and make notes, if helpful. While students are watching AV - 136, skims through a few notebooks. Makes a mental note of who needs additional effort/support. After all students have watched AV - 136, 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? Asks students to share their responses to the above questions using the popcorn method.
Step 6: Assessment 10 min	Asks students to repeat the pronunciation of spoon', 'restaurant', 'fork', 'glass', 'bowl' after you. While students are pronouncing, updates the FLT (Appendix 5). Shares feedback related to the errors in pronunciation.

Facilitator's Reference

Examples of Restaurant Etiquettes

1. Place the napkin in your lap upon seating.
2. Hold the fork in your left hand and knife in your right hand.
3. Wait until everyone has been served before you begin eating.
4. Do not chew with your mouth open.
5. Put your electronic devices on silent mode.
6. Do not shout in a restaurant.
7. Do not speak while food is in your mouth.
8. When food is caught between the teeth, that is annoying or uncomfortable, wait to remove it privately.
9. To avoid leaving food on the rim of the vessel, make sure the mouth is free of food and blot the lips with a napkin before taking a sip of a beverage.
10. Do not put elbows on the table when you are actually eating. When no utensils are being used, putting your elbows on the table is acceptable.

Lesson 137: Self-Control

Objectives:

1. Students understand what their own strengths and weaknesses are and discuss situations when they exhibit these character strengths.
2. Students will discuss how they can develop self-control as an important character strength.

Key Vocabulary:

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

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Model/Demo 10 min	<p>Asks students to read Part A individually. Asks students -</p> <ul style="list-style-type: none"> • What is the article in Part A about? • Did they learn anything new from the article? If yes, what? <p>Asks students to share their responses using the popcorn method.</p>
Step 2: Guided Practice 15 min	<p>With the help of students, gives task instructions for Part B and asks students to think independently.</p> <p>Walks around to guide, assist and monitor, as required. Asks a few students to share their responses.</p> <p>Asks students to discuss Part C with their partners. Asks different pairs to share their responses.</p> <p>Seeks peer feedback/correction, as required. Helps students make links between Part C and A.</p>
Step 3: Independent Practice 15 min	<p>Asks students to watch AV - 137 once.</p> <p>After all students have watched AV - 137, asks -</p> <ul style="list-style-type: none"> • What were some of the strategies used by the children in the video? <p>Asks students to share their responses using the popcorn method.</p> <p>Asks students to go through Part D and think how/when students can use these to exercise self-control.</p> <p>Asks students if they have any effective self-control strategies that they use.</p>
Step 4: Assessment 40 min	<p>Asks students to look at the images given in part E. Gives them some time to write a story on one of the images using in/on/at/by in the sentences. The story should have a minimum of 8 sentences with these words - in, on, at and by i.e., a minimum of 2 sentences with - in, 2 with - on, 2 with - at and 2 with - by. Gives them some time to</p>

	<p>write the story. Once they have written, asks students to share the sentences verbally (without reading from the page).</p> <p>While students are sharing, updates the FLT (Appendix 5) for errors related to in/on/at/by. Once students share the story, shares feedback with the students on usage on in/on/at/by. Commends the students for coming up with a story and for the improvement in the usage of the 4 words (in, on, at and by).</p>
<p>Step 5: Closure 10 min</p>	<p>Asks students what role self-control plays in achievement/non- achievement of goals to make changes that they have resolved to make through Book 2 (Healthy Living, Being Considerate, Active Listening etc.). Asks students to reflect on goals that they are achieving well and those that they need to work harder on.</p> <p>Asks students to update the Commitment Cards. (Appendix 5 - SWB) Asks a few students to share their progress from the Commitment Cards. Asks students to share their responses using the popcorn method.</p>

Lesson 138: Consolidation

Objectives:

1. Students understand what it means to be assertive and self-confident.
2. Students will give and receive compliments to each other.

Key Vocabulary:

as in the song, unique, original

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Model/Demo 20 min	<p>Asks students to:</p> <ul style="list-style-type: none"> • listen to the song in AV- 138 once and then asks them to fill in the blanks in Part A as they listen to it. <p>Allows students to pause the song as they fill the blanks. Asks students to compare their responses. Asks students to:</p> <ul style="list-style-type: none"> • listen to the song in AV- 138 singing along using the lyrics from the book. <p>Sings along with the students as they listen to the song together (Play it through the facilitator laptop).</p> <p>Ensures that this is a fun (not entertaining) activity.</p>
Step 2: Guided Practice 25 min	<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>While students are completing Part B, calls 2 pairs at a time and asks them to say 2-3 stanzas (out of 1, 3, 4, 5 and 7) from the song. Each student needs to speak 2-3 stanzas. While students are speaking, updates the FLT (Appendix 5) for errors in pronunciation. Shares feedback on errors in pronunciation. Does this with as many students as time permits, the rest of the students would be assessed in Step 4.</p>
Step 3: Adjust Instruction 20 min	<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 they think 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. Continues the game till each student has received and written 10 messages.</p> <p>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 return the notebook they have to its owner.</p> <p>Asks students to read what the others have written about them. Explains how who we are is shaped by our own views and those of others about us.</p> <p>Asks students to summarize what makes them unique after having read what others think about them.</p>
<p>Step 4: Independent Practice 20 min</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>While students are reading, calls 2 pairs (the ones who are remaining to be assessed) at a time and asks them to say 2-3 stanzas (out of 1, 3, 4, 5 and 7) from the song. Each student needs to speak 2-3 stanzas. While students are speaking, updates the FLT (Appendix 5) for errors in pronunciation. Shares feedback on errors in pronunciation.</p>

Lesson 139: Noise Pollution

Objectives:

1. Students will understand that noise pollution is more than loud noises.
2. Students will discuss the sources, effects and ways to reduce noise pollution.

Key Vocabulary:

Honking

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 10 min	Asks the students what kind of sounds they hear every day. Asks students to share their responses using the popcorn method. Makes a list of different sounds on the board and then ask the students to differentiate pleasant and unpleasant sounds.
Step 2: Model/Demo 5 min	Asks a student to drag a chair on the floor while asking 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: Independent Practice 20 min	<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?</p> <p>After 5 minutes, ask one student from each group to state the main points of discussion.</p> <p>Write the answers of the students on the board such as: We can sleep well in quiet places. We can study.</p> <p>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.</p> <p>After 5 minutes, ask few students from each group to state important points of discussion. Writes 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.</p> <p>Asks the student groups to comment one by one: How should we resolve a situation when one person likes a sound and another one doesn't? (For e.g., one person might enjoy sounds of religious ceremonies, whereas it could be disturbing for some. Similarly, one person may enjoy rock music while the other person might find it noisy.)</p>

<p>Step 4: Guided Practice 10 min</p>	<p>Asks students to look at Part A. And discuss with their partners. Once everyone finishes discussing, asks the pairs to share their response. Asks students to share their responses using the popcorn method.</p>
<p>Step 5: Extension 15 min</p>	<p>Shares the initiative taken by Mumbai police to curb noise pollution. Asks students to watch AV-139. Once students have watched AV-139, asks:</p> <p>What was the video about?</p> <p>What are some other ways to reduce noise pollution?</p> <p>How would you feel if your house is just next to a road like the one shown in the video, and you are preparing for an exam?</p> <p>Who are the people who are disturbed most due to noise pollution?</p> <p>Asks students to share the responses to the above questions using the popcorn method.</p>
<p>Step 6: Assessment 30 min</p>	<p>Divides the class in groups and asks the students to make posters showing the noise pollution 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 they can put the poster strategically that people notice it.</p> <p>While students are at task, calls one group at a time and asks them to look at the image in Part B and make at least 8 questions (from the image), 4 questions with w/h family and 4 questions with helping verbs. Each student should make a set of 8 questions. All the 8 questions must have a different question word. Asks students to share the 8 questions verbally. While students are speaking, updates the FLT (Appendix 5) for errors in question formation. Shares feedback on the errors just updated.</p>

Lesson 140: Social Etiquette

Objectives:

1. Students will discuss etiquettes to be followed at various places.
2. Students will talk about various situations and how they could be handled with proper behaviour.
3. Students will continue to improve basic reading skills through Read Theory exercises.

Key Vocabulary:

react/reaction, response/respond

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 5 min	Asks: How you'd feel if someone next to you talked loudly throughout the movie you waited for months to see. Leads the discussion by asking what are some examples of bad manners you see around? Explains the word etiquette.
Step 2: Model/Demo 20 min	Make 4 groups. There are 15 situations given in student's workbook. Randomly choose a group to read a situation from the book and take responses. Asks what others have to say. Asks students to give responses in present tense. While students are sharing, updates the FLT (Appendix 5) for errors in present tense.
Step 3: Guided Practice 20 min	Instructs students to think of some other common social etiquette scenarios. Students need to act out their chosen situation. First as a bad example and then a good social etiquette. Each act should not be of more than 2-3 minutes. Asks students to present the act in present tense. While students are performing, updates the FLT (Appendix 5) for errors in present tense. Based on the act, asks the audience what some other options are available with the doer.
Step 4: Adjust Instruction 10 min	We're all taught that a "please" and "thank you" can go a long way. Asks students how important are social etiquettes in education? Takes as many responses as the time allows. Asks students to give responses in present tense. Asks students to share their responses using the popcorn method.

	<p>While students are sharing, updates the FLT (Appendix 5) for errors in present tense. Note: Takes responses in step 2, 3 and 4 such that each student gets a chance to speak at least 5-6 sentences in present tense.</p>
<p>Step 5: Read Theory 35 min</p>	<p>Asks students to login to their Read Theory account and begin with the comprehension passage. Asks them to read 1 passage and answer the questions. Asks students to call you and show once they complete a passage.</p> <p>Once all students have completed, asks:</p> <ol style="list-style-type: none"> 1. What are you doing well while reading? 2. What do you need to improve? <p>While students are doing Read Theory, meets all the students in groups, 3-4 at a time to discuss and share feedback of their progress made so far (Makes use of the progress chart given in Read Theory).</p>

Lesson 141: Take A Quiz

Objectives:

1. Students will check their language competency through online quiz.

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 5 min	Ensures all preparations for the Quiz are in place.
Step 2: Model/Demo 90 min	While the students are taking the test, troubleshoots, if required. Ensures that all students are on task.
Step 3: Closure 5 min	After the completion of the quiz, ensures that the scores got captured and syncs the test scores to the LMS database.

Lesson 142: Feedback Session

Objectives:	
1. Students will get to know their areas of strength and improvement.	
Procedure	
Skip the QOD.	
Steps	Facilitator's action(s)
Step 1: Introduce 15 min	<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 story based on the picture given in Part A. This is an individual activity.</p> <p>If students have completed the story and are still waiting while you are sharing feedback, asks them to find the words in the grid given in Part B.</p> <p>These activities are aimed at keeping students busy and to create a silent classroom while you are sharing feedback.</p>
Step 2: Share Feedback 70 min	<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>https://docs.google.com/document/d/1dIsfcWYN-wt6CeQw1yYnpZZ4faNzdS3fCrVYuWOG8A/edit?usp=sharing (Sample Sandwich Approach Feedback)</p> <p>(Facilitator can choose to run the session in groups or individually.)</p>
Step 3: Closure 5 min	<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 stories. Display some of them on the wall. Thank everyone for their creativity.</p>

Things to do during the feedback session

(Spend about 3 - 4 minutes with each student)

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

Things to avoid during the feedback session

(Spend about 3 -4 minutes with each student)

1. Comparing a student with another is not a good idea.
2. Don't overwhelm them with too many areas to work on. 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 they want to say something during the feedback session. They 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 143: We Are All Equal

Objectives:

1. Student will identify their own internal and external character traits and understand the difference between character traits and external advantages.
2. Students will realize the importance of internal traits in achieving something, even if a few external advantages are lacking.

Key Vocabulary:

internal, external, values, traits

Procedure

Skip the QOD.

Steps

Facilitator's action(s)

Step 1:
Introduce
25 min

Asks students to look at the 2 photos given in Part A1. Asks them who they are. Gives them some time and asks them to compare Image 1 and 2.

Accepts all answers and steers the conversation towards external advantages of the 2 people given in Image 1 and 2. (For instance, education, money, house, car etc.)

Asks questions about comparing internal traits.

1. Which of these people is more kind? Why/Why not?
2. Which of these people is more creative? Why/Why not?
3. Which of these people is more hard-working? Why/Why not?

(More questions could also be added.)

Divides the class in groups. In groups, asks students to look at the 2 photos given in Part A2. Asks them who they are. Gives them time to come up with points to compare Image 3 and 4. After some time, asks what they discussed in the group.

Asks questions about comparing external and internal traits.

1. Which of these people has a bigger house?
2. Which of these people would be more polite to others?
3. Which of these people has more cars?
4. Which of these people would be more considerate towards others?

Accepts all answers. Steers the conversation towards difference between knowledge, education and intelligence. Gives them some time to think of some points. Each group shares their thoughts with the whole class. Students can share examples of people who are intelligent but not educated and vice-versa.

Note: Asks students to share their responses to the questions in this step using the popcorn method.

<p>Step 2: Independent Practice 15 min</p>	<p>Facilitator defines ‘external advantage’ (benefits on the outside and that are tangible e.g., car, house etc.) and ‘internal strength’ (qualities that are within us and intangible e.g., kind, polite).</p> <p>Divides the class in groups. Forms new groups this time. As a group, students list examples of external advantages and internal strengths in their notebooks. Each group shares their listings with the class.</p> <p>Students need to write the answers of Part B in their notebooks individually.</p>
<p>Step 3: Model/Demo 25 min</p>	<p>Asks students to watch AV-143.</p> <p>After students have watched AV-143, asks:</p> <ol style="list-style-type: none"> 1. What was the video about? 2. What internal strengths do you think he had? 3. What external advantages did he lack? <p>Asks students to share their responses using the popcorn method.</p> <p>Open Discussion: ‘How did this person use internal strengths to become successful even though he did not have external advantages?’</p>
<p>Step 4: Activity 15 min</p>	<p>Tells students that now, we would do an activity. Tapes a piece of paper to each person’s back. Each student walks around and writes 1 strength on other’s papers stuck on the back.</p> <p>If there is a new student in the class, they can share the internal strengths of their friends or family members</p>
<p>Step 5: Closure 10 min</p>	<p>Asks the following questions from the students:</p> <ol style="list-style-type: none"> 1. Where can these internal strengths be put to use? 2. How can these help us in future? 3. Is there any internal strength that you feel you lack, but is necessary for you and wish to develop it in future? <p>Asks students to share the responses to the above questions using the popcorn method.</p>

Lesson 144: Let's Celebrate

Objectives:

1. Students discuss and apply a variety of perspectives to a situation through role plays.
2. Make the learning process fun and engaging through jeopardy.

Procedure

Discuss the QOD.

Steps	Facilitator's action(s)
<p>Step 1: Introduce 35 min</p>	<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 the first half of intermediate level. 2. You are on a conference call with your friends from different parts of India. Share your FEA experience and tell 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 a 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 5 minutes and then present their plays in 3-4 minutes each. Applauds each one of them for their participation and enthusiasm.</p>
<p>Step 2: Model/Demo 35 min</p>	<p>With the help of students, recaps Dos and Don'ts of playing Jeopardy. Lays down the noise level.</p> <p>Organizes teams and asks each team to take up a name. Plays Jeopardy Game 4.</p> <p>Ensures that the students follow the rules of the game. Keeps the score.</p>
<p>Step 3: Closure 10 min</p>	<p>Recaps the common errors from the focused language tracker and check that students do not make these errors.</p>

Lesson 145: Group Bonding Ceremony

Objectives:

1. Students will learn how to guide and be guided by others.
2. Students will understand the importance of regularity.

Key Vocabulary:

regularity, self-belief, trust, focus, responsibility

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 15 min	<p>Welcomes students to Intermediate Level of FEA program. Asks students to share how their thinking, behaviour, and language have changed over the course of the 3 books.</p> <p>Pays a genuine compliment to each student about his/ her journey of learning at FEA.</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 being regular and punctual and wants them to be even better in the future. Calls out the name of top 2 buddies and thanks them on winning this round. Asks them to share how they motivated each other to be regular. Asks other buddies to share their experiences as well. Makes this a 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 activity 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?)</p> <p>Pastes the photos of the winner buddies in the hall of fame section.</p>
Step 3: Random Allocation 10 mins	<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. Ensures no one looks at the paper (including the facilitator). 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 without teacher interference thus reassuring the students that the pairing was random and fair)</p>
Step 4: Activity 25 mins	<p>Instructs students to sit with their new buddy. Explains the rule of the game. Places 3 boxes (red, green, and blue) on the floor in different directions. Red box has 3 points, Green has 2 points and Blue has 1 point.</p> <p>One partner is blindfolded. Other partner has to guide the blindfolded partner to pick up the object spread on the floor and put the objects in the box within the assigned time limit. The team that scores the maximum is the winner.</p>

	(Note: To make it exciting place the boxes in a way away from the objects. Ensures that the boxes with high points are farthest from the objects)
Step 5: Closure 20 min	Ends the class with a short story as in Appendix C. After the story, asks students their takeaway from the story. Tells students that he/she wants them to do well in life. He/she also wants them to be a confident person and a good English speaker and thus they should make the best use of this one year of FEA class.

Appendix C

Once, the earth, the wind, and the rain were talking to a large rock. The rock said, “I am stronger than all of you put together.” At first, the three of them agreed that the rock was very strong. But suddenly, the rain said, “You may be strong, but I am more powerful than you.” The others laughed at the rain.

“How could you be more powerful than a rock? You are merely small drops of water.” The rain said, “I can break the rock if I want to.”

Everyone laughed at the rain again. “Just watch and see,” said the rain. And so, the rain began to fall. Small, steady drops beat against the rock.

Days passed and nothing happened. All this while, everyone continued to make fun of rain. The rain did not focus on their comments, and it continued to do its duty regularly.

Months passed and the rain kept beating on the rock. Finally, after several years, one day they noticed a crack in the rock.

Takeaways:

You need to believe in yourself.

Being regular and focused on your responsibilities will help you achieve your drea

Lesson 146: Career Exploration-2

Objectives:

1. Students will discover their interests, abilities and personalities.
2. Students will learn what employability skills and enlist them.

Key Vocabulary:

interest, ability, personality, skills, firefighters, firelighters

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 10 min	Introduces the lesson reiterating FEA's commitment to help students become successful professionals. Recaps learning from the Lesson Career Exploration 1. Asks students if they were able to explore at least 3 career options for themselves.
Step 2: Model/Demo 15 min	Tells students that we would talk more about their interests, abilities, and personality to discover themselves and their career options more. Asks students to list (in their notepads as per Part A) their interests, abilities, and the kind of personality (qualities) that they possess.
Step 3: Independent Practice 15 mins	Organizes students into groups of 4 to discuss what each person has written down. The groups discuss what each person has written down related to interests, abilities, and personality. The group members can add to their friends' interests, abilities and personality if they are aware. The group also checks whether the 3 career options listed are related to the above. (Interests, abilities, and personality) 1. If not, help group members to come up with 3 career choices. 2. If yes, re-think if there are more opportunities that one would like to explore. If you are satisfied with the 3 choices listed down, there isn't any need to change it. Walks around to guide and assist, as required. Sits with the groups, one at a time, and offers help, if required.

<p>Step 4: Guided Practice 20 mins</p>	<p>Tells students that we would conduct an activity called human knot. Asks students what they understand by this. Accepts all answers and repeats the ones that steer the conversation towards the activity ahead.</p> <p>All the students stand in a manner such that they face one another in a circle. Everyone raises one hand and grabs the hand of someone that is not on either side of them. Everyone raises the other hand and grabs hands with a different person; again, not someone beside them. Everyone should be holding hands of two different people such that they are not holding hands with someone directly next to them.</p> <p>Students must now untangle themselves without unclasping hands. Students should take their time in order to limit injuries and they should not tug or pull on each other. Spot students as they pass over/under other students. End result should be that the group is back in a circle, although not all participants may be facing the same direction.</p> <p>If group members break the chain, they must start over.</p> <p>Once students have completed, asks:</p> <ol style="list-style-type: none"> 1. How easy/difficult was it to untangle yourself? 2. What strategy did you use to untangle yourself? 3. What did you learn from the activity? 4. What did you learn about the skills that you possess? <p>Asks students to share the responses to the above questions using the popcorn method.</p>
<p>Step 5: Adjust Instruction 15 min</p>	<p>Students then brainstorm on the skills it took to get back in a circle and write them in their notepads.</p> <p>Once students have listed down the skills, introduces employability skills. You may need to define this type of skill. Employability skills, or “soft” skills, are skills that are difficult to measure consistently with a number but are essential to workplace success.</p> <p>Now, asks students to look at the skills they have listed down again and highlight the employability skills.</p> <p>Once students have highlighted and isolated the employability skills, discuss why these skills might be important to an employer. Asks students to share their responses using the popcorn method.</p>
<p>Step 6: Closure 15 min</p>	<p>Reiterates the barriers that might inhibit or block the perceived career path. Asks students to complete Part B in their notepads. Asks a few students to share their responses. Ensures that they understand firefighters and firefighters.</p> <p>Asks:</p> <p>Apart from overcoming obstacles, what are the other things that you should do in order to achieve goals? (Make a plan, explore resources, get the required training etc.) Asks students to share their responses using the popcorn method.</p> <p>Tells students to explore resources to further know about their selected career options.</p>

Note:

For further queries, give the following details of career counsellors to the students:

E-mail- CareerGuidance@feindia.org

WhatsApp Mobile No.- 9560076794, 7827969083, 9650597687

Timings- 9 am to 5 pm (On working days)

Lesson 147: This, That, These, Those

Objectives:

1. Students will practice using 'this', 'that', 'these' and 'those' appropriately in sentences.
2. Students will understand the usage of 'which' and 'what'.

Key Vocabulary:

this, that, these, those

Error Alert:

Thees Vs. This, Thees Vs. These (These); sound of 'th'.

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Model/Demo 15 min	Introduces the lesson of the day. With the help of Part A, explains the use of 'this' and 'that'. Discusses A.2 with students. Asks students to complete A.3 independently in their notebooks. After 5 minutes, asks students to share their responses. Uses peer-correction to correct mistakes.
Step 2: Guided Practice 15 mins	With the help of Part B.1, explains the use of 'these' and 'those'. Discusses Part B.2. Asks students to complete B.3 independently in their notebooks. After 5 minutes, asks students to share their responses. Uses peer-correction to correct mistakes.
Step 3: Adjust Instruction 15 mins	Asks students to watch AV - 147 and make notes while watching. After all students have watched it, discusses: <ol style="list-style-type: none"> 1. "Reading is to the mind what exercise is to the body" - explain. 2. What is your reason for reading? 3. Did you find anything in the video disagreeable? What and why? 4. Did you understand the accent of this non-native speaker of English? Asks students to share the responses to the above questions using the popcorn method. OR Moves to Step 4 if AV - 147 is not available at this time.
Step 4: Independent Practice 20 mins	Asks other students to complete Part C independently. Students only write the answers in their personal notepads. After 5-7 minutes, asks students to exchange notepads to peer correct the work. Asks a few students to share the response of their peers and justify why it is correct or incorrect.
Step 5: Assessment 20 min	Introduces the question word 'Which' (We use both 'which' and 'what' to ask questions - 'which' is used when there is a limited range of answers; 'what' is used commonly when the range of answers is more. For e.g. 'Which city is the capital of India? New Delhi or Mumbai?' and 'What is the capital city of India?')

	<p>Practices a few questions using 'which', and 'this/that/those/these' together. Asks students to share their responses using the popcorn method.</p> <p>Uses peer-correction, as far as possible.</p> <p>Facilitator to note down the errors related to 'this, that, these, those' made throughout the session and update the table of Focused Language Tracker (FLT). Shares the feedback on errors related to 'this, that, these, those' with students.</p>
<p>Step 6: Closure 5 min</p>	<p>Informs students that in Lesson 94 they will create email ids for themselves and for that they will need a mobile number. This can be their own or their parents' number which will be required for OTP generation and subsequently, for creating email ID.</p>

Facilitator's Reference

Random Grouping Techniques

There are several easy and effective ways to randomly group kids for cooperative learning.

Pick a Word, Any Word

Write a word on an index card and then on the next two, three, or four cards, write synonyms for the original word. For example, you could have cards containing the words large, gigantic, huge, enormous, and so forth.

Do the same with additional sets of cards using different sets of synonyms for however many numbers of groups you want?

Ask each student to pick a word, any word. Once everyone has a card, explain to them that they will be working in synonym groups, and if necessary, remind them of what synonyms are.

Students then group themselves based on matching synonyms.

This approach could also be used for homonyms, antonyms, figures of speech, or pretty much anything else that can be categorized.

Tongue Depressors (seriously)

Obtain a bunch of tongue depressors, craft sticks, or even popsicle sticks and write numbers on them. These numbers should correlate to the number of groups that you would like and the number of people in each group. For example, if you want six groups of four students each, then you would have four 1's, four 2's, and so forth. All these numbered sticks then go in a cup or can labelled "6 of 4." The students draw sticks to determine their grouping.

Colour Pencils

Obtain several boxes of coloured pencils. Have an equal number of colours as the number of groups you need. Then, if you want each group to have four members, for example, have four pencils of the same colour for EACH colour.

Then, each student selects one pencil from the cup, without looking. The four kids with blue pencils form a group and so forth.

Group of the Day

For example, perhaps Mondays, Wednesdays, and Fridays, you might choose to have groups of four. On Tuesdays and Thursdays, you might want to have groups of three--or whatever.

You could verbally remind students that this is ‘a group of four’ day, and then they would form in the appropriate group. For me, posting this outside the classroom door seemed to work best because the students knew before entering my classroom what other kids they were going to be working with that day.

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

Lesson 148: Short Messages

Objectives:

1. Students will learn how to write brief messages.
2. Students will learn how to interpret brief messages.
3. Student will create their own email account.

Key Vocabulary:

inbox, outbox

Error Alert:

Use abbreviated words just as in text messages.

Procedure

If helpful, take the assistance of FEA graduates for creation of email ids.

Students who already have their email ids can either create new ones as per FEA format or help those who are creating their email ids for the first time.

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 10 min	<p>Appoints Pronunciation Cop(s) for the day.</p> <p>Ensures that the Pronunciation Cop(s) understand their role and are capable of performing the role with respect.</p> <p>Shares the lesson of the day and its objectives.</p> <p>Helps students understand when and why we write short messages.</p>
Step 2: Guided Practice 20 mins	<p>Explains how sometimes short messages are conveyed as text messages using phones or by emails.</p> <p>Explains how emails work - 'inbox' and 'outbox'.</p> <p>With the help of Part C, explains what an appropriate email id is and why it is important to have a one.</p> <p>Writes the expected format of email id - <code>firstname.lastnameFEAID@gmail.com</code>. For example, <code>priya.kumari19083@gmail.com</code> (In exceptional cases where an email ID already exists, asks student to use <code>firstname.lastname.FEAID@gmail.com</code>)</p> <p>Explains that the students must choose a simple password that is easy to remember but difficult to guess.</p> <p>Discuss a few dos and don'ts of writing an email (See facilitator's reference).</p>
Step 3: Model/Demo 20 mins	<p>Instructs students to watch AV - 148 to learn how an email account is created.</p> <p>Instructs students to pause and play AV - 148 again and create an email account using Gmail.</p> <p>Circulates a sheet of paper for students to write their email id on it.</p> <p>Asks students, who already have an email id, to create one according to the prescribed format to be used for all FEA communications including MOOC.</p>

Step 4: Independent Practice 15 mins	Asks students to read and discuss Part A with a partner (Students to discuss how and where to use these phrases). After 5 minutes, asks students to share their responses using the popcorn method. Uses peer correction, whenever required.
Step 5: Assessment 20 mins	Asks students to complete Part B with their partners in their notebooks. Once students have completed, asks a few pairs to share their responses. While students are sharing, notes down the errors related to subject-verb agreement in FLT. Shares the feedback on errors related to subject-verb agreement with students.

Facilitator's Reference

Writing Emails

Do's

- Keep your message as brief as possible. It shows respect for your reader, and you have a better chance of being read and responded to.
- State right up front why you're writing, within the first two lines of the message. Don't count on recipients to read to the end to figure out what you want.
- Use a concise and specific subject line. A good subject line helps readers prioritize messages and find them later. If your message is especially important, consider putting "important" or "response needed" in the subject line.
- Limit your e-mail to one topic only. When you cover multiple topics in a single message, you risk burying important information.
- Be courteous. We're all in a hurry, but it doesn't take long to type "please" and "thank you," and you'll get better results.
- Remember that e-mail isn't private and be discreet about the content. Don't ever put anything in an e-mail that you would be uncomfortable sharing with the entire world.

Don'ts

- Don't send an e-mail when a phone call would be more appropriate. Don't engage in rounds of e-mail when a quick phone call could resolve the question.
- Don't write anything private, confidential or potentially incriminating in an e-mail.
- Don't introduce a new topic in the middle of an e-mail thread. If you're changing the subject, create a new message with a different subject line.
- Don't copy people on an e-mail unless there's a good reason for it. Our inboxes are full enough without e-mails we really don't need to see.
- Don't forget to proofread. Of course, you're in a hurry, but taking a moment to proofread before you hit the send button can save lots of time in the long run.

Adapted from www.huffingtonpost.com

Lesson 149: Learning for Life

Objectives:

1. Students will learn the importance of learning, unlearning and relearning.
2. Students will briefly reflect on their journey of learning.
3. Students will briefly make a plan of what they wish to learn in future.

Key Vocabulary:

lifelong learning, unlearn, relearn, opportunities, personal learning, professional learning

Procedure

If helpful, ask a few FEA graduates to share their experiences of how they are continuing to learn at FEA and outside FEA.

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 5 min	As students enter the class, gives them each a slip of paper. Welcomes students to the class and asks them to write whatever they are feeling or would like to share with the facilitator on the slips of paper. Introduces the lesson of the day.
Step 2: Model/Demo 20 mins	Asks students to watch AV - 149 twice. While students are watching AV - 149, reads what students have shared in the slips of paper and thinks how he/she will be mindful of that during the lesson that day. For example, if a student has shared that he/she is feeling upset as he/she had a fight with someone, expects that student to be distracted. After all students have watched AV - 149 twice, asks: <ol style="list-style-type: none"> 1. What struck you about the ladies in the video? 2. Why do these women keep learning new skills? OR Move to Step 3 if AV - 149 is not available at this time. Do it after step 5.
Step 3: Guided Practice 10 mins	Asks students to read the quote by Alvin Toffler in Part A. This is a repeat quote and this time students must give examples from their own life to explain what they understand by the quote. Accepts all interpretations and repeats the ones that help steer conversation in the desired direction.
Step 4: Adjust Instruction 30 mins	Asks students - What happens if we stop learning? Accepts diversity of perspectives. Shares his/her own journey of learning so far and how he/she plans to continue learning throughout his life. Asks students to complete Part B independently in their notepads. After students have finished writing, asks a few students to share their journeys of learning with another student in the classroom. Accepts all answers and ensures that it remains experience sharing without turning into a debate.

	<p>While students are sharing, notes down the errors related to subject-verb agreement in FLT.</p> <p>Shares feedback on errors related to subject-verb agreement with students.</p>
<p>Step 5: Independent Practice 20 mins</p>	<p>Talks about personal learning and professional learning.</p> <p>Asks students to reflect on their interest, needs and career goals and complete Part C independently in their notepads.</p> <p>Asks all students to share their responses.</p> <p>Ensures that there are no comments and questions when a student shares his/her response.</p>
<p>Step 6: Closure 5 mins</p>	<p>Shares how FEA prepare them for lifelong learning by sharing details of-</p> <ul style="list-style-type: none"> • FEA Internship Programme • FEA Alumni Association and Activities • MOOCs 2, 3, and 4 <p>Reiterates how these opportunities of learning and growing are only available to those who complete the program.</p>

Lesson 150: Consolidation

Objectives:

1. Students will recap the importance of music-based lessons.
2. Students will read and get inspired by a few people who achieved something despite their odds.
3. Students will reflect on their journey at FEA so far, understand where they are right now and know how much more is left to cover.

Key Vocabulary:

struggles, considerate

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Model/Demo 20 min	<p>Asks students to listen to the song in AV- 150 once and read the lyrics on the screen.</p> <p>Asks students to sing along with the song in AV- 150.</p> <p>Asks students what the song and its title are about. Accepts all answers and repeats the correct ones.</p> <p>Asks students to sing along together as a class. Ensures that this is a fun (not entertaining) activity.</p>
Step 2: Guided Practice 35 mins	<p>Asks students to work with a partner and discuss Part B.1 - B.4 and share responses of their partners with the class. Asks students to share their responses using the popcorn method. Accepts all answers and repeats the ones that help steer the lesson in the desired direction.</p> <p>Discusses the quote in Part C telling students about Jane Goodall and her work. Helps students link the quote with their response in Part B.3. Divides the class in 4 groups and give a different story to each group from Part C. Asks a few students from each group to summarize the stories and their thoughts about the stories.</p> <p>While students are sharing responses to Part B and C, notes down the errors related to this, that, these those and subject-verb agreement in FLT.</p> <p>Shares feedback related to the errors related to this, that, these, those and subject-verb agreement with students.</p>
Step 3: Independent Practice 20 mins	<p>Asks students if they get a chance to study in any country/university which one would they choose? Writes the names of some of the famous universities across the world. Tells them that FEA allows them to practically learn from the world's best teachers around the globe.</p> <p>Introduces MOOCs. Explains that through MOOCs they get a chance to learn through online classes. Informs them that these courses are created by best universities and very knowledgeable people across the world. Shares his/her experience of learning through MOOCs. (Apply your creativity to make the conversation interesting. Example, let students explore MOOCS online and understand the advantages of learning through MOOCs)</p> <p>Some examples of MOOC websites could be Khan Academy, FutureLearn, Udemy, Coursera etc.</p>
Step 4: Closure 15 mins	<p>Helps students make connections on how FEA program prepares them to make a difference in the world by making a difference to themselves.</p> <p>(self to community) Recaps Climb to Graduation and asks students to reflect on Part D. Asks students to complete Part E.</p>

Lesson 151: Hygiene-2

Objectives:

1. Students will learn the importance of washing hands.
2. Students will talk about dental and oral hygiene.
3. Students will briefly learn how a small housefly could be a carrier of germs and could result in sickness.

Key Vocabulary:

oral/dental hygiene, cavities journey, bad breath

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
<p>Step 1: Introduce 10 min</p>	<p>Reminds the Pronunciation Cops of their role and sensitivity with which it needs to be performed during the course of the lesson.</p> <p>Recaps the meaning of the word 'hygiene' and learnings of that lesson, with the help of students.</p> <p>Shares the lesson of the day and its objectives.</p> <p>Helps students understand when and why it is important to know about food and oral hygiene - both for health and appearance purposes.</p>
<p>Step 2: Model/Demo 30 mins</p>	<p>Discusses Part A and asks students to complete it in their notepads.</p> <p>With the help of students explains the task in Part B. Asks students to work in pairs to complete Part B, using transitional words like first, next, then, thereafter, finally, in Part B.2. Additionally, asks students to use 'this, that, these, those' in Part B.2. (Use notepad to write.)</p> <p>Asks students to complete self and peer assessment in their notepads, after completing B.1 and B.2, using the checklist.</p> <p>Asks a few students to share their responses to Part B. Ensures that the Pronunciation Cops are active and at task.</p> <p>While students are sharing their responses, notes down the errors related to 'this, that, these, those' in FLT.</p> <p>Shares feedback related to the errors related to this, that, these, those with students.</p>
<p>Step 3: Guided Practice 15 mins</p>	<p>Shares how most common diseases can be prevented by a simple habit - washing hands.</p> <p>Asks students to watch AV - 151 once.</p> <p>While students are watching AV - 151, updates the wall display.</p> <p>After students have watched AV- 151, asks -</p> <ul style="list-style-type: none"> • Name two diseases that can be prevented by washing hands properly. • Explain proper hand washing in 5 - 7 steps using first, then, next, finally etc. <p>Uses peer correction or Pose, Pause, Pounce, Bounce, whenever required.</p>

	Shares careers in hygiene. (Refer to Career Notes in FHB)
Step 4: Assessment 15 mins	Explains the term 'dental' or 'oral hygiene', cavities and bad breath. Discusses Part C and asks whether the statements are true or false. Asks students to correct the incorrect statement(s). Asks students to complete Part C in their notepads.
Step 5: Extension 20 mins	Introduces students to Khan Academy course. Asks them to sit closer to the facilitator's laptop. Shows them how to select a course in Khan Academy. Asks a few questions at regular interval to check their understanding.

Lesson 152: Safety-2

Objectives:

1. Students will discuss various ways for safety at home.
2. Students will discuss situations related to safety at public places.

Key Vocabulary:

guidelines, flame, emergency, wires, unplug, appliances

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 10 min	Asks: How would you ensure that you stay motivated enough to carry on with cleaning your surrounding? Asks students to share one good thing they observed someone in class do that day or previous day(s). Accepts all responses. Caught Doing Good - Informs students that there will be a chart on the wall in which students can write, every week, about a person who they noticed doing good actions. Students can write any day/time during the session. Discusses what is considered 'doing good'. Explains the reason why it is important for us to see goodness around us, acknowledge and appreciate it. Explains the lesson of the day and asks why it is important to know and to communicate clearly during emergencies.
Step 2: Model/Demo 20 mins	Asks students to listen to AV - 152. After all students have listened to AV - 152, asks: <ul style="list-style-type: none"> • What new words did the speakers discuss? (commute, footage and heavy traffic). Can you use them in a sentence? • Do the cyclists in your area have similar or different problems as discussed by the speakers? • Why do many cyclists wear helmet cameras? • How can cyclists in your area stay safe?
Step 3: Independent Practice 15 mins	Discusses the poster given in Part A. Asks what is the ban about? Why is the ban imposed? Asks the students to complete Part A in their notepads. Asks students to share their responses using the popcorn method. While students are sharing their responses, notes down the errors related to this, that, these, those in FLT.
Step 4: Adjust Instruction 10 mins	Asks students to look at the image in Part B and discuss the questions. Once students have understood, asks students to write the answers in their notepads.

<p>Step 5: Guided Practice 15 mins</p>	<p>As a whole class, discusses Part C. Asks students to think and answer which ones are ‘dos’ and which ones are ‘don’ts’. For each response, asks students to provide a reason for their answer.</p> <p>Asks the students to complete Part C in their notepads. Asks students share their responses using the popcorn method. While students are sharing their responses, notes down the errors related to this, that, these, those in FLT</p>
<p>Step 6: Assessment 10 mins</p>	<p>Asks students to discuss with their partners the situations mentioned in Part D. Tells pairs to think creatively.</p> <p>Also informs students to read about safety apps given in Part E. They can download these apps on their smartphones.</p> <p>While students are discussing, updates the wall display.</p>
<p>Step 7: Closure 10 mins</p>	<p>Shares feedback on the errors made in Part A and B related to this, that, these, those with students.</p>

Lesson 153: Articles-1

Objectives:

1. Students will understand the use of 'a' and 'an'.
2. Improve student's comprehension skills and build enjoyment for reading through Read Theory exercises.

Key Vocabulary:

caught, countable/uncountable, reading stamina, resolutions

Error Alert:

use of 'an' before words beginning with vowels Vs. use of 'an' before words beginning with vowel sounds use of 'a' before words beginning with consonant Vs. use of 'a' before words beginning with consonant sounds. When not to use 'the' for proper nouns.

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 5 mins	Welcomes students to class and asks what/who they are thankful to that day and why. Accepts all answers ensuring that there is an atmosphere of respect and acceptance.
Step 2: Model/Demo 20 mins	Introduces the lesson and its importance (articles indicate whether the noun is general or specific). With the help of examples and Part A, goes over rules of using 'a' 'an' and 'the' encouraging students to make sentences. Reiterates that it is the beginning sound (not letter)- vowel or consonant - that determines use of 'a' and 'an'. Pauses during Part A for students to make sentences. Asks students to write the answers of Part A in their notepads.
Step 3: Adjust Instruction 10 mins	Reads aloud Part B, stopping at every blank to ask different students what would be a suitable article for that blank. Asks students to write the answers of Part B in their notepads. Asks about the role MOOCs can play in their lives/future/career.
Step 4: Independent Practice 10 mins	Asks students to work in pairs, find places in Paragraphs 4 - 5 where articles are missing and insert them. Ensures that pairs read aloud, discuss to find the missing articles and place them correctly. Walks around to assist, guide, and monitor.

<p>Step 5: Read Theory 25 mins</p>	<p>Asks students to login to their Read Theory account and begin with the comprehension passage. Asks them to read 1 passage and answer the questions. Asks students to call you and show once they complete a passage.</p> <p>Once all students have completed, divides the class in groups and asks them to discuss: How is the topic of the passage in Read Theory is relevant in today's world?</p>
<p>Step 6: Reading Stamina 10 mins</p>	<p>Shares what reading stamina is and that they are beginning to develop it. Just like in running, when you begin, often you want to give up because it is painful/boring, there are other more 'interesting' things(distraction) to do, but if one persists and sets small, achievable targets, over the course of few weeks/months, one can develop this stamina. Like most skills, reading stamina improves gradually with consistent practice. Asks students to rate their reading stamina.</p>
<p>Step 7: Closure 10 mins</p>	<p>Divides the class in 3 groups. Gives a chart to each group. Asks Group 1 to write a few sentences with 'a', Group 2 to write a few sentences with 'an' and Group 3 to write a few sentences with 'the' on the chart paper. Asks students to underline 'a', 'an' and 'the' in the sentences. Pastes the chart on the wall.</p>

Facilitator's Reference

1. Rohan gave his teacher an apple.
2. She is holding a pencil.
3. Manu is in a garden.
4. There is a fountain in the middle of the park.
5. They had an accident!
6. We visited the Taj Mahal in June.
7. He is giving her a ring. The ring is very expensive!
8. Daya was upset. He had an argument!
9. John is looking at the yellow map.
10. She likes --- books.

Lesson 154: Articles-2

Objectives:

1. Students will understand the situations where 'the' should be used and where not.

Key Vocabulary:

block, subtitles, tackle

Error Alert:

use of 'an' before words beginning with vowels Vs. use of 'an' before words beginning with vowel sounds use of 'a' before words beginning with consonant Vs. use of 'a' before words beginning with consonant sounds. When not to use 'the' for proper nouns.

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
<p>Step 1: Introduce 10 mins</p>	<p>Welcomes the student to class and asks all students to stand. Each student makes a sentence using 'a', or 'an' or 'the' - if the usage of articles is correct, the students get to take his seat. If not, he/she gets another turn at the end.</p> <p>Reminds students to post on the 'Caught Doing Good' board during the lesson, if they find someone 'doing good'. They also need to read what has been posted on the board.</p>
<p>Step 2: Model/Demo 15 mins</p>	<p>With the help of examples, explains the use of 'the' for proper nouns. Divides the class in 3 groups and asks them to go through Part A. Group 1 – Needs to go through the first heading i.e. 'Do not use 'the' before names of' Group 2 – Needs to go through the second heading i.e. 'Use 'the' before names of' Group 3 – Needs to go through the third heading i.e., 'Use no article for names of'</p> <p>For every example, asks different students to use it in a sentence.</p> <p>Since there is no uniform rule and one cannot possibly memorize all combinations, reiterates how the more they read and listen, the better they get at using the article 'the' for proper nouns.</p>
<p>Step 3: Guided Practice 15 mins</p>	<p>Asks students, who may be ready to work independently, to read and complete Part B in their notebooks. (Students don't have to write the complete sentence) Students, who need support, work in pairs. Walks around to assist and guide as students work independently and/or in pairs. After all students have shared, asks a few to share their responses. Occasionally asks students to give a reason for the uses of a particular article.</p>

<p>Step 4: Adjust Instruction 10 mins</p>	<p>Discusses Part C with students. Occasionally asks students to give a reason for the uses of a particular article.</p>
<p>Step 5: Extension 30 mins</p>	<p>Asks students to reflect on the movie watching experience in Book 2 - how it helped, challenges they faced, what can they better this time. Gives students a quick background (not summary) of the movie they will watch during Book 3. Explains how this will be an Italian movie with accented English. Discusses why it is important to be able to understand English spoken in a variety of accents. Asks students to watch Movie - Part 1 and asks student to share their experience of watching an English movie with Italian accent.</p>
<p>Step 6: Closure 10 mins</p>	<p>Organizes Block and Tackle - In-class learning is better than online learning. Asks each student randomly to either block or tackle the topic. Gives students a minute to get their thoughts organized and 20 - 30 seconds to block and tackle the topic, as instructed.</p>

Lesson 155: Letter Writing

Objectives:

1. Students will learn how to spot errors in the format of a letter.
2. Students will write a formal letter and perform self and peer assessment on it.

Key Vocabulary:

format, business letter, sender, personal, receiver, salutation

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 5 mins	Recaps the learning of the previous lesson.
Step 2: Model/Demo 30 mins	<p>With the help of students, recaps Movie - Part 1.</p> <p>Asks students to watch Movie - Part 2. After all students have watched the movie, asks -</p> <ul style="list-style-type: none"> • What do you call the musical show that Guido went to watch in the movie? • Why did Guido visit the school? • What is your prediction for the next part? • How is this movie similar/different to Indian movies? Or Moves to Step 3, if the movie is unavailable at this time.
Step 3: Guided Practice 25 mins	<p>Introduces and appoints two Discussion Detectives - these are two students who will listen and observe the discussion and share general feedback on:</p> <ul style="list-style-type: none"> • Use of appropriate sentence starters (Detective 1) • Use of appropriate subject-verb agreement (Detective 2) <p>Announces - Letter writing is a useless skill in today's world. Invites students to share their views on the topic. Organizes class discussion. Ensures fair participation.</p> <p>While students are discussing, notes down the errors related to 'this, that, these, those' and subject verb agreement in FLT.</p> <p>Asks the Discussion Detectives to share their general feedback (without naming individual students).</p> <p>Shares feedback on the usage of 'this, that, these, those' and subject verb agreement.</p>

<p>Step 4: Independent Practice 25 mins</p>	<p>Asks students to read Part A independently/in pairs. After 5 minutes, asks students what they thought about the two letters. As the class slowly goes through the format of a business letter, facilitator emphasizes that all business letters formats have the same contents but can vary in placement of contents. Asks students to complete Part B independently in their notebooks. Walks around the class to assist and guide students. If feasible, makes calls to the irregular/absent students to counsel them and fills the Call Log. After 15 minutes, asks students to assess their letter using the checklist in Part B. Next, asks students to swap their notebooks and peer check each other's letters. Gives students 5 minutes to peer check. Asks them to share how similar was the result of self and peer check in Part B. Asks why.</p>
<p>Step 5: Closure 5 mins</p>	<p>Asks students to share learning of the day.</p>

Lesson 156: Consolidation

Objectives:

1. Students will learn how to make an account on Khan Academy.
2. Students will learn through jeopardy and play with enthusiasm.

Key Vocabulary:

MOOC, self-paced learning, assignment, deadline

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 10 mins	Asks students to look at Part A. Discusses Part A with the class.
Step 2: Model/Demo 20 mins	Explains what Khan Academy is and how it works. Asks students to watch AV-156 to understand the sign-up process of Khan Academy. Once students have watched the video, asks them to: <ol style="list-style-type: none"> 1. What was the process? 2. Do you have any confusion? Also discusses the flowchart in Part B for the same process.
Step 3: Independent Practice 20 mins	<p>Mandatory MOOC guidelines:</p> <ul style="list-style-type: none"> • All students will sign into Khan Academy using Learner Account and FEA Gmail account only. (The one that they created in the lesson 'short messages') • All students will sign into Khan Academy. • Facilitator will create MOOC account as Mentor/Teacher/Coach using FEA email id only. • Facilitator will name the class/course as per prescribed format. Class Name – FEA. Branch Code. Session No. For example - FEA.110032A.S7 • Ask students to remember or write their log in credentials somewhere. • Students will complete the MOOC in class, as assigned by the facilitator. • All Practice segments of the MOOC must be completed within the class. • Students must move along with the class and not go further. They may, however, review/replay/redo, modules that have already been assigned and completed. • In case the student is absent on the MOOC day, he must complete the assigned MOOC for that day, before the next MOOC lesson. He/she may come outside the session timings to complete, if required. • Students must indulge in appropriate behaviour and create an appropriate profile on Khan Academy. • In Intermediate Level, students cannot enrol in another MOOC on Khan Academy. They can, however, enrol for other MOOCs, if they so desire, on non-Khan Academy platforms. • Facilitator must assign MOOC module for learning/practice, at least 2-3 day before the MOOC lesson. • Facilitator must go through MOOC reflections and report of individual student at least once every fortnight.

	<ul style="list-style-type: none"> • Students must log in their reflections in the Workbook (Appendix-8 FHB) after completion of the MOOC module for the day. • Students must make notes while learning from the MOOC. • In case the student gets an answer wrong, he/she must go back to the lesson and relearn. • Facilitator must be available during MOOC lesson for guidance and trouble shooting. • Students can continue the course from their home, in case, it is required after permission from the facilitator. • Facilitator/MOOC guides will see the progress made by students. • Students must watch the video first, and then attempt the quiz. Students are free to take down notes. <p>In case the student is absent on the MOOC day, he must complete the assigned MOOC for that day, before the next MOOC lesson.</p> <p>Let students explore and begin MOOC 1. Moves around and guides as required.</p>
<p>Step 4: Extension 35 mins</p>	<p>With the help of students, recaps Do's and Don'ts of playing Jeopardy. (Refer to Lesson 12)</p> <p>Lays down the noise level.</p> <p>Organizes teams and asks each team to take up a name. Plays Jeopardy Game 5.</p> <p>Ensures that the students follow the rules of the game. Keeps the score.</p>
<p>Step 5: Closure 5 mins</p>	<p>Asks students:</p> <ul style="list-style-type: none"> • how they feel after starting another major FEA program component - MOOC? • how will this help in the development of their language skills, personality, and career/career choices?

Lesson 157: Holding Discussions

Objectives:

1. Students will learn examples of sentence starters and their appropriate usage.
2. Improve student's comprehension skills and build enjoyment for reading through Read Theory exercises.

Key Vocabulary:

discussion phrases/sentence starters

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 10 mins	Welcomes students to the class and asks them to share what they understand by 'discussion' and what 'discussion' have they seen/heard/ participated in. Asks students to complete Part A in their notepads.
Step 2: Model/Demo 25 mins	Asks students to read the sentence starters in Part B with a partner. Next, asks students to share what they have read/learnt. While students are sharing, explains use and reason for: <ul style="list-style-type: none"> • Appropriate tone during discussion. • Appropriate pitch of voice. • Facial expressions during discussion. • Active listening. • Careful selection of words to share views. Asks students to complete Part C in their notepads.
Step 3: Guided Practice 30 mins	Using the fishbowl strategy, selects 3 - 4 more confident and competent speakers. Asks them to sit in a circle to hold discussion on the topic - Group discussion is both a professional and personal skill. Gives these students 2 - 3 minutes to organize their thoughts. Organizes others to stand around the circle and observe the discussion. Asks the Observers to note down whether or not points discussed in Steps 1 and 2 were followed. Conducts the group discussion for 3 - 5 minutes. While students are discussing, notes down the errors related to 'this, that, these, those' and subject verb agreement in FLT. After the discussion is over, asks the observers to share their observations. Asks students share their responses using the popcorn method. Ensures that the observers share observations (not feedback) using a few/some/none/most/all etc. without naming anyone. Organizes students into groups of 3 - 4. Asks each group to pick a topic for discussion from Part D. Each group must write the topic on a piece of paper and keep it in the middle. Gives group members 2 minutes to write/organize their thoughts about the topic. Asks the groups to discuss their views on the chosen topic for 3 - 5 minutes.

	<p>Tells students to note down each other's errors on usage of 'this, that, these, those' and subject verb agreement.</p> <p>While different groups are discussing at the same time, goes to all the groups for few minutes, one at a time, to note down the errors related to 'this, that, these, those' and subject verb agreement in FLT.</p> <p>Once students have discussed, asks them to share feedback within their groups related to 'this, that, these, those' and subject verb agreement. While students are sharing feedback, shares feedback group wise on 'this, that, these, those' and subject verb agreement.</p>
<p>Step 4: Read Theory 25 mins</p>	<p>Asks students to login to their Read Theory account and begin with the comprehension passage. Asks them to read 1 passage and answer the questions. Asks students to call you and show once they complete a passage.</p> <p>Once all students have completed, asks learners to prepare a set of questions that they would ask the author of the passage of Read Theory and share it with the class.</p>

Facilitator's Reference

11 Things Not to Do In A Group Discussion

1. Initiating the GD for the sake of it.

The direction of a GD depends on who is initiating it. Don't ever start a GD without having many facts and knowledge about it. Although it is advised that you should take the opportunity to initiate a GD, but without proper content, the initiation can backfire on you.

2. Getting emotional.

In a GD, not everyone will hold the same view and opinion. Accept it. The mature way to handle such situations is to speak with facts and logic. Don't lose your cool, be polite.

3. Making sweeping statements.

Sweeping statements are strong, one-sided opinions that lack factual support. Think through a point before speaking and support it with facts.

4. Over quoting the statistics.

While there are some people who simply underestimate the relevance of quoting the statistics in a GD, there are others who quote the facts and figures throughout the GD. Over quoting the statistics weakens the impact of what you say.

5. Using complex English.

While speaking in a GD, you have to make sure that everyone understands you. Also, the use of Hindi and other informal words should also be avoided.

6. Being over polite.

Keeping a constant smile on your face throughout the GD and nodding and shaking your head to

whatever the other members are saying will get you nowhere.

7. Speaking fast.

Since the GD is time bound, it's a common misbelief that speaking fast you will be able to talk more and give more views. In fact, speaking fast leads you to lose track of what you are talking, your thoughts don't remain connected. The slower you speak the better since in that way you make each word count.

8. Looking at the evaluator

The GD is taking place between you and other group members. The evaluator is not a part of that discussion. He is an observer. You are speaking with your group members so maintain a proper eye contact with them, no one else. Making eye contact with the evaluator shows that you are seeking his approval.

9. Digressing from the topic.

A topic has been given to you and you are expected to complete your GD within a specified time period. As a good team member, you need to make sure that the GD isn't diverting to another parallel topic. Stick with the topic given to you and discuss accordingly.

10. Underestimating the power of your body language.

Along with what is being said, the evaluator is looking at what is not being said. The way you sit, your posture, the way you make eye contact, everything nonverbal is being observed by the evaluator.

11. Not speaking at all.

This is the blunder of blunders that one can do in a GD. It's a group discussion and it is expected that each group member has to voice their opinion about the given topic.

Adapted from [www.http://www.ssbcrack.com/](http://www.ssbcrack.com/)

Lesson 158: Phrases

Objectives:

1. Students will learn some commonly used phrases.
2. Students will exchange the learning of phrases with different students through an activity.

Key Vocabulary:

phrases (Appendix 6 - SWB)

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 20 mins	Welcomes students and explains what phrases are (Words commonly used together to mean something as a whole). With the help of students, recaps phrases used in making phone calls. (Make a call, hang up, hold on, call back). Asks students to complete Part A in their notepads.
Step 2: Model/Demo 30 mins	Asks students to watch AV - 158 and make notes as they watch. After all students have watched AV - 158, asks: <ul style="list-style-type: none"> • What were some of the phrases used in the video? • Can you use them in sentences of your own (not as used in the video)? • How can using phrases improve our English? Asks students share the responses to the above questions using the popcorn method. Asks students to complete Part B in their notepads. Or Moves to Step 3, if AV - 158 is not available at this time. Do it after step 4.
Step 3: Guided Practice 20 mins	Asks students if any phrases are known to them and what/when they can be used for. Asks students to read and understand the phrases given in Appendix 6 (SWB). Encourages students to share when they can use a particular phrase and use it in a sentence.
Step 4: Assessment 15 mins	Meet and Greet - Asks students to learn 4 - 5 phrases from Appendix 6 - SWB in 2 - 3 minutes. Then, they: <ul style="list-style-type: none"> • Find another person in the room. • Introduce self- greeting and name. • Share 2 - 3 phrases and their usage. • Listen to 2 - 3 phrases from the other person. • Move on to the next person and repeat the same.
Step 5: Closure 5 mins	Asks students to share learning of the day.

Lesson 159: Power of Beliefs

Objectives:	
<ol style="list-style-type: none"> 1. Students will understand briefly about firefighters and firelighters of their life. 2. Students will explore grammar activities through MOOC. 	
Procedure	
Skip the QOD.	
Steps	Facilitator's action(s)
Step 1: Introduce 35 mins	<p>Asks students to complete Part A in their notepads.</p> <p>Asks students to read and re-read the passage given in Part B. Discusses the use of highlighted words guiding students to use contextual clues to understand the meaning of these words.</p> <p>Discusses the phrases that have been used in the passage. Discusses the questions at the end of the paragraph. Encourages all students to participate and share their views. Accepts all answers.</p> <p>While students are sharing, notes down the errors in 'this, that, these, those' and subject verb agreement in FLT.</p> <p>Once students have shared their responses, shares feedback on use of 'this, that, these, those' and subject verb agreement.</p>
Step 2: Model/Demo 15 mins	<p>Asks students to watch AV - 159. After all students have watched AV - 159, asks:</p> <ul style="list-style-type: none"> • What was the video about? • Was the fern not doing anything for 5 years? • Would you give up if you do not achieve success in the first try? <p>Why/Why not? Or Moves to Step 3, if AV - 159 is not available at this time. Does it after step 3.</p> <p>Note: Plays the above video on the facilitator laptop and asks all the students to watch it together.</p>
Step 3: Guided Practice 35 mins	<p>Asks students if they can recall their Khan Academy log in credentials. Instructs students to sign into the Khan Academy course. Guides students to begin the MOOC task for the day. Helps students as required.</p> <p>Ensures that students log out of their Gmail accounts.</p> <p>In the last 10 minutes of this step, asks every student to come in front of the class one by one and share their MOOC learning experience.</p>
Step 4: Closure 5 mins	<p>Caught Doing Good - Asks students to:</p> <ul style="list-style-type: none"> • Write about whom they observed, what good he/she was doing and where she/he was when it was done. • Read the posts on the Caught Doing Good chart.

Lesson 160: Career Exploration-3

Objectives:

1. Students will enlist a few things that are required to make a career goal.
2. Students will prepare a plan for the upcoming time for their career.

Key Vocabulary:

plan, education, training, qualification

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 5 mins	Welcomes students and introduces the lesson reiterating FEA's commitment to help students become successful professionals. Recaps learning from Lesson Career Exploration 1 and 2.
Step 2: Guided Practice 20 mins	Reiterates the things that are required to achieve a career goal that we discussed in previous lessons. (Interest, ability, preference, skills etc.) Asks: 1. What other things are required to achieve a career goal? (Education, training qualification, additional information resources etc.) Makes a list of the things on the board as students speak. 2. If you do not have either of these, how will you ensure that they get accomplished in future? Tells students that one way is to make a plan which we would practice today.
Step 3: Independent Practice 45 mins	Discusses Part A with students. Asks them to write (in their notepads) the 3 career options that they are interested in. Organizes students into groups and asks them to make a plan for the coming days. Group members help each other to come up with a suitable plan. Walks around to guide and assist, as required. Sits with the groups, one at a time, and offers help.
Step 4: Closure 20 mins	Asks: 1. Are you satisfied with the plan? 2. How will you ensure that you are following the plan? (Makes students realize the importance of following the plan) 3. What can happen if you do not follow the plan properly? 4. From where can you get access to the resources or information that you have mentioned? (Informs students about Career Guides) 5. If you get stuck somewhere in your plan, how will you ensure that it does not hamper the progress? 6. What kind of support do you require from me, with the plan? Asks students share the responses to the above questions using the popcorn method.
Note:	For further queries, gives the following details of career counsellors to the students: E-mail- CareerGuidance@feaindia.org WhatsApp Mobile No.- 9560076794, 7827969083, 9650597687 Timings- 9 am to 5 pm (On working days)

Lesson 161: Proof Reading

Objectives:

1. Students will write a letter and get it proofread by their peers.
2. Improve student's comprehension skills and build enjoyment for reading through Read Theory exercises.
3. Students will explore grammar activities through MOOC.

Key Vocabulary:

in brief, sum up, draft

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
<p>Step 1: Guided Practice 30 mins</p>	<p>Recaps the structure and format of a letter. Asks students to complete Part A independently in their notepads. If feasible, makes calls to the irregular absent students to counsel them and fills the Call Log. After about 10 minutes, asks students to swap their notebooks and peer assess Draft 1. Next, asks students to prepare Draft 2 incorporating the feedback. Circulates to assist and guide.</p>
<p>Step 2: Read Theory 35 mins</p>	<p>Asks students to login to their Read Theory account and begin with the comprehension passage. Asks them to read 1 passage and answer the questions. Asks students to call you and show once they complete a passage. Once all students have completed, asks students to prepare three or four interesting facts related to the content of the passage of Read Theory. Once students have prepared, asks the class to make two rows facing each other. Then, encourage them to share an interesting fact, but pre-inform them that they only have 60 seconds to do so. Once the 60 seconds are up, one of the rows rotates so each learner has a new partner. Repeats the process several times.</p>
<p>Step 3: Adjust Instruction 25 mins</p>	<p>Asks students to sign into the Khan Academy course. Guides students to begin the MOOC task. Help students as required. Asks questions, get them to take a quiz, creates excitement for the course. Ensures that students log out of their Gmail accounts at the end of this step.</p>

Lesson 162: Learning Contract-3

Objectives:

1. Students will discuss who/what their firelighters and firefighters are.
2. Students will explore grammar activities through MOOC.

Key Vocabulary:

interest, careers, qualification, abilities, short-term, long-term

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
<p>Step 1: Introduce 35 mins</p>	<p>Asks students to complete Part A in their notepads. Asks students to read and explain task instructions of Part B. Asks students to build on the list of possible career choices and the plan prepared in L-106 similar to what is drawn in Part B. Asks them to order the choices according to their preferences. Guides as most students will need extensive help.</p> <p>After all students have completed the table in their notebooks, invites all/most students to share their views.</p> <p>Discusses the questions given below the table and asks the students to write the answers in their notepads.</p>
<p>Step 2: Model/Demo 20 mins</p>	<p>Ask students to watch AV - 162 and make notes. After all students have watched, asks -</p> <ul style="list-style-type: none"> • What does the speaker compare journey of learning with? • How has your journey of learning at FEA been? • What drives you towards your goals? • How can you keep your motivation high during the ride? <p>Asks students to share the responses to the above questions using the popcorn method.</p>
<p>Step 3: Adjust Instruction 5 mins</p>	<p>Asks students to reflect and rate their regularity, participation, and progress in Part C.</p>
<p>Step 3: Independent Practice 30 mins</p>	<p>Asks students to sign into the Khan Academy course. Guides students to begin the MOOC task. Helps students as required. Ensures that students log out of their Gmail accounts at the end of this step.</p>

Lesson 163: Community

Objectives:

1. Students will talk about urban, rural and suburban communities.
2. Students will understand how they are part of distinct communities.
3. Improve student's comprehension skills and build enjoyment for reading through Read Theory exercises.

Key Vocabulary:

rural, role, urban, responsibilities, suburban

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Model/Demo 20 mins	<p>Mingle, Mingle - Asks students to walk around as if in a marketplace. Calls out "Stop" and when students stop walking, asks them to introduce themselves to people standing around them as in Part A.1. Calls out "Stop" and when students stop walking, asks them to introduce themselves to people standing around them as in Part A.2. Waits for 30 seconds and then calls out, "Mingle, Mingle". Repeats the game till Part A.5 is done.</p> <p>Asks students if the introduction/tone etc. changed when they introduced themselves to different people. Asks why. Asks students share their responses using the popcorn method.</p> <p>Steers conversation on how we play different roles in different groups of which we are a part of.</p> <p>Introduces the word 'community'. Asks students to complete Part B in their notepads.</p>
Step 2: Guided Practice 20 mins	<p>Asks -</p> <ul style="list-style-type: none"> • What are rural, urban, and suburban communities? Give examples. • How are they similar/different? • If you could choose, where would you like to live? Why? Rural, urban, suburban communities depend on each other. Why? How? <p>Asks students to share the responses to the above questions using the popcorn method.</p> <p>While students are sharing, notes down the errors related to subject verb agreement in FLT. Shares feedback with the students on errors related to subject verb agreement.</p>
Step 3: Independent Practice 20 mins	<p>Asks students to think about -</p> <p>What rights and responsibilities they have as a son/daughter, brother/sister, friend, student, worker, gentleman, citizen, etc. Asks students to complete Part C in their notepads.</p> <p>Asks students to share their responses one at a time. Asks students to share their responses using the popcorn method.</p> <p>While students are sharing, notes down the errors related to 'this, that, these, those' in FLT. Shares feedback with the students on errors related to 'this, that, these, those'.</p>
Step 4: Read Theory 30 mins	<p>Asks students to login to their Read Theory account and begin with the comprehension passage. Asks them to read 1 passage and answer the questions. Asks students to call you and show once they complete a passage.</p> <p>Once all students have completed, ask students to pretend to be television reporters. Divides the class in groups and asks them to sum up the highlights of the "passage" that they read in Read Theory in 2 minutes. Change the groups after every 2 minutes.</p>

Lesson 164: Our Actions Influence Others

Objectives:

1. Students will briefly understand the terms interdependent, interrelated and interconnected.
2. Students will talk about stories based on interdependence, interrelation and interconnection.
3. Students will begin to appreciate the interdependence of people and communities.

Key Vocabulary:

interdependence, interrelated/interconnected

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 15 mins	<p>Welcomes students to the class and appoints Grammar Cops. Asks students to read Part A independently.</p> <p>After 5 minutes, asks students to Mingle, Mingle and when "Stop" is called out, they "Give One" and "Get One" to the person close to them. (They share one thing that they learnt from the story in Part A, and they listen to one what the other person learnt).</p> <p>Hold 3 - 4 rounds of "Give One and Get One". Asks students to take their seats. Asks what they have learnt from the story.</p> <p>Asks if they heard different perspectives/lesson from different students they interacted with.</p> <p>Introduces the terms - interdependent, interrelated, and interconnected.</p>
Step 2: Model/Demo 25 mins	<p>Asks students to read Part B independently or in pairs.</p> <p>After about 5 minutes, asks a few students to share their responses. Asks students to share their responses using the popcorn method.</p> <p>Asks students to share an incident and explain how their actions influenced others, positively or negatively. Asks students to complete Part B in their notepads. Asks a few students to share their responses.</p> <p>While students are sharing, notes down the errors related to this, that, these, those in FLT.</p>
Step 3: Guided Practice 10 mins	<p>Asks students to read Part C independently or in pairs. After 5 minutes, asks who is right and wrong and why.</p> <p>Explains how it is difficult to decide right and wrong in situations such as this.</p> <p>Discusses the questions in Part C.</p> <p>Encourages students to use 'interdependent', and 'interconnected'.</p>
Step 4: Adjust Instruction 30 mins	<p>Asks students to watch Movie Part 3. After all students have watched, asks -</p> <ul style="list-style-type: none"> • "Mind the shop." Guido tells his son Joshua. What does the phrase mean? • Why did Joshua hide from his mother? • How does Guido explain where they are and why? • What questions do you have?
Step 5: Closure 10 mins	<p>Briefly discusses careers in social/community work. (As per Part D.)</p> <p>Shares feedback related to the errors made in this, that, these, those.</p>

Lesson 165: Our Role in The Community

Objectives:

1. Students will brainstorm lists of various superstitions.
2. Students will share superstitions practiced at their homes.
3. Students will learn that superstitions vary depending on the place.

Key Vocabulary:

superstitions

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 15 mins	Asks students if they read horoscopes from the newspaper/ magazine/internet. Shares with the class a story given in Facilitator's reference. After the story, asks: 1. Why do people believe in horoscopes? 2. Are the horoscopes always accurate?
Step 2: Guided Practice 10 mins	Tells students to talk to their partner and come up with a definition of superstition. Accepts all answers. Defines superstition as a belief or practice that isn't entirely based on facts or reality. Asks students to share some superstitions that they have heard of.
Step 3: Guided Practice 25 mins	Brainstorms a list of superstitions as given in Part A in SWB. Make 6 groups. Let each group read one superstitious practice. Once everyone has read, asks the groups to share their superstitious practice with the class. Asks students to figure out why people have these superstitions. (You can model this with an example of the broken mirror. Suggest that perhaps the superstition that a broken mirror brings bad luck comes from the fact that it was very dangerous and expensive to break a mirror, and so parents wanted to make kids afraid of breaking them. And perhaps if you broke one, you'd get hurt of the glass, so it did, in fact, bring you a form of bad luck. Asks students to think of similar reasons for other superstitious beliefs.) Also, asks, how superstitions impact our life. Asks a few students to share their responses. While students are sharing, updates the FLT for errors in 'this, that, these, those' and subject verb agreement.
Step 4: Adjust Instruction 20 mins	Asks: 'Are superstitions followed in other countries also? What makes you say that? Are they the same as the ones followed in India or different ones?' While students are sharing, updates the FLT for errors in 'this, that, these, those' and subject verb agreement. Instructs students to read Part B in SWB. Asks if they found any superstition surprising.

<p>Step 5: Extension 10 mins</p>	<p>Writes on the board: “It is perfectly fine to follow superstitions at the workplace as long as your superstition does not cause inconvenience or offend your colleagues in anyway.” Asks the class to share their responses with reasons. While students are sharing, updates the FLT for errors in ‘this, that, these, those’ and subject verb agreement. Shares the takeaway message that the day your superstition starts weighing down on your mind and affecting performance or efficiency, drop it immediately.</p>
<p>Step 6: Closure 10 mins</p>	<p>Shares feedback with students on errors related to ‘this, that, these, those’ and subject verb agreement.</p>

Facilitator’s Reference

In the 1970s, Khushwant Singh was the editor of the Illustrated Weekly, which was at that time India's number one news magazine. His astrologer who wrote the zodiac predictions of the week, had left the job. Thence onwards, for the next three years, Khushwant Singh did not hire another astrologer. He would write the predictions himself. Unaware of this, people would often pay compliments about the accuracy of the astrological forecasts in his magazine. Only much later did Khushwant Singh confessed that the zodiac predictions used to be concocted by him.

Lesson 166: Mindset

Objectives:	
1. Students will talk about ways of changing negative to positive mindset. 2. Students will pair up and counsel and advice their peer on changing his/her fixed mindset.	
Key Vocabulary:	
positive mindset, negative mindset, growth mindset, fixed mindset	
Procedure	
Skip the QOD.	
Steps	Facilitator's action(s)
Step 1: Introduce 15 mins	Welcomes students and asks them to complete Part A independently. After all students have completed Part A, share that statement numbered 1,3,5 demonstrate fixed mindset. Asks students to complete Part A in their notepads. Asks them the following question: • Can mindset be changed? If yes, how? Accepts all answers.
Step 2: Guided Practice 15 mins	Explains that although there is no fixed formula for changing negative mindset into positive mindset, there are steps and structures that can help train the mind to change negative thoughts into positive ones. Explains Part B with the help of an example. Encourages students to share examples on how this can be helpful in changing our mindsets. Asks students to share their responses using the popcorn method. Shares that we have both 'fixed'/'negative' and 'growth'/'positive' mindset which we demonstrate according to our situations. For example, Raju may have a growth mindset while studying Math but a fixed mindset when playing games. Elaborates that one must be aware of one's mindset and when it is harmful for our growth/happiness, we must be able to consciously change it.
Step 3: Adjust Instruction 20 mins	Asks students to watch AV - 166 to learn about how one girl in US changed her mind set to excel in life. After all students have watched, asks - 1. 'If you put your mind to it, you can do it.' How did Jennifer show that in her life? 2. How did Jennifer get that attitude to persevere and believe in her? How can you get that attitude? 3. How would Jennifer's life have been different if she had not persevered and believed in herself? Asks students to share their responses using the popcorn method. or Move to Step 4 if AV - 166 is not available at this time. Does it after step 4.
Step 4: Independent Practice 25 mins	Peer Counselling - Asks students to pair up and ask each other an example of their fixed mindset. The students now play Counsellors to their peers and advise them on how to change their fixed mindset into growth mindset. Circulates to assist and monitor. Asks students to complete Part C in their notepads. After both the partners have played Counsellor, discusses questions in Part D.
Step 5: Assessment 15 mins	Asks students to read Part E independently. Circulates to assist and guide. Asks students their learnings from the letters in Part E.

Lesson 167: Power of Words

Objectives:

1. Students will reflect on tone and words that make one feel respected.
2. Students will talk about how one feels when someone is gossiping and spreading rumours.
3. Students will discover not only the usefulness but also the pleasure of being able to read and answer the read theory quiz.

Key Vocabulary:

respect, tone, inspire, destroy, choose, mood, judge

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Model/Demo 15 mins	Organizes students in groups of 4 and each group is asked to choose a Discussion Detective and a Grammar Cop for their group. Asks each group to select one topic from Part A that they would like to discuss. Asks the group to think about the topic for 2 minutes and discuss it for 5 minutes or so. During the discussion, the Grammar Cops circulate from group to group. During the discussion, the Discussion Detectives of each group notes usage of verbal and non-verbal discussion protocols. After about 5 minutes, asks students to summarize the discussion of their groups. Ensures that the students understand how powerful words can be.
Step 2: Adjust Instruction 25 mins	Asks students to think back to their own school days; did they have teachers who talked in a way that made them feel respected, safe, and ready to learn? How would they describe those words/tone? Tells students to discuss with their partners to identify a time when they were not so careful about what they expressed, and what the effect was to others. Once pairs have discussed, asks a few pairs to share their responses with the class. While students are sharing, updates the FLT for errors in this, that, these, those. Shares feedback on errors related to this, that, these, those. Discusses Part B with students. Asks students to complete Part B in their notepads.
Step 3: Independent Practice 20 mins	As a general classroom discussion, asks- 1. How can you stop someone who is gossiping, or spreading rumours when he/she is speaking to you? 2. List examples of damage that can be the result of gossip and rumours. 3. What should you do when someone uses mean or scary language on the Internet? Asks students to share the responses to the above questions using the popcorn method. While students are sharing, updates the FLT for errors in subject verb agreement. Shares feedback on errors related to subject verb agreement.
Step 4: Read Theory 30 mins	Asks students to login to their Read Theory account and begin with the comprehension passage. Asks them to read 1 passage and answer the questions. Asks students to call you and show once they complete a passage. Once all students have completed, asks students to connect their passage to something they have experienced in life. Asks them to share their experiences with each other.

Facilitator's Reference

These Words Are So Overused They've Become Meaningless

If a movement was made to abandon 'awesome', most of us would simply move to another easy, catch-all option. So, banning words will not help. Instead, take our list of overused words as a reminder that sometimes, the words we say don't mean much. A cookie, to you, may just be awesome, but don't some occasions deserve more than that? If you really want to express a heartfelt enthusiasm for your best friend's dream job offer, don't mindlessly say it's awesome, or even add on some cheap emphasis by saying totally awesome (totally technically means "completely, in every part," but here it would just be a vague note of emphasis). Maybe your friend's accomplishment is awe-inspiring, or thrilling, or well-deserved, or warms the cockles of your heart.

Here are 12 words that have been so overused they really don't mean anything anymore:

Literally: Originally meant "in a literal or strict sense," but is used as a more general intensifier for things that are not strictly true. Because of this, "in a figurative sense," the exact opposite of the original meaning, has now been added to the dictionary as a definition for literally.

Unique: Originally meant "unlike anything else," but is used to mean "different, to some degree, from the standard or the norm."

Awesome: Originally meant "causing feelings of fear or wonder," but is used as a general, positive descriptor like "great" or "cool."

Amazing: Originally meant "causing overwhelming surprise or astonishment," but is used as a general, positive descriptor like "great" or "cool."

Totally: Originally meant "completely, in every part," but is now used as a general intensifier, much like "really."

Basically: Originally meant "essentially" or "fundamentally," but is now used as general verbal filler.

Incredible: Originally meant "impossible to believe," but is now used as a general, positive descriptor like "great" or "cool."

Really: Originally meant "actually true," but is now used frequently as a general intensifier.

Very: Meaning "to a high degree," we all just need to stop using it in every other sentence.

Honestly: Originally meant "in an honest and genuine manner," but is now often used as general verbal filler.

Absolutely: Originally meant "in a complete and total manner," but is now used as a general intensifier.

Unbelievable: Originally meant "impossible to believe," but is now used as a general, positive descriptor.

Adapted from <https://www.huffingtonpost.in/>

Lesson 168: Consolidation

Objectives:

1. Students will understand the concept of empathy and helping others through a story.
2. Students will gain knowledge through music-based lessons.

Key Vocabulary:

paradise, blisters, calls out

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 20 mins	<p>Welcomes the students and shares the lesson for the day.</p> <p>Asks what they like about MBL lessons and what they would like added to the lesson.</p> <p>Asks students to read Part A independently/in pairs and summarize using 3 - 2 - 1 (3 main points, 2 questions, 1 disagreement).</p> <p>Gives students 5 minutes to read and organize their responses. Circulates to assist and guide.</p> <p>Asks a few students to share their 3s, 2s, or 1s ensuring all students get to respond. Asks students to complete Part A in their notepads.</p>
Step 2: Model/Demo 20 mins	<p>Asks students to listen to the song in AV- 168 once and read the lyrics on the screen (5 minutes).</p> <p>Asks students to sing along with the song in AV- 168 twice (5 minutes). Asks students what the song and its title are about (5 minutes).</p> <p>Accepts all answers and repeats the correct ones.</p> <p>Asks students to sing along together as a class and sings along ensuring that everyone clicks 'play' at the same time. (5 minutes)</p> <p>Ensures that this is a fun (not entertaining) activity.</p>
Step 3: Guided Practice 20 mins	<p>Reads and discusses questions in Part B as a whole class. Circulates to assist and guide.</p> <p>After about 10 minutes, asks students to share their responses. Accepts all answers and repeats those that help steer conversation in the desired direction.</p> <p>Shares Phil Collins' motivation to write/sing this song.</p> <p>Helps students recognize why/how people contribute to the society using their skills and through their profession. (Link to ubuntu/interdependence/Part A/Phil Collins etc.)</p> <p>Asks students to complete Part B in their notepads.</p>
Step 4: Adjust Instruction 30 mins	<p>Makes smaller groups. Asks each group to discuss on the following topics each for 10 minutes.</p> <p>Impact of technology on jobs.</p> <p>Social media is killing our creativity.</p> <p>Asks students to note down the errors made by their group members, related to this, that, these, those and subject verb agreement.</p>

	<p>Moves around and listens to the conversation and encourages teams to participate. Notes down the errors related to this, that, these, those and subject verb agreement in FLT.</p> <p>Asks students to share errors related to this, that, these, those and subject verb agreement with their group members.</p> <p>Once groups have discussed and shared the errors, shares the feedback on usage of this, that, these, those and subject verb agreement as a class.</p>
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Facilitator's Reference

Another Day in Paradise

The British singer, songwriter and drummer Phil Collins received the most nominations for "Another Day in Paradise" in 1991 Grammy Awards.

Composed as a protest song, it was released in 1989.

Collins explained that this song was about despairing for the homeless, in multiple interviews: "I wrote this after being in Washington DC where I was amazed by how many people, I saw living in boxes. Washington was almost at a standstill and these people were trying to sleep on the grills where all the hot air was coming up, and you could see that it was in the shadow of Capitol Hill. I thought it was an extraordinary contradiction."

Lesson 169: Talking About Past-1

Objectives:

1. Students will learn and practice the use of past tense.
2. Students will learn different rules of converting different kinds of verbs into past tense.

Key Vocabulary:

regular verbs in past tense

Error Alert:

use of verb in past tense with 'did'/'didn't'

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 25 mins	<p>Shares the lesson of the day and how important it is to know and use past tense. Explains that it is one of the challenging tenses and that it takes time and regular practice to learn it well.</p> <p>With the help of Part A, explains the use of past tense. Pauses frequently to check for students' understanding with the help of exercises/examples. Involves students in the explanation and practice. Uses whiteboard extensively to make learning visual for students. Asks students to complete the exercise in Part A in their notepads. Asks students to share answers of Part A. While students are sharing, updates the FLT for errors in past tense.</p>
Step 2: Guided Practice 35 mins	<p>Asks students to briefly summarize Part 3 of the movie using past tense (regular verbs) appropriately. While students are sharing, updates the FLT for errors in past tense.</p> <p>Asks students to watch Movie - Part 4.</p> <p>After all students have watched the movie, asks -</p> <ul style="list-style-type: none"> • How did war change Guido's community? • Why does Guido repeatedly lie to his son about it being a game? Is it ok to lie? Explain. • Are you beginning to understand the movie better now? Why? <p>Or</p> <p>Move to Step 4, if movie is not available at this time. Conduct after step 4.</p>
Step 3: Adjust Instruction 20 mins	<p>Asks students to discuss and complete Part B with their partners in their notepads. Asks students to share answers of Part B. While students are sharing, updates the FLT for errors in past tense.</p>
Step 4: Closure 10 mins	<p>Shares feedback on errors in past tense made during the lesson.</p>

Lesson 170: Talking About Past-2

Objectives:

1. Students will learn and practice the use of past tense through exercises.
2. Students will explore grammar activities through MOOC.

Key Vocabulary:

irregular verbs in past tense

Error Alert:

use of verb in past tense with 'did'/'didn't'

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 40 mins	With the help of Part A, explains the use of past tense. Asks students to complete the list of irregular verbs in Part A in their notepads. Asks students to complete Part B in their notepads. Asks students to share their responses to Part A and B. While students are sharing, updates the FLT for errors in past tense.
Step 2: Independent Practice 40 mins	Asks students to sign into their Gmail account. Guides students to begin the MOOC task for the day. In the last 15 minutes, asks students to give a one-minute presentation on their learnings from MOOCs in past tense. While students are presenting, updates the FLT for errors in past tense.
Step 3: Closure 10 mins	Shares feedback on errors in past tense made during the lesson.

Lesson 171: Career Exploration-4

Objectives:

1. Students will share their prior knowledge on the hiring process.
2. Students will discuss hiring process and share their understanding.
3. Based on the hiring process, students will improve their previous plan - if any additions are required.

Key Vocabulary:

plan, hiring, recruitment

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 10 mins	Welcomes students and introduces the lesson reiterating FEA's commitment to help students become successful professionals. Recaps learning from the Lessons Career Exploration 1, 2 and 3.
Step 2: Extension 10 mins	Asks a few students to share a few steps that they have mentioned in the plan in the previous lesson. Tells students that in order to make a better plan, we must be aware of the hiring process. Asks students to share their prior knowledge about this.
Step 3: Guided Practice 20 mins	Takes the students through the basic steps of the hiring process mentioned in Part A of SWB. Asks a few students to share their understanding of the hiring process.
Step 4: Independent Practice 30 mins	Asks a few students what modifications can be made to the plan that they prepared in the lesson 'Career Exploration 3' and 'Learning Contract 3'. Organizes students into groups of 4 to rework on the plan prepared in Learning Contract 3. The groups discuss what each person has written down related to the plan and help in improving it, keeping in mind the hiring process. Walks around to guide and assist, as required. Sits with the groups, one at a time, and offers help, if required.
Step 5: Closure 15 mins	Asks: 1. What are a few things that we should focus to be eligible for the hiring process? 3. Do you still have any questions? Asks students to share the responses to the above questions using the popcorn method.
Note:	For further queries, gives the following details of career counsellors to the students: E-mail- CareerGuidance@feaindia.org WhatsApp Mobile No.- 9560076794, 7827969083, 9650597687 Timings- 9 am to 5 pm (On working days)

Lesson 172: Sentences

Objectives:

1. Students will fix run-on sentences and make them into meaningful sentences.
2. Students would peer review each other's sentences to check for run-on-sentences.
3. Students will explore grammar activities through MOOC.

Key Vocabulary:

run on sentences, joining words

Error Alert:

random use of comma (,)

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 15 mins	Asks: Were others also motivated to clean the area along with you? Recaps use of 'and', 'but', 'because', 'so', 'if'. Tells students about FANBOYS as a mnemonic to know where to use comma. Ensures that the students know that comma is used beyond FANBOYS, but for this lesson they will restrict its use to FANBOYS.
Step 2: Guided Practice 25 mins	With the help of examples, explains what a run on sentence is. Asks students if they use run-on sentences frequently. Completes Part A as a whole class, pausing to check students' understanding. Involves students in the explanation of run-on sentences. Explains how a run-on sentence can be fixed by adding punctuation (.,?!) or a joining word. With the help of Part A, explains how adding punctuation or a joining word helps us understand the meaning better. Asks students to complete Part A.2. in their notepads.
Step 3: Independent Practice 15 mins	Asks students to swap their notepads and review each other's' work in a few of the previous lessons to find run-on sentences and circle them. Gives students 7 - 10 minutes to find the run-on sentences. Asks students to swap back the notepads and gives them 3 - 5 minutes to review whether or not it is a run one sentence and correct the run-on sentences circled by the peers. Circulates to assist and guide. Asks students to share a few examples of run-on sentences they found/ corrected.
Step 4: Extension 35 mins	Asks students to sign into their Gmail account. Guides students to begin the MOOC task for the day. In the last 15 minutes, asks students to give a one-minute presentation on their learnings from MOOCs.

Facilitator's Reference

Run-on sentences

A RUN-ON SENTENCE (sometimes called a "fused sentence") has at least two parts, either one of which can stand by itself (in other words, two independent clauses), but the two parts have been smooshed together instead of being properly connected. It may be a long or a short sentence.

Here's an example of a short run-on sentence: I'm a woman I am a truck driver. The reason I am a woman I am a truck driver is a run-on sentence is that it's written without any internal punctuation. I've fused together two complete sentences, which is why run-on sentences are also called fused sentences.

How you fix the sentence depends on how the different parts are related to each other and what message you are trying to communicate.

For example, if you want to completely separate the two fused sentences, then you'd use a period: I am a woman. I am a truck driver.

If you want to keep more of a connection between the two thoughts, you could use a semicolon and write, I am a woman; I am a truck driver.

If you want to make more of a comment on the connection between the two sentences, then you could use a conjunction with a comma. For example, you could write, I am a woman, and I am a truck driver, or you could write, I am a woman, yet I am a truck driver.

You could use a conjunctive adverb with a semicolon and a comma: I am a woman; nevertheless, I am a truck driver.

There are even more ways to fix run-on sentences, depending on the relationship between the different clauses; for example, you could use a colon if the first clause introduces the second clause, but my main point is that you have to use something to connect two clauses that could be complete sentences on their own. You can't just fuse them together. If you do, that's an error called a run-on sentence.

And, but, for, nor, or, so, and yet — these are the seven coordinating conjunctions. To remember all seven, you might want to learn the acronym: FANBOYS (remember mnemonics is a good way to learn new information?) Use a comma before using any of the FANBOYS.

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

Lesson 173: Problem Solving-2

<p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will discuss their peer’s language related problems and give solutions. 2. Students will explore grammar activities through MOOC. 	
<p>Key Vocabulary: think out of the box, creative thinking, beliefs/assumptions</p>	
<p>Procedure</p>	
<p>Skip the QOD.</p>	
Steps	Facilitator’s action(s)
<p>Step 1: Introduce 15 mins</p>	<p>Asks students to read and reflect on questions given in Part B. Discusses questions given in Part B, as a whole class. Encourages wider participation and perspectives. While students are discussing, updates the FLT for errors in subject verb agreement. Shares feedback on the errors made.</p>
<p>Step 2: Guided Practice 15 mins</p>	<p>Asks students to describe exactly what they do when they have a problem to solve. How well does this procedure work for them? Asks students to share their responses using the popcorn method. Linking to the quote in Part A, explains how sometimes we need to think differently from what we normally do. Explains that there are strategies and principles one can use to think when solving bigger and complex problems. (Define a problem, brainstorm solutions, pick a solution, implement and see the result)</p>
<p>Step 3: Adjust Instruction 20 mins</p>	<p>Peer Counselling - Asks students to pair up and think of a language- related problem that he/she has not been able to solve. Asks students to seek counselling for their problem from their partner. The partner listens to and understands the problem and then counsels. Asks students to complete Part C in their notepads.</p>
<p>Step 4: Independent Practice 30 mins</p>	<p>Guides students to begin the MOOC task for the day.</p>
<p>Step 5: Closure 10 minutes</p>	<p>Discusses what students have to do in Part D. Asks students to come up with their answers. Once students have tried, reveals the answer to Part D.</p>

Lesson 174: Learning Is Fun

Objectives: 1. Students will appear for offline and online test.	
Procedure	
Skip the QOD.	
Steps	Facilitator's action(s)
Step 1: Independent Practice 60 mins	<p>Asks:</p> <ul style="list-style-type: none"> • How was the experience of the cleaning 20 feet around the house? Was it better than the last time? • What went well and what could have been better? • What kind of challenges were there? How were they solved? <p>Now, organizes the class into 3 groups - each group will be assigned one of the 3 tasks - speaking, listening/keyboarding, and writing. The groups will rotate after every 15 minutes or so, as instructed by the facilitator. Group A is assigned listening to AV - 174 and answering the questions in Part B (in their notepads). They can run the AV only once and without pausing. After they finish the listening task, they go to the keyboarding link given in Part D and complete the keyboarding quiz. They must note down their score at the end of one minute test and write it in their notepads. Group B is assigned writing task in Part C. Explains the task to them. Asks them to complete Part C in their notepads. Group C organizes itself for group discussion and is given one topic from Part A to think about in a minute. They are briefed about the rubric (Appendix 9 FHB) and asked to begin the discussion. Observes and marks individual student's performance in group discussion using the rubric (Appendix 9 FHB). Gives each group 15 minutes to complete the assigned component. After 15 minutes, rotates the groups so that Group A gets to discuss, Group B gets to listen and keyboard, and Group C is assigned the writing task. Continues till all groups have completed all test components.</p>
Step 2: Closure 30 mins	<p>Asks students to share how they fared in:</p> <ul style="list-style-type: none"> •keyboarding (Informs that by now KB technique should have been perfected and those who have achieved it will now focus on speed.) • discussion • writing • listening <p>Also, asks students to complete Part E. While students are at task, checks the listening and writing assessment of students. (Note: As and when, you keep checking the work of students, keep returning their notepads to them so that they could check their errors and reflect on it).</p>

Lesson 175: Singular and Plural-1

Objectives:

1. Students will learn rules for changing singular to plural.
2. Students will speak appropriately about objects in singular and plural.

Key Vocabulary:

specific, actionable, realistic, measurable, timely

Error Alert:

mispronounce 'woman'/ 'women', 'man'/ 'men', 'plural', 'cloths'/ 'clothes'

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 5 mins	Recaps the learning of the previous lesson.
Step 2: Model/Demo 40 mins	<p>Asks about some of the ways in which people have tried to make a difference in their community.</p> <p>Explains how one man who calls himself 'The Ugly Indian' is trying to improve his community.</p> <p>Asks students to watch AV - 175.</p> <p>While students are watching AV - 175, shares one-on-one feedback with the 5 students. Share 2 things they did well and 1 area of improvement. Helps them prepare a plan (as per Part B) to improve.</p> <p>After students have watched AV - 175, makes smaller groups and instructs the groups to discuss.</p> <p>'After 70 years of independence India is still not clean'. Do you agree or disagree with the statement? Asks grammar monitors to note down errors.</p>
Step 3: Guided Practice 30 mins	<p>Asks students to read Part A in pairs and teach each other the rules for changing singular words into plurals.</p> <p>Explains how teaching someone is a powerful way of learning and prepares students for independent learning.</p> <p>Circulates to guide and assist.</p> <p>After about 15 minutes, asks a few questions to check how well students have understood the conversions.</p> <p>Re-teach/peer correct, if required.</p> <p>Ask students how it feels now that they are beginning to teach themselves and each other.</p> <p>Asks students to complete Part A in their notepads.</p>
Step 4: Closure 10 mins	<p>Asks students to talk about objects in classroom/house/neighbourhood/ school using singular and plurals. Occasionally, asks them to spell the plural words they use. While students are talking about the objects, updates the FLT for errors in singular plural. Shares feedback on errors in singular plural.</p>

Lesson 176: Singular and Plural-2

Objectives:

1. Students will add articles in the paragraph.
2. Students will rectify the errors related to subject verb agreement in the paragraph.
3. Students will discover not only the usefulness but also the pleasure of being able to read and answer the read theory quiz.

Key Vocabulary:

tailgating, visually impaired, full form of think

Error Alert:

mispronounce 'woman'/ 'women', 'man'/ 'men', 'plural', 'cloths'/ 'clothes'

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Guided Practice 10 mins	Linking to the power of questioning, asks students to read the question in Part A. Gives them 2 - 3 minutes to gather and organize their thoughts. Discusses the question in and image in Part A, as a whole class. Encourages wider participation and perspectives. Asks students to share their responses using the popcorn method.
Step 2: Independent Practice 15 mins	Asks students to complete Part B independently/in pairs in their notepads. Circulates to assist and guide. Asks students if there are any spelling mistakes in Part B. After 5 minutes, asks students to share their responses. Asks if students indulge in tailgating. Using safe/unsafe/risky/illegal helps students reflect on tailgating.
Step 3: Read Theory 45 mins	Asks students to login to their Read Theory account and begin with the comprehension passage. Asks them to read 1 passage and answer the questions. Asks students to call you and show once they complete a passage. Once all students have completed, asks students to play the mingle-mingle activity. Asks students to move around until you say stop. Once the facilitator says stop, they must talk to their partners and share what they have read. Plays 2 - 3 rounds. At the end, asks few students to describe what they heard from their partners. In the last 5 minutes, as a whole class, asks students to share how their reading stamina is growing. Invites peer feedback/suggestions.
Step 4: Closure 20 mins	Explains, with the help of Aman Gupta's example, how building reading stamina takes time and determination. Asks students to proofread and find errors in Part C. Asks students to share what mistakes they found and the correct responses to those mistakes. Also asks if the mistakes were easy or difficult to find. While students are sharing, updates the FLT for errors in subject verb agreement.

Lesson 177: Collocations

Objectives:

1. Students will understand how some words go together and mean something together.
2. Students will name collocations by looking at the images.
3. Students will talk about their daily routine using collocations.

Key Vocabulary:

phrases using 'do', phrases using 'make', thinking out of the box

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Model/Demo 30 mins	<p>With the help of students, recaps Part 1 - 4 of the movie.</p> <p>Ensures that students use describing words and past tense correctly. Asks students to watch Part 5 of the movie.</p> <p>While students are watching, shares one-on-one feedback with some students. Shares 2 things they did well and 1 area of improvement. Helps them prepare a plan to improve.</p> <p>After students have finished watching the movie, asks them to share their experience of watching a movie set in a different country/culture. Encourages wider participation and perspectives.</p> <p>Or</p> <p>Moves to Step 2 if movie is unavailable at this time. Does this after step 3.</p>
Step 2: Guided Practice 25 mins	<p>Explains how some words go together and mean something together. They cannot be taken individually to understand the meaning.</p> <p>Explains how fluent speakers use these words/phrases often to speak and write fluently. We must know which of these words go together and what they mean. (Co = together. Location = place.)</p> <p>Asks students to look at the words that go together with 'do' and 'make' in Part A.</p> <p>After 2 - 3 minutes asks students to use a few of them in sentences. Discusses Part B with the class. Asks students to complete Part B in their notepads.</p>
Step 3: Independent Practice 15 mins	<p>Discusses a few images of Part C with students. Asks students to name a collocation for the rest of the images. Asks students to share their responses and reasons for naming a particular collocation for an image.</p> <p>Asks what was interesting/challenging about it. Asks students to share their responses using the popcorn method.</p> <p>(Refer to Appendix 11 FHB)</p>
Step 4: Closure 20 mins	<p>Asks students to make 2 sentences about their daily routine, using collocations - 1 in present tense and one in past tense - 1. I make my bed in the morning. 2. I made my bed in the morning. Asks them to use 'this, that, these, those' also in the sentences.</p> <p>Asks all students to share their responses. While students are sharing, updates the FLT for errors in this, that, these, those, subject verb agreement, singular plural and past tense.</p>

Lesson 178: Diversity-1

Objectives:

1. Students will understand the importance of being different, not always following others blindly.
2. Students will use read theory to increase vocabulary and to improve reading fluency and comprehension.

Key Vocabulary:

diversity, stereotype, prejudice

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 20 mins	Discusses Part A and B with the class (only verbal discussion). While discussing, notes down the errors in subject verb agreement, past tense, singular plural and this, that, these, those in FLT. Now asks - <ul style="list-style-type: none"> • Are some looks more valued than others? • Who decides what is beautiful and what is not - nature or people? Which people? • Has nature created a uniform world or a diverse world? Explain. Asks students to share the responses to the above questions using the popcorn method. While students are sharing, notes down the errors in subject verb agreement, past tense, singular plural and this, that, these, those in FLT.
Step 2: Guided Practice 10 mins	Asks students how people are similar and different. Invites wider perspectives. While discussing, notes down the errors in subject verb agreement, past tense, singular plural and this, that, these, those in FLT.
Step 3: Adjust Instruction 20 mins	Asks - <ul style="list-style-type: none"> • Do boys take better care of their parents? • Are girls naturally good at housework? • Are the Chinese good in martial arts? Asks students to share the responses to the above questions using the popcorn method. Asks students what is great and challenging about diversity. With the help of the above, explains the term 'stereotypes.' Discusses Part C (only verbal discussion). While discussing the above, notes down the errors in subject verb agreement, past tense, singular plural and this, that, these, those in FLT.
Step 4: Read Theory 30 mins	Asks students to login to their Read Theory account and begin with the comprehension passage. Asks them to read 1 passage and answer the questions. Asks students to call you and show once they complete a passage. Once all students have completed, asks students to come on stage and speak for 1 minute without stopping. Topics- <ul style="list-style-type: none"> •What information would you include in an Instagram story or Facebook live video about this article? •What improvement do you see in yourself after practicing read theory? •Which article did you like the best so far? Why? •Which new places did you get to know about through Read Theory?
Step 5: Closure 10 mins	Shares feedback related to the errors made in subject verb agreement, past tense, singular plural and this, that, these, those.

Lesson 179: Discrimination

Objectives:

1. Students will understand the various categories of discrimination and talk about it.
2. Students will understand some ways by which they could tackle discrimination.

Key Vocabulary:

discrimination, prejudice, respect, categories in SWB, equality, let it go

Procedure

Skip the QOD.

Steps

Facilitator's action(s)

Step 1:
Introduce
20 mins

Recaps the learnings from the previous lesson with the help of students. Accepts all answers but writes the ones that lead to the lesson on the board.

Asks:

1. Does everyone in the society respect diversity? Why/Why not?
2. Is every individual treated equally? What makes you say that?
3. Is it easy to treat everyone with equality? What makes you say that?
4. What are the various things on which people treat each other differently?

Asks students to share the responses to the above questions using the popcorn method.

(Writes the responses given by students on the board, for example, colour, economic status etc.)

While students are sharing, updates the FLT for errors in subject verb agreement, past tense, singular plural and this, that, these, those.

Step 2:
Independent
Practice
30 mins

Uses the categories given in SWB to add to the responses given by students in Question 4 of the previous step.

Asks: What are the other words that we can use for people being differentiated or not treated equally? (Write the responses given by students on the whiteboard.)

Introduces the word 'discrimination' and write in on the whiteboard. Asks a few students to describe in one sentence.

Now, divides the class in 2 groups (It does not matter if each group does not have equal number of students).

(There are 13 categories in SWB and 2 groups, hence one group would get 7 categories each and the second one would get 6 categories.)

Groups have to discuss the situation as well as all the questions of the categories assigned to them. While groups are discussing, notes down the errors in subject verb agreement, past tense, singular plural and this, that, these, those in FLT.

Once they have discussed, divides the class in pairs such that, one student from Group 1 and one student from Group 2 are a pair. Pairs need to discuss what they discussed in their previous groups such that none of the students miss the discussion of the other group.

Once pairs have discussed, asks a few students to share their responses.

Asks:

What did you learn from this activity?

<p>Step 3: Model/Demo 25 mins</p>	<p>Now, asks students to watch AV-179.</p> <p>After the students watch AV-179, asks the following questions from them:</p> <ol style="list-style-type: none"> 1. What was the video about? 2. What comes in your mind first when you look at the girl? Why? 3. Why do people discriminate? 4. How does the speaker handle this situation? Do you feel that it is the best solution? What makes you say that? 5. Has it ever happened with you or have seen it happening? 6. What did you do in that situation? 7. How would you feel if people do this to you? 8. Do you/ family discriminate others? <p>Asks students to share the responses to the above questions using the popcorn method.</p> <p>While students are answering the questions, updates the FLT for errors in subject verb agreement, past tense, singular plural and this, that, these, those.</p>
<p>Step 4: Closure 15 mins</p>	<p>Asks:</p> <ol style="list-style-type: none"> 1. What would you do if you see discrimination happening? 2. Do you feel more confident to handle discrimination now? What makes you say that? <p>While students are answering, updates the FLT for errors in subject verb agreement, past tense, singular plural and this, that, these, those.</p> <p>Shares feedback on errors made during the lesson related to subject verb agreement, past tense, singular plural and this, that, these, those.</p>

Lesson 180: Consolidation

Objectives:

1. Students will collectively make a story with their peers.
2. Increase students' overall enjoyment by playing jeopardy.

Key Vocabulary:

diversity, stereotype, bias

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 15 mins	Asks: <ul style="list-style-type: none"> • How was the experience of cleaning 20 feet radius around the door of your house? Was it better than the last time? • What went well and what could have been better? • What kind of challenges were there? How were they solved? Recaps the learning of the previous lessons. Discusses Part A with students.
Step 2: Model/Demo 20 mins	Asks students to watch AV and be conscious of their own biases. While students are watching AV sets up the Jeopardy game. After all students have watched AV - 180, asks - <ol style="list-style-type: none"> 1. How is the young boy's journey of learning English similar/different from yours? 2. How did he learn English? 3. Is ability to speak English enough to make us happy/successful? Why? Helps students realize how FEA not only improves their English but also fuels their aspirations and provides tools to be happy and successful in life. While students are answering the above questions, updates the FLT for errors in subject verb agreement. Shares feedback on errors related to subject verb agreement.
Step 3: Guided Practice 30 mins	If required, recaps the Jeopardy Do's and Don'ts. Lays down the noise level. If found ready and responsible, asks 1-2 students to organize the teams. Plays Jeopardy Game 6. Ensures that the students follow the rules of the game. Keeps the score.
Step 4: Adjust Instruction 15 mins	Divides the class into 5 teams of 4 members each. Explains the how Freeze, Read, Correct, Continue will be played (As given in Part B): <ul style="list-style-type: none"> • Students will be given a story starter and vocabulary that they must use. For example, 'I woke up at 3 a.m. in the morning...' (include objects/people in the house). • Students have to write the story, as instructed. • Students begin writing when they hear 'Start' and stop writing when they hear 'Freeze' even if they are in the middle of a sentence or word. • They write for 2-3 minutes and on hearing 'Freeze', they stop and pass their work to the person on their right.

	<ul style="list-style-type: none"> • Students read the story written by the previous student, find and correct the mistakes (without changing the meaning) and wait for ‘Start’ to be called out. • With each ‘Start’, a new set of vocabulary instructions are given. For example, use vocabulary to describe people and places. Students must use this vocabulary as they continue the story. • The process of writing, passing, correcting, continuing goes on till each student gets his/her workbook back. She/he ends the story after reading and correcting. <p>Asks students to share their experience of the activity:</p> <ul style="list-style-type: none"> • What were some common errors they found? • How easy/difficult was it to continue? Why?
<p>Step 5: Closure 10 mins</p>	<p>Asks everyone to stand in front of their chairs. Asks them to take 2 steps forward if they have completely understood the message in the video.</p> <p>Now, asks students who moved forward to discuss with those who didn't move forward and address their questions if any. This can be done in pairs or trios.</p>

Lesson 181: Email Writing

Objectives:

1. Students will understand the various parts of an email and use this skill practically by writing an email.
2. Students will talk about a few netiquettes and dos and don'ts of an email.

Key Vocabulary:

inbox, outbox, net+etiquette=netiquette, draft, subject line, email signature

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 25 mins	With the help of students and Part A, B C, recaps appropriate email id, FEA email id format, inbox, outbox, draft etc.
Step 2: Model/Demo 15 mins	Asks students to read Do's and Don'ts of email writing in Part D and introduces the word, 'netiquette'. Asks students what in the list do they find - <ul style="list-style-type: none"> • unusual. • missing. Accepts all answers backed by reasoning.
Step 3: Guided Practice 15 mins	Asks students to compare the two emails given in Part D, independently/ in pairs. Asks students to assess them against the Do's and Don'ts given in Part D. Discusses which one is inappropriate and why. Discusses which one is appropriate and how can it be written differently (yet appropriately).
Step 4: Extension 25 mins	Instructs students that combining their letter writing and keyboarding skills, they will write an email to Salman Khan of Khan Academy - <ul style="list-style-type: none"> • Introducing themselves, • Telling him about the module they are learning from. • Two ways in which it is helping them, and • One way in which it can be improved. Writes his/her own email id on the whiteboard for the students to send their email to. Gives students 10 minutes to keyboard the emails and send to facilitator. Reminds students to log out of their Gmail accounts at the end of this step.
Step 5: Closure 10 mins	Asks students - <ul style="list-style-type: none"> • How does it feel now that you have begun writing emails? • How can you use this skill? • How can you secure your password? • What would be an inappropriate email?

Lesson 182: Digital Media-1

Objectives:

1. Students will talk about the popularity of various kinds of media.
2. Students will check their language competency by participating in block and tackle.
3. Students will use read theory to increase vocabulary and to improve reading fluency and comprehension.

Key Vocabulary:

audio, video, e-books

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
<p>Step 1: Read Theory 30 mins</p>	<p>Asks students to login to their Read Theory account and begin with the comprehension passage. Asks them to read 1 passage and answer the questions. Asks students to call you and show once they complete a passage.</p> <p>Once all students have completed, asks:</p> <ol style="list-style-type: none"> 1. Is Read Theory also a part of digital media? What makes you say that? 2. How can this component of digital media be beneficial for us? <p>Asks students to share the responses to the above questions using the popcorn method.</p> <p>While students are doing Read Theory, updates and organizes the wall displays.</p>
<p>Step 2: Guided Practice 20 mins</p>	<p>Explains audio books belong to a wider category of media - digital media. Asks students to read and complete Part A independently. Circulates to assist and guide.</p> <p>Asks students to share their understanding of digital and social media.</p> <p>Asks students to think of what they use digital media for (Part B) (mobile apps, podcasts, e-books, audio books, MOOC) (Aadhar, train tickets, booking cabs, pay bills, banking, news, shopping, taxation, passports etc.). Asks students to share their responses using the popcorn method.</p> <p>Asks students to read the two contrasting quotes in Part C, reflect if this is a good idea or not and share their views. Invites wider participation and perspective.</p>
<p>Step 3: Adjust Instruction 15 mins</p>	<p>Asks students to read the article in Part D independently/in pairs underlining key words, phrases and points.</p> <p>After 5-7 minutes, explains and plays Block and Tackle on the topic – ‘Internet is a necessary evil’.</p> <p>Invites 2 students to volunteer for Block and Tackle and explains the game to them.</p> <p>Each participant is given 2 minutes to prepare and must quote from the article in Part D.</p> <p>Gives Volunteer 1 command of block or tackle and he/she must speak accordingly. Randomly and suddenly, the command is changed, and the speaker</p>

	<p>has to change his/her position based on the changed command. After a minute, Volunteer 2 takes the stage.</p> <p>Gives Volunteer 2 command of block or tackle and he/she must speak accordingly. Randomly and suddenly, the command is changed, and the speaker has to change his/her position based on the changed command.</p> <p>If time permits, invites a third volunteer, and continues Block and Tackle with Volunteer 3.</p> <p>Ensures that the volunteering students give arguments/reasons from the article in Part D.</p> <p>While students are playing Block and Tackle, notes errors related to this, that, these, those, subject verb agreement, past tense and singular plural in FLT.</p>
<p>Step 4: Extension 15 mins</p>	<p>Throws open Block and Tackle to all students. Taking turns students have to share their views on - 'Print media is better than digital media.' (Part E)</p> <p>Gives the speaker command of block or tackle and he/she must speak accordingly. Randomly and suddenly, the command is changed, and the speaker has to change his/her position based on the changed command.</p> <p>Plays block and tackle with as many students as time permits. While students are playing Block and Tackle, notes errors related to this, that, these, those, subject verb agreement, past tense and singular plural in FLT.</p>
<p>Step 5: Closure 10 mins</p>	<p>Shares feedback related to the errors (made in Step 3 and 4) in this, that, these, those, subject verb agreement, past tense and singular plural.</p>

Lesson 183: Digital Media-2

Objectives:

1. Students will talk about etiquettes.
2. Students will talk about socializing through technology and face-to-face
3. Students will understand the term cyberbullying and know that legal actions can be taken against it.

Key Vocabulary:

social media, cyberbullying, crowdsourcing

Error Alert:

Distinction between social media and professional media.

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Model/Demo 20 mins	<p>Asks students to watch AV - 183 to learn more about digital media and its usage. After all students have watched AV - 183, asks -</p> <ol style="list-style-type: none"> 1. Did you come across a new etiquette? If yes, which one? 2. Which 'do or don't' would be difficult to follow? Why? What can you do to ensure that you follow it? 3. How are netiquette different/similar from being considerate to a person when interacting face-to-face? <p>Asks students to share the responses to the above questions using the popcorn method.</p> <p>Or</p> <p>Moves to Step 3 if AV - 183 is not available at this time. Completes AV viewing after Step 4.</p>
Step 2: Guided Practice 20 mins	<p>Asks students to survey 1 peer based on the questions given in Part A and record peer responses.</p> <p>Asks students to share what their peers told them.</p> <p>While students are discussing with their peer as well as sharing peer's responses with the whole class, notes down the errors related to past tense in FLT.</p> <p>Picking on common responses, talks about popularity and ease of digital media to put us in touch with each other.</p> <p>Shares feedback on errors made in past tense.</p>
Step 3: Adjust Instruction 20 mins	<p>Explains, just as in face-to-face interactions, digital world has some people/programs that indulge in inappropriate behaviour.</p> <p>Asks students what inappropriate behaviour in social media would be. Asks students to share their responses using the popcorn method.</p> <p>Introduces the term 'cyberbullying' and asks students to read the laws against such behaviour. (Part B)</p>

	<p>Explains how digital content, even when deleted, does not get erased and so one needs to be careful about what they post.</p> <p>Asks students to share examples of appropriate and inappropriate posts. Asks students to share their responses using the popcorn method.</p> <p>Informs students that many employers look at social media profile when hiring someone.</p> <p>Asks what information employers would be looking for. Asks students to share their responses using the popcorn method. Accepts all answers and repeats the correct ones.</p> <p>Asks what employers would like to see on social media profile of the person they want to hire and what they would not like to see. Asks students to share their responses using the popcorn method. Accepts all answers and repeats the correct ones.</p>
<p>Step 4: Independent Practice 20 mins</p>	<p>Asks students to write a letter as instructed in Part B.4. Ensures that the students have understood the task.</p> <p>Gives students 5 minutes to write the letter.</p> <p>Circulates to assist, guide and monitor.</p> <p>Makes a mental note of who is able to write the format and context well and who is struggling.</p> <p>After all students have completed writing the letter, asks students how internet can be used to find work.</p> <p>Collects all answers and steers conversation towards crowdsourcing.</p> <p>Explains what crowdsourcing is and how it works. (Part C)</p> <p>Using 3-2-1 strategy, asks students to share their views about crowdsourcing.</p>
<p>Step 5: Closure 10 mins</p>	<p>Shares careers and qualifications in the field of digital media.</p>

Facilitator's Reference

Cyberbullying

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behaviour.

The most common places where cyberbullying occurs are:

- Social media, such as Facebook, Instagram, Snapchat, and Twitter.
- SMS (Short Message Service) also known as Text Message sent through devices.
- Instant Message (via devices, email provider services, apps, and social media messaging features).
- Email.

Cyberbullying can follow victims wherever they go, whether they are in a crowd or alone. Cyberbullies can reach their victims, 24 hours a day, 7 days a week, 365 days a year. They often post hurtful content online, anonymously, and given the nature of social media, such content is quick to go viral, and reaches a large audience with the blink of an eye, making it difficult, even impossible, to delete the harmful content before it wrecks damage. The content an individual shares online creates a kind of permanent public record of their views, activities, and behaviour.

This public record can be thought of as an online reputation, which may be accessible to schools, employers, colleges, clubs, and others who may be researching an individual now or in the future. Cyberbullying can harm the online reputations of everyone involved – not just the person being bullied, but those doing the bullying or participating in it.

Adapted from <https://www.stopbullying.gov/>

Where are employers searching when they view your social media profile?

Employers are searching for a few key items when researching candidates via social networking sites.

- Information that supports their qualifications for the job (61 percent)
- If the candidate has a professional online persona at all (50 percent)
- What other people are posting about the candidates (37 percent)
- For any reason at all not to hire a candidate (24 percent)

With more than half of employers (54 percent) finding content on social media that caused them not to hire a candidate. The key reasons that employers were turned off by a candidate's online presence:

- Candidate posted inappropriate photographs, videos, or information: 39%
- Candidate posted information about them drinking or using drugs: 38%
- Candidate had discriminatory comments related to race, gender, or religion: 32%
- Candidate bad-mouthed their previous company or fellow employee: 30%
- Candidate lied about qualifications: 27%
- Candidate had poor communication skills: 27%
- Candidate was linked to criminal behaviour: 26%
- Candidate shared confidential information from previous employers: 23%
- Candidate's screen name was unprofessional: 22%
- Candidate lied about an absence: 17%
- Candidate posted too frequently: 17%

Lesson 184: Making Inferences

Objectives:

1. Students learn how to make inferences from a text.
2. Students will use read theory to increase vocabulary and to improve reading fluency and comprehension.

Key Vocabulary:

read between the lines, predict, infer

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Model/Demo 20 mins	Asks students to read Part A, independently/in pairs. Asks how students arrived at an answer for A.4 and A.5. Explains that it is not given in the article, but they drew conclusion based on information given in the article. Introduces the phrase 'reading between the lines' and how important it is for fluent readers and listeners of the language.
Step 2: Guided Practice 25 mins	Using Part B, explains how we make inferences. Makes smaller teams. Asks students to read and discuss Part B.1. Discusses Part B.2. (Notes down common errors made by students)
Step 3: Read Theory 30 mins	Asks students to login to their Read Theory account and begin with the comprehension passage. Asks them to read 1 passage and answer the questions. Asks students to call you and show once they complete a passage. Once all students have completed, asks: How can reading help us to be better at making inferences?
Step 4: Closure 10 mins	Asks everyone to stand in front of their chairs. Asks them to take 2 steps forward if they have completely understood what an inference is. Now, asks students who moved forward to discuss with those who didn't move forward and address their questions if any. This can be done in pairs or trios.

Lesson 185: Self-Control-2

Objectives:

1. Students will relate the Story of Odysseus with self-control.
2. Student discuss scenarios where self-control could be a strength and where it could be a weakness.
3. Students will explore grammar activities through MOOC.

Key Vocabulary:

mast, reaction, strategies, response, mythology

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Model/Demo 20 mins	Asks: <ul style="list-style-type: none"> • What is something new that you learned during cleaning 20 feet around the house? Now, informs the students about Greek mythology. Reads slowly and clearly, the story of Odysseus (Appendix 12 FHB) to the class. After the story, asks students questions in A.1 - A6.
Step 2: Adjust Instruction 25 mins	Asks students to watch Movie - Part 6, the last part, of the movie. Asks students to observe carefully how and when the characters display self-control and how it impacts their life/others. After all students have watched Movie - Part 6, asks - <ul style="list-style-type: none"> • Which character in the movie displayed self-control? • How and when?
Step 3: Extension 20 mins	Asks everyone to read the story in Part B. Discusses with the class “When is self-control strength and when it is not?”
Step 4: MOOC 25 mins	Instructs students to continue the MOOC course from where they had left. Moves around to guide students as required. As students are doing their MOOC course, takes his/her chair and sits next to a student to see what he/she is up to and assists if needed. Does the same with as many students as the time permits.

Lesson 186: Consolidation

Objectives:

1. Students will appear for a short assessment for this, that, these, those.
2. Students will check their language competency through online quiz and participating in group discussion
3. Increase students' overall enjoyment by solving a set of riddles.

Key Vocabulary:

self-control, self-discipline

Procedure

Discuss the QOD.

Steps	Facilitator's action(s)
<p>Step 1: Model/Demo 15 mins</p>	<p>Asks students to watch AV-186 and note down 2 -3 phrases used in the video and their possible meanings.</p> <p>After all students have watched AV-186, asks -</p> <ol style="list-style-type: none"> 1. Do you know anyone like Lucas? 2. What kind of choices did Lucas make? Why? 3. How did Lucas show self-control when his friends invited him to party? 4. Will self-control work all the time/in all the situations? Why? 5. How did Lucas develop good habits using self-discipline and self-control? Explain. <p>Asks students to share the responses to the above questions using the popcorn method.</p> <p>Or</p> <p>Moves to Step 3 if AV - 186 is not available at this time.</p>
<p>Step 2: Guided Practice 45 mins</p>	<p>Asks students to complete Part A.1 in their notepads. This is an assessment for This, That, These, Those. Asks students to complete it honestly.</p> <p>Once all students have completed, divides the class in groups and asks them to have a group discussion on both the topics given in Part A.2. Once students have finished discussing, asks them to share feedback with each other on group discussion protocols.</p> <p>While students are discussing, checks Part A.1 of all the students and updates these errors in FLT.</p> <p>Once students have discussed, discusses the questions in A.1 and shares common feedback on this, that, these, those. Asks students to go through their notebooks and ask queries, if any.</p>
<p>Step 3: Adjust Instruction 15 mins</p>	<p>Asks students how happy they are with the feedback given by their peers.</p> <p>As given in Part B:</p> <p>Asks what makes them happy and relaxed. Accepts all answers.</p> <p>Asks the following riddles, speaking slowly and clearly -</p> <ol style="list-style-type: none"> 1. What has a face and two hands but no arms or legs? A clock.

	<p>2. What five-letter word becomes shorter when you add two letters to it? Short.</p> <p>3. What word begins and ends with an 'e' but only has one letter? Envelope.</p> <p>4. What has a neck but no head? A bottle.</p> <p>5. What type of cheese is made backwards? Edam.</p> <p>6. What gets wetter as it dries? A towel.</p> <p>7. Why did the boy bury his flashlight? Because the batteries died.</p> <p>8. Which letter of the alphabet has the most water? The C.</p> <p>9. What starts with a 'P', ends with an 'E' and has thousands of letters? The Post Office!</p> <p>10. What has to be broken before you can use it? An egg</p> <p>11. Why can't a man living in New York be buried in Chicago? Because he's still living!</p> <p>12. What begins with T, ends with T and has T in it? A teapot.</p> <p>13. How many letters are there in the English alphabet? There are 18: 3 in 'the', 7 in 'English' and 8 in 'alphabet'.</p> <p>14. Which month has 28 days? All of them.</p> <p>Gives students a few seconds before pouncing/answering.</p>
<p>Step 4: Closure 5 mins</p>	<p>Asks students to peer assess - What are you getting good at?</p>

Lesson 187: Constructing Arguments

Objectives:

1. Students will learn the 7 deadly sins of speaking.
2. Students will learn about one of the ways of constructing an argument.
3. Students will construct an argument on certain topics.

Key Vocabulary:

diversity, reason, argument, bankrupt, point and counterpoint, constructing

Error Alert:

An argument must be an emotional narrative delivered in a loud voice.

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
<p>Step 1: Introduce 15 mins</p>	<p>Welcomes students and divides the class in 2 groups. Assigns each group a different poem from part A.</p> <p>After 5 minutes, discusses what the poem was about and what it reminded him/her of.</p> <p>Accepts all answers encouraging wider participation and perspective.</p> <p>Asks students to say the word 'poem' and corrects mispronunciation, if any.</p> <p>Reiterates importance of correct pronunciation and steers it towards power of words. (We do not pay attention to the message if it is mispronounced/misspelt.)</p>
<p>Step 2: Model/Demo 20 mins</p>	<p>Asks students what they like in a person's speech.</p> <p>Accepts all answers and asks students to watch AV - 187 to learn more about how to become speakers that people would like to listen to.</p> <p>After all students have watched AV - 187, asks -</p> <ol style="list-style-type: none"> 1. What was the video about? 2. What does the speaker say about the power of human voice? Do you agree? Why? 3. What are the 7 deadly sins of speaking according to the speaker? 4. Which ones are you guilty of? Ask your peers if they agree/disagree with your choice? 5. Is there any point made by the speaker that you disagree with? Why? <p>Asks students to share the responses to the above questions using the popcorn method.</p> <p>While students are watching video, makes calls to counsel students who have been inactive/irregular and fills the Call Log.</p> <p>Or</p> <p>Moves to Step 3 if AV - 187 is not available at this time and completes AV viewing after Step 5.</p>

Step 3: Guided Practice 10 mins	Asks students how people speak when arguing (pitch, pace, choice of words). Asks why people get emotional during arguments (angry, sarcastic etc.). Explains how an emotional speech is not an argument in itself (5 minutes). With the help of examples, explains what makes a good argument.
Step 4: Adjust Instruction 15 mins	With the help of whiteboard and Part B, explains the steps to construct (in writing or orally) an argument. With the help of a common topic explains how the steps are applied. Uses the words/phrases given in Part B to construct the argument. Invites students to come up with their topics to construct the arguments applying the steps and words/phrases. Asks a few students to share their topics.
Step 5: Independent Practice 25 mins	Discusses Part C with students. Encourages diversity of arguments/points/counterpoints using the language given in Part B. Asks students to complete Part C independently. Divides the class in 3 groups. While students are completing Part C, asks each group to come, one at a time and choose a topic from Part D and have an argumentative discussion on it. Each student should get the chance to speak at least 4-5 sentences. While students are speaking, notes down the errors made in subject verb agreement in FLT. Shares the feedback also at the same time.
Step 6: Closure 5 mins	Asks students which careers/jobs would involve constructing arguments (Lawyers, Writers, Journalists, Editors, Speechwriters etc.)

Facilitator's Reference

When pointing out opposing arguments:

- Opponents of this idea claim/maintain that....
- Those who disagree/are against these ideas may say/assert that....
- Some people may disagree with this idea,
- Some people may say that...however... When stating specifically why they think like that:
- They claim that...since... Reaching the turning point:
- However,
- But
- On the other hand, when refuting the opposing idea, we may use the following strategies:
- Compromise but prove their argument is not powerful enough:
- They have a point in thinking like that.

- To a certain extent they are right.
- Completely disagree:
- After seeing this evidence, there is no way we can agree with this idea.
- Say that their argument is irrelevant to the topic:
- Their argument is irrelevant to the topic.

Adding more to a point already made:

- Use - Moreover, Further, In addition to, Above all, Regarding etc.

Rephrasing a point already made:

- Use – In other words, In view of this, Simply put, To look at this in another way

Introducing an opposing point of view:

- Use – In contrast, On the other hand, On the contrary, Another possibility is

Lesson 188: Spending and Saving

Objectives:

1. Students will be introduced to terms related to spending and saving.
2. Students will understand how overspending can impact lives through a story.
3. Students will explore grammar activities through MOOC.

Key Vocabulary:

savings, budget, expenses/expenditure, bankrupt, income/earnings

Error Alert:

lottery vs. laatri

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 20 mins	<p>Welcomes students and informs that in Part A, they will learn how Dhruv spends his money. Asks students to read and complete Part A independently.</p> <p>After about 10 minutes, asks a few students to share their responses. Invites peer correction.</p> <p>Asks students if they have ever behaved like Dhruv.</p> <p>Explains how overspending on eating out and clothing is the most common reason why young people cannot save during their golden years. Asks how overspending can impact career, relationships, and peace of mind.</p> <p>Introduces words - income, expenditure, savings, interest, investment, bankrupt, loan, borrowing, budget.</p>
Step 2: Guided Practice 20 mins	<p>Read scenarios in Part B and talk to 2 peers. Draw present v/s future self in Part C.</p>
Step 3: Independent Practice 20 minutes	<p>Asks students if money is singular or plural. Asks students to complete Part D in their notepads.</p>
Step 4: Model/Demo 30 mins	<p>Explains how learning new skills is an investment into our future – for which we will get benefit in the future</p> <p>Helps students make connections between keyboarding/MOOCs and their future benefits.</p> <p>Asks students to continue their MOOC course. As students are doing their MOOC course, sits next to a student to see what he/she is up to and assist if needed. Does the same with as many students as the time permits.</p> <p>Asks students to come in groups for feedback related to the errors made in Part D.</p>

Lesson 189: Travel-1

Objectives:

1. Students will learn an example of how ideal spending and saving is done.
2. Students will enlist various reasons of travelling.
3. Students will be able to reflect on their feedback and progress made in read theory.

Key Vocabulary:

reservations, accommodation, business travel, destination, travel for pleasure, journey

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 15 mins	<p>Welcomes students and asks one useful thing they learnt in the previous lesson. With the help of the example in Part A, explains what ideal spending and saving looks like.</p> <p>Asks students their thoughts about the distribution of spending. Accepts all answers.</p> <p>Explains how if Rs 10,000 a month is saved and invested where it earns 10% interest annually, the total savings after 30 years would be Rs 2.16 crore.</p> <p>Asks what strategy they can use to avoid temptation of overspending. Asks students to share their responses using the popcorn method.</p>
Step 2: Model/Demo 15 mins	<p>Asks students who finds it easier to save - younger people or the elderly.</p> <p>Based on students' responses, asks -</p> <ul style="list-style-type: none"> • What are some stereotypes about the elderly? • Where do the elderly travel to? How? • What is the main purpose for their travel? <p>Asks students to share the responses to the above questions using the popcorn method.</p> <p>Asks students to read the headlines in Part B and share 2 interesting things and 1 question about it.</p>
Step 3: Guided Practice 10 minutes	<p>Asks why people travel.</p> <p>Writes all reasons given by students on the board and classifies them under 3 headings - tourism, business, pilgrimage, work.</p> <p>Asks if there are any age stereotypes about travel.</p>
Step 4: Read Theory 50 mins	<p>Asks students to login to their Read Theory account and begin with the comprehension passage. Asks them to read 1 passage and answer the questions. Asks students to call you and show once they complete a passage.</p> <p>While students are doing Read Theory, meets all the students, one group at a time. Asks students to imagine that they travelled to their dream destination in the past. Asks all students to talk about it individually and briefly using the vocabulary from the box. Models using appropriate vocabulary.</p>

	Assesses students on use of past tense. While students are speaking, makes a note of the errors made in past tense in FLT. Shares the feedback group wise with the students at the same time (once all students of a group have shared). Also, discusses and share feedback of their progress made in Read Theory so far (Makes use of the progress chart given in Read Theory).
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Facilitator's Reference

Age is a number: 73-year-old covers 19 countries in 72 days.

Badri Baldawa does a Mumbai-to-London road trip with his wife and granddaughter, covering 22,000 km in 72 days.

In 2011, Badri Baldawa while flying from London to Mumbai, he was mesmerized looking at the mountains below. By May 2016, he began to make plans. And on March 23, 2017, he embarked on the road trip with his wife and 10-year-old granddaughter, across 72 days, crossing 19 countries and covering 22,200 km, before reaching London.

The 73-year-old has undertaken long trips before. Mr. Baldawa had hiked up to one of the base camps of Mount Everest [2008], and had, three decades ago, driven from Mumbai to Badrinath. Apart from these were several cruises, a drive across Iceland in 2015 along with his 10-year-old granddaughter, and a 46-hour non-stop drive through Norway to reach North Cape, to make it in time to witness the longest night. Mr. Baldawa has also travelled to Antarctica.

Mr. Baldawa has visa stamps from 65 countries; his wife has 55.

Planning

In 2016, along with some friends from Delhi, the couple began the process of charting out the route. They drove across India to Imphal, and from there, south to Myanmar, Thailand, Laos, and then to China, before entering Russia and finally the Schengen area. "There was no other alternate route to drive to London from Mumbai: if I were to drive via Pakistan and Afghanistan, there was no guarantee that I would make it alive. We could not go north via Tibet either, as China would not allow it," says Mr. Baldawa.

They spent 24 days driving from Mumbai to Imphal, as they had wanted to explore many places within the country.

With all the planning, there were the usual worries: even though Mr Baldawa had obtained an international driving licence, their passports were not with them. They were held up in the Uzbek consulate, because the consulate had run out of visa stickers.

All hotels were booked in advance, and daily night stops planned after extensive research, about the condition of the roads, interesting things to see or do on the way, and existence of proper hotels. In some places, like eastern Europe, they needed mandatory guides, who helped them navigate, especially when the language and local conditions were not known, and there were security concerns. "During that journey, three large storks came flying towards us and one of them hit our windshield, crashing the glass. I was driving at 120 kmph, and hence could not apply sudden breaks, as not far from us was a valley. Unfortunately, the stork fell off and I was able to halt only about half-a-km away," said Mr. Baldawa.

On an average, they were driving 400 km each day, for 12 hours, and taking adequate breaks to

look at the places. The longest distance driven on a single day was 930 km, from Warsaw to Brussels.

What they saw

Ms. Baldawa was shocked to see the pit toilets in rural China and Russia. Yet, she cannot forget the cleanliness everywhere. “Across all cultures, there is a high sense of civic responsibility, even in rural areas. That is something I wonder why we Indians can’t work towards,” she says.

“Across northeast India, the roads wind around hills. But in China, there were high-speed highways that connected mountain tops, and long tunnels through the mountains too,” says Mr. Baldawa. “I was very surprised and saddened to see that near Bhopal, the rocks and stones that are part of the Udaygiri caves were being taken by builders for construction of buildings. On the other hand, in Uzbekistan, the palaces undergo an annual upkeep. We have thousands of such places in India rich in heritage, but we just do not maintain them,” said Mr. Baldawa.

Similarly, they were enchanted by the peaceful coexistence of elephants, rhinos, buffaloes, and deer in Kaziranga National Park. “I wondered why humans cannot coexist.”

Mr. Baldawa believes that driving allows one to see the ground reality, cultures and the ways in which governments function.

Mr Baldawa’s ultimate goal is a zero-gravity spacewalk. As for Ms Badawi: “I haven’t thought of the next trip but will be ready to go wherever he wants to go.”

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

Lesson 190: Travel-2

<p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will practice making a travel reservation through a phone call, letter and email. 2. Students will explore grammar activities through MOOC. 	
<p>Key Vocabulary: itinerary, destination, travel agent, arrival, reservations, departure</p>	
<p>Procedure</p>	
<p>Skip the QOD.</p>	
Steps	Facilitator's action(s)
<p>Step 1: Introduce 20 mins</p>	<p>Informs that they have to make reservation(s) for their travel, stay, sightseeing, etc. through -</p> <ul style="list-style-type: none"> • a phone call • a letter • an email <p>Working in pairs, asks students to list all the information that they need to provide to the travel agent for the reservation and the questions they need to ask, if any. Students will make notes in their personal notebooks.</p> <p>Asks students to use these notes to make a phone call to the travel agent to make the bookings. Partners take turns to play the role of the travel agent. Recaps the common phrases used in phone calls.</p> <p>Circulates to help, guide and monitor.</p> <p>After 5 minutes, asks students to seek feedback from their partners. Asks a few students to share the feedback.</p>
<p>Step 2: Independent Practice 20 mins</p>	<p>Working individually, asks students to use the notes to write a letter to a travel agent to make their bookings.</p> <p>Asks students to seek feedback from their peers about the format and content of their letters.</p>
<p>Step 3: Adjust Instruction 25 minutes</p>	<p>Working individually, asks students to use the notes to write an email to a travel agent for their bookings. (Students must send this email to the facilitator and a peer for feedback.)</p> <p>Circulates to help, guide and monitor the typing technique and speed.</p> <p>Asks students to send the emails to a peer first for review followed by feedback.</p> <p>Asks students to check their inboxes and read the emails sent to them by their peers for review and feedback.</p> <p>Students then click reply and share feedback in two sentences - how was email appropriate and how can it be made better.</p> <p>Asks students to check their inbox for the feedback received.</p>
<p>Step 5: Closure 25 mins</p>	<p>Asks students to continue their MOOC course. As students are doing their MOOC course, sits next to a student to see what he/she is up to and assists if needed. Does the same with as many students as the time permits.</p>

Lesson 191: Take a Quiz

Objectives:

1. Students will check their language competency through online assessment: listening, reading and writing.

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 5 mins	Ensures all preparations for the Quiz are in place.
Step 2: Model/Demo 90 mins	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.

Lesson 192: Feedback Session

Objectives:

1. Students will get to know their areas of strength and improvement.
2. Students will write about their present and advice for future.

Procedure

Skip the QOD.

Steps	Facilitator's action(s)
Step 1: Introduce 15 mins	<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 complete Part A in their notepad. Discusses Part A briefly with students. (If students are not in school, they replace school with college, job etc. in Part A.)</p> <p>Informs students that this is an individual activity.</p> <p>These activities are aimed at keeping students busy and to create a silent classroom while you are sharing feedback.</p>
Step 2: Share Feedback 70 mins	<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>https://docs.google.com/document/d/1dIsfcWYN-wt6CeQw1yYnpZZ4faNzdS3fCrVYuWOG8A/edit?usp=sharing (Sample Sandwich Approach Feedback)</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 what others have written in Part A. Display some of them on the wall. Thank everyone for writing.</p>

Things to do during the feedback session

(Spend about 3 - 4 minutes with each student)

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

Things to avoid during the feedback session

(Spend about 3 -4 minutes with each student)

1. Comparing a student with another is not a good idea.
2. Don't overwhelm them with too many areas to work on. 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 they want to say something during the feedback session. They 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.

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 tensed/ 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

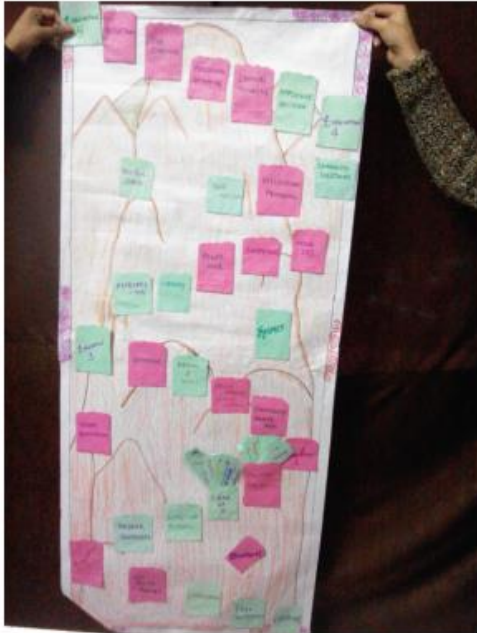
FIRST AID HINTS

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">• Persons 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

CLIMB TO GRADUATION

Wall display Sample 1



Wall display Sample 2



Wall display Sample 3



Wall display Sample 4



APPENDIX 5

FOCUSED LANGUAGE TRACKER

Lesson No.	Students' Errors	Names of students
Sample	Pronunciation - Sound of the Vowel sound (like a and o)	Nivedita, Gautam
	Question Formation - Use of what/when/has/is	Alka, Tony, Mukund
	In/on/at/by - Use of these words	Anand, Neha, Kusum
	Present Tense - Use of 'am/is/are' with first form of verb	Raj, Raima, Sunder, Alpana
101 and 102	Pronunciation -	
104 and 106	Question Formation -	
110, 111 and 112	Pronunciation -	
	Question Formation -	
115 and 116	In/on/at/by -	
121 and 122	Question Formation -	
	In/on/at/by -	

123 and 124	Question Formation -	
	Present Tense -	
127 and 128	Present Tense -	
129	Question Formation -	
	Pronunciation -	
133	Present Tense -	
	In/on/at/by -	
134	Question Formation -	

135 and 136	Question Formation -	
	Pronunciation -	
	In/on/at/by -	
	Present Tense -	
137	In/on/at/by (Assessment) -	
138	Pronunciation (Assessment) -	
139	Question Formation (Assessment) -	
140	Present Tense (Assessment) -	

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.

APPENDIX 8

MOOC Plan of Work

Class Name – FEA. Branch Code. Session No. For example - FEA.110032A.S7

Lesson	Module	Content	Deadline
156	Setting up account and familiarizing.	Setting up account and familiarizing.	Lesson 161
159	Parts of speech: the verb	Introduction to verb, irregular verbs, the tenses, Linking and helping verbs Irregular verbs. Quiz	Lesson 171
161	Parts of speech: the pronoun	Introduction to pronoun Subject, object, person, and number.	Lesson 173
162	Introduction to Adverbs	Practice - Using Adverb & Adjectives (Discuss Progress Report) Learn - Relative Adverbs Practice - Identifying the Relative Adverb Learn - Adjective Order	Lesson 178
172	Complete the task as in 112 and move. Comparative, superlative, intensifiers, and adverbs of degree	Learn - Introduction to comparative and superlative. Learn - Forming Comparative and Superlative Modifiers. Practice - Comparative and Superlative Adjectives and Adverbs.	Lesson 188
173	Comparative, superlative, intensifiers, and adverbs of degree	Learn - Introduction to comparative and superlative. Learn - Forming Comparative and Superlative Modifiers. Practice - Comparative and Superlative Adjectives and Adverbs.	Lesson 189

Lesson	Module	Content	Deadline
185	Comparative, superlative, intensifiers, and adverbs of degree	Learn - Introduction to comparative and superlative (Discuss Progress Report) Learn - Intensifiers and Adverbs of Degree Practice - Intensifiers and Adverbs of Degree	Lesson 192
188	Parts of speech: The preposition and the conjunction	Introduction to preposition. Types of prepositions	Lesson 192
190	Parts of speech: The preposition and the conjunction	Introduction to conjunction Correlative conjunctions	Lesson 192

APPENDIX - 9

Rubric - Group Discussion

Criteria	Descriptors	Name of Student(s)
Vocabulary	C - Uses a range of appropriate vocabulary. Uses phrases appropriately.	
	B - Uses simplistic and relevant vocabulary. Rarely uses phrases.	
	A - Use repetitive and irrelevant words. Does not use phrases.	
Sentence structure	C - Uses a balance of simple, compound, and complex sentences. Uses articles, subject-verb, and past/present tense correctly.	
	B - Uses simple and compound sentences, articles, subject-verb, and past/present tense mostly correctly. Uses a few run-on sentences that do not affect communication.	
	A - Uses simple and short sentences. Makes frequent errors in use of articles, subject-verb, and past/present tense. Uses a lot of run-on sentences that hamper communication.	
Active listening	C - Demonstrates active listening with words, tone, gestures, and facial expressions. Listens to understand by extending the discussion and involving others.	
	B - Demonstrates listening with somewhat superficial words, tone, gestures, and facial expressions. Listens to understand by asking questions.	
	A - Demonstrates active listening with words, tone, gestures, and facial expressions. Listens to understand, extend the discussion, and involve others.	
Use of sentence starters	C - Frequent and appropriate use with matching tone, pitch, and facial expressions.	
	B - Limited use with matching tone, pitch, and facial expressions. Or Frequent and appropriate use with mismatched tone, pitch, and facial expressions.	
	A - Rare use or completely inappropriate use with complete disregard to accompanying tone, pitch, and facial expressions.	

APPENDIX 10

FOCUSED LANGUAGE TRACKER

Lesson No.	Students' Errors	Names of students
Sample	This, that, these, those – Used 'this' with plural	Nivedita, Gautam
	Subject verb agreement - Used a sentence, 'He have a phone'	Alka, Tony, Mukund
	Past Tense - Used 'was/were' with 'eat' instead of 'ate'	Anand, Neha, Kusum
	Singular plural - Use a sentence, 'I have many bag'	Raj, Raima, Sunder, Alpana
147	This, that, these, those -	
148 and 149	Subject-verb agreement -	
150	This, that, these, those -	
	Subject verb agreement -	
151 and 152	This, that, these, those -	
155, 157 and 159	This, that, these, those -	
	Subject verb agreement -	

163	This, that, these, those -	
	Subject verb agreement -	
164	This, That, These, Those -	
165, 167 and 168	This, that, these, those -	
	Subject verb agreement -	
169 and 170	Past Tense -	
173	Subject verb agreement -	
175	Singular Plural -	

176	Subject verb agreement -	
177, 178 and 179	This, that, these, those -	
	Subject verb agreement -	
	Past Tense -	
	Singular Plural -	
180	Subject verb agreement -	
182	This, that, these, those -	
	Subject verb agreement -	

	Past Tense -	
	Singular Plural -	
183	Past Tense -	
186	This, that, these, those (Assessment) -	
187	Subject verb agreement (Assessment) -	
188	Singular Plural (Assessment) -	
189	Past Tense (Assessment) -	

APPENDIX – 11

Collocation Lists

List 1	List 2	List 3
1. go dancing	have a meeting	take a call
2. have an idea	go shopping	take a break
3. go to a comedy club	have some coffee	go fishing
4. go to work	take a message	have rest
5. take some medicine	have a picnic	take a vacation
6. go home	have some free time	have dinner
7. take a math class	go out with friends	take notes
8. have fun	go to sleep	take a shower
9. go to movies	take a selfie	have to go

APPENDIX - 12

Story of Odysseus

The Odyssey is Homer's tale of Odysseus' homeward journey, after the Trojan War is over. It's a timeless and fast-paced tale of a hero on an adventure traveling through exotic lands, facing terrible storms and horrifying monsters.

The goddess warns him about the "Sirens." These two monsters pretend to be beautiful women with amazing voices, try to lure sailors, who pass their island, saying that they just want to entertain them with beautiful melodies. But what they really want is to kill them.

Filled with fear and concerned about his own and his men's safety, he blocks his men's ears with bees' wax. (Asks students to infer why Odysseus did so.) He ordered his sailors to tie him firmly to the ship's mast. (Asks students to infer why Odysseus did so.) When he was firmly tied, and his men had the beeswax in their ears, they row their ship alongside the island. (Asks students to predict what will happen next)

When he hears the words and the music of the sirens, he longs to plunge into the waves and to swim to the island. He wants to embrace the Sirens.

He strains against the ship's mast and the bonds cut deeply into the flesh of his back and arms.

He urges his ear-plugged men to free him. Expecting this reaction, the men row harder and harder. To Odysseus, who is bewitched by the song, the Sirens look beautiful. To his crew, made deaf with beeswax, the Sirens seem like hungry monsters with claws.

The ship speeds forward and soon the song of the Sirens is a distant echo. Only then do the crew members stop rowing and unplug their ears.

Then, they unbind Odysseus, who had by then come to his senses.

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 filter whatever matter they get from the reporters, as per the policy of the respective newspaper. Editing the story, formatting, re-formatting, verification, errors in the text are some of the tasks.

Reporting

Reporting is a job in newspapers, magazines, TV channels, etc. The reporters cover story from local to international events and news. A person who makes a shorthand record of a speech or proceeding.

Writing Columns

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

Cartoonist

A cartoonist has the ability to portray a meaningful message through his/her cartoon.

Photojournalist

Nowadays, a lot of matter can be conveyed through a single photograph. 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. 20,000 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 organization like Ministries, Departments, etc.
Magazines	In-house publications of large corporate houses

Adapted from <http://www.gyanunlimited.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 organizations they are covering.

Sports journalism is highly specialized and requires specialist knowledge. There are 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.

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

Education and training

The Lakshmi Bai 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)
- Lakshmi Bai National University of Physical Education, Gwalior (www.lnupe.gov.in)
- Asian College of Journalism, Chennai (www.asianmedia.org)
- Makhmalal 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/>

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 it 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

Career in Police Service

Joining the Police Force

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 (S S B)

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 recognized 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).

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

Becoming a Private Detective

Private detectives are trained professionals hired by 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 a career as a private detective. Private detectives specialize in 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, they can pursue a private detective course from any reputed institute or detective agency. After completing this course, they will become eligible to apply for a 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 two institutes in India which offer private detective courses. Some detective agencies like 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 also offer this course to aspirants.

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, scepticism 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 the private sector.

The 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 are 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 e.g.: 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 difficulty in 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 Counsellor

Genetic counsellors 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 analysing 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

Median Salary: Rs3,50,923 per annum approximately

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 anaesthetists, 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 counselling during pre-conception, pregnancy, childbirth and the postpartum period. CNMs and their colleagues, certified midwives (CMs), also provide family-centred primary healthcare to women throughout their reproductive lives.

#2 – Nurse Anaesthetist

A nurse anaesthetist is a nurse who specializes in the administration of anaesthesia during surgery or medical procedures. Nurse anaesthetists 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.

Careers in Hygiene

Dental Hygienist

Dental hygienists' clean teeth, examine patients for signs of oral diseases such as gingivitis, and provide other preventive dental care. They also educate patients on ways to improve and maintain good oral health.

Dental hygienists provide clinical services in a variety of settings such as private dental practice, community health centres, nursing homes, hospitals, schools.

Some universities and medical colleges offer degree and diploma in dental hygiene such as Govt. Dental College in Bangalore, Patna Dental College in Patna, Institute of Dental Studies in Bareilly.

Food Hygiene Manager/Inspector/Supervisor

The Food Safety Manager develops and supervises all of the food safety regulations, policies, and procedures including training of food handlers.

Food Safety Manager works in companies, hotels, restaurants, malls, factories - manufacturing and packaging.

Universities like IGNOU offer PG Diploma in Food Safety and Quality Management. Private colleges/institutes also run courses in food safety approved by Food Safety and Standards Authority of India.

Industrial Hygienist

Industrial hygienists are scientists and engineers committed to protecting the health and safety of people in the workplace and the community. The goal of the industrial hygienist is to keep workers, their families, and the community healthy and safe. They play a vital part in ensuring that national, state, and local laws and regulations are followed in the work environment.

Sardar Patel University offers M.Sc. in Industrial Hygiene and Safety, institutes such as Public Health Foundation of India also offer recognized courses in industrial hygiene.

Careers in Social Work

Field of Practice for Professional Social Workers

Addiction / Substance Abuse	Elderly Care	Social Research & Program Evaluation Service
Child Welfare	Environment	Social Work Administration & Policy
Primary Health	Family Welfare and Planning	Social Work Education & Research
Correctional Institutions/ Prisons	Human Resource Management	Youth Work etc.
Child Protection Services	Industrial Development	Rehabilitation of Offenders
Counselling & Therapy	Medical Social Work	Rural & Urban
Consultancy Services	Mental Health	Development Poverty
Community Development	Mother & Child Health	Eradication
	Policy & Planning Services	

In India, a person – holding a Bachelor (BSW) or Master (M.A in Social Work/MSW) degree in Social Work – is generally considered a professional social worker. Professional social workers can be found in direct practice in administrative, management and policy planning positions in various Government and Non-Governmental Organizations (NGOs). A number of opportunities are available in international social work as well as industries and commercial units.

Designations

Governmental Sector	Non-Governmental Sector	Industry/Corporates
Lecturer/Professor	Director	Manager
Director	Program/Project Officer	(HR/Personnel/ Welfare etc.)
Research Officer/Researcher	Program Coordinator	Labour Welfare Officer
Welfare/Development Officer (like Child/Youth/Women/ Labour etc.)	Community/Resource Mobilizer	Personnel Officer etc.
Community Development Officer	Program Manager	Community Development Officer
Jail Probationary/Welfare Officer	Block/District/State/Zonal/ Regional Coordinator	Social Development Officer
Urban Planners etc.	Counsellor	Rural Development Officer
	Area Manager	Social Welfare Officer
	Trainer/Training Coordinator	

Social workers help people to overcome some of life's most difficult challenges: poverty, discrimination, abuse, addiction, physical illness, divorce, loss, unemployment, educational problems, disability, and mental illness. They help prevent crises and counsel individuals, families, and communities to cope more effectively with the stresses of everyday life. Social Work is a profession that serves individuals, families, and communities who seek help to improve quality of life.

Skills/Qualities Required

Preparing Project Proposal Preparing Management Information System Preparing Project Implementation Plan Managing and coordinating project at district/state/national level Program monitoring & evaluation Report writing and presentation Organizing training, workshops, seminars Documentation and case studies	Team management Facilitation and people mobilization Doing long-hour field work in adverse situation Have interpersonal communication skills Preparation of monthly plan and budget Coordinating with district/state administration, other stake holder and partner organizations Knowledge of community resources etc.
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Qualifications

Colleges and universities offer Bachelor's and Master's in Social Work. The basic requirement for that is 10 + 2. Some universities have an entrance exam for BSW and MSW courses. Some of the universities that offer BSW/MSW are:

- | | |
|---|--|
| Assam University, Silchar (Assam)
Agra University (U.P)
Amravati University (Amravati) Andhra University, Waltair (AP)
Aligarh Muslim University, Aligarh (UP)
Bharathiar University (Coimbatore)
Banaras Hindu University, Banaras (UP)
Bundelkhand University, Jhansi (UP)
Christ University (Bangalore)
Chaudhry Charan Singh University, Meerut (UP)
College of Social Work, Nirmala Niketan (Mumbai)
Devi Ahilya Vishwavidyalaya (Indore)
Delhi School of Social Work, University of Delhi
Dr. R.M.L Avadh University, Faizabad (UP)
Guru Ghasidas University (Chhattisgarh)
Gujarat Vidyapeth, Ahmedabad (Gujarat)
Indian Institute of Social Welfare and Business Management, Calcutta University (W.B)
Institute of Social Sciences, Dr B. R Ambedkar University, Agra (UP)
Indira Gandhi National Open University (IGNOU)
Jamia Millia Islamia University, Jamia Nagar (New Delhi) | Kurukshetra University, Kurukshetra (Haryana)
Kanpur University, Kanpur (UP) Madurai Kamaraj University
M S University, Baroda
Madras School of Social Work, University of Madras (Chennai)
M.S.S College, Nagpur (Maharashtra)
Mangalore University (Mangalore)
Marathwada University, Aurangabad Nagpur University (Nagpur)
Punjab University, Patiala (Punjab)
Rajagiri College of Social Sciences (Kerala)
Rajasthan Vidyapeth, Udaipur (Rajasthan)
Sri Venkateshwara University (Tirupati)
Sri Padmavati Mahila Visva Vidhyalay (Tirupati)
Sri Hari Singh Gaur University (MP)
Shivaji University, Vidyanagar, Kolhapur Sri Padmavathi Mahila, Vishavidyalayam, Tirupathi
Tata Institute of Social Sciences, Mumbai (Maharashtra)
University of Lucknow, Lucknow (U.P)
University of Bombay (Maharashtra)
University of Puna (Maharashtra) |
|---|--|

Adapted from
<http://www.employmentnews.gov.in/>

Careers in Digital Media

In a country like India, media studies play a big role in designing and disseminating content to a vast population.

The main employers of media studies professionals are:

1. Marketing organizations
2. Communication and advertising agencies
3. Newspapers and magazines
4. Media companies
5. Production houses
6. TV and radio companies
7. Publishing houses
8. PR consultancies

Some of the colleges and universities that offer Bachelors, Masters and Doctorate in media studies are:

1. Madras Christian College, Chennai - Certificate course in online journalism, Diploma in Advertising and Public Relations
2. K C College of Arts, Science and Commerce, Mumbai - Masters in Entertainment, Advertising and Media, bachelor's in mass media
3. Tata Institute of Social Sciences - PG Diploma in Community Media
4. Amity School of Communication, Noida - B.A. and M.A. in Television and Film Production, M.B.A. Media Management

Average salary ranges from 2,00,000 to 8,00,000 for positions such as software engineers, content writers, graphic designers, copy editors etc.

Digital marketing deals with marketing of the content or product on digital platforms. More than 60% of the companies think that the traditional marketing is not sufficient.

The rise of online stores such as eBay, Amazon, flip kart, Alibaba and the online marketing war going between them has pushed digital marketing to a new level.

Where -

1. Delhi school of internet marketing, Delhi
2. Digital Vidya, Delhi
3. Institute of Digital marketing, Mumbai
4. NIIT

Jobs -

- Digital Marketing manager
- SEO expert
- Content strategist
- Ad sense expert
- Video editing expert
- Search Engine Manager
- Webpage optimizer

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

Careers in Travel and Tourism

The travel and tourism industry, along with the related sectors contributing to it, is expected to grow in leaps and bounds in the coming years. In India, the travel industry hopes to create 46 million job opportunities by 2025.

According to a report published by the World Travel and Tourism Council (WTTTC), India could possibly add another Rs. 8, 50,000 crores by the year 2020-just through tourism! WTTTC calculated that tourism generated 8.31 lakh crore or 6.3 per cent of the nation's GDP in 2015 and supported 37.315 million jobs, which is about 8.7 per cent of its total employment.

Career options in travel and tourism


Few of the career options are working in travel agencies, Customer Ground Handling (customer service) at international or domestic airports, tour operator, event manager, ticketing officer, adventure tourism expert, transport officer, holiday consultant, logistics, cruises, airlines, hotels, and tourism departments in government and private sectors.

The travel and tourism industry provides various job roles:

Airlines

Ground staff
(traffic assistance, counter staff, booking and reservation)

In-flight staff
(airhostesses, stewards)



Hotels

(Restaurants, Bars, Cruise Lines, Resorts, Camping grounds, Inns, Rest Houses)

Operations

Front office

House keeping

Food and beverages


Accounting

Maintenance

Sales



Public relations



Security




Transportation

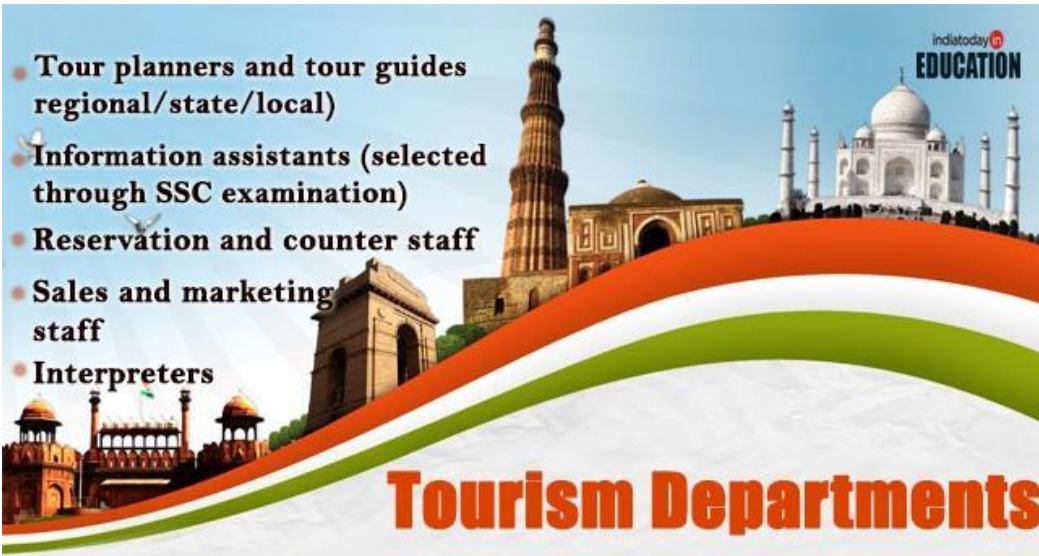
Management and operation in all varieties of transport (rail/cruise/bus/ferry/coach etc.)

- Tour guides
- Sales and PR
- Travel managers
- Travel counsellors
- Itinerary planning
- Foreign exchange
- Destination manager





- **Tour planners and tour guides regional/state/local)**
- **Information assistants (selected through SSC examination)**
- **Reservation and counter staff**
- **Sales and marketing staff**
- **Interpreters**

Tourism Departments



Travel and tourism industry includes everything from the government tourism departments and major multinational companies to the small-scale private travel agents. One can even plan to start their own business or start-up in travel and tourism by taking on additional employees and partners.

While working in this industry, one provides services to people who are traveling for business or holiday or both, thus catering to tour packages, pilgrim travel, adventure travel or casual sightseeing. At almost every point of work in this field, employees need to interact personally with the customers and understand their needs while making them comfortable, so as to be able to provide the best service in terms of travel options and arrangements.

Perks and payment:

Salary is pretty good in the travel and tourism industry. Moreover, you get added perks such as free travel or reduced rates for you and your family. Salaries are higher in foreign based airlines or in travel agencies. Peak seasons might bring added bonuses and commission.

Courses in travel and tourism:

Experience is the most important factor in this field. However, there are many colleges, universities and private institutes that offer Bachelor's or Master's degrees, diplomas, certificates or distance learning courses in various sectors of travel and tourism such as management in tourism, travel or hotels, tour operation or airline management, destination management, airline ticketing, travel administration etc.

- An undergraduate course right after completing class 12.
- The Ministry of Tourism, Govt. of India approved degree in this field is a two-year full-time programme which gets you an MTA degree, a Master of Tourism Administration. Some universities such as the Indian Institution of Tourism and Travel offer this degree.
- A post graduate degree can be helpful in getting into positions as managers or in administration.
- Short term training programmes are offered by many travel agencies.
- You can also opt for vocational courses to get a B Voc degree.

Required skill set:

Knowledge of computer, fares and ticketing skills, strong communication skills, experience of handling money & foreign currencies, knowledge of geography culture etc

Adapted from <https://www.indiatoday.in/>



Building ethical, productive mindsets and core employability skills

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”

William A. Ward

“Teachers have three loves: love of learning, love of learners, and the love of bringing the first two loves together.”

Scott Hayden

“Every child deserves a champion - an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be.”

Rita Pierson

“I cannot teach anybody anything, I can only make them think.”

Socrates

“There are no foolish questions and no man becomes a fool until he has stopped asking questions.”

Charles Proteus Steinmetz

“The secret of getting ahead is getting started. The secret of getting started is breaking your complex overwhelming tasks into small manageable tasks, and then starting on the first one.”

Mark Twain

“Great teacher engineer learning experiences that put students in the driver’s seat and then get out of the way”

Ben Johnson, Educator

“I think it’s very important to have a feedback loop, where you’re constantly thinking about what you’ve done and how you could be doing it better.”

Elon Musk

“Education is what remains after one has forgotten what one has learned in school.”

Albert Einstein

“The will to win, the desire to succeed, the urge to reach your full potential... these are the keys that will unlock the door to personal excellence.”

Confucius

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

Eknath Easwaran

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