



→ ***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.



Rules to remember while teaching:

- **Use the first hour of the class for MFE activities, and use the second hour to conduct the lesson.**
- **Presentation is for All:** Every student must be called to present one by one. If a student is unable to present well the first time, do not let them sit down right away. Give them another chance. Let them repeat two or three times until they speak comfortably. Be patient and supportive.
- **Time Range for Each Step:** Each step in the lesson plan has a time range. This is to give flexibility. Do not rush through the steps. Take the time needed so that all students understand and get a chance to speak. If you are not able to finish the lesson, take the remaining activities from the lesson to the next day.
- **Focus on Speaking, Not Writing:** Writing is only for practice. The real goal is to help students speak the sentences aloud.
- **Start every lesson with: 2 minutes of mindfulness activity-** 1. Close your eyes - Breathe- Inhale, hold, and exhale in a slow and steady rhythm. - If your mind wanders, acknowledge the thoughts and bring your focus back to your breath.
- **Teachers must NOT:** Speak or provide additional guidance once the mindfulness exercise has begun. Do not play any background music. Do not clap or discuss the experience after the exercise gets over.
- **End every lesson with 10 minutes of student counseling :** Please use the last 10 minutes of the session to conduct this step. - Prepare yourself by taking notes from student retention techniques documents. ● For 5 mins: Counsel Irregular students. It could be either an individual (minimum 2 students) or group counseling. ● For 5 mins: Make phone calls (1-2 calls) to students who have been absent for more than 2 days. Update the phone log with a follow up date for each call. Note: This step is compulsory.
- **Pair Conversation in English:** *When students talk among themselves during an activity, the teacher must encourage them to talk in English.*
- **Daily Listening Homework (Lesson 15 to Lesson 60):** From Lesson 15 to Lesson 60, share the YouTube video link at the end of the lesson as daily listening homework. This video is designed to improve students' English listening skills and help them get used to natural spoken English.
- **Important:** Many students may not watch the video at home. As a teacher, you must actively build this habit in your students.

How to do this:

- At the end of each class, remind students to watch the video
- At the start of the next class, ask 1-2 students simple questions about the video:
 - “Did you watch the video?” (check if the number of students who watch the videos improve over time)
 - “What did you understand?”

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Foundation Lesson 1

Objectives:

- Create a comfortable and fun environment for learning.
- Start learning student names and build rapport.
- Introducing FEA and the teacher.
- Begin laptop handling skills

Mindfulness Exercise (2 mins)

Start the lesson with: 2 minutes of mindfulness activity- 1. Close your eyes - Breathe- Inhale, hold, and exhale in a slow and steady rhythm. - If your mind wanders, acknowledge the thoughts and bring your focus back to your breath.

Teachers must NOT: Speak or provide additional guidance once the mindfulness exercise has begun. Do not play any background music. Do not clap or discuss the experience after the exercise gets over.

Step 1: Introduction & Goal Sharing (5 mins)

- Ask: “Who wants to improve their English speaking skills ?” (Raise hands)
- Ask: “Who wants to improve their computer skills ?” (Raise hands)
- Say: “FEA helps you feel confident in English. By the end of Week 1, you’ll be able to introduce yourself in English and begin to familiarise yourself with using a laptop.

Step 2: Name Game (15-25 mins)

Write on the board:

“My name is _____ and I like _____.”

1. Explain: The second word should start with the same sound as their name.
 - Example: “My name is Ramesh and I like reading.”
2. Give 1 minute to think. Let students practice with a partner.

Round 1:

- Everyone says their sentence in a circle.

Round 2:

- Each student says their *left partner’s* sentence.

Round 3:

- Ask 3-4 volunteers to name everyone.
- Everyone switches seats.
- Teacher tries to name all students.

Step 3: How Do You Feel? (5-10 mins)

- Ask: “How do you feel after speaking English today?”
- Acknowledge their effort in remembering names and speaking confidently.

Step 4: FEA & Teacher Introduction (15 mins)

1. Ask: “What do you know about FEA?”
2. Ask: “Why did you join?” Allow passing if not comfortable.

Teacher shares:

- How they heard about FEA
- What they learned in induction
- Their background and what you bring to the classroom
- Invite: “Feel free to ask me anything.”

Step 5: Laptop Introduction (20 mins)

1. Show how to open and turn on laptops.
2. Guide them to the Start Menu.
3. Share that you will call students one by one and enroll them. Meanwhile other students will watch an interesting video clip from a movie. Help students open the video on their laptop. Once everyone starts watching, call students one by one. -

<https://drive.google.com/file/d/1kvPMDooITJlvGLEslyzifDkgSeeKBvKI/view?usp=sharing>

Step 6: Enrolment (50-60 mins)

1. Call the first student. Talk and enrol in 5-7 mins.
पहले छात्र को बुलाएं। पूछें:
 - Did you like today's class? What did you like?
क्या आज की क्लास पसंद आई? क्या अच्छा लगा?
 - What are you studying/doing now?
इस समय आप क्या पढ़ाई कर रहे हैं या क्या कर रहे हैं?
 - Why do you want to learn English and computers?
आप इंग्लिश और कंप्यूटर क्यों सीखना चाहते हैं?
 - How will you manage both FEA and school/college?
FEA और स्कूल/कॉलेज दोनों को कैसे संभालेंगे?
 - How will you avoid leave during exams, festivals, or harvesting season?
परीक्षा, त्योहार या फसल के समय छुट्टी कैसे नहीं लेंगे?
2. Keep it short but meaningful. Motivate the student to attend regularly.
बातचीत छोटी लेकिन सार्थक रखें। छात्र को नियमित आने के लिए प्रेरित करें।
3. Enroll them on the LMS. Thank and remind them to be punctual.
LMS पर नामांकन करें। धन्यवाद दें और समय पर आने के लिए कहें।
4. Repeat for other students.
बाकी छात्रों के लिए भी यही प्रक्रिया दोहराएं।
5. If any student is left, ask them to write basic details on paper.
अगर कुछ छात्र बच जाएं, तो उनसे कागज़ पर अपनी जानकारी लिखवाएं।
6. Tell them you'll talk to them tomorrow before giving the LMS ID.
उन्हें बताएं कि आप कल उनसे बात करने के बाद LMS ID देंगे।

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Foundation Lesson 2

Objectives:

- Create a fun and safe classroom environment.
- Get to know each other.
- Practice self-introductions.
- Learn basic laptop skills.

Part 1: Icebreaker and Introductions (30 mins)

1. Welcome and Mindfulness (5 mins)

- Greet students at the door.
- Welcome any new students.
- Start with 2 minutes of deep breathing.

2. Snowball Activity (15 mins)

- Give paper and pencils.
- Ask students to write 3 facts about themselves (no name).
- Crumple papers and throw them like a snowball.
- Pick one, read it, and try to find the writer.
- Share one thing they learned about that person.

3. Reflection (5 mins)

- Ask: How did it feel to learn about others?
- Appreciate everyone's effort.

Part 2: Self-Introductions (30 mins)

4. Talk About Mistakes (5 mins)

- Ask: How would you feel if you made a mistake in English?
- Explain: Mistakes are okay and help us learn.
- Ask: What should we do if someone else makes a mistake?

5. Use the Student Book (10 mins)

- Show the Student Activity Book.
- Explain that students will use it often.
- Ask them to write their names in the book.
- Open to Lesson 2 and help them fill in their own information.
- (Optional: Advanced students can write 1-2 sentences about their hometown.)

6. Practice Introductions (15 mins)

- Practice in pairs. Change partners after 2 minutes.

- Then, form a circle.
- Toss a ball to a student to say their introduction.
- That student tosses the ball to the next one.

Part 3: Laptop Basics (30-45 mins)

7. Laptop Rules and Demo (10 mins)

- Ask: What should/shouldn't we do while sharing laptops?
- Show how to open the laptop, use the MS Paint, and click gentle

8. Practice on MS Paint while the teacher enrolls (45 mins)

- Students turn on laptops and open MS Paint.
- Practice using the touchpad by drawing a triangle, letter S, and writing their name.
- Pairs, take turns.
- Ask students to close the program without saving.
- While students are at task, enrol students

Enroll New Students- 45 mins (During Laptop Practice or After Class)

Call the first student. Talk and enrol in 5-7 mins.

पहले छात्र को बुलाएं। पूछें:

- Did you like today's class? What did you like?
क्या आज की क्लास पसंद आई? क्या अच्छा लगा?
 - What are you studying/doing now?
इस समय आप क्या पढ़ाई कर रहे हैं या क्या कर रहे हैं?
 - Why do you want to learn English and computers?
आप इंग्लिश और कंप्यूटर क्यों सीखना चाहते हैं?
 - How will you manage both FEA and school/college?
FEA और स्कूल/कॉलेज दोनों को कैसे संभालेंगे?
 - How will you avoid leave during exams, festivals, or harvesting season?
परीक्षा, त्योहार या फसल के समय छुट्टी कैसे नहीं लेंगे?
7. Keep it short but meaningful. Motivate the student to attend regularly.
बातचीत छोटी लेकिन सार्थक रखें। छात्र को नियमित आने के लिए प्रेरित करें।
 8. Enroll them on the LMS. Thank and remind them to be punctual.
LMS पर नामांकन करें। धन्यवाद दें और समय पर आने के लिए कहें।
 9. Repeat for other students.
बाकी छात्रों के लिए भी यही प्रक्रिया दोहराएं।

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Foundation Lesson 3

Objectives

- Create a fun and safe environment to practice known English vocabulary.
- Practice basic laptop handling and typing.
- Motivate new students to commit to the program.

Mindfulness (2 mins)

Start with 2 minutes of deep breathing to help students focus.

Welcome & Warm-Up (15-30 mins)

- Welcome new students and introduce yourself.
- Ask: *What is FEA? What will we learn here?*
- Remind: English speaking is one of the key skills.
- Play Categories Game (Popcorn Activity):
Students stand in a circle and pass a ball while saying words from a category (Colors, Animals, Foods, Clothing, Subjects). If they hesitate or repeat, they get a strike. Change category after 3 strikes.

Self-Introduction Practice (15-30 mins)

- Open Student Activity Book L3.
- Read and explain Lesson 3 sentence frames.
- Students fill in their information.
- Pair practice: Practice 5 sentences (from Lessons 2 & 3).

Using the Keyboard (30 mins)-

- Ask: How should we handle laptops carefully?
- Demonstrate gentle typing and handling.
- Students open typing master and practice typing
- Remind students to switch partners.

Enroll New Students – 45 mins (During Laptop Practice or After Class)

Call one student at a time (5–7 mins each):

Ask:

- Did you like today's class? What did you like?
- What are you studying/doing now?
- Why do you want to learn English and computers?
- How will you manage both FEA and school/college?
- How will you avoid leave during exams/festivals/harvest?

Keep it short but meaningful. Motivate regular attendance. Enroll on LMS. Thank them and remind them to be punctual. Repeat for others

Acknowledge & Motivate (3–5 mins)

- Praise students for good behavior and effort.
- Motivate them to return the next day.

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Foundation Lesson 4

Objectives:

- Create a fun environment for vocabulary practice.
- Use sentence frames for self-introductions.
- Build connections through commonalities and differences.

Mindfulness Exercise: Begin with 2 minutes of deep breathing to focus.

Pictionary Game (20 mins)

- Greet students. Introduce yourself to any new students.
- Explain the game: One student draws a secret word; others guess it.
- Use teams. Team with the correct guess gets 1 point.
- Use simple vocabulary (e.g., goat, pencil, birthday). Words can be in English/Hindi.

Self-Introductions (15–20 mins)

- Open Student Activity Book to L4.
- Read and explain sentence frames. Students fill in their details.

- Practice with a partner
- Form a circle. Students take turns saying sentences aloud.

Finding Common & Unique Traits (15–20 mins)- Optional if time allows

- Round 1 (5 mins): In groups of 4, find things all members have in common (not universal traits like "eating food").
- Round 2 (5 mins): Find one unique trait per person.
- Review with the class and share interesting findings.

Reflective Questions (5 mins)- Optional if time allows

Ask:

- How does being with similar students help?
- How does being with different students help?

Laptop Parts & Typing (30 mins)

- In pairs, identify laptop parts (screen, USB port, etc.).
- Demonstrate battery check and plugging in the power cord.
- Practice typing letters/words.
- While students are typing, enrol students

Enroll New Students – (30- 45 mins) (During Laptop Practice or After Class)

Call one student at a time (5–7 mins each):

Ask:

- Did you like today's class? What did you like?
- What are you studying/doing now?
- Why do you want to learn English and computers?
- How will you manage both FEA and school/college?
- How will you avoid leave during exams/festivals/harvest?

Keep it short but meaningful. Motivate regular attendance. Enroll on LMS. Thank them and remind them to be punctual. Repeat for others

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Foundation Lesson 5

Objectives:

- Build a fun, supportive space for English vocabulary and self-introduction practice
- Encourage reflection on overcoming challenges
- Introduce basic laptop/touchpad use

Mindfulness (2 mins): Lead students in a short breathing exercise to build focus.

Charades Game (15–20 mins)

- Greet students warmly, introduce new ones
- Explain the game and divide into teams
- One student acts out a secret word (career-related)
- Class guesses: 1 point (native language), 2 points (English)
- Praise effort, energy, creativity

Practice Introductions (15–30 mins)

- Students open Lesson 5 in their Student Activity Book
- Read and explain sentence frames
- Students fill in blanks with their own info
- Practice with partners (no book looking), then as a group in a circle

Discussion (10 mins)

- Ask:
 - What obstacles are in your path to success?

Watch Video (15 mins)

- Students watch AV on student's laptop of how a man learnt English - [English सीखने का Masterplan | @coachbsr | Bhupendra Singh Rathore](#)
- Teach how to use earbuds and play the video

Reflection (15-30 mins)

Ask:

- What helped him succeed? (e.g., passion, perseverance)
- How will you learn English? (Think–Pair–Share)

Typing Practice + Enrolment (20-30 mins)

Students open Typing master and practice typing. Meanwhile call students and enrol them

While students are typing, call new students one at a time to collect and enter details in LMS

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Foundation Lesson 6

Objectives:

- Help students see FEA as a valuable opportunity
- Build confidence through games and sharing
- Encourage students to know each other better and dream big for their future

Mindfulness (2 mins): Begin with a short breathing exercise.

Recap (10-15 mins): Ask students to share what they remember from the previous class

Step 1: Paper Drop Game (10 mins)

Ask two volunteers to stand facing each other. Drop a paper between them. Whoever catches it tears it in half, keeps one part, and returns the other. Repeat 4 times, reusing the other half each round.

Step 2: Group Play (10 mins)

Divide students into groups of 3. They play the paper-drop game, rotating roles so each gets to drop and catch.

Step 3: Discussion (15-20 mins)

Ask: What helped you catch the paper? How can these traits help in life?

FEA is like the paper game you played – it's an opportunity. If you're focused and ready, you'll catch it. If you miss it, you lose that chance

Explain how FEA is one such opportunity and must be taken seriously.

Step 4: Personal Sharing – Know Each Other Deeply (20–30 mins)

Say:

“Now that we are beginning a journey together, let's get to know each other better. Everyone will get a chance to speak. Be honest and open.”

Ask each student some of these questions, you can customise these questions to suit your students

1. How was your childhood?
2. How many family members do you have?
3. Where is your hometown?
4. When is your birthday?
5. How do you celebrate your birthday?
6. What is your career goal?
7. How much money do you want to earn per month or year?
8. What will you do with that money?

9. Teacher can add more questions

Step 5: Typing Master (20-30 mins)

Practice typing master in pairs.

Wrap-Up (5 mins)

- Appreciate all students for sharing honestly.
- Remind them that everyone's journey matters and that FEA is here to help them reach their dreams.

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Foundation Lesson 7

Objectives:

- Help students understand why FEA is free and how it can change their life
- Encourage students to learn from the FEA story and reflect on their goals
- Build stronger connection between teacher and students

Mindfulness (2 mins): Begin with a short breathing exercise.

Recap- (20-15 mins):

Ask students to share what they remember from the previous class

Step 1: Story Reading (20-30 mins)

Ask if students know why FEA is free. Accept responses. Then ask if they'd like to hear the story. Read aloud or ask them to read from Lesson 6 in their SABs.

Step 2: Reflection (20-30 mins)

Ask: What is your takeaway from the story? Emphasize that hard work and education bring change. Think-Pair-Share: How can you make the best use of FEA?

Choose One (Based on Class Size)

Option A: Mobilization – 1 hour (If <18 students)

Option B: Typing Master (30-40 mins- pair rotation)

While students are typing, meet students one by one and motivate them to continue the class and get to know them better. Enroll any new students as well.

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Foundation Lesson 8

Objectives:

- Help students practice typing and build confidence in sharing about themselves
- Improve students' observation, teamwork, and decision-making through fun group activities

Mindfulness – 2 mins

- Deep breathing or short mindful pause to begin the class with focus.

Summary of Last Class – 5 mins

- Popcorn call: 3-4 students share one thing they learned in the last lesson.

Typing Practice – 35-40 mins

- Pair Practice- One type, the other gives feedback. Switch roles halfway.

One-on-One Time – 25-30 mins

While students type, teacher meets students individually (3-5 mins each):

Topics: Schooling, family, ambitions, reason for joining FEA.

Reflection – 5-10 mins

- Students share: What was exciting, difficult, or surprising about Typing Master?

Choose One (Based on Class Size)

Option A: Mobilization – 1 hour (If <18 students)

Option B: “10 Things Different” Game (If 18–20 students)

Step 1: Intro – 10 mins

- Discuss: What does it mean to be observant? Rate yourself 1–5.

Step 2: Spot the Changes" Game Instructions

1. Divide the class into two teams:

- Team A and Team B

2. Round 1

- All students of Team B stand in a line or group and strike different poses (any still position – like hands on head, standing on one leg, arms crossed, etc.).
- Team A observes while Team B's poses carefully for 30 seconds.

3. Team A turns around

- After observing, Team A turns around or closes their eyes so they cannot see.

4. Team B makes 10 visible changes

- Each member of Team B makes one or more clear and visible changes, such as:
 - Changing a hand position
 - Taking off a shoe or accessory
 - Switching places
 - Sitting down or standing up

5. Team A turns back

- Now, Team A turns around and tries to spot all changes.
- They can discuss and point out the differences as a team.

6. Switch roles

- Now, Team A poses, and Team B observes and guesses the changes.

7. Make it competitive (optional)

- Keep score: 1 point for every correct change spotted.
- The team with the most points wins!

Step 3: Group Reflection – 10 mins (Urban: 5 mins)

- How did your team decide what to change?
- Why are group decisions and observation important?

Step 4: Wrap-up – 15 mins (Urban: 10 mins)

- Praise class for participation, teamwork, listening
- Recite pledge from Student Activity Book

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Foundation Lesson 9

Objectives:

- Students understand what learning materials are.
- Students create and present rules for respectful use of materials.
- Students learn to give and ask for contact information in English.

1. Mindfulness (2 mins)

Begin with deep breathing or silent mindfulness to help students focus.

2. Recap (5 mins)

- Use “Popcorn Call” to ask 3-4 students what they learned in the last class.
- Applaud each student who speaks.

Step 1: What Are Learning Materials? – 10-15 mins

Hold up a non-learning object (e.g., shoe or bottle). Ask:

“Is this a learning material? What are learning materials?”

Define: *Materials that help us learn – e.g., books, laptops, posters, stationery.*

List student answers on the board.

Ask:

“Why should we respect learning materials?”

Step 2: Do’s and Don’ts Posters – 20 mins

Form 6 groups. Give each group 1 chart paper.

Each group opens to *Student Activity Book* and:

- Write **1 Do or Don’t** from the book.
- Adds **1 Do or Don’t** of their own related to the listed materials.
Move around, guide as needed. Ask them to be ready to explain.

Step 3: Poster Sharing – 20 mins- Optional if time allows

Each group presents their poster and explains their 2 rules.

Encourage every group member to speak.

Display the posters on the wall. Praise the effort.

Choose One Path: Mobilization or Contact Information

Step 4: English – Contact Information followed by Typing Practice – 40 mins

A. Introduction – 5 mins

Ask:

“If you meet someone you want to meet again, how can they contact you?”

Explain: Contact info = name, phone, address, etc.

B. Design Business Cards – 10 mins

Students search for card designs on Google (Images tab).

Then design their own cards on notecards with:

- Name
- Address
- Phone (if any)

Practice Typing in pairs after finishing the activity.

Step 5: Wrap-up – 10 mins

Ask: “What did you enjoy or learn today?”

Praise their teamwork.. Recite the FEA pledge.

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Foundation Lesson 10

Objectives:

1. Help students feel confident and comfortable using English with each other
2. Teach students the value of perseverance or teamwork through stories and activities

1. Mindfulness (2 mins)

Begin class with deep breathing or a moment of silence.

2. Recap (5-10 mins)

Step 1: Creating a Comfortable Learning Space (15 mins)

Discussion Prompts (ask in both English and Hindi):

- How can we help each other feel comfortable speaking English?

Explain that everyone at FEA has a different English background—and we will grow from where we are.

Step 2: Vocabulary Sharing Activity (20 mins)

Instructions:

1. Form groups of 3-4 students.
2. Open Student Activity Book L10.
3. Give 15 minutes to describe the image using as many English words/sentences as possible (written or spoken).

Sharing:

- Each group shares 3-4 words/sentences.
- Everyone should speak.
- Applaud after each group.
- (Optional) Ask which group created the longest list.

Step 3: Reflect on Learning (5 mins)**Ask:**

- How did the activity make you feel?
- Were you surprised by how much English you already know?

Choose One Path: Mobilization or Perseverance**Option A: Mobilization (For Classes < 18 Students)****Step 1 (60 mins):**

- Review mobilization steps from last class.
- Practice inviting someone.
- Go out together to talk to friends, neighbors, or family of a similar age.

Option B: Perseverance (For Classes with 18-20 Students)**Step 1: Watch & Discuss Video (20 mins)**

- Ask students to watch a video on their student laptop- 📺 L-10.mp4
- After the video- Did the bird succeed on the first try?
- Write the word perseverance on the board. Ask - what is perseverance? Why is it important?

Step 3: Share Personal Stories (20 mins)

- Share your own story of perseverance.
- Students pair up and share their own stories.
- Invite volunteers to share with the class.

Reminder for Facilitators:

Are students speaking at least 10% English in class? Encourage even small amounts of spoken English every day!

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Foundation Lesson 11

Objectives:

1. Help students understand the importance of being on time through fun questions, stories, and group work
2. Build students' confidence through reading, sharing, and digital learning or mobilization practice

1. Mindfulness (2 mins)

Begin class with deep breathing or a moment of silence.

2. Recap (5 mins)

Ask:

- Last class, you shared ways to make the classroom comfortable for English practice. What were some of those ideas?

Step 1: What If Everything Was Late? (10-15 mins)

Ask fun and interesting questions:

- What if an ATM gave money after 15 mins?
- What if traffic lights took 10 extra mins?
- What if a doctor came late when you were sick?

Reverse the question:

- What if everything was on time?
- How would life be better?

Encourage students to add their own examples. Keep it fun and engaging.

Step 2: Read a Story Together (15 mins)

- Ask students to open their Activity Book.
- Let them choose to read in English or Hindi.
- Read the first line with energy.
- Use “popcorn reading” – call on different students to read one line at a time.
- Students can pass if they don’t want to read aloud.

Step 3: Discuss the Story (10-20 mins)

Ask:

- What title would you give this story?
- What is the message of the story?

Step 4: Group Activity – Tips for Being on Time (20-25 mins)

1. Make 4 groups.
2. Give each group 1 chart paper and a marker.
3. Ask them to write as many tips as possible for being punctual.
(Examples: set an alarm, get ready early, sleep on time)
4. Each group presents their tips to the class.
5. Appreciate their effort.

Step 5: Classroom Rule (5 mins)

Explain clearly:

- Coming late disturbs the class.
- Students who attend FEA regularly do better and earn more.
- If you feel like skipping or being late, remember your dreams.

Choose One Path: Mobilization or Digital Learning

Option A: Mobilization (If class has less than 18 students)

Steps:

1. Ask: What did we learn about mobilization in the last class? Practice inviting someone.
2. Go out with students to invite friends, neighbors, and relatives of a similar age.
3. Return before your next session begins.

Option B: Digital Learning (If class has 18-20 students)

Step 1: Laptop Rules (5 mins)

Ask: What are the dos and don'ts of using laptops?

Laptop Practice (25-30 mins)

- Use Typing Master in pairs
- While students are at task, meet any new or shy student and motivate them to stay regular.

Closing the Class (10-15 mins)

- Appreciate students for their good work.
- Go around and ask: One thing you learned or enjoyed today?
- Remind them to be on time for the next class.
- Recite the FEA pledge together

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Foundation Lesson 12

Objective:

To explain how FEA develops important skills and how effort (attendance, mindset) is key.

Step 1: Discussion Questions: (20-30 mins)

- What do you know about FEA?
- What skills will you learn? (Computer, English, Career, Mindset skills)
- What do you want to gain?

Activity:

- Show sample FEA certificates.
- Ask: Who has earned one before? How did it feel?
- Highlight key features: QR code, attendance, and how it proves job-readiness.

Think-Pair-Share:

- How will this certificate help you?
- What will it show an employer?

Step 2: – Compare Two Students (20-30 mins)

- Open to Activity L12 in the book.
- Choose two students to read the sample profiles aloud.

Think-Pair-Share:

- Which student will learn more?
- Who is more likely to succeed and why?

Step 3: Class Responsibilities & Contract- (20-30 mins)

Activity:

- In small groups, students list what responsibilities they should have in class.
Ask: What should a teacher's responsibilities be?

Create a Class Contract:

Include points like:

- Respect
- Punctuality
- Speaking in full sentences
- Taking care of laptops

- No phones during class (except for digital learning)

Finalize:

- Once everyone agrees, all students sign the contract.
- Pin it on the classroom wall.

Step 4: Class Cops (Monitors)- (10 mins)

Appoint 3 student monitors (weekly):

1. SAB Cop – Checks all books are present and clean.
2. Laptop Cop – Checks laptops are present and clean.
3. Full Sentence Cop – Ensures students speak in full sentences.

Ask:

- What should each cop be responsible for?

Step 5 : Praise & Pledge (5 mins)

- Praise students for good participation.
- Recite the FEA pledge together.

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Lesson 13: Speak Without Fear

Objectives:

- Inspire students to speak English confidently, without fear of mistakes
- Help students understand that mistakes are part of learning
- Create a shared classroom commitment to speaking in English

Mindfulness (2 mins): Begin class with 2 minutes of deep breathing

Step 1. Watch the Video (10–15 mins)

Hey everyone: Our lesson today is “Speak without Fear” it means- bina dare baat karna. Are we all ready to follow this?

Do you know who Rajkumar Rao is? We will watch a video today on how he improved his English.

Video: [Maine English Kaise Improve Ki – Rajkummar Rao](#)

- Ask students to watch quietly and note:

- 3 ways he improved his English

Step 2. Class Discussion – Let’s Talk About It (15–20 mins)

Ask students these questions (in English and Hindi):

- 3 ways he improved his English
- Why do we sometimes feel scared to speak English?

Emphasize:

“Mistakes are not bad. They are signs that you are trying and learning. No one learns without mistakes.”

Step 3. Read the Pledge (10 mins)

- Ask students to open their SRB front cover page.
- Teacher reads the English Pledge aloud first.
- Then, ask all students to read together, standing, with energy.

Step 4. My Reasons to Learn English” (20-25 mins)

Ask each student to share why they want to learn English. (Share one sentence and do not correct their sentences now. Let them just share their sentences)

If no one speaks: the teacher shares their story.

Step 5. Class Photo + Memory Moment (5–10 mins)

- Take a **group photo** of the class holding up the pledge page or thumbs up.
- Say: “This is the day we promised to speak in English together!”

Step 6. Wrap-Up (5 mins)

- Appreciate students for their courage and honesty.
- End with the reminder:

Remind that everyday I will share a video link with all of you. You must listen to the video at home and share with the class the next day. Remember that listening is a great way to improve English skills.

Homework: Watch the video: Share the video link with students over whatsapp and ask them to watch the video at home: [Little Big Shots Meet Micro Mayor James Episode Highlight\(Engsub\)](#)

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Lesson 14: Greetings

Objective: By the end of the lesson, students will be able to:

1. Recognize and use basic greetings in English.
2. Practice greetings through repetition.
3. Engage in simple greeting exchanges with a partner.

Video Follow up: 2 mins

Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Video (10-15 mins): Introduce the video

- "Today, we will learn how to greet people in English. We'll watch a short video. Pay attention to how people greet each other and how they respond." [Lesson 1 Learn English with Jennifer Greetings - YouTube](#)
- Students watch the video while the teacher writes the dialogue on the board.

Anmol and Akshay are FEA students. They are meeting for the first time in an FEA classroom.

- Anmol: Hello!
- Akshay: Hello!
- Anmol: How are you?
- Akshay: Fine. How about you?
- Anmol: Good, thank you.

Step 2: After the video: Repeat after the teacher (10-20 mins)

- Say: "Let's start by practicing the greetings written on the board. Repeat after me!"
- Teacher reads the dialogue clearly, and have the class repeat after the teacher.

Step 3: Ball-Passing Game (20 - 30 mins)

- Teacher says: "Now, please stand and form a large circle.
- "I will start by greeting someone and pass the ball. When you get the ball, greet the person next to you and pass it on."
- Every student must say the full greeting as written on the board before passing the ball.
- Ask students who struggle to repeat a few times until they can greet confidently.

Step 4: Pair Practice : If time allows (15 mins): Pair students to practice the greetings from the board.

Homework: **Watch the video:** Share the video link with students over whatsapp and ask them to watch the video at home: [India Questions Dr Abdul Kalam \(Aired: August 2007\)](#)

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Lesson 15: Speaking and Presentation Practice

Duration: 60 minutes

By the end of the lesson, students will be able to:

1. Present a greeting conversation in front of the class.

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they liked. If they haven't, tell them to watch it the next day.

Step 1: Recap (5-10 mins)

- Ask: "What did we learn yesterday?" Take responses from a few students.

Step 2: Pair Practice (15-20 mins)

- Students practice the dialogue with their partners. Write the dialogue on the board.

Anmol and Akshay are FEA students. They are meeting for the first time in an FEA classroom.

- Anmol: Hello!
- Akshay: Hello!
- Anmol: How are you?
- Akshay: I am happy because I watched a funny movie . How are you? (students can add their own reasons)
- Anmol: I am feeling energetic because I had a good breakfast.

- Encourage them to speak naturally without looking at the board.

Step 3: Present in Front of the Class (25 - 30 mins)

- Pairs come to the front and present their dialogue. If a pair struggles the first time, tell them to present again. Present until they speak confidently. (please note: shy students might require 3 or more practice rounds to speak confidently.)

Meet Your Classroom Buddy! (15–20 minutes)

Prerequisite:

Before class, prepare two separate sets of riddle-and-answers slips (count the number of male and female students in the session for deciding the number of riddle set for each category):

- One set for male students (riddles and their answers)
- One set for female students (different riddles and their answers)

In the case of an odd number of enrolled students, write one of the riddles' answer on 2 slips to make one group of 3).

Share:

“Today, you’ll get a classroom buddy! You and your classroom buddy will participate in the pair activities together from today onwards. Let’s find out who your buddy is—with the help of a riddle!”

Activity 1 (5 mins)

Hand out the slips so that each student gets either a riddle or its matching answer—but only from their gender's set. (Note- Ensure that each boy is matched with another boy, and each girl with another girl.)

Ask students to walk around and find their match. Say, “Let’s see who can find their buddy first.”

- Encourage them to ask for help or use Google if they don’t understand a word.
- Once they find their buddy, ask them to sit together.

Activity 2 (7-10 mins)

Now that they are paired, ask each pair to talk and find 3 uncommon things they both have in common.

Note- Not allowed: “We both study here” or “We both are boys/girls. Push for unique or surprising things: hobbies, habits, fears, favorite songs, etc.

Wrap-up (5 mins)

Ask the pairs to share with class 1 uncommon thing they found. (collect as many responses as the time permits)

Teacher’s Reference:

	Riddle Card	Answer Card
Set 1	What has a ring but no finger?	A telephone
Set 2	I go up but never come down. What am I?	Your age
Set 3	What has to be broken before you can use it?	An egg
Set 4	The more you take, the more you leave behind. What are they?	Footsteps

Set 5	What has a face and two hands but no legs?	A watch
Set 6	What is always in front of you but can't be seen?	The future
Set 7	What comes once in a minute, twice in a moment, but never in a thousand years?	The letter "M"
Set 8	What gets wetter the more it dries?	A towel
Set 9	What has a neck but no head?	A bottle
Set 10	I'm tall when I'm young and short when I'm old. What am I?	A candle
Set 11	What can fill a room but takes up no space?	Light
Set 12	What has teeth but doesn't bite?	A comb

Homework: Share the video link with students over whatsapp and ask them to watch the video at home [PR Srijesh interview in English - YouTube](#)

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Lesson 16: Meet and Greet

Objectives:

By the end of the lesson, students will be able to:

1. Greet someone and introduce themselves with their name.
2. Say where they are from using "I am from _____."
3. Practice a short self-introduction confidently.

Video Follow up: 2 mins:

Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Video Introduction (10-20 mins)

- Tell your students that we will start the class with a video about adding more sentences while greeting and meeting someone. Play a short video on introducing yourself in English. If required, play twice.

 Lesson 6 - Introducing Yourself - Learn English with Jennifer

- While students watch, write a simple dialogue on the board:
A: "Hello, my name is Rohit Kumar. What's your name?"
B: "Hi Rohit, I'm Priya Mathur. Nice to meet you!"
A: "Nice to meet you too! Where are you from?"
B: "I am from Behta, Lucknow. It is famous for Biryani. Where are you from?"
A: "I'm from Malihabad, Lucknow. It is famous for Mangoes."

Step 2: Repetition and Practice (10-20 mins)

- Have students repeat each sentence after you.

Step 3: Interactive Activity (15-20 mins)

- Ball-Passing Game:
 - Students pass a ball and introduce themselves to the next person aloud using the dialogue in their SAB. If a student struggles, repeat.- (Sit with your classroom buddy for this English lessons) - Add SAB

Step 4: Presentation (15-30 mins)

- Students take turns coming to the front and introducing themselves to the class. If a pair struggles the first time, tell them to present again. Practice until they speak confidently.
- Teacher Tip: Shy students may need 3 or more practice rounds before they feel confident to speak. Allow extra time, repeat presentations.

Step 5: Reflective Wrap-Up (5 mins)

After presentations, ask students to share with their partners.

- Say one new sentence you learned today.

Homework: Share the video link with students over whatsapp and ask them to watch the video at home : [I'm a villager.Can i speak English??? How can I speak English fluently and confidentiality](#)

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Lesson 17: Speaking and Presentation Practice

Objective:

By the end of the lesson, students will be able to:

1. Present a short self-introduction confidently.

Video Follow up: 2 mins:

Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Recap (5-10 mins)

- Ask: "What did we learn yesterday?"

Step 2: Pair Practice (15-20 mins)

- Students complete the dialogue in their SAB with their partners.
- Students practice the dialogue with their partners.
- Encourage them to speak naturally without looking into the book.
- **Sit with your classroom buddy for this English lessons**

Step 3: Present in Front of the Class (20 - 30 mins)

- Pairs come to the front and present their dialogue. If a pair struggles the first time, tell them to present again. Practice until they speak confidently.
- Teacher Tip: Shy students may need 3 or more practice rounds before they feel confident to speak. Allow extra time, repeat if needed, and give lots of encouragement.

Step 4: Reflective Wrap-Up (5 mins)

After presentations, ask students to share to their partner

- What did you enjoy today?"
- Say one new sentence you learned.
- Tell students “ In the next class, we will learn how to **create your own Gmail account**. That means you'll be able to send emails, receive important messages, and even use other tools like Google Meet and Google Docs. So if you can come with your phone tomorrow, it will be helpful but it's not mandatory.

Homework: Share the video link with students over whatsapp and ask them to watch the video at home : [This is My Village | Remote Area | Rural India | English Vlogs](#)

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Lesson 18: Digital Learning

Objective:

By the end of the lesson, students will independently create a Gmail account by watching a tutorial video and following the steps.

Video Follow up: 2 mins:

Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Set the Task (5-10 minutes)

- Share: "Today, you will learn how to sign up for Gmail by watching a video and doing it yourself." Share that email is a way to communicate in a formal way.
- Ask: *"Who has used Gmail before?" "Why do we need an email account?"*
- Explain that they will watch a video and sign up on their own.

Step 2: Watch the Video (10-15 minutes)

- Tell students to play the [Gmail sign-up video](#) on their laptop.
- Tell students:
 - *"Watch carefully. Pay attention to each step."*
 - *"After the video, you will create your Gmail account!"*

Step 3: Independent Task (40 minutes)

- Students go to Gmail Sign Up on their phones/laptops.
- They follow the video instructions step by step to create an account.
- Students who finish first should help others who are struggling.
- Teacher walks around, observing and assisting as necessary.
- Teacher notes students' email ids and passwords in their notebook.

Step 4: Reflective Wrap-Up (5 mins)

After presentations, ask students to share with their APL buddy partner:

- "What did you enjoy today?"
- "Say one new sentence you learned."
- **Wrap-up Script:** "Well done, everyone! You did a great job today. Tomorrow, we will go back to something very important—how to introduce yourself in English. You'll learn how to say your name, where you are from, and more. It's something you can use every day when you meet new people. So come prepared to speak and learn something useful for real life!"

Homework: Share the video link with students over whatsapp and ask them to watch the video at home : [Snarling Canines | Do or Die](#)

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Lesson 19: Introducing Yourself

Objectives:

By the end of the lesson, students will be able to introduce themselves confidently in different situations, using complete sentences and practicing fluency through guided repetition

Video Follow up: 2 mins:

Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Pair Work - Situation Practice (10-15 minutes)

1. Write the situation on the board: "You meet a new FEA classmate."
2. The teacher acts out a quick demo.
3. Pair students and ask them to talk to their partner assuming them to be a new FEA student.
4. Sit with your classroom buddy for this English lesson

Step 2: Speaking Practice (15-20 minutes)

Write the first three sentences on the board:

- My name is _____.
- I am _____ years old.
- I am from _____.

Teacher gives a demo and students repeat.

Add more sentences on the board:

- I like _____.
- I don't like _____.
- My hobbies are _____ and _____.

Teacher gives a demo and students repeat after the teacher

Final set of sentences on the board:

- My hometown is in _____.
- I live in a _____ (joint/nuclear) family.
- I have _____ members in my family.
- I have _____ siblings: _____ brothers and _____ sisters.
- My favorite food is _____.
- I like to wear _____ color clothes.
- My dream job is to be a _____.

Teacher gives a demo and students repeat after the teacher

Step 3: SAB Exercise (10-15 mins)

Ask students to finish their SAB exercise.

Step 4: Sentence Chain Game (10-15 mins)

Stand in a circle. Each student says one sentence about themselves, and the next student says sentence 2. (E.g., "My name is Vikas." → next student - "I am 18 years old." → I am from Bakshi Ka Talab, Lucknow.)- If a student struggles the first time, tell them to say it again until they can speak confidently.

Wrap-up Script:

"Well done today! You all did a great job learning how to introduce yourselves. Tomorrow, we'll go one step further. You'll **share more information about yourself** and get a lot of practice speaking. So think about what else you can say. Come ready to speak with confidence!"

Homework: Share this video link with students. Ask them to watch the video at home - [Prove yourself | Learn English Through Story | English Practice](#)

Note- Remind students to bring handkerchiefs for next day's activity.

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Lesson 20: Attendance Premier League: APL (45-50 minutes)

(Skip the MFE today)

Blindfold Maze Challenge (30 Minutes)

Prerequisite:

1. Draw the maze on the white board- 1st maze on the first white board and 2nd on the second white board.

Setup:

1. Students to participate in pairs(with their classroom buddies)
2. Use two whiteboards, each having a drawn maze. (In case of only 1 white board, draw both mazes on the same.)
3. Two pairs will participate simultaneously.
4. One student from each pair will be blindfolded.
5. The other student will stand 4-5 steps away from the whiteboard to guide their blindfolded partner.

How to Play:

1. The blindfolded students will hold a marker.
2. On the teacher's signal, the guiding students will start giving verbal directions (like left, right, up, down) to navigate the maze.
3. The blindfolded student will draw the path on the whiteboard based on their partner's instructions.
4. The goal is to find the way out without touching the maze borders.

Rules:

- Only markers should touch the whiteboard- Students should not keep their hand on whiteboard while drawing their way out of the maze,
- Students to ensure that the marker doesn't touch the maze borders.
- The teacher will note the time taken to complete the maze for each pair.
- Not more than 5 minutes to be provided to complete the task.
- Once the first two pairs finish, the next two pairs will participate.
- Continue until all 10-11 pairs have completed the challenge.

Announcing the Winners:

- The pair with the shortest time to complete the maze wins.
- Appreciate all the students for their efforts and congratulate the winning pair.

After the activity, Ask to the winning pair and then others:

- What is the key to success when working with people? (Possible responses- trust, support, help, belief, etc.)

Attendance Premier League: APL (15 Minutes)

Introduction:

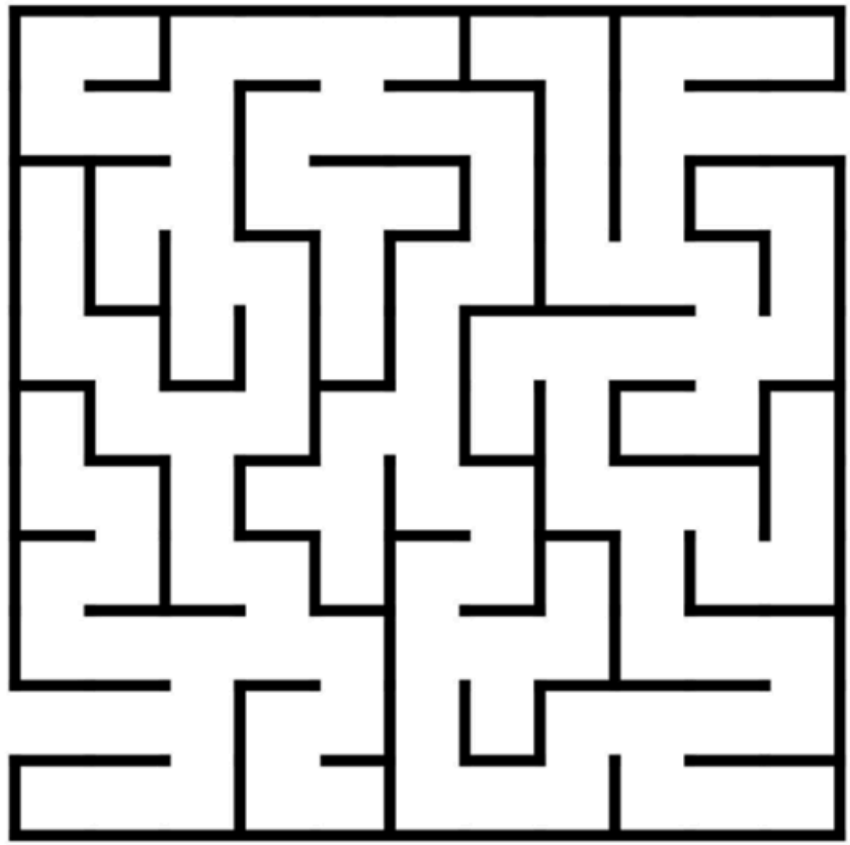
- Connecting with the responses of the students regarding the last question, ask if they would like to be part of another competition.
- Write the name of the game on white board and share the below mentioned rules.

APL Rules:

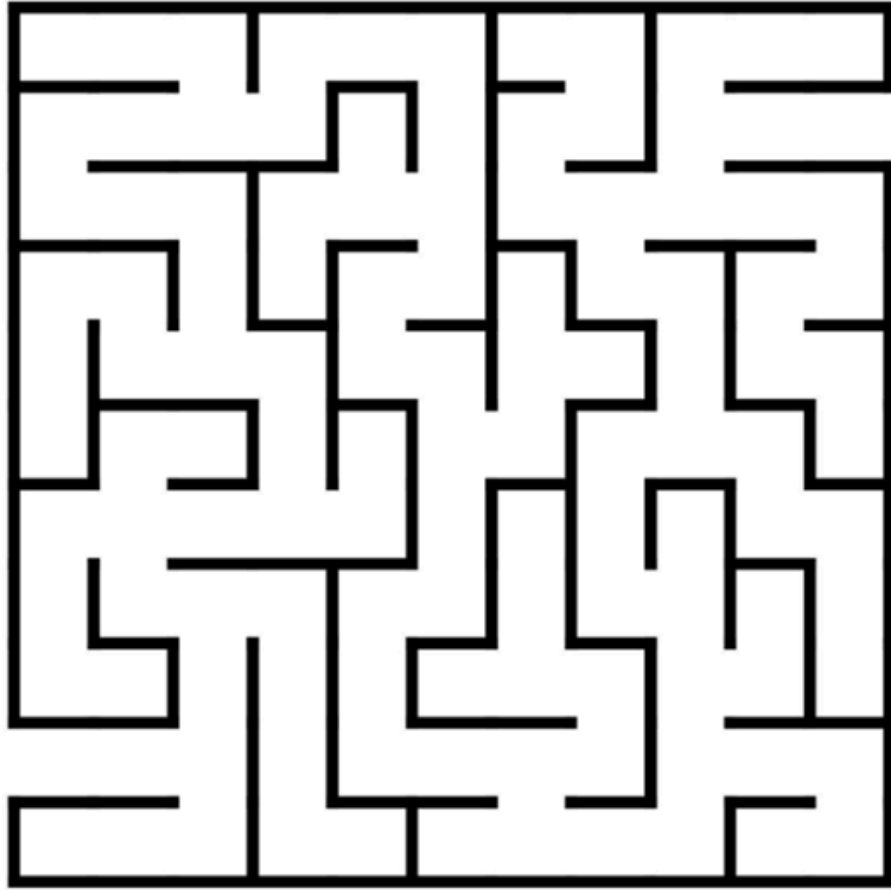
1. The same pairs (from Lesson 15) will participate as a team throughout the first round of APL competition.
2. Each day when both partners attend the class, they score a run.
3. Rankings will be announced every Friday based on the number of runs scored.
4. The competition will continue for 50 lessons.
5. In the first round, the goal is to make sure both partners attend regularly. If one or both partners stop coming, they are out of the match.
6. At the end of the competition, winners will be announced. All who stick to the match till the end win the match and are rewarded with a prize.
7. Create Group Ids in the LMS.

Teacher's Reference:

- Sound excited and enthusiastic- Use gestures, expressions, tone and words
- Encourage students to work together, attend regularly, and aim for success in the APL.



Maze 2



Lesson 20: Part B: Speaking and Presentation Practice

Objectives:

By the end of the lesson, students will be able to confidently introduce themselves using complete sentences, improving their fluency and presentation skills.

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Presentation (30-40 minutes)

1. Call each student one by one to introduce themselves in front of the class.
2. Teacher Tip: Shy students require 3 or more practice rounds to speak confidently.

Step 2: Reflective Wrap-Up (5 mins)

After presentations, ask students to share with their partners.

- "What did you enjoy today?"
- "Say one new sentence you learned."

Homework: Share this video with your students  Ellen Taught This Fan How to Speak English

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Lesson 21 Speaking and Presentation Practice

Objectives:

By the end of the lesson, students will be able to confidently introduce themselves using complete sentences, improving their fluency and presentation skills.

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Presentation (30-40 minutes)

1. Pair shy/weaker students with confident ones and ask weaker ones to introduce themselves to the confident ones.
2. Now call the weaker students to present one by one. If a student is unable to present well the first time, do not let them sit down right away. Give them another chance. Let them repeat two or three times until they speak comfortably. Be patient and supportive.

Step 2: Reflective Wrap-Up (5 mins)

After presentations, ask students to share with their partners.

- Say one new sentence you learned.

Step 3: Bonus (15-20 mins)

if time allows. Ask students to open Typing master and practice.

Wrap-up Script:

Tell your students "Great work today, everyone! Tomorrow, we'll do something exciting—we'll learn how to **sign up on Duolingo**, a fun app that helps you practice English every day. It's easy to use, and you'll really enjoy it. So come on time, and if you have a phone, don't forget to bring it!"

Homework: Share this video with students and remind them that listening is a great way to improve English. Encourage everyone to watch the videos regularly. [Billionaire Bill Gates Guesses Grocery Store Prices](#)

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Lesson 22: Signing Up for Duolingo

Objectives:

By the end of this lesson, students will be able to:

1. Create a Duolingo account on their own.
2. Select their preferred language and set learning goals.
3. Help classmates who need assistance.

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Watch & Observe (10-15 mins)

1. Introduce the lesson – Tell “Now, we will learn how to sign up for Duolingo so we can start practicing English every day.”
2. Play the YouTube video [Duolingo Sign-Up Guide](#).
3. Instruct students to watch carefully and note down the steps.

Step 2: Hands-On Signup (15-20 mins)

1. Students open Duolingo on a laptop or mobile.
2. They follow the video's steps to create an account.
3. If a student finishes early, they help others who need assistance.

Step 3: Explore & Set Goals (15-30 mins)

1. Once signed up, students choose English as the language they want to learn.
2. Students now begin practicing

Wrap-up Script:

"Well done today! Tomorrow, we're going to learn how to make sentences using **I, You, He, She, It, and They**. It will help you talk more about yourself and others. So come ready to speak and have fun!"

Homework:

 Mumbai's traffic police has a new rule: Honk more. Wait more. 

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Lesson 23: I, You, He, She, It, We, They + Action Word

Objective:

Students will understand and use subject pronouns with action words (without using am/is/are).

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Warm-up Game – Guess the Action (10 mins)

1. Teacher does an action (e.g., sleeping, jumping, walking, reading, listening, writing, eating).
Ask: "What am I doing?"
2. Students answer with just the action word "Jumping!"
3. Write all the action words guessed correctly on the board.

Step 2: Introduce Subject Pronouns with Actions (20 mins)

- I → point to yourself and say "I eat" Get students to repeat.
- You → point to a student and say "You jump" Get students to repeat.
- He → point to a boy and say "He runs" Get students to repeat.
- She → point to a girl and say "She laughs." Get students to repeat.
- It → point to a picture of a dog, say "It barks" . Get students to repeat.
- We → make a group with 3-4 students, say "We talk" Get students to repeat.
- They → make a group and point to a group, say "They play" Get students to repeat.

Step 3: Rapid Fire - Practice as a class (10 mins)

Say a sentence like pointing to a boy "He laughs" and the students must act like he is laughing.
Do rapid fire: say a subject + action word and students respond.

We laugh, They jump, She cooks, He writes, I run, You dance, They talk

Step 4: Game: (15-20 mins)

1. Write these action words on the board:

(Students can use these words to make their sentences)

- drink
- laugh
- sleep
- play
- walk

- jump

2. Assign students to stand as I, you, He, She, They, We:

Call students to the front and assign them to represent each subject:

- One student = "**You**"
- One **boy** = "**He**"
- One **girl** = "**She**"
- 2 students = "**We**" (group stands together)
- 2 other students = "**They**" (another group stands together)
- Draw an animal on the board = "**It**"

Now point to each and say:

"This is *he*," (point to the boy),

"This is *she*," (point to the girl), etc.

3. How the game works (10 minutes):

Ask each student to choose an action word and point to the correct subject (e.g., points to the girl for "She") and look at their action (e.g., "jump"). Says a sentence: "She jumps."

The **actor on the stage** : **Acts out** the sentence (jumps) and repeats She jumps.

Example 2: Another Speaker points to the group of 2 students (They) Says: "They laugh."

Students representing "they" Acts out laughing + says, "They laugh."


If students make mistakes pointing to the correct subject, guide them to correct and repeat.

Step 5: Reflective Wrap-Up (5 mins)

Ask students:

"Tell your partner 2 new sentences you learned today."

Ask a few volunteers to say them aloud. Appreciate and encourage the students.

Homework:  Cristiano Ronaldo Motivational Speech | CR7 best advice for lifetime | English Motiv...

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Lesson 24: I, You, He, She, It, We and They

Objective:

Use (I, You, He, She, We, It, They) correctly in sentences.

Before the class, prepare 6 large pieces of cards with one subject pronoun written on each piece (I am, You are, He is, She is, We are, They are). This is required in step 2

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: (10-15 mins)

Say to students that you are going to act out an action and the class has to guess the action. As students guess correctly, write the actions on the board.

Action Words: counting, typing, walking, drinking, playing, driving, catching, laughing, washing, jumping, greeting

Step 2: (15-20 mins)

Get everyone standing up and show the first card "I". Say, "I am" and point to yourself and get everyone to do the same (pointing to themselves). Do it a few times and then put the card on the board.

Next show the "you are" card and point to someone and say, "you are", again have everyone follow along. For "she is" and "he is", point at a girl and boy. For "we are", call 4-5 students in a group, say, "we" and have everyone get into groups as they do this. Finally, for "they are", point at other students whilst saying, "they" and get everyone to do the same.

Next, say a pronoun (I, you, he, she, we, they) and have everyone show the meaning via gesture without the teacher's help.

Step 3: 20-30 mins: Draw the Chart on the board:

With the help of students create sentences and fill the table on the board.

Word	+	Example Sentence (Person + Action)
I	am	1- 2-
You	are	1- 2-

We	are	1- 2-
They	are	1- 2-
He	is	1- 2-
She	is	1- 2-
It	is	1- 2-

Step 4: Reflective Wrap-Up (5 mins)

Ask students to share with their partner:

- Say one new sentence you learned.

Homework: [📺 48 Runs in 18 Balls | IND vs PAK T20 WC HIGHLIGHTS 2022](#)

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Lesson 25: Making Simple Sentences (Person + Action + Object)

Objective:

Students will correctly use subject pronouns (I, you, he, she, it, we, they) in simple sentences with common actions.

Before the class, write the following on the board. (This will be used in step 2)

Match the following:

(Person)	(Action)	(Object)
Aman	is buying	a guitar
Priya	is throwing	a letter
Rohan	is moving	a book
Meera	is drinking	a phone
Arjun	is reading	a picture
Kavita	is opening	a bag
Suraj	is listening	a chair
Neha	is writing	music
Raj	is painting	a ball
Samar	is playing	juice

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Picture Prompt (20-30 minutes) – "What's Happening?"

1. Tell your students that today we will learn to form sentences using person, action and object. Show the first picture of a person doing an action with an object.

 Images Making sentences.pdf

2. For the first two images, the teacher models on how to form a sentence:
 - Who is in the picture? **(Person)**- Boy
 - What is the person doing? **(Action)**- Playing

- What is the object? (**Object**)- Football

Sentence: (Person +Is + Action + Object): The boy is playing football

Now take image 3. With the help of students and the structure (Person +Is + Action + Object) form the sentences. Encourage everyone to speak.


Answers: "The boy is playing football" "The girl is reading a book." "The boy is riding a cycle",
"The man is drinking coconut water", "The farmer is driving a tractor.", A boy is watching TV, A man is climbing a tree, A man is washing clothes.

Step 2: Making Sentences (20- 30 mins)

Tell students to refer to the board and make 5 sentences using Person + Action + Object

Now tell students to stand-up and speak aloud, all the sentences. The teacher writes the incorrect sentences on the board and corrects them as a class.

If there's time: Make trios. Ask students to read their sentences to their group aloud. Each student should check if their partner's sentences make sense. Encourage them to correct mistakes together. The teacher should go to each group and encourage them to speak their sentences aloud.

Homework:  "SuperHuman" Moments in Football

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Lesson 26: Consolidation

Objectives:

By the end of the lesson, students will:

1. Confidently use greetings in different situations.
2. Introduce themselves with varying sentence lengths.
3. Form grammatically correct sentences using Person + Action + Object.

Before the class: Draw a game board on the whiteboard with three categories:

Greetings | Introducing Yourself | Making Sentences

100 points | 100 points | 100 points

200 points | 200 points | 200 points

300 points | 300 points | 300 points

400 points | 400 points | 400 points

500 points | 500 points | 500 points

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Instructions: (10-15 mins)

1. Divide the class into 3 teams.
2. Tell that teams will take turns choosing a category and a point value (e.g., "Introducing Yourself, 100 points").
3. Teacher asks the corresponding question. Teams have 30 seconds to 1 min to discuss and answer.
4. Scoring:
 - Correct answer = Full points
 - Incorrect answer = Other teams get a chance for half points.
5. Repeat until all questions are answered.
6. The team with the highest score, wins.
7. One student can answer once, but they can help their other team mates.

Step 2: Play the game (30- 40 mins)

Questions List

I- Greetings Category

- 100 points: You meet a friend in the morning. What do you say?
- 200 points: You meet your teacher in the afternoon. How do you greet them?
- 300 points: You meet a new person for the first time. What do you say in 3-4 sentences?
- 400 points: Someone says, "How are you?" Give two possible responses.
- 500 points: You meet an old friend after a long time. What do you say in 4-5 sentences?

II- Introducing Yourself Category

- 100 points: Introduce yourself using 4 sentences. (25 points for each correct sentence)
- 200 points: Introduce yourself using 8 sentences. (25 points for each correct sentence)
- 300 points: Introduce yourself using 10 sentences.(30 points for each correct sentence)
- 400 points: Introduce yourself using 16 sentences.(25 points for each correct sentence)
- 500 points: Introduce yourself using 20 sentences. (20 points for each correct sentence)

III- Making Sentences Category

- 100 points: Unscramble this sentence: "playing / is / football / He"

- 200 points: Unscramble these two sentences:
 1. "watching / is / TV / She"
 2. "eating / is / He / an apple"
- 300 points: Correct these 3 incorrect sentences:
 1. She are eating an apple.
 2. They is playing cricket.
 3. He writing a letter.
- 400 points: Make 4 sentences using Person + Action + Object.
- 500 points: Make 5 sentences using Person + Action + Object.

Step 3: Wrap-up (10 minutes) –Reflection

Discuss a few mistakes that students made and correct them on the board.

Homework: [📺 REAL Power Of Manifestation Explained In 4 Minutes ft. Ayushmann Khurrana | Th...](#)

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Lesson 27: Digital Learning

Objectives:

1. Help students practice English using Duolingo.
2. Improve sentence formation and typing skills.
3. Provide individual support to struggling students.

Video Follow up: 2 mins:




Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Duolingo Practice & Individual Support (30 mins)

1. Login & Practice (25 mins)
 - Ensure that all students log in to their Duolingo accounts.

- Students practice lessons independently.
- 2. Support for 5 struggling students (while others practice)
 - Meet 5 students who need extra help.
 - Ask them these questions:
 - Introduce yourself (7-10 sentences)
 - Greet a new FEA friend using different greetings.
 - Make 5 sentences using Person + Action + Object (e.g., Ravi reads a book)

Step 2: Typing Practice – Writing Introductions (30 mins)

1. Pair Work (15 mins per pair)
 - Students type their introductions in a Word document. Help students open a word document. Move around and help students who require support.
 - Encourage full sentences.
2. Peer Review and Feedback (Last 5 mins)
 - Students read each other's introductions.
 - Give feedback on grammar and sentence structure.
 - Homework:  I Improved my English by using social media ||   if you want to le...

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Lesson 28: Talking About Likes & Dislikes

Objective:

Students will be able to share the things they like or dislike.

Before the class- write these sentences on the board

1. What do you like and dislike?
I like _____ but I dislike _____.
2. What does your friend like and dislike?
She likes _____ but she dislikes _____.
3. What do your family members like and dislike?

They like _____ but they dislike _____.

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Let's Shop! (10-15 minutes)

- Ask the students to close their eyes and imagine they are in a big shopping mall.
- Ask: *'If you could buy anything from the shop, what would you choose?'* As they answer, write the items in one column on the board.
- Then ask: *'What are some things you would never buy from that mall?'* List those items in the second column.
- Introduce the words **like** and **dislike**. Say: *"These are the things you like... and these are the things you dislike."*

Step 2: Think and Write (20-30 minutes)

- Refer to the sentences on the board.
- Model and ask students to repeat.
- Ask students to think and write about their likes and dislikes in their SRBs.
- Walk around the classroom and support them as they think and write their responses.
- Once completed, ask the students to share their responses by reading the sentences aloud in the classroom.
- Guide and repeat the sentences if any student is struggling.

Step 3: Stand Up if you like (15-20 minutes)

Get the students ready for a quick game.

- Tell the students: *"You will each take turns to say two sentences—one that starts with 'I like...' and one that starts with 'I dislike...'."*
- Explain: *"When someone says their sentence, the rest of the class will stand up if they also like the same thing. If they don't like it, they should stay seated."*
- Make sure every student gets a turn to say both sentences.

Homework:  [How to Order Food at a Restaurant in English](#)

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Lesson 29: Daily Routine

Objective:

Students can say sentences about their daily routine using simple structure and sequence words (First, then, next, later, after that, finally)

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Dumb Charades! (15 minutes)

Divide the class in two teams and get the students excited to play Dumb Charades. Tell them that you are going to act a few words and each team has to guess what you are doing. You can choose the words given below or pick words from your daily routine. Wake up - Brush teeth - Eat breakfast- Study - Watch TV - Sleep. While the students guess the words, keep writing them on the board.

Step 2: Repeat After the Teacher (15-20 mins)

<p>(Teacher reads, students repeat.)</p> <p>Teacher writes on the board:</p> <p>Now point to each and say slowly:</p> <p>Students repeat after the teacher (5-10 mins)</p> <ol style="list-style-type: none">1. I wake up2. I brush my teeth3. I eat breakfast4. I go to work/class5. I talk to students6. I watch TV7. I study8. I eat dinner9. I sleep	<p>Now Add Sequence Words (5-10 minutes)-</p> <p>(Teacher now adds the sequence words and reads, students repeat.)</p> <ol style="list-style-type: none">1. I wake up2. Then, I brush my teeth3. Next, I eat breakfast4. After that, I go to class5. Then, I talk to students6. In the evening, I study7. After that I eat dinner8. Finally, I sleep
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Step 3: Chain Speaking Game (10-15 minutes)

- Now draw a large clock on the board. Tell the students that you are going to change the time on the clock and they have to share what they do everyday during that time. (e.g. I eat lunch at 2 p.m.)

Step 4: Preparing Individual Daily Routine (20-30 mins)

Tell students to write their daily routine

Tell students to present their daily routine to their partners. If time allows, change the partner and ask students to present it to a new partner. The teacher walks around and helps students speak loudly and confidently.

Student Book: Daily Routine Sentences

1. I wake up at _____.
2. Then, I _____.
3. Next, I _____.
4. After that, I _____.
5. Later, I _____.
6. In the afternoon, I _____.
7. Afterwards, I _____.
8. In the evening, I _____.
9. Then, I _____.
10. Finally, I _____.

Homework:  Best way to Speak English Fluently and confidently | without even spending a single ...

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Lesson 30: Daily Routine – Presentation

Objectives:

Students will confidently present their daily routine using sequence words like *First, then, next, after that, later, finally*. Students will also practice independently on Duolingo while weaker students receive individual teacher support.



Video Follow up: 2 mins:

Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Class Presentation (40-45 mins)

- Ask each student to come on stage and present their daily routine.
- If a student is unable to present well the first time, do not let them sit down right away. Give them another chance. Let them repeat two or three times until they speak comfortably. Be patient and supportive.
- Before presentations begin, give 5 minutes for students to rehearse their daily routine with a partner.

Step 2: Duolingo Practice & Individual Support (15 mins)

- Instruct students to work in pairs and log in to their Duolingo accounts and begin practicing in pairs.
- While most students practice, the teacher works closely with 3 weak students:
 - Help them speak about their daily routine.
 - Focus on pronunciation, and sentence formation.
 - Ensure these 3 students can speak at least 6–8 sentences with sequence words.
- Homework:  Henry Ford Granddaughter Story by Sudha Murthy 

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Lesson 31: Using This, That, These, and Those

Objective:

Students will understand and correctly use "this," "that," "these," and "those" based on number (singular/plural) and distance (near/far).

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Introduction (15-20 mins)

1. Write on the board:
 - This is – one thing, near
 - That is– one thing, far
 - These are – many things, near
 - Those are – many things, far

2. Explain:

- Hold a pen: *"This is a pen."*
- Point to a fan on a far: *"That is a fan."*
- Hold two books: *"These are books."*
- Point to two chairs far away: *"Those are chairs."*

3. Make it interactive – Instead of just telling students the rules, involve them:

- (Holding a pen) *"If I hold this pen close to me, what should I say?"* (Answer: "This is a pen.")
- (Pointing to a pen far away) *"What about the pen on the table?"* (Answer: "That is a pen.")
- (Holding two books) *"And if I have two books in my hand?"* (Answer: "These are books.")
- (Pointing to two chairs far away) *"Now, what should I say about those chairs?"* (Answer: "Those are chairs.")

Step 2: Guided Practice (10 mins)

1. Teacher says sentences, students repeat:

- *"This is a chair."*
- *"That is a bag."*
- *"These are notebooks."*
- *"Those are chart papers."*

2. Choose a confident student to lead, and others repeat after them. Pick another student to lead while the class repeats.

Step 3: Speaking Practice (15-20 mins)

1. Show images and take responses from students

2. Explain we use "this is" "that is" "these are", "those are"

<https://drive.google.com/drive/folders/1UnrPwM5ij4NynjfkT3BnWDkabzD2eJgu?usp=sharing>

3. Students take turns choosing the correct word and saying the sentence aloud. (Read the entire sentence aloud and not just the answer)

4. The class confirms or corrects the answer.

Step 4: Writing & Speaking Challenge (15-20 mins)

1. Tell students to write 4 sentences using:
 - *this*
 - *that*
 - *these*
 - *those*
2. Each student reads their sentences aloud to the partner.
3. Teacher moves around and checks while students are writing and sharing with their partner.
4. If time allows, change the partner and practice with a new partner.

Homework: [📺 Exam Motivation](#) | [UPSC #motivation](#) | [#success Vir In](#)

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Lesson 32: Digital Learning

Video Follow up: 2 mins-

Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Duolingo Practice & Individual Support (30 mins)

Login & Practice

- Ensure one pair logs in to their Duolingo accounts
- Practice in pairs

Support for 5 Weak Students (While Others Practice)

- Meet 5 students who need extra help
- Ask them these questions:
 - Introduce yourself (7-10 sentences)
 - Greet a new FEA friend using different greetings
 - Make 5 sentences using Person + Action + Object (e.g., Ravi reads a book)
 - Share 5 sentences about your daily routine
 - Make 2 sentences each with 'this', 'that', 'these', 'those'

Step 2: Typing Practice – Typing Daily Routine (30 mins)

3. Pair Work (15 mins per pair)

- Students type their Daily Routine (4-5 sentences) in a Word document. Help students open a word document. Move around and help students who require support.
- Ask them to write the title in bigger font and in different colour
- Let them refer to their Student Activity Book -Lesson 29.

4. Peer Review & Feedback (Last 5 mins)

- Students read each other's daily routine

Homework:  Ratan Tata Award Winning Speech with BIG Subtitles

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Lesson 33: Consolidation

Objectives:

By the end of the lesson, students will:

- Confidently use greetings in different situations
- Introduce themselves with varying sentence lengths
- Form grammatically correct Person + Action + Object sentences
- Talk about their daily routine
- Use *this, that, these, those* in sentences

Before Class:

Draw this game board on the whiteboard:

Daily Routine	This/That/These/Those	Person + Action + Object	Meet and Greet	Introduce Yourself
100	100	100	100	100
200	200	200	200	200

300	300	300	300	300
400	400	400	400	400

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Game Instructions (5-10 mins) - same as lesson 26:

1. Divide students into 3 teams.
2. One team chooses a category and point value.
3. Ask the question from that category.
4. Teams get 30 seconds–1 minute to discuss and answer.
5. Correct = full points. Incorrect = other teams can answer for half points.
6. One student can answer only once, but they can help teammates.
7. Continue until all questions are completed.
8. Highest scoring team wins.

Game Questions (If students struggle to answer the first time, ask them to repeat a few time and do not let them sit rightway after the first response)

Category: Daily Routine

- 100 pts: Say 4 sentences about your daily routine.
- 200 pts: Say 8 sentences about your daily routine.
- 300 pts: Speak 10 sentences about your full day.
- 400 pts: Speak for 2 minutes about your daily routine. Use connectors like *first, then, after that, finally*.

Category: This / That / These / Those

- 100 pts: Make 1 sentence with *this* and 1 with *that*.
- 200 pts: Use *these* and *those* in two different sentences.
- 300 pts: Look around the room. Make 4 sentences: one with *this*, one with *that*, one with *these*, and one with *those*.
- 400 pts: Pick 2 objects in the classroom. Say 4 sentences using *this, that, these, and those* to describe them and explain why.

Category: Person + Action + Object

- 100 pts: Make 2 sentences using Person + Action + Object
- 200 pts: Make a sentence using 'She' and make a sentence using 'They' using Person + Action + Object.

- 300 pts: Make 3 different sentences using He, We, You, using Person + Action + Object
- 400 pts: Make 4 different sentences. Using He, she, it, you using Person + Action + Object

Category: Meet and Greet

- 100 pts: Greet your friend in the morning.
- 200 pts: Greet a new student in your class
- 300 pts: Act out meeting someone after a long time.
- 400 pts: Act out 3 different greetings:
 - a) Meeting a teacher
 - b) Greeting your new friend
 - c) Meeting a guest at home

Category: Introduce Yourself

- 100 pts: Introduce yourself in 5 sentences
- 200 pts: Introduce yourself in sentences
- 300 pts: Introduce yourself using 4 sentences. (Name, place, hobby, family)
- 400 pts: Speak for 1 minute. Include: name, village/town, family, hobbies, one goal.

Homework:  Bruno Mars - Count on Me (Lyrics)

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Lesson 34: Digital Learning

Objective:

Students will be able to type and form simple English sentences using connectors and sentence structure patterns.

Write this on the white board before the class begins:

Work in pairs. Each student types one sentence using these words:

1. And
2. This
3. That
4. These
5. Those
6. Write 2 sentences in this format:
Person + Action + Object

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Pair Work Activity (20-30 minutes)

- Divide students into pairs. *Tell that each student will type one sentence using the words on the board:*
- Walk around and support as needed.
- Remind them to *speak the sentence aloud* after typing.
- Pairs who finish early tell them to practice Duolingo.

Step 2: Sharing (20-30 minutes)

- Ask every student to present 2 sentences each to the class. Tell students to repeat if you find them struggling to speak their sentences.
- Encourage corrections and peer feedback.
(*"Is this sentence correct?" "How can we make it better?"*)

Homework:  *You've got a friend in me by Randy Newman lyrics*

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Lesson 35: Using “But” and “So”

Objective:

Students will understand and use "but" (for opposite ideas) and "so" (for results) in simple sentences.

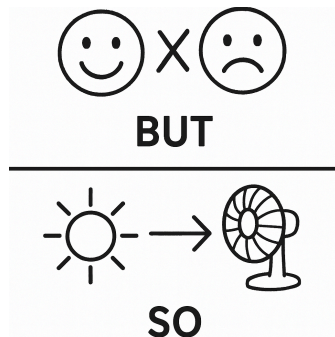
Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Understand “But” and “So” (10–15 minutes)

1. Draw a happy face and sad face on the board.
2. Say
 - *“I want to play cricket”* (point to a happy face)
 - *“But it is raining.”* (Point to a sad face)
3. Draw a big “X” between the two parts. (Image below)
4. Say:
 - *“But means something is different or opposite.”*
 - (Use Hindi if needed.)

Now draw a sun and a fan on the board. Say

- “It is hot” (wipe sweat)
- “So I turn on the fan.” (pretend to switch on fan)
- Draw an arrow (→) between the two parts. Say:
- “So means something happens because of the first thing.”



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Ask students to repeat:

- “I want to play – but – it is raining.”
- “It is hot – so – I turn on the fan.”

Step 2: Fill in the Gap with ‘but’ ‘so’ (15–20 minutes)

1. Write this table on the board:

Start	Link Word	End
I like mangoes		I don't like bitter gourds.
It is cold		I wear a jacket.
I want to buy a new dress		I don't have money.
My phone is dead		I charge it.
It is raining		I eat pakoras.
I can sing		I can't dance.

2. Ask students to read the full sentences aloud.

3. Take answers from students and correct gently if needed.

Step 3: Make Sentences (10–15 minutes)

1. Ask students to write:
 - 2 sentences using “but”
 - 2 sentences using “so”

2. Give help if students are stuck.

Step 4: Present Sentences (20-25 minutes)

Take as many presentations as the time allows.

1. Ask confident students to read 1 sentence each.
2. Ask weaker students to share 2 sentences each. Help them and ask them to repeat their sentences.
3. If a sentence is incorrect, write it on the board. (Continue this step in the next class.)
4. Ask the class:
 - “What’s the mistake?”
 - “*How can we fix it?*”Guide students to correct the sentence together.

Homework: Tell students to make 3 questions each with “but, so”

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Lesson 36: Consolidation – Pick & Speak

Objective:

Students will confidently construct and speak sentences using:

1. Joining words: *but, so, and, or, because, then*
2. *this, that, these, those*
3. Structure: *Person + Action + Object*

Preparation (Before Class)

Create 3 sets of paper slips:

- Box 1: but, so
- Box 2: this, that, these, those
- Box 3: Person + action + object

Step 1: Think – Pair – Share (15-20 minutes)

Instructions to students:

“Think of one sentence using each of the following. Then, share with your partner.”

1. One sentence each using a joining word (*but, so*)
2. One sentence each using this/that/these/those
3. One sentence each using person + action + object

Then:

- In pairs, students read their sentences aloud to each other.
- Encourage peer correction and help.

Step 2: Pick & Speak Game (30-40 minutes)

Bring out 3 boxes

- Box 1: Joining words
- Box 2: this / that / these / those
- Box 3: Person + Action + Object

How to play:

1. Call one student at a time.
2. They pick 1 chit from each box.
3. Speak a separate sentence using each word.
4. If a student struggles:
 - Allow partner help or clues from the class.

Homework: Share this video with students. Remind and encourage them to watch this video anytime during the day: [📺 India's Only Woman Rafale Fighter Pilot Is Now Eyeing Space | GRAVITAS](#)

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Lesson 37: Asking Questions – What, Where, Who?

Objective:

Students will learn to ask and answer simple WH-questions: What, Where, Who

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Introduction (15-20 mins)

1. Write on the board: What = क्या, Where = कहाँ, Who = कौन

Explain each question word in Hindi with examples:

- What = क्या
“What is your name?”
- Where = कहाँ
“Where is your house?”
- Who = कौन
“Who is your friend?” (point to a student)

2. Ask each question aloud and have students repeat the question after you.
3. Share with your students that we will follow a question structure : “Question Word + Is your + Object”. Write the structure on the board.

Step 2: Ask, Answer, Pass Game (15-20 mins)

1. The teacher starts by asking questions to the class and takes responses from different students
 - “What is your favourite food?”
 - “Who is your best friend?”
 - Where is your school?
 - What is your favourite sport?
 - Who is your FEA teacher?
 - Where is your phone?

Step 3: Think and Write (15-20 mins)

Ask students to complete the questions given in their SAB.

WHAT Questions

1. What is your favourite colour?
2. What is your dream?
3. What is your favourite subject?
4. What is your daily routine?
5. What is your favourite song?
6. What is your favourite book?
7. What is your favourite hobby?

WHERE Questions

1. Where is your FEA class?
2. Where is your phone?
3. Where is your teacher?
4. Where is your bag?
5. Where is your brother?
6. Where is your phone?

WHO Questions

1. Who is your English teacher?
2. Who is your best friend?
3. Who is your brother/sister?
4. Who is your favourite actor?
5. Who is your role model?
6. Who is your neighbour?

Step 4: Partner Talk (5 mins)

Tell every student to ask at least one question to their partner.

Homework: Share this video with your students:

 [Inside Google's Driverless RoboTaxi in San Francisco! AI Future ..](#)

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Lesson 38: Asking Questions Practice– What, Where, Who?

Objective:

Students will review and practice asking and answering simple WH-questions: What, Where, Who.

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Circle Game – Ask and Pass (15-20 mins)

Make 4-5 small circles. Tell students to ask one another different questions from what, where, who. Refer to SRB. Monitor that every student asks and speaks. Change groups after a few rounds.

Step 2: Ask a Question – Class Activity (20-30 mins)

1. write a list of words on the board:
Pen, Favorite food, best friend, English teacher, school, phone, hobby, hometown, role model, favorite movie, FEA class,
2. Choose a word(e.g., *pen*).
3. With the help of students form a question using either What, Where, or Who:
 - *Where is your pen?*
4. Repeat with a new word: favourite food: What is your favorite food?

Give clues or sentence starters if needed.

Step 3: Write and Ask (15-20 mins)

Tell students: “Now you will write your own questions.”

On the board, write:

2 What questions

2 Where questions

2 Who questions

Give them time to write. Then ask shy students to read their questions aloud. If they struggle, help and ask them to repeat their sentences.

Homework:

Tell students to make 3 questions each with “When, Why, How”

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Lesson 39: Discovery

Objective:

Students will be able to identify the steps to surf the internet using two or more words.

Step 1: Let's read! (10 minutes)

- Sit with the students in a circle and conduct popcorn reading for this paragraph. Refer SAB.

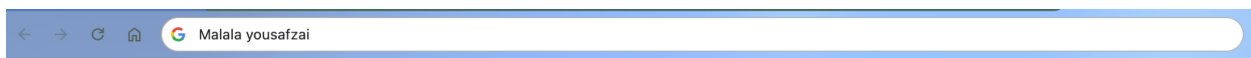
Aryan was a boy who always asked questions. "Why is the sky blue?" "How do birds fly?" "Where do waves come from?". He asked so many questions that his friends called him "Mr. Why."

But many times, people didn't know the answers. Aryan felt confused. One rainy day, the power went out. Aryan was bored. He saw a book by Malala Yousafzai on his brother's desk and got curious again. He used his cousin's old laptop and typed: "**Who is Malala Yousafzai?**"

- Pause and ask: ***Do you know who Malala Yousafzai is?***
- Gather the responses from the students and ask: *Do you want to know who **Malala Yousafzai** is?*

Step 2: Let's search! (20-30 minutes)

- Ask the students to turn to their laptops and click on google chrome.
- Ask them to type the two words 'Malala Yousafzai' in the address bar on the top.



- Assist the students to search the words and identify one piece of information about **Malala Yousafzai**.

Note: If the students complete the above steps early, allot them another topic to search (**e.g. 7 Continents, Indian Cricket Team**)

Step 3: Let's Speak! (10-20 minutes)

- Ask the students to share one sentence that they have learned about Malala Yousafzai.
- Conclude the lesson by saying: *The Internet can help you find answers, learn new things, and grow smarter every day! Be responsible while using it.*

Homework:

Share this video with your students: [▶ Asking Atlanta Millionaires How They Got RICH!](#)

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Lesson 40: Consolidation

Objectives:

Students will confidently speak in pairs/groups using real-life English conversations. They will prepare and perform short role plays using vocabulary and grammar from previous lessons.

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Warm-Up and Topic Introduction (10 mins)

- Greet the class and explain: "Today, you will act out real-life conversations in groups."
- Ask students to open SAB and see the 6 roleplay **topics**. Briefly explain each:

Topics:

1. Talk to a shopkeep in a Market
 2. Meeting Someone New
 3. Talking About Your Daily Routine
 4. Ordering Food at a Restaurant
 5. Making Weekend Plans
 6. Visiting the Doctor
- Ask: "Which of these have you seen in real life?"
Let 2–3 students share.

Step 2: Choose and Prepare Roleplays (20 mins)

- Form pairs or groups of 3, depending on class size.
- Let each group pick one topic
- Give students 20 minutes to prepare their dialogues in English. Encourage:

- Use of greetings and questions.
- Use of past tense if suitable (e.g., daily routine or weekend).
- At least 5-6 sentences per student.
- Teacher support: Walk around, help with sentence building.

Step 3: Practice & Rehearse (10 mins)

- Let pairs/groups practice.
- Remind them to speak clearly, not read word-for-word.

Step 4: Roleplay Presentations (20–30 mins)

- Invite each pair/group to come up and perform.
- After each performance, ask:
 - “What did they do well?”

Step 5: Reflective Wrap-Up (2 mins)

- Ask students: which roleplay did you enjoy most?

Homework:  IELTS Life Skills A1 Sample Test (Phase 1a, 1b, 2a and 2b)

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Lesson 41: Asking Questions – When, Why, How?


Objective:

Students will learn to ask and answer questions using “When,” “Why,” and “How” in simple situations.

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven’t, tell them to watch it the next day.

Step 1: Introduction with Hindi Meaning & Examples (15-20 mins)

Write on the board:

- When = कब (draw a clock)
- Why = क्यों (draw and question mark)
- How = कैसे (draw a screwdriver )
- Tell students that we will use this formula to ask questions using when, why, how

- (When/Why/How) + (do you/are you) + (action)

Ask few students: Write the questions on the board

- When do you eat lunch? 2 students
- Why are you happy? 2 students
- How do you cook aloo gobi ki sabji? 2 students

Step 2: Ask, Answer, Pass Game (20-25 mins)

Use 3 model questions:

- Teacher asks: When do you eat breakfast?
- Teacher asks a student → that student answers → then the student asks the same question to the next student. - Continue with 2-3 students and then move to the next question
- Teacher asks: Why do you learn English?
- Teacher asks a student → that student answers → then the student asks the same question to the next student. - Continue with 2-3 students and then move to the next question
- Teacher asks: How do you go to school?

Do 1 round for each question word.

Step 3: Class Discussion (20-30 mins)

Ask students to open their SAB. Ask a student to read the first question. Take responses from different students for as many questions as the time allows. If students struggle, tell students to repeat after you.

If the above activity is finished early, ask students to create 3 questions each with “When, Why, How” and share with the class.

Homework:  IELTS Life Skills A1 Full Test - Listening and Speaking

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Lesson 42: Asking Questions - Practice – When, Why, How?

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven’t, tell them to watch it the next day.

Step 1: Circle Game – Ask and Pass (30-40 mins)

Have students stand in a circle.

One student starts by asking a WH-question (When, Why, or how) to the person on their right. That student answers aloud and then asks a different WH-question to the next person aloud.

Continue until everyone has asked and answered 3-4 questions and answers. You can give help or correct gently as needed

Step 2: Think and Write (20-25 mins)

Students write:

- 2 When questions
- 2 Why questions
- 2 How questions

Teacher walks around and helps if required.

Then ask shy students to read their questions aloud to the class. Take as many responses as the time allows. Make weaker students repeat until they can speak correctly.

Teacher Tip: Shy students need more practice rounds before they feel confident to speak. Allow extra time, ask them to repeat, and give lots of encouragement.

Homework: [Best Paratha in Paranthi Wali Gali | Street Food in Delhi, India | Travelxp](#)

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Lesson 43 : Using “because” in a Sentence

Objective:

Students will understand how to use “because” to explain reasons

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Warm-up and Introduction (10-15 mins)

Ask:

- “Are you happy today?”
- “Why are you happy?”

Let students respond freely. Write a few answers on the board:

- “I am happy because I ate mangoes.”
- “I am happy because I don't have homework.”
- “I am happy because I am learning English.”
- Explain:
"Because helps us give a reason. It connects two parts of a sentence."

Step 2: Guided Practice - Speak Your Reason (20-25 mins)

Write on board:

Q: Why do you want to learn English?

Sentence starter: "I want to learn English because _____."

Instructions:

- Give students 5 minutes to think and write their answers in their notebooks.
- Call each student to stand and speak their sentence.
- If shy or nervous, encourage gently and ask them to repeat confidently.

Example answers:

- "I want to learn English because I want a good job."
- "I want to learn English because I like speaking with people."

Tip: Write 2-3 strong student sentences on the board to praise their effort.

Step 3: Pair Work - Dream and Reason (20-25 mins)

Write on board:

Q: What do you want to be in life?

Model your answer first:

"I want to be a trainer because I love helping others."

Sentence starter for students:

"I want to be a _____ because _____."

Instructions:

1. Students think and practice with their partner.
2. Then, share with the class. Ask shy students to say it twice if they mumble or speak too softly.

Example answers:

- "I want to be a nurse because I want to care for people."
- "I want to be a businessman because I love traveling."

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Lesson 44: Bonus Practice Time:

Objective:

Students practice answering WH-questions aloud with quick thinking and full sentences.

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: (15-20 mins)

Ask students to refer to all the questions in their SAB. Ask students to work in pairs.

Tell them:

- One student will ask a question. The partner will answer it in a full sentence.
- Then they switch roles for the next question.
- They will continue like this until all questions are asked and answered.

Walk around and listen.

If a pair is stuck, model the question and answer. Encourage repetition and speaking in full sentences.

Step 2: Reason Ball" (20-30 mins)

Materials: Soft ball or crumpled paper

How to play:

- Stand in a circle.
- Throw the ball and ask a question from the question list: "Why do you like holidays?"
- The student catches it and answers: "I like holidays because _____."
- Then they ask a new question and throw the ball to someone else.

Step 3 - Typing Master- (15-20 mins)

Ask students to practice typing on a typing master. While students are typing, meet some shy students and encourage them to ask questions from you in English.

Homework: [Most Scenic Train Ride in India | Toy Train from Kalka to Shimla](#)

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Lesson 45 : Consolidation

Objective:

To help students form simple WH-questions (What, Who, Where, Why, When, How) through a game that uses dice, turns, and interaction. All teams interact with the same guest before moving to the next one.

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Set Up: Write this on the board:

Number on the dice	Students ask questions using
1	What
2	Who
3	Why
4	Where
5	When
6	How

Online Dice Roller: [roll the dice](#)

- Create 5 Teams each with 4 students
- Write the team names on the board
- Teacher uses an online dice roller and turns the laptop towards students

Step 1: How to Play

1. The teacher announces a guest (see guest list below).
2. The same guest stays for a full round — that means each team will ask one question to the same guest.
3. For each turn:
 - Teacher rolls the dice and announces the number
 - One student from the team must ask a question using the correct WH-word to the guest
 - If correct → 10 points
 - If incorrect → Question passes to next team → 5 points if correct

4. After all 5 teams have had one turn, the guest changes and the other students (one from each team) take their turn in the next round.
5. Repeat until all students from each team have spoken.
6. Teacher acts as a guest each time. The teacher doesn't need to answer the questions.

Guest Characters by Round

Round 1	Mr. Deepak Chopra
Round 2	Territory Manager
Round 3	Village Sarpanch
Round 4	Virat Kohli
Round 5	Dashrath Manjhi (The Mountain Man)
Round 6	Surprise Guest – Ask students to choose

Step 2: Writing questions on the laptop: (15-20 mins)

- Ask students to open their laptops. Open a Word document.
Title: “Interview with [Guest Name]”
- Write few questions using different WH-words (What, Why, Who, Where, When, How)
- Below each question, write 1–2 sentence answer (imagine what the guest would say)
- Inform students that on lesson 48, you will interview each student on the questions given in the SAB L-48.

Homework: [Dwayne Johnson Reveals Kevin Hart's Awkward Teen Photo](#)

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Lesson 46: Digital Learning

For Students with Laptops: Typing Practice (15 minutes) + Duolingo (15 mins)

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1 (30 mins) Instructions:

1. Open TypingMaster
2. Start with beginner lessons and follow the instructions.

3. Focus on correct finger placement, using both hands.
4. Do not rush; aim for accuracy and steady improvement.
5. After 15 mins, switch to Duolingo.

For Students without Laptops: Teacher-Led Speaking Practice (5 shy students)

While others are typing, the teacher calls 5 shy or quiet students (who did not participate well in the last few weeks) for focused speaking practice.

Ask them

- Introduce Yourself (5–7 sentences)
Encourage full sentences and help them if needed. Let them repeat to improve fluency.
- Create 3 questions using question words
- Create 3 sentences using Person + Action + Object
- Tell me your daily routine

Step 2: 30 mins (5 Questions Role Play Practice)

Instructions for the Teacher:

- 1) Divide the Class into Pairs:
Make pairs of students . Try to pair one confident speaker with a shy one, if possible.
- 2) Assign a Situation to Each Pair:
Give one emergency situation to each pair from the list below: Students must question and answer.
 - a) You have a stomach ache. Talk to your doctor.
 - b) There is a fire in your house. Call the fire brigade 102
 - c) You meet Mr. Deepak Chopra at your FEA branch. Ask him questions.
 - d) You meet the Area Manager at your FEA branch. Ask him questions.
- 3) Explain the Task:
Each pair must:
 - a) Imagine the situation is real.
 - b) Prepare 5 -questions related to the situation
- 4) Time Limit:
Give them 10–12 minutes to prepare the questions and 10 mins of practicing in pairs. Inform them that each pair will present it in the next class.
- 5) Inform students that on lesson 43, you will interview each student on the questions given in the SAB L-48

Homework:  Maya Neelakantan & Intro Full Performance | America's Got Talent 2024 Audition...

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Lesson 47: Asking Questions: Role Play – Presentation Day

Objectives:

- To develop fluency and confidence in speaking.
- To practice asking and answering questions in different situations.

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Warm-Up Practice (15 mins)

Instructions:

- Ask all pairs to sit together and revise their role plays and include at least 5 questions.
- Let them rehearse the dialogue in a low voice.
- Encourage them to use body language and expressions.
- Walk around, listen, and give quick feedback.
- Remind them to ask at least 5 clear questions.

Step 2: Pair Presentations (30-45 mins)

Instructions:

- Invite each pair one by one to present in front of the class.
- Ensure each pair asks and answers at least 5 questions in the dialogue.
- After each performance, ask the audience:
 - “What questions did they ask?”

Note: If a pair struggles, ask them to try again. Repeat a few times until they can ask questions confidently.

Situations:

- You have a stomach ache. Talk to your doctor.
- There is a fire in your house. Call the fire brigade 102
- You meet Mr. Deepak Chopra at your FEA branch. Ask him questions.
- You meet the Area Manager at your FEA branch. Ask him questions.

Step 3: Reflection & Feedback (10 mins)

Whole Class Discussion:

- Ask all students to ask one question each from the teacher. The teacher doesn't have to answer.
- Inform your students that in the next class you will interview each one on the questions shared in lesson 48 SAB

Homework: [NEET 2023: Doctor Aspirants Speak To NDTV On NEET Debate](#)

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Lesson 48: Student Interview- 2 Day Lesson Plan

(Skip the MFE Today)

Objective:

To review introductions, daily routine, grammar concepts, and questioning skills.

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Teacher Explains the Task (5 mins)

Tell the class:

“Today, each of you will come one by one to talk to me. I will ask you some questions. While I talk to one student, the rest of you will work independently.”

Speaking Task – Each student must answer: (10 mins for each student)

1. Introduce yourself in 5–7 sentences.
2. Tell your daily routine in 5–7 sentences.
3. Greet your new FEA friend Ramesh.
4. Ask the teacher 5 different questions (excluding “What is your name?” and “How are you?”).
5. Make a sentence using: this, that, these, those.
6. Make a sentence using: person + action + object.
7. Say which is your favourite FEA lesson and why.
8. Why do you like FEA?

Step 2: Interview with the Teacher

Instructions:

- Call students one by one to come and speak to the teacher (10 mins each).
- Encourage shy students with sentence starters if needed.
- Take quick notes on students who are confident or struggling.

Step 3: Independent Work for Rest of the Class (While Interviews Happen)

If Internet is working (15 mins each):

- Typing Practice (15-20 mins)
- Duolingo (20-30 mins) – Practice any English lesson.

If Internet is NOT working:

- Open MS Word or Notebook:
 - Write a paragraph on: “My favourite FEA lesson so far and why.”

Extra Option (if someone finishes early):

- Ask them to write an email to the teacher explaining:
“What do you do at FEA every day?”

Step 4: Closing Circle (5–10 mins)

- Ask 2–3 students to volunteer and share what they wrote or spoke.

Homework: [How Indians crack one of the world's toughest exams - BBC News](#)

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Lesson 49: Student Interview- 2 Day Lesson- Continued

(Skip the MFE Today)

Objective:

To review introductions, daily routine, grammar concepts, and questioning skills.

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Teacher Explains the Task (5 mins)

Tell the class:

“Today, the remaining students will come one by one to talk to me. I will ask you some questions. While I talk to one student, the rest of you will work independently.”

Speaking Task – Each student must answer: (10 mins for each student)

1- Introduce yourself in 5–7 sentences. 2- Tell your daily routine in 5–7 sentences. 3- Greet your new FEA friend Ramesh. 4- Ask the teacher 5 different questions (excluding “What is your name?” and “How are you?”). 5- Make a sentence using: this, that, these, those. 6- Make a sentence using person + action + object. 7- Say which is your favourite FEA lesson and why. 8- Why do you like FEA?

Step 2: Interview with the Teacher

Instructions:

- Call students one by one to come and speak to the teacher (10 mins each).

- **Note:** Students who were interviewed yesterday but struggled, pair them with the confident students and tell the confident students to help the weaker students answer the 7 questions.

Step 3: Independent Work for Rest of the Class (While Interviews Happen)

If Internet is working (15 mins each):

- Typing Practice (15-20 mins)
- Duolingo (20-30 mins) – Practice any English lesson.

If Internet is NOT working:

- Open MS Word or Notebook:
 - Write a paragraph on: “My favourite FEA lesson so far and why.”

Extra Option (if someone finishes early):

- Ask them to write an email to the teacher explaining:
“What do you do at FEA every day?”

Step 4: Closing Circle (5–10 mins)

- Ask 2–3 students to volunteer and share what they wrote or spoke.

Homework: [Interview Question: Tell Me About Yourself | Best Answer for Freshers & Experienced People ✓](#)

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Lesson 50: Describing Images + Jeopardy

Objective:

Encourage students to practice sentence formation and vocabulary by describing a picture in as many ways as possible.

Before the class write on the board

Describe the image: Hints

1- What can you see in the picture? (I see _____ and I see _____.....)

2- What are people doing?

3- What are they thinking ?


4- I like this picture because _____

5- It reminds me of _____

6- How is the weather, is it a city or village, what are people wearing etc.

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Instructions: 30 mins

1. Divide the Class: Split the class into four groups.
2. Show the Picture: Display a picture where all groups can see it.  Describe the Image
3. Discussion & Sentence Formation (5 minutes):
 - Each group discusses the picture.
 - They write as many sentences as they can about the picture in 2 mins
4. Presentation:
 - Each group takes turns reading one of their sentences aloud.
 - The students from the other groups can not repeat the sentences shared by any other team
 - After round 1 when all teams have made 1 sentence, go for round 2 if the teams have any more sentences.
 - Students who have spoken once, must allow the other team members to speak.
5. Scoring & Winning:
 - The teacher keeps count of sentences.
 - The group with the highest number of sentences wins.

Step 2: Jeopardy (30-45 mins)

Set up the jeopardy game. The link to the game is as follows:

<https://docs.google.com/presentation/d/1NxmpxIJfPK9DuIuBUiGQCAR4no/edit#slide=id.p1>

Homework: [How To Improve Your English Communication Skills In Just 3 Weeks #free](#)

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Lesson 51: Consolidation: Hot Seat

Objectives:

Students will be able to work in teams to create and speak complete English sentences. Students practice asking and answering simple WH-questions (What, Where, Who, When, Why, How).

Before the class: Write These Tasks/Questions on the Board. Each student must be ready to present all:

1. Can you greet your teacher and ask 1 question?
2. Can you introduce yourselves in 5-7 sentences?
3. Can you tell your daily routine using and, then, later, next, finally?
4. Can you talk about something in the room using this, that, these, those?
5. The class asks two WH questions.
6. Can you say two sentences about your life using because?

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Make Pairs (10-15 mins)

Divide the class into pairs (mix shy and confident students).

- Pairs sit together and prepare answers.
- Teacher walks around to support.

Step 2: Hot Chair (40-45 mins)

- One student at a time comes to the front.
- The class asks them any 4 questions from the board or students can come up with their own intelligent questions.
- Give a second (even third) chance to students who are not able to answer.
- If you finish the activity before the allotted time, and you think your students do not require more practice, get students to practice Duolingo.

Homework: [Transform Your Life with Small Habits – A Motivational Story That Will Inspire You! ||](#)

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Lesson 52 (Day 1): Where is it? – Part 1 (in, on, under, near)

Objective:

Students will be able to identify and use the prepositions in, on, under, near to describe the location of objects.

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Warm-Up (15-20 min)

Hold up a pencil and ask:

- “What is this?” (Students: “Pencil”)
Put it inside a box and ask:
- “Where is the pencil?”

Wait for answers. If no one responds:

- Write on the board “The pencil is *in* the box.”. Circle the word “in”

Repeat the same with:

- Place the pencil **on** a book. Say where is the pencil? Say the pencil is on a book. Circle the word “on”
- Put it **under** the book. Say where is the pencil? Say the pencil is under a book. Circle the word “under”
- Keep it **near** the book. Say where is the pencil? Say the pencil is near a book. Circle the word “near”
- One by one explain the meaning of all 4 words on the board: **in, on, under, near**
- *Note: Don't worry about the big word 'Preposition'. Just help the students understand what each word means and how to use it."*

Step 2: Simon Says (10-15 min)

Give each student a pencil.

Call out instructions and let them follow:

Please take a pencil

- “Put your pencil *on* your notebook.”
- “Put your pencil *under* your book.”
- “Put your pencil *in* your pocket.”
- “Put your pencil *near* your foot.”

Step 3: Act & Answer (20-30 mins)

Ask each student to take an object (book, marker, duster, earphone, eraser, pen, etc)

Ask students to come on stage one by one and present in, on under, near, Example: the student keeps the earphone in the box and says” The earphone is in the box. Then places the earphone on the table and says, the earphone is on the table, then places the earphone under the chair and says, the earphone is under the chair, and finally places the earphone near the laptop and says the earphone is near the laptop.

Every student performs and makes sentences using their object. Students who struggle, tell them to present again.

Step 4: Exit Chain 2-3 mins

- Play a quick wrap-up game with the students to recall the prepositions.
- Simon says, put your right hand **on** your head
- Simon says, put your right hand **near** your face
- Simon says, put your left hand, **under** the chair
- Check if all the students are able to display the understanding of the words.

Homework: [Discover Your INNER STRENGTH Now](#)

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Lesson 53 Where is it? (Day 2) – Part 2 (between, behind, in front of)

Objective:

Students will be able to identify and use the prepositions between, behind, and in front of to describe the location of objects.

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven’t, tell them to watch it the next day.

Step 1: Warm-Up (15–20 min)

Hold a pencil and two books.

1. Between:

Place the pencil *between* two books. Ask:

“Where is the pencil?”

Wait for responses. If no one responds, say:

“The pencil is between the books.”

Write on the board:

“The pencil is between the books.” and circle the word between.

Explain: “*between*” means *in the middle of two things*.

2. Behind:

Place the pencil *behind* a box or bag. Ask:

“Where is the pencil?”

Say: “The pencil is behind the box.”

Write and circle behind.

Explain: “*behind*” means *at the back of something*.

3. In front of:

Place the pencil *in front of* a bottle or book. Ask:

“Where is the pencil?”

Say: “The pencil is in front of the bottle.”

Write and circle in front of.

Explain: “*in front of*” means *at the front side of something*.

Step 2: Simon Says (10–15 min)

Give each student a pencil or object.

Call out instructions:

- “Put your pencil behind your notebook.”
- “Put your pencil between your hands.”
- “Put your pencil in front of your bag.”
- “Put your pencil behind the chair.”
- “Put your pencil in front of your foot.”
- “Put your pencil between two books.”

Do each action with them. Walk around and check who is doing it right.

Step 3: Act & Answer (20–30 min)

Ask each student to pick an object (pen, duster, water bottle, etc.).

One by one, students come on stage and demonstrate all three positions with full sentences:

Example:

- Student places a pen *between* two books and says:
“The pen is between the books.”
- Then puts it *behind* the bag:
“The pen is behind the bag.”
- Then puts it *in front of* a notebook:
“The pen is in front of the notebook.”
- Students who struggle should repeat until they can make sentences

Step 4: Exit Chain (2–3 min)

Wrap up with a short, fun action game:

- “Simon says, put your right hand behind your back.”
- “Simon says, put your left hand in front of your face.”
- “Simon says, hold your pen between your fingers.”

Watch and check if students understand and follow correctly

Homework: [Motivational Story-Opportunities Don't Wait](#) | [Story of a Laborer](#) | [Tales by Monisha](#)

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Lesson 54: Describing Places

Objective:

Students will be able to describe the location of objects using common prepositions of place.

Preparation: Keep a paper airplane ready before the class begins.

Write on board: The airplane is _____ the _____.

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Introduction (5-10 mins)

- Get the students excited by showing the airplane. Tell them that for the next 2-3 minutes the students have to tell you where the airplane is.
- Fly the airplane and when it lands, ask students “Where is the Airplane”? Take as many responses as possible: the airplane is near the _____, the airplane is under the _____, the airplane is on the _____, the airplane is between _____ etc.

Step 2: What's around me? (20-30 mins)

- Write these propositions on the board (in, on, under, near, between, behind, next to, in front of)
- Have the students look around the classroom.
- Let them say 2 sentences about what they see using these prepositions:
 - “The clock is on the wall.”
 - “The board is in front of the room.”
- Ask students to stand and share their sentences with the class. Tell students who struggle to repeat their sentences.

Step 3: Image Description (15-20 mins)

Ask students to open their SAB or draw this simple picture on the board. You may add a few more objects to your image. One by one ask students to use one sentence using a preposition to describe the image. (Ask : Where is the monkey?- The monkey is on the tree. Where is the house? The house is in between the trees. Where is the man? The man is in front of the house or near the tree or under the tree.

Go to the second image and tell students to describe the image to their partner using preposition words.

Homework (video on stand-up comedy): [Men's Brains and Women's Brains with Mark Gungor \(Nothing Box\)](#)

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Lesson 55: Digital Learning

Objective:

Students will improve their typing skills, practice forming thoughtful questions, and build confidence in speaking full sentences in English.

Video Follow up: 2 mins:

Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Typing Warm-up (20-30 minutes)

Activity: Typing practice using Typing Master

- Each student types for 10 minutes

- While one student is typing, the teacher calls small groups of non-participative students for oral questioning. Ask 2–3 simple questions based on what they’ve already learned in class:

- *What do you do every morning?*
- *Where did you go yesterday?*
- *What is your favorite food and why?*
- *How do you come to class every day?*
- *Can you tell me 3 things in your bag?*

Encourage full-sentence answers

Step 2: Writing Questions (5-10 minutes)

Activity: Write 3 questions you would like to ask Mr. Deepak Chopra

- Open MS Word
- Write one thoughtful question you would ask Mr. Deepak Chopra
- Write example sentence starters on the board
 - *What do you think about...?*
 - *How did you feel when...?*
 - *Can you tell me about...?*

Step 3: Share with the Class (15 minutes)

Activity: Share one question aloud

- Each student reads aloud the question they wrote.

Step 4: Duolingo Practice (15–20 minutes)

- Ask students to open Duolingo
- End with a quick class discussion on what they learned today

Homework: [Be Your Own Cheerleader: Sania Mirza's Message To Young Girls | EXCLUSIVE | CNBC-TV18](#)

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Lesson 56: Consolidation + Digital Learning

Objective:

Students will improve their speaking fluency by practicing prepositions and learning to google search, and present information.

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Preposition Quiz (15–20 minutes)

Let's practice!

- Turn the laptop screen towards the students and play the quiz:
“Preposition (in, on, under) Quiz in English For Kids – A1 Level”
- Call on students one by one to:
 - Read the question aloud
 - Say their answer clearly
- Before clicking the correct option, ask 2–3 different students the same question. This gives more students speaking practice.
- Make sure every student gets a turn to read or respond.
- If a student struggles, encourage them and give them extra chances to try again until they feel confident.
- [Preposition \(in, on, under\) Quiz in English For Kids](#)
- [A1: Prepositions of place - Quiz](#) (Bonus: Play another preposition quiz if time permits)

Step 2: Let's Discover Sonam Wangchuk (20–30 minutes)

Let's search and learn!

- Ask: “Have you watched 3 Idiots?”
Tell this short story: “Once I was watching *3 Idiots*, and my friend said, ‘Do you know this movie is based on a real person?’ I was shocked. Then he said, ‘Search for Sonam Wangchuk. He is from Ladakh.’”
- Ask the class:
“Have you heard of Sonam Wangchuk?”
- Tell students to work in pairs and search for “Who is Sonam Wangchuk?”
 - Students with mobile phones can use their personal devices.
 - Write 3–5 short sentences about what he does.

Step 3: Let's Present! (15–20 minutes)

Let's speak and share!

- Each pair takes turns to read out their findings to the class.
- Encourage clear reading and confidence in speaking.
- Praise students for learning and sharing new knowledge in English.

Homework: [Things Changed In India's Badminton Space After 2012 Olympics: Saina Nehwal | N18V | CNBC TV18](#)

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Lesson 57: Talking About Yesterday (Part 1)

Objective:

Students will be able to describe events of the past.

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: Yesterday Land (5 minutes)

- Tell the students that you will show an image of Yesterday Land and they have to tell you what is different that they observe on this land.



- Guide the students to identify that all the words are ending with 'ed'.
- Say: *Whenever we talk about yesterday, we take the help of 'ed'.*

Step 2: Let's Act! (15 minutes)

- Ask the students to stand up and repeat the words after you from the SRB. While they are speaking the words they have to enact the meaning of each word.

Note: You can share an example before starting the activity. When you say 'jumped', jump on your place.

jumped	closed	cooked
helped	watched	washed
cleaned	cried	listened
opened	smiled	painted

Step 3: Goosebumps (20 minutes)

- Get the students excited to discover a scary story in their SRBs.
- Ask the students to pair up and fill the blanks to reveal the story.
- Ask the students to read one sentence each from the story in a tone like our grandmothers used when telling us stories.

There was an old man who _____ (live) in a dark haunted house. One day, he _____ (cook) _____ dark green soup and _____ (call) his wife to drink it. Do you know what _____ (happen) to the wife? She _____ (start) moving in circles and _____ (laugh) loudly. The old man _____ (shout). The wife's eyes _____ (turn) red. He _____ (close) the door and the wife (go) _____ into the walls.

Step 4: Rapid fire round (10 minutes)

- Ask the students to quickly share what they did yesterday by using the 'ed' word in a sentence.
- Tell them that everyone has to share the sentences within 5 minutes once you start the stopwatch.
- They can take help of the words already discussed in the class or they can choose their own word. (e.g. I played yesterday).

Homework: ['No Phone For 8 Months': PV Sindhu on Coach's Strict Conditions | India Today Conclave 2018](#)

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Lesson 58: Talking About Yesterday (Part 2)

Objective:

Students will be able to describe events of the past.

Preparation: Keep 4 sets of these chits ready before the class. Write the words (*go, went, do, did, drink, drank, think, thought, make, made, take, took, eat, ate, see, saw, run, ran, say, said*) on these chits

Step 1: Match it! (20-30 minutes)

- Divide the students into four groups and distribute a set of chits among each group.
- Say: *'You will see different words in the chits. You need to find the best match for each word from these chits.'*
- Share an example if required.
- Tell the students that you will start a timer and the group that finishes it first with correct matches will win the game.
- Once the time is up, ask the students to share their responses. Allot one point each for the correct guess.

Step 2: Talking about past (30 minutes)

- Say: *When we talk about the past, sometimes we do not just add 'ed' to the words. Some words change completely — like 'go' becomes 'went' or 'eat' becomes 'ate'. Remember the lesson we discussed yesterday?*
- Say: *"Let's learn more words that help us talk about the past! We're going to sing a fun rap!"*
- Play the rap on your laptop and show the screen to the class.
((<https://www.youtube.com/watch?v=kuyfFTp-R7s>)
- Say: *"Listen and repeat the words after the rapper!"*

Homework: [Virat Kohli: Dad's death changed my life](#)

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Lesson 59: Digital Learning

Objective:

Objective: Students will be able to identify the steps to surf the internet using a sentence.

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: What do you want to know? (20 minutes)

- Ask the students to think of something that they are really curious about/would like to know about.
- Share some examples like: *How does the coffee machine work?* or *Life of the first Indian Prime Minister*.
- Allow them 2 minutes to think and write.
- Divide the class in 4 groups and ask them: *How would you write this if you want to ask a robot about it?*
- Ask the groups to come together and discuss the words or phrases they have written. Let the students take each other's help to frame a sentence out of it.
- Assist the students in groups in case required.

The search engine doesn't really count articles, prepositions etc. in a sentence. So, if students miss something like that, it's okay. The main (or key) words should definitely be included in the sentence.

Step 2: Time to Search! (25 minutes)

Ask the students if they remember the steps they followed to search for the information about ***Malala Yousafzai***.

- Tell them, today they are going to search for information about the topic they are interested in.
- Ask the students to pair up and repeat the steps to open the search bar.
- Ask them to type the sentence they have discussed with their group members.
- Allow the students some time to gather the information related to their topic.
- Step in to help whenever they need it.

Step 3: Let's Share (15 minutes)

- Ask the students to quickly share a sentence or two about the information they found on the internet related to their topic.
- Help students if they missed something related to the steps of surfing.

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Lesson 60: Life Yesterday

Objective:

Students will be able to identify common daily actions, understand their past forms, and use them in simple past tense sentences (Subject + V2 + Object).

Video Follow up: 2 mins- Ask students if they watched the video. Anyone who watched it, ask them to share what they remember. If they haven't, tell them to watch it the next day.

Step 1: What Do You Do Daily? (10-15 mins)

- Ask students to share their daily routine
- Write 8–10 action words on the board. (wake, brush, eat, bath, study, play, watch, talk, sleep etc)

Step 2: Learn Second Form of Verbs (20-30 mins)

- Say: *"These are daily actions. Let's see what they look like in the past."*
- Open SAB and see the past forms of common words.
- Share the **V1–V2–Sentence Table**.
- Go through 10–15 verbs with them. Say that when we talk about the past we add 'ed'. But there are some words that do not end with ed. These past forms must be memorised.
- Ask students to repeat after you and read sentences aloud. Ask them to say:
- V1: "wake" → V2: "woke" → Sentence: "I woke up at 6 a.m."
- Say: *"We will use these words to talk about what we did yesterday or in the past."*

Activity	(Present Form) V1	(Past Form) V2	Example Sentence
Wake up	wake	woke	I woke up at 6 a.m.
Brush teeth	brush	brushed	I brushed my teeth.
Wash face	wash	washed	I washed my face.
Take a bath/shower	take	took	I took a bath.
Wear clothes	wear	wore	I wore clean clothes.

Comb hair	comb	combed	I combed my hair.
Eat breakfast	eat	ate	I ate breakfast.
Drink tea/milk	drink	drank	I drank a glass of milk.
Pack bag/lunch	pack	packed	I packed my bag.
Leave home	leave	left	I left home at 7 a.m.
Go to class/work	go	went	I went to class.
Travel	travel	travelled	I travelled by cycle.
Reach center	reach	reached	I reached the FEA center
Greet friends	greet	greeted	I greeted my friends.
Sit in class	sit	sat	I sat with my partner.
Listen to teacher	listen	listened	I listened to the teacher.
Read lesson	read	read (<i>red</i>)	I read the story.
Write notes	write	wrote	I wrote notes in my notebook.
Ask questions	ask	asked	I asked a question.
Answer questions	answer	answered	I answered the question.
Talk to friends	talk	talked	I talked to my friends.
Laugh	laugh	laughed	I laughed with them.

Return home	return	returned	I returned home.
Rest	rest	rested	I rested for sometime.
Watch TV	watch	watched	I watched TV.
Help at home	help	helped	I helped my mother.
Cook food	cook	cooked	I cooked dinner with my sister.
Eat dinner	eat	ate	I ate dinner.
Wash utensils	wash	washed	I washed the utensils.
Clean room	clean	cleaned	I cleaned my room.
Study	study	studied	I studied for one hour.
Do homework	do	did	I did my homework.
Laugh with family	laugh	laughed	I laughed with my family.
Plan next day	plan	planned	I planned my next day.
Pray	pray	prayed	I prayed before dinner.
Read a book	read	read (<i>red</i>)	I read a book.
Check phone	check	checked	I checked my phone.
Say goodnight	say	said	I said goodnight to my family.
Sleep	sleep	slept	I slept at 10 p.m.

Step 3: Memory Game (15-20 mins)

Explain that the sentence structure for making the past sentences is also the same: Person + Action (past form) + Object.

Play the Game:

- Sit in a circle.
- Student 1 says: “Yesterday, I woke up.”
- Student 2: “ I brushed my teeth.”
- Student 3: “ I ate breakfast.”
- Keep going and help if anyone forgets a past form.
- Let weaker students repeat their sentences and support them.

Homework: [The secrets of modern time management | Hitesh Choudhary | TEDxCITBengaluru](#)

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Lesson 61: Practice Time

Objectives:

By the end of the lesson, students will be able to confidently describe their daily routine using the past tense, demonstrating accurate use of past forms of action verbs and constructing 10–12 meaningful sentences to describe past events.

Materials required: Blank slips of paper

Step 1: Recap (10-15 mins)

Recap the past form of action words. The teacher says an action word and asks the past form.

Step 2: 10-15 mins

Ask students to read and practice the past routine from the previous lesson

Step 3: Present (15-20 mins)

Make 5 small groups. Assign a monitor in each group. The role of the monitor will be to check that everyone in their group presents their daily routine in the past. The monitor should encourage their team-mates to form a minimum of 10-12 sentences.

Step 4: Game to Practice (15-20 mins)

- Distribute blank slips of paper
- Ask each student to write one sentence in present tense (e.g., I eat rice).
- Collect the sentences, shuffle, and pass them around.
- Each student reads the sentence and changes it to past tense aloud (e.g., I ate rice).

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Lesson 62: Describing What People Are Doing Now


Objective:

Students will be able to describe events or actions that are happening right now.

Step 1: Look at me! (5 minutes)

- Write this sentence on the board. “I am _____.”
- Tell the students that you are going to act and they have to guess what you are doing.
- Choose 4-5 actions and let the students guess (e.g. clapping, writing, blinking, smiling)
- Collect their responses and write them on the board.
- Circle the ‘ing’ letters in all the words written on the board.
- Tell the students: “We use ‘ing’ when someone is doing something right now.”

Step 2: Movie time! (30 minutes)

- Get the students excited to watch a movie.
- Tell them that you will pause the movie multiple times. As soon as the movie is paused, they have to guess the action happening in the movie.
- Write the sentence on the board: He/she is _____. Tell the students that they can take the help of this sentence to express what’s happening in the movie.
- Play the video  Lesson 60 - Present Progressive (affirmative) - Learn English with Jennifer

Note: The above four examples are just for reference. Feel free to take out more such examples from the movie.

- Encourage the students to share more such examples from the movie if they noticed any.

Step 3: Mix it up! (20 minutes)

- Write these words randomly on the board. (They, We, She, He, I, You, are, am, is, sleeping, eating, helping, running, breathing, speaking)
- Divide the class in four groups and allot them 10 minutes.
- Ask the groups to come up with 6 correct sentences by joining the words given on the board.
- Ask each group read their sentences aloud and announce the winner group based on the number of correct sentences
- Help the students correct their sentences at the end, if needed.

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Lesson 63: Consolidation: Practice Time

Objective:

Students will write and present about what they, their friends, and family members are doing right now.

Steps 1: Warm-Up (10 minutes)

- Write on the board: "I am teaching English now."
- Ask: "What am I doing?"
- Elicit answers: "You are teaching."
- Quickly review present continuous structure:
(Subject + am/is/are + verb + -ing)
- What is your FEA friend doing right now?

Examples on the board:

- I am speaking.
- She is writing.
- They are reading.

Step 2: Guided Practice (15 minutes)

- Ask students:
"What are you doing right now?"
"What is your best friend doing right now?"
"What is your father doing right now?"
- Give 2–3 examples orally.
Example:
 - I am sitting on a chair.
 - My best friend is studying in school
 - My father is working on the farm.

Step 3: Writing Activity (15 minutes)

- Students write 6 sentences:
 - 2 about themselves. (what are they doing now?)
 - 2 about friends or siblings (what are their friends/siblings doing now?)
 - 2 about family members (what are their family members doing now?)
- Support weaker students by giving a word bank (e.g., eating, studying, working, cooking, cleaning, playing).

Step 4: Pair Work (10 minutes)

- Students share their sentences with a partner.

- Partners listen and ask one follow-up question

Step 5: Presentation (15–20 minutes)

- Weaker students come to the front and present:
"I am _____. My best friend is _____. My father is _____."
- Encourage small applause after each presentation.

6. Wrap-Up- Optional if time allows (5 minutes)

- Quick oral quiz:
 - "What is your teacher doing now?" (Answer: You are teaching.)
 - "What are you doing now?" (Answer: I am learning English.)

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Lesson 64: Talking About Plans for Tomorrow

Objective:

Students will be able to describe events or actions that will happen in the future.

Preparation:

Carry some paper slips and a cellotape to the class.

Step 1: My To-do list! (20 minutes)

- Give each student half of an A4 sheet.
- Write **"I will..."** on the board and ask them to write the same on their sheet.
- Tell them: *"Think about what you want to do tomorrow. Make a list."*
- Give examples like:
 - *"I will submit my homework."*
 - *"I will visit my relatives."*
- Once done, let students read their lists out loud.
- Ask: *"Why did we say 'I will'?"*
- Say: *"We use 'I will' to talk about things we want to do in the future."*

Step 2: Memory Game! (15 minutes)

- Tell students: "Let's play a memory game!"

- The first student says a sentence: *“I will drink water.”*
- The next student repeats it and adds one more sentence:
“I will drink water and I will watch TV.”
- Each student keeps repeating the full list and adds a new “I will...” sentence.
- Keep going until everyone gets a turn.

Step 3: Kindness Wall! (15-20 minutes)

- Choose a wall in the class for this activity.
- Give each student a sticky note.
- Ask: *“Think of one kind thing you will do tomorrow.”*
- Tell them to write it as: *“I will...”*
 - *“I will feed a hungry dog”*
 - *“I will share my stationary with my friend”*
- One by one, ask students to stand up and share what they have written.
- Ask them to stick their notes on the wall.
- Next day, ask: *“Did you do your act of kindness?”/ “Did you help someone?”*

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Lesson 65: Talking About Hopes and Dreams

Objective:

Students will be able to describe their hopes and dreams.

Preparation:

- Keep the sticky notes ready before the class.
- Keep the song ‘*Dream it Possible*’ ready on your laptop.
<https://www.youtube.com/watch?v=cYD8TEUtgto>

Step 1: Dream Walk! (25 minutes)

- Pass the sticky notes to the students and ask them to draw an image of a cloud.
- Ask the students, *“Do you have a dream?”* and *“What is your dream?”*
- Collect a few responses, then ask them to write their own dreams inside the clouds they’ve just drawn.

- They should begin their sentences with “I will...” (e.g., *I will travel the world. I will become a famous book writer.*)
- Give them a few minutes to think and write.
- Once they are done, ask them to stand up and walk around the classroom.
- Tell them you will play some music. While the music is playing, they should keep moving.
- When the music stops, they must share their dreams with the person in front of them.
- Continue this until they have shared their dreams with at least 5–6 people in the room.

Step 2: My Future Calendar (20-35 minutes)

- Ask the students to think about some future events and imagine what they will be doing on those days.
- Ask them to fill in the year, month, date, and what they will do, and write these in their SRBs.
- The students should independently write their sentences starting with ‘I will....’
- Guide them if required.
- At the end, ask them to share the most interesting event they have written in their SRBs.

Year: Month: Date: What will you do?	Year: Month: Date: What will you do?
Year: Month: Date: What will you do?	Year: Month: Date: What will you do?

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Lesson 66: Digital Learning

Objectives:

- Practice writing questions and sentences in Word
- Practice speaking about yesterday (past) and tomorrow (future)
- Practice English skills on Duolingo

Step 1. Introduction (10 minutes)

- Greet students and explain today's plan:
"Today we will first write in Word, then practice on Duolingo. While you work, I will call 2–3 students at a time for a small speaking practice."
- Write on the board:
 - Word Document: 20 minutes
 - Duolingo: 15 minutes
 - Speaking Practice with Teacher (during both activities)

Step 2. Pair Work on Word Document (20 minutes)

- Each pair opens a new Word document.
- Type the following:
 1. **Write 2 Questions** you can ask a friend
(Example: "Where did you go yesterday?" "What will you do tomorrow?")
 2. **Write 2 Sentences about Yesterday**
(Example: "I played cricket yesterday.")
 3. **Write 2 Sentences about Tomorrow**
(Example: "I will visit my aunt tomorrow.")

Clear Instructions on the board:

- 2 Questions
- 2 Sentences - Yesterday
- 2 Sentences - Tomorrow

While Students Work:

- Call 2–3 students to you.
- Ask them about yesterday:
 - "What did you do yesterday?"
- Help them answer fully.
- Then prompt them:
 - "Now you ask me a question about my yesterday."

(After speaking, they go back and the next group comes.)

Step 3. Reading and Sharing (20–25 minutes)

- After writing, each student **reads aloud**:

- Their 2 questions
- 2 sentences about yesterday
- 2 sentences about tomorrow
- One partner reads first, then the second partner.
- Encourage loud and clear reading.

Step 4. Pair Work on Duolingo (15 minutes)

- Each pair opens Duolingo.
- Complete 1–2 lessons (English basics).
- Both partners focus on learning together.

Teacher Note:

- During Duolingo, if speaking time is pending for some students, continue calling 2–3 students at a time.

Step 5. Wrap-Up (5 minutes)

- Appreciate their work:
"You wrote, spoke, and practiced on Duolingo today. Very good work!"
- Quick question to end:
 - "What will you do tomorrow?" (random students answer)

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Lesson 67: Log Kya Kahenge (What Will People Say?)

Objectives:

- Students understand how fear of "log kya kahenge" can affect their decisions.
- Students learn to think carefully and choose what is right for their future.

Step 1: Introduction (10-15 minutes)

- Write on the board "Log kya kahenge"?
- Ask - What do you think it means?" Encourage everyone to share their responses

Step 2: Story Video – The Farmer, the Son, and the Donkey (20-30 minutes)

- Students sit in pairs
- Students watch the short animated video on the student's laptop . [The Farmer and His Donkey | Seashore | Class 1 - YouTube](#)
- After watching, students think of a simple answer:
 1. What lesson did you learn?
 2. Ask students to talk to their partner and share and then share with the class. Encourage everyone to share their responses in 2-3 sentences.

Step 3: Group Discussion – Connect to Decision Making (15 minutes)

Small groups of 3–4 students discuss:

- Imagine you are learning to speak English.
- Some people laugh at you or say you are showing off.
- What will you do? Will you stop learning or continue? Why?

Sentence starters students can use:

- "I will continue because _____."
- Teacher tip:
Encourage all answers. No answer is wrong. Focus on building confidence.

Step 4: Sharing with the Class (10 minutes)

Ask students to share one story they have about overcoming log kya kahenge. The teacher can share their story to encourage students.

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Lesson 68: Consolidation

Objective:

Students will practice speaking about their past, present, and future.

Step 1. Introduction and Warm-Up (2 minutes)

- Briefly explain the aim of the activity: to practice speaking about their yesterday, today, and future plans.

Step 2. Preparation (20-25 minutes)

Tell students to open their SAB. Have them write a short paragraph (8-10 sentences) summarizing their yesterday, what they are doing now, and their plans for the future.

Teacher gives a demo

Yesterday, I woke up early and went for a walk. After that, I cleaned my room and helped my mother in the kitchen. I studied English for two hours in the afternoon. In the evening, I watched a movie with my family. Now, I am sitting at my desk and writing this paragraph. I am feeling happy. In the future, I will travel to many countries. I will learn new skills and get a good job. I will work hard to be successful.

Step 3. Model Exercise (15 minutes)

- Ask 4 confident students to present their answers to the class. Correct as required.

Step 4. Group Work (15-20 minutes)

Divide students into 4 small groups. Each group will have 1 student who presented. Other students will take turns sharing their answers

- Teacher's Role: Walk around to monitor and help when needed. Ensure that students are using the correct tenses and forming complete sentences.

Step 5. Wrap-Up and Homework (5 minutes)

- Wrap-Up: Ask students to reflect on what they learned today and how they can improve their speaking skills.

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Lesson 69: Digital Learning: Email Writing

Objectives:

- Students will practice writing and sending emails.
- Students will learn how to search online and create simple, meaningful questions for a CEO

Write on the board before the class:

Subject Line: My Questions from Deepak Sir

Dear Ma'am,

I am sharing with my teacher the two questions I would like to ask Deepak sir are

- Question 1
- Question 2

Thank you.

Regards,

Your Name

Student Id

FEA Branch name

Step 1. Warm-Up: Talk Time (2-5 minutes)

Ask students: "Have you ever emailed someone important?" Let students respond in English. Keep it short and simple.

Step 2. Introduction to Task (5-10 minutes)

Explain the goal: "Today, you will write and send an email to your teacher. In the email, you will include:

- Two questions for Mr. Deepak Chopra, the CEO of an organisation
- Show the board how to write the email:

Step 3. Logging in to Email (10-20 minutes)

- Students log into their email accounts. (one student in each pair can log in)
- Help students who forgot their email ID or password.

Step 4. Composing the Email (15-30 minutes)

Move around and help students compose the email. One partner types while the other supports. Ask students to save the email in their draft.

Step 5. Sharing & Reflection (10-15 minutes)

- Invite pairs to read their favorite question aloud.
- Discuss what makes a good question: *clear, interesting*.

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Lesson 70: Attendance Premier League: APL- Round 2 Begins (75 minutes)

Announcing Winners (20 Minutes)

1. Begin by asking students to guess the rankings to create excitement.
2. Show the actual rankings on the LMS page.
3. Congratulate everyone and hand over the file folder to all pairs whose buddies did not drop out midway.
4. Ask reflective questions to generate excitement for the next round, such as:
 - What helped you stay consistent?
 - How did working as a team help you succeed?
5. Announce that Round 2 of the APL starts today and as it is round 2, it will be difficult from round 1.
6. Ask if they are ready for the new challenge.

Meet Your APL Round 2 Buddy! (5-7 minutes)

Prerequisite-

Before class, prepare *two separate* sets of images (count the number of male and female students in the session for deciding the number of riddles set for each category):

- One set for male students
- One set for female students

In the case of an odd number of enrolled students, draw one image on 3 slips to make one group of 3.

Activity- To start the competition we need new buddies.

Hand out the slips so that each student gets one slip—but only from their gender's set. (Note- Ensure that each boy is matched with another boy, and each girl with another girl.)

Ask students to walk around and find their match. Say, “Let’s see who can find their buddy first.”

- Once they find their buddy, ask them to sit together.

Blindfold Maze Challenge (30 Minutes)

Prerequisite:

- Draw two mazes on the white board- Put star on different exits for both.

Setup:

1. Students to participate in pairs (with their classroom buddies)
2. Use two whiteboards, each having a drawn maze. (In case of only 1 white board, draw both mazes on the same)

3. Two pairs will participate simultaneously.
4. One student from each pair will be blindfolded.
5. The other student will stand 4-5 steps away from the whiteboard to guide their blindfolded partner.

How to Play:

1. The blindfolded students will hold a marker.
2. On the teacher's signal, the guiding students will start giving verbal directions (like left, right, up, down) to navigate the maze.
3. The blindfolded student will draw the path on the whiteboard based on their partner's instructions.
4. The goal is to find the way out without touching the maze borders.
5. The teacher can change the exits by moving star after the students are blindfolded but before the round starts.

Rules:

- Only markers should touch the whiteboard- Students should not keep their hand on whiteboard while drawing their way out of the maze,
- Students to ensure that the marker doesn't touch the maze borders.
- The teacher will note the time taken to complete the maze for each pair.
- Not more than 5 minutes to be provided to complete the task.
- Once the first two pairs finish, the next two pairs will participate.
- Continue until all 10-11 pairs have completed the challenge.

Announcing the Winners:

- The pair with the shortest time to complete the maze wins.
- Appreciate all the students for their efforts and congratulate the winning pair.

After the activity, Ask to the winning pair and then others:

- What is the key to success when working with people? (Possible responses- trust, support, help, belief, etc.)

APL: Round 2 Begins (15 Minutes)**Introduction:**

- Share that as they worked with their buddy in the Maze challenge, similarly they have to work as a team in the 2nd round of APL.

APL Rules:

1. The same pairs will participate as a team throughout the 2nd round of the APL competition.
2. Each day when both partners attend the class, they score a run.
3. Rankings will be announced every Friday based on the number of runs.
4. The competition will continue for the next 50 lessons.

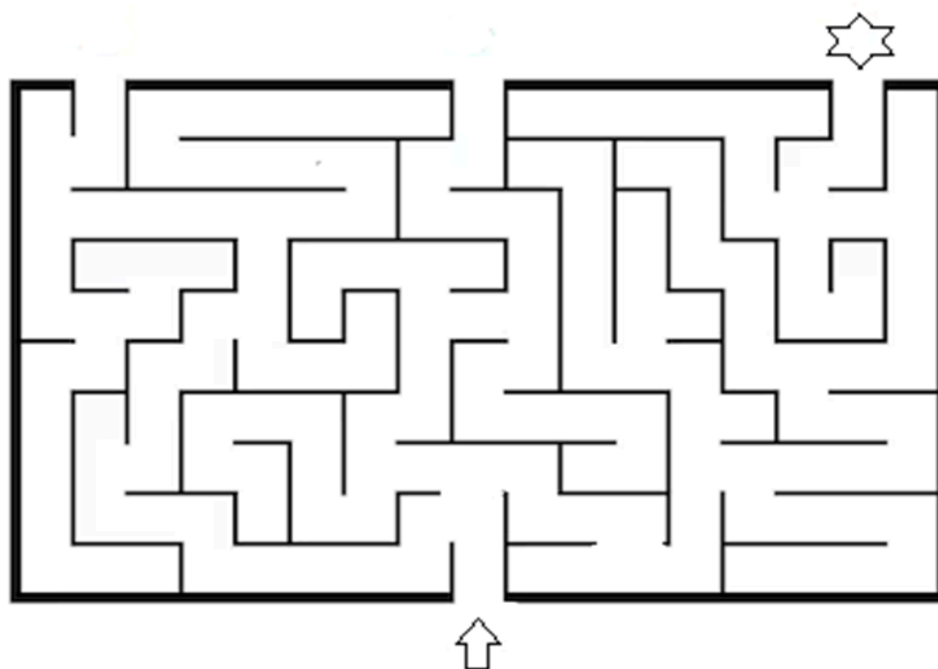
5. In this round, the goal is to make sure that you earn the maximum number of runs to win the competition.
6. At the end of the competition, winners will be announced.
7. Only the top 3 pairs of the session can earn the reward.
8. Create Group Ids in the LMS.

Teacher's Reference:

- Sound excited and enthusiastic- Use gestures, expressions, tone and words
- Encourage students to work together, attend regularly, and aim for success in the APL competition.

Maze:

(Note- As there are 3 exits, after the students are blindfolded, the teacher can change the exit for them by moving the star.)



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Lesson 71: Visiting the Doctor – Roleplay & Speaking Practice

Objective:

Students will learn and use health-related vocabulary and prepare a roleplay where doctors ask and patients answer at least 5 questions in a 10-minute scene.

Step 1. Vocabulary Introduction (10 minutes)

Goal: Introduce key health-related words

- Write these words on the board:
 - Headache
 - Fever
 - Cough
 - Dizziness
 - Stomach ache
 - Cold
 - Sore throat
- Pronounce each word slowly.
- Students repeat each word twice.
- Ask students to come up and read the words too.

Step 2. Vocabulary Guessing Game (5–10 minutes)

- Act out each symptom one by one (hold head for headache, pretend to cough, sway for dizziness, etc.).
- Students guess the word: *“You have a cough!”* or *“It’s a headache!”*
- Repeat a few rounds with volunteers acting.

Step 3. Dialogue Reading Practice (10-15 minutes)

- The teacher asks students to open their SAB. The teacher reads the dialogue aloud, slowly. Students repeat after each line.
- Then, read again with the class in chorus

Step 4. Group Roleplay Preparation (20-25 minutes)

Ask students to plan a 10-minute doctor-patient roleplay

Instructions:

- Divide students into groups of 4.
 - 2 students = doctors
 - 2 students = patients
- Task: Create a roleplay with at least 5 questions asked by the doctor.
- Patients must describe symptoms using the new vocabulary.

- Encourage creativity:]
 - Use different symptoms
 - Add funny or surprising stories
 - Make the doctor give advice (drink water, rest, take medicine, etc.)
- Remind them: Each group must perform a 10 minute act and ask a minimum of 5 questions.

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Lesson 72 : Visiting the Doctor – Roleplay & Speaking Practice

Objective:

Students will learn and use health-related vocabulary and perform a roleplay where doctors ask and patients answer at least four questions in a 10-minute scene.

Step 1. Roleplay Performance (45-60 minutes)

Instructions:

- Each group performs for the class.
- Applaud each group and give positive comments.
- If a group struggles, ask them to perform again.

Step 2. Wrap-Up (5 minutes)

Review Questions:

- Can you name 3 symptoms in English?
- Announce winners like: “Best Acting”, “Funniest Patient”, “Most Helpful Doctor”

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Lesson 73: Naye Daur Ke Naye Kaam

Objective:

To help rural students respect their aspiration for government jobs while also building awareness of backup career options

Step 1. Storytelling – Renu’s Story (20-25 mins)

Read the story aloud and ask students to listen carefully:

Renu was from a small village in Bihar. She dreamed of becoming a government school teacher. She gave exams for 4 years but didn't get selected. She felt sad, but didn't stop learning. She started teaching local children, joined a private school, learned English and computer basics. Now, she earns ₹12,000/month by teaching in a school and online, and is still preparing for government exams. She didn't give up. She kept moving.

Ask students: (Accept responses only in full sentences)

- What was Renu's Plan A?- Discuss with your partners and then the teacher takes responses
- What was her Plan B? Discuss with your partners and then the teacher takes responses
- What can we learn from her? Discuss with your partners and then the teacher takes responses

(Waiting is not a plan. Keep growing while you prepare.)

Step 2. Reality Check – Understanding Competition (10-15 mins)

Ask students:

- How many people apply for government jobs?
- How many get selected?

Share an example: *Last year, 1 crore people gave the SSC exam. Only 5000 got selected.*

Then ask:

1. What will the rest do?
2. Write on the board:

Plan A = Your Dream Career

Plan B = Your Backup Career

Step 3. New Career Options for Rural Youth (20-25 mins)

Write on the board : “*Naye daur ke naye kaam*”. Ask students to think of their Plan A and Plan B and then share with the class.

Write on the board:

My plan A is to become a _____

If I don't achieve my Plan A, my plan B is to become a _____

Ask students to think and share their responses with the class in full sentences.

If a student is stuck, give hints from the job below: Share with your students that they can explore new jobs like: Write the jobs on the board.

1. Nurse (नर्स)/Hospital Assistant
2. Receptionist- Greets people, takes calls.
3. Customer Care Executive

4. Beautician / Parlour Assistant
5. Sales person
6. Electronic Technician- repairs mobile phones, AC and other electronic items

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Lesson 74: Naye Daur ke Naye Kaam: Presentation

By the end of this lesson, students will be able to:

1. Make a Plan A for their dream career.
2. Make a Plan B as a backup option.
3. Write 5 simple steps to reach each plan and share their plans with the classmates.
4. Listen to others and give helpful suggestions.

Step 1. Individual Writing Activity – My Plan A and Plan B (30-35 mins)

Students will write their own career plan using the following format.

My Plan A is to become a _____

5 steps I need to do to achieve this are:

First step:

Second Step

Third Step:

Fourth Step:

Fifth Step:

II- My Plan B is to become a _____

5 steps I need to do to achieve this are:

First step:

Second Step

Third Step:

Fourth Step:

Fifth Step:

Teacher walks around and supports as required.

Step 2. Student Presentations – Sharing Career Plans (30-35 mins)

Ask a few students to come one by one and read out their Plan A and Plan B to the class. Suggest correction if you find mistakes in the career plan

Then make small groups with one confident student in each group. Ask other students to present their plan to their group members. After each speaker, the group members suggest corrections. If the speaker is shy, tell them to repeat again.

Step 3: Wrap-up Message & Homework (5 mins)

Closing Message (Say it clearly):

सपने अच्छे हैं, लेकिन एक ही रास्ता काफी नहीं।
Plan A बनाओ, लेकिन Plan B हमेशा तैयार रखो।
कोई भी स्किल छोटा नहीं होता। स्किल हमेशा साथ देता है।
Skills will take you forward—even when plans change.

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Lesson 75: Student Interview

By the end of this lesson, students will be able to:

- Answer interview-style questions about their personal lives, daily activities, and future goals using complete English sentences.
- Practice speaking confidently in front of peers by taking turns as Interviewer, Interviewee, and Observer.

- Give and receive peer feedback using a simple star rating system to improve speaking and listening skills.

Step 1: . Explain the Interview Activity (10-15 minutes)

Explain the roles and the interview process to the students. Roles:

1. Interviewer: Asks the questions and listens to the answers.
2. Interviewee: Answers the questions using full sentences.
3. Observer: Rates each answer using stars (1 to 3 stars) and provides feedback.

- **Process:**

1. Students will prepare their answers mentally for 15 minutes. After preparation, they will interview each other in groups of 3.
2. The Observer will use the star rating system (1-3 stars) to rate each answer in the interviewee SAB. Example: If Arun, Kabir and Raj are in a team. In round 1, Arun will be the interviewer. He will ask questions. Kabir will be interviewee. He will answer the questions. And Raj will be an observer. He will give star rating in Kabir's SAB
3. 1 star = Needs improvement (e.g., unclear answer, incomplete sentence)
2 stars = Satisfactory (e.g., answer is clear but not very detailed, and has minor mistakes)
3 stars = Good (e.g., full, detailed answer with confidence)
4. After all the questions, roles will rotate, and everyone will have a chance to practice all roles.

Step 2. Interview Preparation (15 minutes)

Ask students to open their SAB and prepare answers mentally for each question. Allow students 15 minutes to mentally prepare answers.

Step 3: Role-Play Interview (30-40 minutes)

1. Form groups of three students. Each group will consist of an Interviewer, an Interviewee, and an Observer.
 2. Interviewer asks the questions from the SAB, one by one, and the Interviewee answers them using the answers they prepared.
 3. The Observer will use the star rating system to rate each answer from 1 to 3 stars, After all the questions, switch roles:
 - The Observer becomes the Interviewer.
 - The Interviewer becomes the Interviewee.
 - The Interviewee becomes the Observer.
- Repeat to ensure that all students have a chance to practice each role. The teacher should sit through the interviews with different groups.

Step 4. Peer Feedback and Teacher Discussion (5 minutes)

- After all rounds ask students what could be improved?

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Lesson 76 : Creating Tables in Microsoft Word

Objective:

Students will learn how to create a table in Microsoft Word and use it to organize simple information.

Before the class:

The teacher draws a table on the board (e.g., 4 columns × 5 rows).

Name	English	Science	Math
Atul Gola	70	76	84
Mohini Singh	65	85	92
Sameer Vora	80	84	80
Simran Mathur	95	96	91

Step 1: Teacher Demonstration (10 minutes)

The teacher shows students how to open Microsoft Word and create a table. Also show them how to save the document as PDF

Step 2: Table on the board (30-40 minutes)

The teacher refers to a table on the board (e.g., 3 columns × 4 rows).

Students copy the **same table** in Microsoft Word. Instruct both students in the pair to draw the table one by one. Tell them to explore more features in the word document and save it as a PDF.

While students are working, the teacher calls them one by one with their Student Activity Book.

The teacher checks the stars from the previous day's interview activity and asks follow-up questions where students need more support.

Step 3: Duolingo (15-20 mins):

After students finish creating a table, ask them to switch to duolingo.

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Lesson 77: My English Learning Journey – Student Reflections

Objective:

Students reflect on their learning journey at FEA and confidently speak about their experience in front of the class.

Step 1: Watch Graduate Videos (10 mins)

- Students watch short videos of 2 FEA graduates who completed their one-year course.
- These videos show how far students can come with consistent effort.
- <https://drive.google.com/file/d/1Boze-CK35xxiIJyTiXvwAiCa84xrgwCB/view?usp=sharing>
- https://drive.google.com/file/d/1vCZpg_57_Jh95erh4WJ_faIStFIpUNkO/view?usp=sharing

Step 2: Group Discussion (10 mins)

Ask students:

- What did you understand from the videos?
- Do you think you can also improve like them?

Step 3: Create Your Own Script (15-30 mins)

- Ask students to think about their own FEA journey.
- Give them time to **create a 1-2 mins of short script** and narrate it to their partner. Write on the board a few things they can include in their script.
 - Why they joined FEA
 - What's their FEA branch name
 - What they enjoy, their favorite activity
 - What they have learned
 - What is their dream

Optional (Their day 1 in FEA)

- Make it flexible—students can include anything about their experience.

Step 4: Present to the Class (20-30 mins)

- Invite students to come to the front one by one and share their journey.
- Before they begin, the teacher politely asks for permission to record their speech (if comfortable).
- Students who agree can have their videos recorded as part of their progress.

- Remember- the video doesn't have to be perfect. Making mistakes, or pausing while speaking can all be the parts of the video.
- Share the video with the presenting student.

Step 5: Wrap-up (5 mins)

- Appreciate each student's journey and courage to speak.
- Remind them that one day they will inspire others too, just like the students in the video.

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Lesson 78: Listening Activity: “Learning from Portado”

Objective:

Improve listening skills while reflecting on life lessons from a real story.

Step 1: 5-10 mins – Pre-Listening Warm-Up

Ask students: Write the word “Success” on the board and ask *"What does success mean to you?"*

- Have a short discussion to activate thinking.

Step 2: 12-15 mins – Set Listening Purpose

Tell students:

“We’ll watch a video about Portado. Listen carefully to understand:

1. What can we learn from this video?
- Students play the video twice on their laptop:
<https://www.youtube.com/watch?v=zpFgVnKVTUc>

Step 3: 30-40 mins – Group Reflection

Make small groups of 4 students each. Give each group an A4 size chart paper. Ask students to discuss and write 5-7 sentences: *What lessons can we learn from this video? (The teacher should see that all discussions take place in English)*

After 15-20 mins of discussion, each group shares their thoughts with the class.

Step 4: 5 mins – Personal Reflection

Ask every student to share one sentence about what they learnt from today's class.

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Lesson 79: Digital Learning

Objective:

Students will research how to complete simple tasks online (e.g., apply for Aadhaar, pay a bill, book a ticket) and present their findings to the class.

Step 1: 5 mins – Introduction & Grouping

- Tell students: “Today, we’ll learn how to complete real-life tasks using online services like applying for Aadhaar, paying bills, or booking tickets.”
- Ask students to sit with their attendance buddy

Step 2: 5 mins – Assign Topics

Assign from this list (1 topic per pair/group):

1. How to apply for an Aadhaar card online
2. How to apply for a PAN card online
3. How to check and pay electricity bills online
4. How to recharge a mobile using Google Pay or Paytm
5. How to open a bank account (Jan Dhan or digital accounts)
6. How to register for a Voter ID online
7. How to book a train ticket using IRCTC
8. How to apply for Indian passport online

Step 3: 20-25 mins – Online Research & Notes

- Allow students to use phones, tablets, or computers to search.
- Instruct them to note down steps to complete the task
- Support students who need help with searches.

Step 4: 20-25 mins – Student Presentations

- Each pair presents their findings (1 min per student, 2 mins per pair)

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Lesson 80: "My Life, My Story" – 2–3 Minute Video Presentation

Objectives: Students will:

- Write and practice a short English script describing something familiar from their life
- Watch and analyze a sample video presentation
- Speak clearly and confidently for 2–3 minutes
- Record a video at home using their script

Step 1. Introduction to the Activity (2 minutes)

Explain in simple English:

“You will make a 2–3 minute video showing something from your life. You can talk about your village, your school, your cooking, your farm, your daily routine, or anything you know well. You will explain it in English, using simple sentences.”

Say: “It is voluntary, but I recommend you try. It’s okay if you make mistakes. We will all support each other.”

Step 2: Watch a Sample Video (10-15 minutes)

Show a sample video of someone presenting their village. : [This is My Village | Remote Area | Rural India | English Vlogs](#)

Step 3. Brainstorm Topics (10 minutes)

After watching, ask:: “What can you show and talk about from your life?”

Let them choose a topic they feel confident about.

Possible topics: Show and talk about a prize you won, show your painting and talk about it, show how to cook something, show your agricultural field and talk about what you grow, show your cycle and talk about who gifted you and other details, a special place. best friend.

Step 4. Script Writing (20-25 minutes)

Ask students to write a short script of 10-12 sentences. Walk around and help them. Encourage them to write in simple English and organize their thoughts clearly: introduction, explanation, and ending. (Students can work in pairs or individually)

Step 5. Speaking Practice in Class (10-15 minutes)

In pairs or small groups, students practice reading their scripts aloud. Encourage fluency, clear voice, and eye contact. Invite 2–3 students to perform in front of the class, if they’re comfortable.

Step 6. Homework Instructions (5 minutes)

Explain how they should record the video at home:

- Use the same script

- Speak clearly and confidently
- Record in good light
- Do not stop if they make a small mistake
- Try to show what they are talking about (place, thing, person, etc.). They can share the video with the teacher via whatsapp or show it in the next class.

Remind students: “This is your story. You can do it. Speak from your heart. Mistakes are okay. Practice makes you better.” Ask: “Who feels ready to try speaking on video?”

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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

“Success is the ability to go from failure to failure without losing your enthusiasm.”

Winston Churchill

“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

FEA classes are completely free of cost for students

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