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.

Teaching is the Noblest profession

English FlexiBook

Students should keep practicing this book until they can speak and understand English at the B1 level on the CEFR scale. At this level, they can talk in full sentences, share their ideas clearly, and manage everyday conversations on their own.

Structure

Checkpoint 1: Days 50–51 (A2 Assessment)

Students participate in:

- AI-based speaking interviews to assess their CEFR level
- One-on-one teacher interviews (TM present)

Target: At least 75% of enrolled students should reach A2 level

What to do next:

- If 75% or more enrolled students reach A2 → Skip Days 52–61 and move directly to Day 62
- If less than 75% enrolled students reach A2 → Complete Days 52–61 (Revision Days), then continue to Day 62
- If 75% or more enrolled students reach B1 → skip the remaining lessons and start road to success
- If some students achieve B1, they should be encouraged to achieve B2

Checkpoint 2: Days 124–125 (B1 Assessment)

Students participate in:

- AI-based speaking interviews to assess their CEFR level
- One-on-one teacher interviews (TM present)

Target: At least 75% of enrolled students should reach B1 level

What to do next:

- If 75% or more enrolled students reach B1 → Move to the *Road to Success Book*
- If less than 75% enrolled students reach B1 → Continue with further Days until students reach B1
- Students who have reached B1 should aim for B2 and also help other students in the class to reach B1.

Ongoing Practice if less than 75% reach B1

- Students continue from Day 126 onwards.
- Students should regularly do self-AI assessments to check their CEFR scores. Students who have already reached B1, should support other students during Group Discussion, pair discussion, role plays and presentations.
- Teachers should monitor and track student's CEFR scores on a weekly basis.
- Once 75% enrolled students reach B1, coordinate with your TM and schedule an AI spoken assessment

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Foundation Day 1

Objectives

- Make students feel comfortable
- Help students speak 2–3 simple English sentences
- Build strong teacher-student connection
- Start LMS enrollment + Gmail creation
- Build basic confidence using tablets

Mindfulness Exercise (2 mins)

Say:

"Sit comfortably. Close your eyes. Breathe in slowly, hold, and breathe out gently. Focus on your breathing. If your mind wanders, bring your attention back to your breath."

Teachers must NOT:

- Speak or guide during the activity.
- Play any background music.
- Discuss the experience afterward.

1. Strong Start (5 mins) *(Hindi → Light English)*

Ask:

- "Kaun English bolna seekhna chahta hai?"

Say:
"Yahan English bolna easy hai."
"No fear. Only practice."

Hook line (important):
"7 din baad aap English mein introduction doge."

2. First Speaking Activity (20 mins) *(Core Learning)*

Write on board:

- My full name is ____
- I am from ____
- I like ____

Teaching Flow:

1. Teacher models with action
2. Students repeat together
3. Pair practice (2–3 mins)

Circle Speaking:

Each student stands and says:
"My name is ____ and I like ____"

After each student → clap

3. WOW Moment (10 mins) *(Retention Booster)*

Call 1 student in front.

Teach:
"My name is Ravi. I am from Delhi."

"Day 1 → me 2-3 sentence bol paogey
"Day 7 → 10-12 sentence bol paogey

4. Teacher Introduction (10 mins) *(Hindi)*

Teacher shares:

- Personal story
- Why English matters
- What students will learn

Say clearly:
"Yahan galti karna allowed hai."

Step 5: Station Rotation (45 mins)

While the teacher enrolls students and creates Gmail IDs (see Step 5), students rotate through 2 20-minute stations. Set up all three stations before class begins.

Instructions to give students:

- "We will work in 2 groups. Each group will spend 20 minutes at one station, then switch.

Station 1 – Keyboarding (20 mins)

- While students are practicing on Tablet Exploration, select any 5 students to practice keyboarding on the laptop, then switch to the next group of 5 students after 10 minutes.
  - Students open the keyboarding app on the laptop.
  - They try typing freely — no pressure. It is Day 1.
  - Goal: get comfortable with the keyboard, not speed or accuracy.

Station 2 – Tablet Exploration (20 mins)

- Ask students to watch the FEA Video https://youtu.be/7YyRX0HveZI?si=rbOolv5syOJsAn6i
- Students explore the tablet freely.

Note 1: After 20 minutes, ask all groups to switch stations. Repeat until every group has completed all three stations.

Note 2: First, create Gmail IDs for the students. Then enroll them on the LMS, as you will need to enter each student's Gmail ID while filling in their details.

Step 5.1: Teacher – Gmail Creation and LMS enrollment (runs parallel to Step 5)

While students rotate through stations, call each student one by one and complete the following:

Part A – Create Gmail ID

Use a tablet (not laptop — laptops prompt too many extra steps during Gmail creation).

Gmail format — write this on the board for your own reference:

Email: firstname.lastname.BranchID@gmail.com

Example: rahul.kumar.713532@gmail.com

Password: firstname@branchId

Example: rahul@713532

If the student has no phone number for OTP:

- Use a friend or sibling's number.
- The teacher calls home to receive OTP.
- Use the teacher's number as a last resort only.

After creating each Gmail ID:

- Record the email and password in the Laptop Register.
- Update the Gmail ID on the student's LMS profile.

Part B – Enroll Student on LMS

- Ask: "Did you like today's class? What did you like most?"
- Ask: "What are you studying or doing now?"
- Ask: "Why do you want to learn English and technology?"
- Enroll the student on the LMS.
- Keep it brief. Motivate them to attend regularly.

Note: Complete as many enrollments and Gmail IDs as possible. Whatever is unfinished, continue the next day.

Foundation Day 2

Objectives:

- Create a fun and safe classroom environment
- Practice self-introductions
- Introduce Duolingo
- Begin keyboarding practice

Assign a tablet to students who come early. They can use this time to play the games installed on their tablet.

Materials: Paper, pencils, ball, tablets/laptops

Part 1: Teacher-Led Classroom (45 mins)

Mindfulness (2 mins)

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

1- Recap (15 mins)- Kaun batayega 3 English sentences jo humne kal seekha tha

2- Write on the board - My full name is _____ I am from _____(village name) in _____ (state). I am _____ years old. My father is a _____ (work)and my mother is a _____(work)

3- Practice saying this aloud one by one with students (20 mins)

Part 2: Digital Learning (45 mins)

Duolingo – Introduction & Practice (30 mins)

Duolingo is being introduced for the first time today. Students will need teacher support to get started.

Step 1: Watch & Observe (10mins)

- Tell students: *"We will now learn how to sign up for Duolingo — a fun app that helps you practice English every day."*
- Show a demo how to sign up - (video for teacher's reference): Duolingo Sign-Up Guide

Step 2: Sign Up (10 mins)

- Students open Duolingo on their tablets.
- Follow the steps from the video to create an account.
- Students who finish early help others.

Step 3: Explore & Practice (15 mins)

- Once signed up, choose English as the language to learn.
- Students begin their first Duolingo Day independently.
- The teacher walks around to support — especially students who are stuck on signup.
- Once students are settled and working on their own, the teacher can use remaining time for Gmail creation and enrollment (see below).

Teacher's Role: Gmail Creation & Enrollment (Runs Parallel)

> **Note:** First, create Gmail IDs for the students. Then enroll them on the LMS, as you will need to enter each student's Gmail ID while filling in their details.

Once students are independently working on Duolingo or Keyboarding, call each student one by one.

Gmail Creation *(use tablet, not laptop)*

- Email: firstname.lastname.branchid@gmail.com *(Example: rahul.kumar.713532@gmail.com)*
- Password: firstname@branchid *(Example: rahul@713532)*
- Record email and password in the Laptop Register
- Update Gmail ID on student's LMS profile

If no phone number for OTP:

- Use a friend or sibling's number
- Teacher calls home to receive OTP
- Teacher's number as last resort only

Note: Complete as many as possible. Continue the next day if needed

Ask:

1. Did you like today's class? What did you like?
2. What are you studying/doing now? Why do you want to learn English and computers?
3. How will you manage both FEA and school/college?
4. How will you avoid leaving during exams, festivals, or harvesting season?

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

Optional - if students want to stay back

Keyboarding Practice (15 mins)- Optional

5 laptops, students take turns — 7–8 minutes each

Keyboarding is being introduced for the first time today.

- Open the laptop — lift the screen gently.
- Press the power button and wait for it to start.
- Open the Typing Master application on the laptop, or go to www.typingclub.com in the browser.
- Click "Start Typing" — no login needed.
- Place your fingers on the keyboard — left hand on A S D F, right hand on J K L ;
- Type slowly. Look at the screen, not the keyboard.
- Finish one Day. If done early, start the next one.

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Foundation Day 3

Objectives:

- Create a fun and safe environment to practice known English vocabulary
- Practice self-introductions
- Continue Duolingo practice

Assign a tablet to students who come early. They can use this time to play the games installed on their tablet.

Part 1: Teacher-Led Classroom (45 mins)

Mindfulness (2 mins)

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

1- Recap (15 mins)- "Kaun batayega ki humne pehle din aur doosre din kaunse English sentences seekhe?"

Write the 6 sentences and practice as a class - My full name is _____ I am from _____(village name) in _____ (state). I am _____ years old. My father is a _____ (work)and my mother is a _____(work)

2- More sentences- (20 mins)

Write more sentences on the board. Practice saying aloud these sentences one by one

I have _____ brothers and _____ sisters.

I am a student / I am working as a _____.

I like _____ (hobby).

My favorite food is _____.

My favorite place is _____.

My goal is to be a _____.

Part 2: Digital Learning (45 mins)

Duolingo Practice (30 mins)

- Students open Duolingo on their tablets and sign in to their accounts.
- Continue from where they left off in the last class.
- Students practice independently

Teacher tip:

Some students may need help logging in today — assist them first before moving to Gmail creation and enrollment.

- Once students are settled and working on their own, the teacher can use remaining time for Gmail creation and enrollment (see below).

Read Along (15 mins)

Read Along – Group Instructions

- Make groups of 3. Mix strong and weak readers in each group.
- Open the Read Along app on a tablet or laptop: https://readalong.google.com/
- Choose the right level for your group (Level 1 = easiest, Level 4 = hardest).
- Spread out — if space allows, each group should be at least 8–10 feet apart. Extra groups can sit outside.
- Take turns reading the entire story aloud — one student at a time, while the others listen.
- Found a difficult word? Click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud.
- At the end, each group shares the difficult words they found and their meanings with the class.

Teacher's Role: Gmail Creation & Enrollment (Runs Parallel)

Once students are independently working on Duolingo or Read Along, call each student one by one.

> **Note:** First, create Gmail IDs for the students. Then enroll them on the LMS, as you will need to enter each student's Gmail ID while filling in their details.

Gmail Creation *(use tablet, not laptop)*

- Email: firstname.lastname.branchid@gmail.com *(Example: rahul.kumar.713532@gmail.com)*
- Password: firstname@branchid *(Example: rahul@713532)*
- Record email and password in the Laptop Register
- Update Gmail ID on student's LMS profile

If no phone number for OTP:

- Use a friend or sibling's number

- Teacher calls home to receive OTP
- Teacher's number as last resort only

Note: *Complete as many as possible. Continue the next day if needed.*

Enrollment *(5–7 mins per student)*

Ask:

1. Did you like today's class? What did you like?
2. What are you studying/doing now? Why do you want to learn English and computers?
3. How will you manage both FEA and school/college?
4. How will you avoid leaving during exams, festivals, or harvesting season?

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

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Foundation Day 4

Objectives:

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

Assign a tablet to students who come early. They can use this time to play the games installed on their tablet.

Part 1: Teacher-Led Classroom (45 mins)

Mindfulness (2 mins)

Begin with 2 minutes of deep breathing to focus.

Recap (20 mins)

Write all the sentences from Day 1 -3 on the board. Practice reading aloud one by one. Ask students who can say these sentences without looking at the board

My full name is _____ I am from _____(village name) in _____ (state). I am _____ years old. My father is a _____ (work)and my mother is a _____(work)

I have _____ brothers and _____ sisters. I am a student. I like _____ (hobby). My favorite food is _____. My favorite place is _____. My goal is to be a _____.

Ask 4–5 students to speak in front (5–6 lines)

More sentences (20 mins)

3 things I like are _____, _____ and _____

3 things I dislike are _____, _____ and _____

Practice saying these as a class and then do it one by one.

Part 2: Digital Learning (45 mins)

Duolingo Practice (30 mins)

- Students open Duolingo on their tablets and sign in to their accounts.
- Continue from where they left off in the last class.
- Students practice independently.

Teacher tip: Check that all students are successfully logged in before moving away. Once students are settled and working on their own, use remaining time for Gmail creation and enrollment (see below).

Keyboarding Practice - Parallel Activity (10 mins each)

- While students are practicing on Duolingo, select any 5 students to practice keyboarding on the laptop, then switch to the next group of 5 students after 10 minutes.
- Open the laptop — lift the screen gently.
- Press the power button and wait for it to start.
- Open the Typing Master application on the laptop, or go to www.typingclub.com in the browser.
- Click "Start Typing" — no login needed.
- Place your fingers on the keyboard — left hand on A S D F, right hand on J K L ;
- Type slowly. Look at the screen, not the keyboard.
- Continue from where you left off. If done early, start the next Day.

Teacher tip: Check that students are not looking at the keyboard. If they are, gently remind them.

Teacher's Role: Gmail Creation & Enrollment (Runs Parallel)

> **Note:** First, create Gmail IDs for the students. Then enroll them on the LMS, as you will need to enter each student's Gmail ID while filling in their details.

Once students are independently working on Duolingo or Keyboarding, call each student one by one.

Gmail Creation *(use tablet, not laptop)*

- Email: firstname.lastname.branchid@gmail.com *(Example: rahul.kumar.713532@gmail.com)*
- Password: firstname@branchid *(Example: rahul@713532)*
- Record email and password in the Laptop Register
- Update Gmail ID on student's LMS profile

If no phone number for OTP:

- Use a friend or sibling's number

- Teacher calls home to receive OTP
- Teacher's number as last resort only

Note: *Complete as many as possible. Continue the next day if needed.*

Enrollment *(5–7 mins per student)*

Ask:

1. Did you like today's class? What did you like?
2. What are you studying/doing now? Why do you want to learn English and computers?
3. How will you manage both FEA and school/college?
4. How will you avoid leaving during exams, festivals, or harvesting season?

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

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Foundation Day 5

Objectives:

- Build a fun, supportive space for English vocabulary and self-introduction practice
- Encourage reflection on overcoming challenges

Assign a tablet to students who come early. They can use this time to play the games installed on their tablet.

Part 1: Teacher-Led Classroom (60 mins)

Mindfulness (2 mins)

Lead students in a short breathing exercise to build focus.

1. Recap (30 mins)

- Recap all the English sentences learnt so far. Ask any 5 students to come and present one by one. Then make pairs and practice. Ask these 5 students to support other students.

3. Discussion (10 mins)

Ask: Aapko English seekhne mein sabse badi dikkat kya aati hai?

Tell them that in the last few days, they are able to speak about 10 English sentences. If they practice, they can speak much better.

4. Watch Video (15 mins)

- Students watch Video 1 on their laptops/tablets — English सीखने का Masterplan | @coachbsr | Bhupendra Singh Rathore
- Teach how to use earphones and play the video.

5. Reflection (10 mins)

Ask:

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

Part 2: Digital Learning (30 mins)

Duolingo Practice (30 mins)

- Students open Duolingo on their tablets and sign in to their accounts.
- Continue from where they left off in the last class.
- Students practice independently.

Teacher tip: Check that all students are successfully logged in before moving away. Once students are settled and working on their own, use remaining time for Gmail creation and enrollment (see below).

Teacher's Role: Gmail Creation & Enrollment (Runs Parallel)

> **Note:** First, create Gmail IDs for the students. Then enroll them on the LMS, as you will need to enter each student's Gmail ID while filling in their details.

Once students are independently working on Duolingo, call each student one by one.

Gmail Creation *(use tablet, not laptop)*

- Email: firstname.lastname.branchid@gmail.com *(Example: rahul.kumar.713532@gmail.com)*
- Password: firstname@branchid *(Example: rahul@713532)*
- Record email and password in the Laptop Register
- Update Gmail ID on student's LMS profile

If no phone number for OTP:

- Use a friend or sibling's number
- Teacher calls home to receive OTP
- Teacher's number as last resort only

Note: *Complete as many as possible. Continue the next day if needed.*

Enrollment *(5–7 mins per student)*

Ask:

1. Did you like today's class? What did you like?
2. What are you studying/doing now? Why do you want to learn English and computers?
3. How will you manage both FEA and school/college?
4. How will you avoid leaving during exams, festivals, or harvesting season?

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

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Foundation Day 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

Assign a tablet to students who come early. They can use this time to play the games installed on their tablet.

Part 1: Teacher-Led Classroom (60 mins)

Mindfulness (2 mins)

Begin with a short breathing exercise.

1. Recap (30 mins)

Ask students to share 10 English sentences they remember from the previous class. Give them 10 minutes to think and write and then call 5 new volunteers to present.

Then make pairs and practice. Ask these 5 students to support other students.

Personal Sharing – Know Each Other Deeply (30 mins)

Say:
"Ab hum ek saath ek nayi journey shuru kar rahe hain, toh aao ek dusre ko aur achchhe se jaanein. Har kisi ko bolne ka mauka milega. Short answer dena hai — 1–2 lines. Galti allowed hai. Agar kisi ko answer nahi dena, aap 'pass' bol sakte ho."

The teacher first answers one question to model.

Then ask students one by one.

Start with easy questions:

- Aap kahan se ho?
- Aap kya karte ho?
- Aapko kya pasand hai?

Then move to slightly personal:

- Aap free time mein kya karte ho?
- Aapko kis cheez se khushi milti hai?
- Aapka favourite din kaunsa hota hai?

Then ask 1–2 deeper questions:

- Aapka goal kya hai?
- Aap kitna kamaana chahte ho?
- Aap apni life mein kya improve karna chahte ho?

Keep the pace fast, encourage every answer, and keep reactions positive.

End by saying:
"Aaj humne ek dusre ko better jaana. Kal aur confidence se bolenge."

Part 2: Digital Learning (45 mins)

Duolingo Practice (30 mins)

- Students open Duolingo on their tablets and sign in to their accounts.
- Continue from where they left off in the last class.
- Students practice independently.

Teacher tip: Check that all students are successfully logged in before moving away. Once students are settled and working on their own, use remaining time for Gmail creation and enrollment (see below).

Keyboarding Practice (10 mins each)

- While students are practicing on Duolingo, select any 5 students to practice keyboarding on the laptop, then switch to the next group of 5 students after 10 minutes.
- Open the laptop — lift the screen gently.
- Press the power button and wait for it to start.
- Open the Typing Master application on the laptop, or go to www.typingclub.com in the browser.
- Click "Start Typing" — no login needed.
- Place your fingers on the keyboard — left hand on A S D F, right hand on J K L ;
- Type slowly. Look at the screen, not the keyboard.
- Continue from where you left off. If done early, start the next Day.

Teacher tip: Check that students are not looking at the keyboard. If they are, gently remind them.

Teacher's Role: Gmail Creation & Enrollment (Runs Parallel)

> **Note:** First, create Gmail IDs for the students. Then enroll them on the LMS, as you will need to enter each student's Gmail ID while filling in their details.

Once students are independently working on Duolingo or Keyboarding, call each student one by one.

Gmail Creation *(use tablet, not laptop)*

- Email: firstname.lastname.branchid@gmail.com *(Example: rahul.kumar.713532@gmail.com)*
- Password: firstname@branchid *(Example: rahul@713532)*
- Record email and password in the Laptop Register
- Update Gmail ID on student's LMS profile

Note: *Complete as many as possible. Continue the next day if needed.*

Enrollment *(5–7 mins per student)*

Ask:

1. Did you like today's class? What did you like?
2. What are you studying/doing now? Why do you want to learn English and computers?
3. How will you manage both FEA and school/college?
4. How will you avoid leaving during exams, festivals, or harvesting season?

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

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Foundation Day 7

Objectives:

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

Assign a tablet to students who come early. They can use this time to play the games installed on their tablet.

Part 1: Teacher-Led Classroom (60 mins)

Mindfulness (2 mins)

Begin with a short breathing exercise.

1. Recap (30 mins)

Ask students to share one by one the English sentences they remember from the previous class. After 5 students present, make groups/pairs and guide students to present to their group/pairs. The 5 students who presented earlier should support others in the group.

2. Story Reading (15 mins)

Activity: Story Build-up – FEA ki Kahani (10–12 mins)

Say:

"Main aapko ek kahani sunana chahta hoon."
"Yeh kahani hai ek aise insaan ki, jinhone FEA jaise program banaya."

Pause and ask:

"Kaun jaana chahta hai yeh kahani?"

(Ask students to raise hands)

React with energy:
"Achha! Bahut badhiya!"

Then say:

"Lekin kahani sunne se pehle ek sawaal..."

Ask:

"Aapke hisaab se kisi ko successful banne ke liye kya chahiye hota hai?"

Take 2–3 answers.

Then say:

“Ab dhyaan se suno — yeh kahani aapki life se bhi related ho sakti hai.” (story in the box below)

While telling the story:

- Use simple Hindi
- Add 2–3 pauses
- Ask small questions like:
    - “Aap kya karte?”
    - “Yeh sahi decision tha?”

After story:

Ask:

- “Aapne kya seekha?”
- “Aap apni life mein kya apply karoge?”

3. Reflection (15 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?

Hard work can change your life- By Mr. Deepak Chopra - CEO of FEA

जब मैं किशोर था, मैं स्कूल पैदल एक गरीब इलाके से होकर जाता था।
लोग सड़कों पर रहते थे, और यह देखकर मुझे बहुत दुख होता था।
मैंने सोचा कि एक दिन मैं उनकी मदद करूंगा।
स्कूल के आखिरी साल में, मैं आईआईटी जाना चाहता था, जो एक बहुत कठिन कॉलेज है।
लेकिन मैं टॉप स्टूडेंट नहीं था, इसलिए मुझे बहुत मेहनत करनी पड़ी।
मैंने टीवी देखना बंद कर दिया, सुबह 4:30 बजे उठता था, 2 घंटे सफर करके एक मैथ्स टीचर से पढ़ने जाता था, और छुट्टियों में कहीं नहीं गया।
एक साल की कड़ी मेहनत के बाद, मैं आईआईटी में दाखिल हो गया।
इससे मेरी ज़िंदगी बदल गई।
मैंने सीखा कि एक साल की पढ़ाई किसी के भविष्य को बदल सकती है।
अब मैं चाहता हूँ कि दूसरों को भी यह मौका मिले।

संदेश: मेहनत से जीवन बदल सकता है।

Part 2: Digital Learning (45 mins)

Choose One Based on Class Size

If less than 18 students	If 18 or more students move to Day 11
Go for Mobilization – 1 hour	Continue with Duolingo + Read Along below

Duolingo Practice (30 mins)

(For classes with 18 or more students)

- Students open Duolingo on their tablets and sign in to their accounts.
- Continue from where they left off in the last class.
- Students practice independently.

Teacher tip: Check that all students are successfully logged in before moving away. Once students are settled and working on their own, use remaining time for Gmail creation and enrollment (see below).

Read Along (15 mins)

(For classes with 18 or more students)

Read Along – Group Instructions

- Make groups of 3. Mix strong and weak readers in each group.
- Open the Read Along app on a tablet or laptop: https://readalong.google.com/
- Choose the right level for your group (Level 1 = easiest, Level 4 = hardest).
- Spread out — if space allows, each group should be at least 8–10 feet apart. Extra groups can sit outside.
- Take turns reading the entire story aloud — one student at a time, while the others listen.
- Found a difficult word? Click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud.
- At the end, each group shares the difficult words they found and their meanings with the class.

Teacher's Role: Gmail Creation & Enrollment (Runs Parallel)

> **Note:** First, create Gmail IDs for the students. Then enroll them on the LMS, as you will need to enter each student's Gmail ID while filling in their details.

Once students are independently working on Duolingo or Read Along, call each student one by one.

Gmail Creation *(use tablet, not laptop)*

- Email: firstname.lastname.branchid@gmail.com *(Example: rahul.kumar.713532@gmail.com)*
- Password: firstname@branchid *(Example: rahul@713532)*
- Record email and password in the Laptop Register
- Update Gmail ID on student's LMS profile

Note: *Complete as many as possible. Continue the next day if needed.*

Enrollment *(5–7 mins per student)*

Ask:

1. Did you like today's class? What did you like?
2. What are you studying/doing now? Why do you want to learn English and computers?
3. How will you manage both FEA and school/college?
4. How will you avoid leaving during exams, festivals, or harvesting season?

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

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Foundation Day 8

Objectives:

- Students will speak 5–7 simple sentences about a village.
- Help students build confidence in sharing about themselves

Mindfulness – 2 mins.

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

Summary of Last Class – 30 mins.

- Kaun aage aake English me apna Introduction de sakta hai.
- Chaliye, ab hum apne village ke baare me kuch sentences seekte hain

Activity: Talking About My Village

1. Warm-up (5 mins)

Teacher asks simple questions (mix English + Hindi):

- Do you live in a village or city?
- What do you see in a village?

Let 3–4 students answer in short words.

2. Teacher Modeling (20 mins)

Teacher writes and speaks 2 sentences:

1. This is a village.
2. The village is clean.

Students repeat 2–3 times.

Then teacher adds more sentences one by one:
3. There are many trees.
4. People are friendly.
5. There is a school.
6. There are farms.
7. The air is fresh.

Process:

- Teacher says → Students repeat
- Use Hindi if needed for meaning
- Practice each sentence 2–3 times

3. Group Practice (10-15 mins)

- Put students in pairs
- Student A speaks 3 sentences
- Student B speaks 3 sentences
- Then they switch

The teacher walks around and helps.

4. Speaking Practice (15 mins)

- Call 4–5 students
- Each student speaks 3–5 sentences about the village

Encourage: No fear, simple English is okay

Teacher Tips:

- Use gestures and actions
- Encourage loud repetition
- Accept small mistakes
- Support with Hindi where needed

One-on-One Time

Duolingo & Keyboarding Practice (30 mins)

- While students are practicing on Duolingo, select any 5 students to practice keyboarding on the laptop, then switch to the next group of 5 students after 10 minutes.
- Open the laptop — lift the screen gently.
- Press the power button and wait for it to start.
- Open the Typing Master application on the laptop, or go to www.typingclub.com in the browser.
- Click **"Start Typing"** — no login needed.
- Place your fingers on the keyboard — left hand on **A S D F**, right hand on **J K L ;**
- Type slowly. Look at the screen, not the keyboard.
- Finish one Day. If done early, start the next one.

Teacher's role:

Note: First, create Gmail IDs for the students. Then enroll them on the LMS, as you will need to enter each student's Gmail ID while filling in their details.

- Sit with students who could not create their Gmail IDs yesterday and help them complete the process.
- Ensure every student successfully logs in. (Take help of other students so that everyone has a gmail account and successfully logs in)

- While students are at Duolingo, the teacher meets students individually (3-5 mins each): Topics: Schooling, family, ambitions, and reason for joining FEA.
- If enrollment is complete, proceed to the next step. If not, go for mobilisation.

Foundation Day 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.

Mindfulness (2 mins)
Begin with deep breathing or silent mindfulness to help students focus.

Recap (30 mins)

- Use “Popcorn Call” to ask students to introduce themselves in 3 sentences and tell 3 sentences about their village.
- Applaud each student who speaks.

Read Along (20 mins)

Read Along – Group Instructions

- Make groups of 3. Mix strong and weak readers in each group.
- Open the Read Along app on a tablet or laptop: https://readalong.google.com/
- Choose the right level for your group (Level 1 = easiest, Level 4 = hardest).
- Spread out — if space allows, each group should be at least 8–10 feet apart. Extra groups can sit outside.
- Take turns reading the entire story aloud — one student at a time, while the others listen.
- Found a difficult word? Click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud.
- At the end, each group shares the difficult words they found and their meanings with the class.

3. Duolingo + Keyboarding Practice for 5 students (30 mins)

Students take turns — 10 mins each

- Open the laptop — lift the screen gently.
- Press the power button and wait for it to start.
- Open the Typing Master application on the laptop, or go to www.typingclub.com in the browser.
- Click **"Start Typing"** — no login needed.

- Place your fingers on the keyboard — left hand on **A S D F**, right hand on **J K L ;**
- Type slowly. Look at the screen, not the keyboard.
- Finish one Day. If done early, start the next one.

Teacher tip: Check that students are not looking at the keyboard. If they are, gently remind them.

Teacher's role:

> **Note:** First, create Gmail IDs for the students. Then enroll them on the LMS, as you will need to enter each student's Gmail ID while filling in their details.

- Sit with students who could not create their Gmail IDs yesterday and help them complete the process.
- Ensure every student successfully logs in. (Take help of other students so that everyone has a gmail account and successfully logs in)

One-on-One Time – 20 mins

- While students are at Duolingo, the teacher meets students individually (3-5 mins each): Topics: Schooling, family, ambitions, and reason for joining FEA.

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 Day 10

Objective: Students will speak 6–8 sentences about a village using old + new ideas.

1. Mindfulness (2 mins)
Begin class with deep breathing or a moment of silence.

1. Quick Revision (10 mins)

- Ask students to say **2–3 sentences** about their village
- Call 2-3 students

Now do a quick pair practice:

- Student A: 2 sentences
- Student B: 2 sentences

2. Teacher Modeling – New Sentences (15 mins)

Tell students: *Now we will learn more sentences.*

Write on the whiteboard + speak. Students repeat.

1. My village is beautiful.
2. There are many houses in my village.
3. People help each other.
4. There is a government hospital in my village
5. There is a river near the village.
6. Children play in the open area.
7. The village is peaceful.
8. I love my village.

Method:

- Teacher speaks → Students repeat (2–3 times)
- Use Hindi for meaning
- Focus on clear speaking

3. Controlled Practice (15-20 mins)

Choral + Individual Practice:

- Whole class repeats all sentences
- Then call students one by one to say **1 sentence each**

Build confidence:

- Help weak students
- Allow Hindi support if stuck

4. Pair Practice – Build Fluency (10 mins)

Step 1:

- Student A: 3–4 sentences
- Student B: 3–4 sentences

Step 2:

- Now students speak **5–6 sentences (mix Day 1 + Day 2)**

The teacher moves around and supports.

5. Speaking Performance (10-15 mins)

- Call 5–6 students
- Each student speaks **4–6 sentences**

Encourage:

- Speak loudly
- Don't worry about mistakes

2- Read Along (30 mins)

Read Along – Group Instructions

- Make groups of 3. Mix strong and weak readers in each group.
- Open the Read Along app on a tablet or laptop: https://readalong.google.com/
- Choose the right level for your group (Level 1 = easiest, Level 4 = hardest).
- Spread out — if space allows, each group should be at least 8–10 feet apart. Extra groups can sit outside.
- Take turns reading the entire story aloud — one student at a time, while the others listen.
- Found a difficult word? Click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud.
- At the end, each group shares the difficult words they found and their meanings with the class.

Note: First, create Gmail IDs for the students. Then enroll them on the LMS, as you will need to enter each student's Gmail ID while filling in their details.

Option A: Mobilization (For Classes < 18 Students)

Option B- Duolingo + Keyboarding Practice (40 mins)

- While students are practicing on Duolingo, select any 5 students to practice keyboarding on the laptop, then switch to the next group of 5 students after 10 minutes.
- Open the laptop — lift the screen gently.
- Press the power button and wait for it to start.
- Open the Typing Master application on the laptop, or go to www.typingclub.com in the browser.
- Click **"Start Typing"** — no login needed.
- Place your fingers on the keyboard — left hand on **A S D F**, right hand on **J K L ;**
- Type slowly. Look at the screen, not the keyboard.
- Today, also try typing 5 sentence about yourself — e.g. My name is ____ and I live in ____.

Teacher tip: Check that students are not looking at the keyboard. If they are, gently remind them.

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Foundation Day 11

Informed Leave & Work Ethics

Objectives:

By the end of this Day, students will:

• Informed leave aur uninformed leave ka difference samjhenge

• Samjhenge ki leave inform karna sirf rule nahi, ek work ethic hai

• Leave ko professional way me inform karna practice karenge

• Attendance discipline ko job trust, salary aur growth se connect karenge

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Step 1: Introduction & Reality Check (10 mins)

Ask (raise hands):

• "Kisne kabhi bina inform kiye leave li hai?"
• "Kisne socha ki ek din se kya farak padta hai?"

Say (calm, non-judgmental):

"College me absence ka effect attendance par padta hai.
Workplace me absence without informing ka effect trust par padta hai."

Write on board:

Leave lena galat nahi hai.
Silence (bina inform kiye leave) galat hai.

Step 2: Understanding Leave Types (15 mins)

Board par simple table draw karein:

Type of Leave	Meaning	Workplace Impact
Informed Leave	Pehle se inform kiya	Trust bana rehta hai
Emergency Leave	Jitni jaldi ho sake inform	Usually accept hota hai
Uninformed Leave	Koi message nahi	Trust break hota hai
Habitual Uninformed Leave	Bar-bar bina inform leave	Job risk

Ask:

• “Employer kaunsa accept karega?”

• “Kaunsa doubt create karega?”

Emphasize:

“Companies leave se problem nahi karti.
Unhe surprise se problem hoti hai.”

Step 3: Story – Two Employees (15 mins)

Short story sunayein:

“Ravi aur Aman ek hi company me join hue.
Ravi hamesha leave lene se pehle inform karta tha.
Aman bina message diye disappear ho jata tha.

1 saal baad —
Ek ko responsibility mili,
Aur ek ko warning.”

Ask:
• “Kaun professional lagta hai?”
• “Kisko promotion milega?”

Connect to:
• Salary increment
• Recommendation letter
• Emergency support from employer

Step 4: Group Activity – Employer’s Chair (20 mins)

Students ko 4 groups me divide karein.

Har group ko ek situation dein:

1. Employee absent without message
2. Employee ne 1 day before inform kiya
3. Emergency hai, message late gaya
4. Phone switched off, no response

Task:

• Decide karein: Support / Warning / Termination

• Har group se ek student decision explain kare

Key Learning:

"Jab aap inform nahi karte, to employer ko worst imagine karna padta hai."

Step 5: Skill Practice – How to Inform Leave (20 mins)

Simple Formats (Board Work)

WhatsApp / Call Format

"Good morning sir/ma'am,
Mujhe aaj fever hai aur main aaj office nahi aa paunga/paungi.
I am informing in advance. Kal main apna work cover kar dunga/dungi."

Emergency Format

"Sir/ma'am, ghar me ek family emergency hai.
Aaj main late ho sakta/sakti hoon ya absent rahunga/rahungi.
Main aapko update deta/deti rahunga."

Pair Role Play

• One student = Employee

• One student = Manager

Students loudly practice karein.

Teacher gently correct kare focusing on:

• Clear message

• Polite tone

• Responsibility

Step 6: Ethics Connection – From Class to Career (10 mins)

Ask:

"FEA se kaunsi habits aap job me lekar jaoge?"

Board par students ke answers likhein:

• Punctuality

• Leave inform karna

• Discipline

Say clearly:

"Uninformed leave sirf leave issue nahi hai.
Yeh ek ethics issue hai."

Relate to:

• Late coming

• Fake excuses

• Proxy attendance

Step 7: Reflection & Commitment (18 mins)

Students se ek sentence bulwayein:

• "Aaj se main leave inform karunga/karungi kyunki _____."

• "Job se pehle main jo habit change karunga/karungi wo hai _____."

Har student ko appreciate karein.

Students se promise note likhwa kar teacher ko submit karwayein.

Closing Line (Say Slowly)

"Companies logon ko problems ki wajah se nahi nikalti.
Companies logon ko irresponsibility ki wajah se nikalti hain."

Go for mobilisation if the class has fewer than 18 students.

> **Note:** First, create Gmail IDs for the students. Then enroll them on the LMS, as you will need to enter each student's Gmail ID while filling in their details.

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Foundation Day 12

(if the seats are full and students have created their G-Mail accounts, start with Day 14)

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

Step 1: Discussion Questions: (15 mins)

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

Activity:

- Say, let us make our classroom rules. I want everyone to discuss in small groups and come up with rules that we must follow in our classroom
- In small groups, students list what responsibilities they should have in class.
  Ask: a) What should a teacher's responsibilities be?
  b) What should a student be responsible for?

Create a Class Contract:

As a class, we'll work together to create a list of rules to help everyone feel respected and ready to learn. This will be called the contract of this class, and everyone, including me (the teacher), will have to follow this contract.

Our contract may include rules like:

- Respecting each other
- Arriving on time
- Using full sentences when speaking
- Taking care of laptops
- Not using phones in class (unless it's for learning)

Steps for creating the contract:
The entire class can discuss ideas together, allowing everyone to contribute at the same time. The teacher or a student can write down the suggested rules as they come up, and together the class decides what goes into the final contract.

For the reference of the teacher (Demo contract):

Our Classroom Responsibilities

As members of this class, we promise to:

- Show respect to everyone: classmates, the teacher, and ourselves.
- Arrive on time and be ready to learn.
- Speak in full sentences to help clear communication.
- Look after laptops and all class equipment.
- Keep phones away during Days (except when the teacher says they are needed for learning).
- Listen when others are talking and wait for our turn to speak.
- Do our best work every day.
- Help each other and work as a team.
- Ask for help when we need it.

Final Step:
Once everyone agrees on the rules:

- Everyone signs the contract to show they agree.
- We'll put it up on the wall so we can all remember it.

Step 3: Class Cops (Monitors)- (5 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 4: (30 mins) - Recap the English sentences students have learned so far. Ask volunteers to come on stage and share their sentences. Clap and give standing ovations to students who speak confidently. Ask them how they are feeling.

Step 5: Praise & Pledge (2 mins)

- Praise students for good participation.
- Recite the FEA pledge together. **Do not raise the hand. Keep your hands down while saying the pledge.**

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Day 13: Creating G-Mail Id (Floating lesson)

Floating Lesson. Conduct this lesson when you have new students who are to be enrolled.

Before Class: Teacher Preparation

Teacher must ensure:

- Students are informed one day before to bring their mobile phones
- Stable internet connection
- One device per student (tablet / laptop / student smartphone)
- As 3 students (1 from each session) will use one tablet, paste a sticker on the tablet with the student's name and assign the tablet as per the name.
- Earphones available for all present students
- Laptop Register ready (to note email IDs & passwords)

Step 1: Give Tabs to students if available - (5 mins)

- Assign each student a fixed tablet
- Students must use the same tablet every day
- Put name stickers of assigned users on the back of the tablet
  (one sticker per student/session)

Say- Today we will only create Gmail IDs.

Step 2: Gmail Creation (60 mins)

Instructions:

Tell students to play the Gmail sign-up video on their laptops.

- If students need to create a Gmail ID on their smartphone or tablet, play this. Watch video 5
- https://youtu.be/wmTBG_IvpQI?si=5p3cBc0qf7rb22n
- Tell students:
  - *"Watch carefully. Pay attention to each step."*
  - *"After the video, you will create your Gmail account!"*

Use this uniform format (write on the board exactly):

- Email ID:
  firstname.lastname.branchid@gmail.com
  (Example: rahul.kumar.713532@gmail.com)

- Password:
  firstname@branchid ((Example: rahul@713532)

Options if students don't have a phone:

- Use your FEA's friend/sibling's phone number
- Teacher calls home to receive OTP (Optional)
- Teacher's number used only as last option

Step 3: Teacher & Peer Support (Parallel Activity)

- Students who finish first:
  - Write their email ID & password in the laptop register
  - Help one struggling student
- Teacher:
  - Sits with the most struggling students
  - Helps them one by one
  - Ensures details are accurately noted

Ensure email IDs are created for all students, even if extra time is required.

If a few students are unable to complete Gmail creation:

Teacher must say:

"No need to worry.
We will complete this tomorrow.

Note their names in the register.

Closing (5 mins)

Teacher confirms:

- Gmail IDs created
- Details recorded
- Remind students to log out

Teacher says:

"Tomorrow, we will start using AI.

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Day 14: Exploring ChatGPT

Objective: Ensure every student can log in to ChatGPT and use basic features independently.

Before Class: Teacher Preparation

Teacher must ensure:

- Students are informed **one day before** to bring their mobile phones if possible.
- One device per student (tablet / laptop / student smartphone)
- Earphones available for all present students
- Laptop Register ready (to note email IDs & passwords)

Teacher should ensure:

- Students use the **same device** everytime. (Write the name of students using one device on a piece of paper and stick it to the device.)

Step 1: Introduction (2 mins)

Teacher says:

“Yesterday we created Gmail IDs.
Today we will learn how to log in to ChatGPT and use it.”

“Everyone will log in and explore ChatGPT today.”

Step 2: ChatGPT Login (10–15 mins)

Instructions:

- Ask students to open **ChatGPT** (app or website)
- Students log in using:
    - Gmail ID created in Day 13
- Students who face issues:
    - Refer to the register

Show a demo on a tablet before students begin.

Teacher’s role:

- Sit with students who could not create their Gmail IDs in the previous class and help them complete the process.
- Ensure every student successfully logs in. (Take help of other students so that everyone has a gmail account and successfully logs in)

Options if students don't have a phone:

- Use your FEA's friend/sibling's phone number
- Teacher calls home to receive OTP (Optional)
- Teacher's number used only as last option
- Sometimes, while signing from a tablet, phone numbers are not required.

Step 3: ChatGPT Home Page Introduction (15 mins)

Teacher Demonstration:

Teacher opens ChatGPT on one device and shows:

- Text box (where to type)
- Microphone / Dictate
- Voice button
- Send button
- How to start and stop voice mode
- Mic On/Off button

The teacher uses **speaker mode** so everyone can listen.

Step 4: Voice Mode Check (10 mins)

Instructions:

- Students wear earphones
- Each student:
    - Turns on voice mode
    - Says a simple line (example):
        - "Hello ChatGPT"
- Students check:
    - Mic working
    - Sound coming clearly

Teacher walks around and helps:

- Mic permission issues
- Volume issues
- Voice not being detected

Step 5: Prompt Reading Practice (Whole Class – 20 mins)

The teacher writes the prompt on the board.

Teachers and students **say the prompt aloud together** like the FEA pledge. Repeat the prompt loudly at least 3 times. This gives confidence before individual AI conversation.

Hindi Prompt- "I am learning English. Mujhe 5 easy introductory sentences English me sikhao. Ek-ek krke sentence bolo. Mai repeat karunga/karungi"

Or

English Prompt- I am learning English. Please teach me 5 easy introductory sentences. Say one by one. I will repeat.

The teacher shows a demo of how to talk to the AI. Click on the mic option and say the prompt. Read Sentence 1 given by the AI aloud. Practice saying it a few times. Then click on the mic and say your sentence 1. Now say to the AI " Give me Sentence 2"

Tell students that if they do not understand the response say the follow up prompt: "Say it in simple English.

- Now ask students to use the prompt to practice on their own
- Use **earphones.** Students may sit **inside or outside the classroom**
- Remind students to log out once they complete

Part 2: Greetings

Objective: By the end of the Day, 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." Watch Video 3
- Day 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!"
- The teacher reads the dialogue clearly and has the class repeat after the teacher.

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

- The teacher says: "Now, please stand and form a large circle.
- "I will start by greeting someone and passing 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)

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

Day 15: Exploring Gemini

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

1. Present a greeting conversation in front of the class.
2. Become comfortable using **AI** and **basic prompts**

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.

Before Class: Teacher Preparation

Teacher must ensure:

- Students are informed **one day before** to bring their mobile phones
- Stable internet connection
- One device per student (tablet / laptop / student smartphone)
- Earphones available for all present students
- Laptop Register ready (to note email IDs & passwords)

Teacher should ensure:

- Students use the **same assigned device** (if tablets are available)

Step 1: Introduction (5 mins)

Teacher says clearly:

"You have logged in to ChatGPT using your **own Gmail account**.
Today, we will see how to use Gemini, and it works in a similar way.

Step 2: Exploring Gemini (30 mins)

Write the prompt on the board

"I am learning English. Teach me 5 easy greetings one by one. Say one sentence. I repeat."

or

"Mai English seekh rha hu. Mujhe 5 English sentence batao ek ek krke English me greet karne ke liye"

- The teacher gives a **demo** of how to open Gemini, how to sign in and use the mic and live options.

The teacher shows a demo of how to talk to the AI. Click on the mic option and say the prompt. Read Sentence 1 given by the aloud. Practice saying it a few times. Then click on the mic and say your sentence 1. Now say to the AI " Give me Sentence 2"

Tell students that if they do not understand the response students should say the follow up prompt:

- "Say it in simple English."

Give earphones to every student and get started. Remind students to log out once they complete

Part 2: Speaking and Presentation Practice

Step 1: 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 2: 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.)

Homework: Share the video link with students over WhatsApp and ask them to watch the video at home. PR Srijesh interview in English - YouTube

End every Day with 10 minutes of student counseling: Please use the last 10 minutes of the session to conduct this step. **Only ask the ones to stay back who you are going to counsel in person.** All other students can take a leave. (A few students who wish to practice digital learning for some time can stay back.)

1. Prepare yourself by taking notes from student retention techniques documents.
2. Conduct 2-4 telephonic/In-person counselling sessions. (In-person for the irregular students or the students with behavioral issues. Telephonic counselling for the students who have been absent for 2 or more days, or once the date of follow-up or return is passed.)
3. Update the phone log with a follow-up date for each telephonic counselling.
4. Update the meeting log with a summary for each in-person counselling session.

   Note: This step is compulsory.

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Day 16: Speak to the Camera

Duration: ~60 minutes

Purpose: Students build confidence in spoken English by presenting their introduction on camera and receiving feedback from AI and classmates

Before Class: Teacher Preparation

Teacher must ensure:

- Stable internet connection
- One device per student (tablet / laptop / student smartphone)
- Earphones available for all present students
- Laptop Register ready (to note email IDs & passwords)
- **Center table is clear** — this will be used as the presentation table

Teacher should:

- Identify students who still need Gmail creation support
- Students use the **same assigned device** (if tablets are available)

Recap (10 mins): Ask students to write their introduction in their notebook.

Step 1: Introduction (2 mins)

Teacher says:

"Today you will introduce yourself — not to me, but to Gemini. Gemini will watch you on camera and give you feedback on your English.

Step 2: Setup Demo (5 mins)

Teacher demonstrates at the center table:

1. Place the tablet on the center table — **do not hold it**
2. Open **Gemini** → Log in using Gmail
3. Open the **Live/Camera feature**
4. Turn on the camera and face it directly
5. Say this prompt to Gemini:
6. Give a short demo introduction — students watch and listen

Write this Prompt on the board: "*I will tell you my introduction. Give me feedback."*

Step 3: One by One Presentations (30 mins)

- Call 5-6 students one by one to come to the **center table.**
- Student places their introduction paper next to the tablet for reference
- The student faces the camera and gives their introduction (name, village, family, plans, why they joined FEA etc.)
- After finishing, student asks Gemini:

"Please give me feedback.

- Student listens to Gemini's feedback
- The teacher then asks the class: *"Kya aapko kuch feedback dena hai?"* — 1–2 classmates share one quick observation

Keep it encouraging. Clap after each student. If a student struggles, ask them to try again.

Step 4: Everyone Practices Together (15 mins)

Once all students have presented:

- Ask students to sit in a **zigzag pattern** across the classroom — so no two students are directly next to each other
- Every student opens Gemini on their own device with the camera on
- All students practice their introduction simultaneously
- They ask Gemini for feedback at the end

Teacher:

- Walks around and listens in
- Encourages students to speak louder and look at the camera
- Supports students who are stuck

Step 5: Gmail Creation & Enrollment (Runs Parallel to Steps 3 & 4)- (Optional - if not already done)

While students work independently, call each student one by one.

Gmail Creation *(use tablet, not laptop)*

- Email: firstname.lastname.branchid@gmail.com *(Example: rahul.kumar.713532@gmail.com)*
- Password: firstname@branchid *(Example: rahul@713532)*
- Record email and password in the **Laptop Register**
- Update Gmail ID on the student's **LMS profile**

If no phone number for OTP:

- Use a friend or sibling's number
- Teacher calls home to receive OTP
- Teacher's number as last resort only

Note: Complete as many as possible. Continue the next day if needed.

Part 2: Meet and Greet

Objectives:

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

1. Greet someone and introduce yourself with your 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. **Watch video 4**

  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 (Foundation Day 2-5). If a student struggles, they may repeat.- (The students can sit with their classroom buddy for this English Day).

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 confidently?

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 17: Play with AI

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

1. Present a short self-introduction confidently.
2. Students use AI creatively to imagine and share a story, building confidence in speaking 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.

Teacher should:

- Identify students who still need Gmail creation support
- Students use the **same assigned device** (if tablets are available)

Step 1: Introduction (2 mins)

Teacher says:

"Today we are going to do something different. You will use AI to travel 100 years back in time — to your own village. AI will tell your story. You will share it with the class."

Step 2: Teacher Demonstration (10 mins)

Write this prompt on the board. Teacher and students say it aloud together:

Prompt 1: *"Agar main 100 saal pehle ek chhote Indian gaon mein paida hota/hoti, toh meri life kaisi hoti? Isse ek simple story ki tarah batao. Meri daily life aur challenges bhi batao."*

Follow-up Prompt: *"Ab is story ka ek scene describe karo jaise ek movie ka picture ho — gaon, kapde, log, environment."*

Teacher demonstrates on one device:

1. Open ChatGPT → Log in using Gmail
2. Press the **Mic** button → Say the prompt clearly

Step 3: Student Activity (25 mins)

- Students open ChatGPT → Log in using Gmail
- Put on earphones
- Say the prompt — they can personalise it by adding their own village name
- After getting the story, say the follow-up prompt to get the scene description
- Read through the story quietly and prepare to share with the class

- Students should sit in a zig zag pattern as in the image.
-

Step 4: Sharing with the Class (20 mins)

- Call students one by one to come to the front
- Each student shares their story in 3–4 sentences in their own words
- Show the scene description to the class

Keep the energy light and fun. Encourage the class to listen and react. Clap after each student shares.

Step 5: Gmail Creation & Enrollment (Runs Parallel to Steps 3 & 4)

While students work independently, call each student one by one.

Gmail Creation *(use tablet, not laptop)*

- Email: firstname.lastname.branchid@gmail.com *(Example: rahul.kumar.713532@gmail.com)*
- Password: firstname@branchid *(Example: rahul@713532)*
- Record email and password in the **Laptop Register**
- Update Gmail ID on the student's **LMS profile**

If no phone number for OTP:

- Use a friend or sibling's number

- Teacher calls home to receive OTP
- Teacher's number as last resort only

Note: *Complete as many as possible. Continue the next day if needed.*

Enrollment *(5–7 mins per student)*

Ask:

1. Did you like today's class? What did you like?
2. What are you studying/doing now? Why do you want to learn English and computers?
3. How will you manage both FEA and school/college?
4. How will you avoid leaving during exams, festivals, or harvesting season?

Part 2: Speaking and Presentation Practice

Objective:

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

3. 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.

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 with their partner

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

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

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 18: Using Personalisation in ChatGPT

By the end of the Day, students will:

- tell ChatGPT basic personal information
- ask ChatGPT for help about themselves

Step 1: Introduction – 5 minutes

Tell students: Today I will show you how to tell ChatGPT about yourself. When you tell ChatGPT about yourself, it helps you better.

Step 2: Show where the Personalisation feature is – 5 minutes

The teacher opens ChatGPT on the screen.

Click the profile picture in the top right corner or bottom left corner.

Click "Custom Instructions" or "Personalisation".

Explain: This is where we tell ChatGPT about us.

Step 3: Explain the two boxes – 5-10 minutes

Point to the first box and say: This box is for how ChatGPT should talk to me.

Point to the second box and say: This box is for information about me.

Step 4: Fill Box (Custom Instructions) How ChatGPT should talk – 15- 20 minutes

Tell students to fill Box

Act like kindergarten level English teacher

Talk to me in very simple English.
Use short sentences.
Use easy words.
Ask me easy questions.

Speak very slowly, about 0.25x speed. Pause clearly between sentences.

My name is _____.
I am _____ years old.
I am a student.
My English level is of kindergarten level
I want to speak in English.

Click Save.

Step 6: Test and recap- Teacher Demo on one of the tablets – 30 minutes

Type this prompt “My English is beginner level. Ask me 5 easy questions about myself. Give me a sentence starter. Also give me feedback”
Read the question. Think about your answer. Click on the mic and say your answer. **Read AI**’s answer. Practice a few times. Then say, ask me next question

Student’s Turn

- Type this prompt
- **Prompt: “My English is beginner level. Ask me 5 easy questions about myself. Give me a sentence starter. Also give me feedback”**
- Read the question. Think about your answer. Click on the mic and say your answer. Read AI’s answer. Practice a few times. Then say, ask me next question
- Remind students to log out once they complete

Reference for teacher: If students find a response difficult, guide them to use the follow up prompts:

- “Speak simple English”
- “Please repeat”

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 19: Introducing Yourself

Objectives:

By the end of the Day, 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 Day

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 _____.

The teacher gives a demo, and students repeat.

Add more sentences on the board:

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

The 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 _____.

The teacher gives a demo, and students repeat after the teacher

Step 3: SAB Exercise (10-15 mins)

Ask students to finish their SAB exercise.

After assigning the task to the class, the teacher must call the students who could not create their email IDs and help them complete the process.

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.

Part 2: AI Spoken English Practice

Purpose: Students practice spoken English with AI in a podcast-style conversation, building confidence in sharing their own life, struggles and goals

Before Class: Teacher Preparation

Teacher must ensure:

- Stable internet connection.
- Branches with Airfibre connection should share password with students who have smartphones.
- One device per student connected with branch WIFI (student smartphone/tablet/laptop)
- Earphones available for all present students
- Laptop Register ready (to note email IDs & passwords)

Teacher should:

- Students use the **same assigned device** (if students do not have smartphones)

AI Activity (30-40 minutes) - Sign in using your own Gmail Id

Before starting:

- Ask students to sit in a **zig-zag pattern** to avoid background noise from partners
- Students open SAB and find the **30 Questions**
- Open the **"30 Questions Practice"** chat (do not open a new chat)

Instructions:

- Copy the 30 Questions from SAB and paste them into ChatGPT → press Send
- Say this prompt using the **mic button:**

Prompt: *"Ask me these questions one by one and give me a sentence starter. I will answer in complete sentences. Give me a sample response.*

- After sending, click the **speaker icon** on the AI response to listen
- Continue this pattern — speak using mic, listen using speaker
- Rehearse and repeat the sample response.

Teacher sits with students who are struggling to answer to the AI

Step 5: Gmail Creation & Enrollment (Runs Parallel to Steps 3) - If Gmail creation is pending.

While students work independently, call each student one by one.

Gmail Creation *(use tablet, not laptop)*

- Email: firstname.lastname.branchid@gmail.com *(Example: rahul.kumar.713532@gmail.com)*
- Password: firstname@branchid *(Example: rahul@713532)*
- Record email and password in the **Laptop Register**
- Update Gmail ID on the student's **LMS profile**

If no phone number for OTP:

- Use a friend or sibling's number
- Teacher calls home to receive OTP
- Teacher's number as last resort only

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

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.

5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 20: Speaking and Presentation Practice

Objectives:

By the end of the Day, 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 Time (50 minutes)

- Call each student one by one to introduce themselves to the class (at least 5-7 sentences)
- Teacher Tip: Shy students require 3 or more practice rounds to speak confidently.

Step 2: AI Activity (40 minutes) - Sign in using your own Gmail Id

Before starting:

- Ask students to sit in a zig-zag pattern to avoid background noise from partners
- **Prompt:** "My English is kindergarten level. My topic is introducing myself. Ask me 10 very easy questions one by one and give me a sentence starter after each question. Correct me and give me a sample response"

Instructions:

- Copy the prompt from SAB and paste them into ChatGPT → press Send
- Say your answer using the **mic button:**
- Click the **speaker icon** on the AI response to listen
- Continue this pattern — speak using mic, listen using speaker
- Rehearse and practice the AI response again
- If you finish early, say ask me more questions

Note: Log out once you finish

Step 3: 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

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 21: Recap and Spoken Practice

Objectives:

By the end of the Day, 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.

1- Entry Check in: (20 mins)

As students enter the class, ask each one to introduce themselves in 5 sentences.

2- Activity: Find the Lie (20 mins)

Teacher Demo (5 mins)

Teacher says 3 sentences aloud:

- *"I like cricket."*
- *"I have 5 brothers."*
- *"I wake up at 4 AM."*

Ask the class: *"Which one is a lie?"* Students guess: *"That is a lie."*

Write on board and ask 2–3 students to try:

- I like ____.
- I have ____.
- My hobby is ____.

Class Game (15 mins)

- Call students one by one to the front.
- Each student says 3 sentences — 2 true, 1 lie.
- Class listens carefully, raises hand, and guesses: *"That is a lie."*
- Award 1 point for each correct guess to keep it competitive.
- Continue until many students have had a turn.

Wrap-up (2 mins): Ask: *"Was it easy or difficult? Who fooled the class?"*

Read Along (30 mins)

Read Along – Group Instructions

1. Make groups of 3. Mix strong and weak readers in each group.
2. Open the Read Along app on a tablet or laptop: https://readalong.google.com/
3. Choose the right level for your group (Level 1 = easiest, Level 4 = hardest).
4. Spread out — if space allows, each group should be at least 8–10 feet apart. Extra groups can sit outside.
5. Take turns reading the entire story aloud — one student at a time, while the others listen.
6. Found a difficult word? Click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud.
7. At the end, each group shares the difficult words they found and their meanings with the class.

AI Activity (30-40 minutes) - Sign in using your own Gmail Id

Before starting:

- Ask students to sit in a **zig-zag pattern** to avoid background noise from partners
- Students open SAB and find the **30 Questions**
- Open the **"30 Questions Practice"** chat (do not open a new chat)

Instructions:

- Copy the 30 Questions from SAB and paste them into ChatGPT → press Send
- Say this prompt using the **mic button:**

Prompt: *"Ask me these questions one by one and give me a sentence starter. I will answer in complete sentences. Give me a sample response.*

- After sending, click the **speaker icon** on the AI response to listen
- Continue this pattern — speak using mic, listen using speaker
- Rehearse and repeat the sample response.

Teacher sits with students who are struggling to answer to the AI

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

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 22: Popcorn Activity

Objectives:

- Students improve reading, listening, and speaking skills
- Students give clear self-introductions
- Students listen and speak about others
- Students build confidence in speaking English
- Students work in pairs and groups effectively

Entry Check In: (20 mins)

As students enter the class, ask them to introduce themselves in 7-8 sentences. Those who enter, guide them to begin with Duolingo.

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1. Warm-up: Duolingo Practice - (Parallel to Entry Check In)

- Students open Duolingo on their tablets and sign in to their accounts.
- Continue from where they left off in the last class.
- Students practice independently.

Teacher tip: Check that all students are successfully logged in.

In the last few minutes, ask students to share one new word/sentence they learned from Duolingo.

Note: Before beginning the next activity- ask 3 students to share what they learned in the previous class. Share in English.

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2. Read Along (20 mins)

Read Along – Group Instructions

- Make groups of 3. Mix strong and weak readers in each group.
- Open the Read Along app on a tablet or laptop: https://readalong.google.com/
- Choose the right level for your group (Level 1 = easiest, Level 4 = hardest).
- Spread out — if space allows, each group should be at least 8–10 feet apart. Extra groups can sit outside.
- Take turns reading the entire story aloud — one student at a time, while the others listen.

- Found a difficult word? Click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud.

At the end, each group shares the difficult words they found and their meanings with the class.

3. Speaking Activity: Introduce Your Partner

Step 1: Teacher Demo (5 mins)

Call one student. Ask their name, hometown, and one thing they like. Then model: *"This is Rahul. He is from Lucknow. He likes cricket." He dislikes reading.*

Step 2: Teach the Structure (15 mins)

Write on board and ask students to repeat after the teacher.

- My friend's name is _____
- He / She is from ____.
- He / She likes ____.
- He/She dislikes _____

Step 3: Pair Practice (15 mins)

- Students sit in pairs and share with each other: Friend's Name → Hometown → One thing they like
- Switch roles after 3–4 minutes.
- The teacher walks around and supports.

Step 4: Class Presentations (15 mins)

- Call 4–5 underconfident students to introduce their partner to the class. Example: *"This is Riya. She is from Kanpur. She likes dancing."*

AI Practice time. (30 mins)

Copy the prompt from Day 20 SAB and begin the conversation.

Prompt: "My English is kindergarten level. My topic is introducing myself. Ask me 10 easy questions one by one and give me a sentence starter after each question. Correct me and give me a sample response.

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

Student Support & Counselling:

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2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 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).

Recap: (15 mins)

As students enter, ask them to introduce their friend in 4 sentences.. Those who enter will begin with Duolingo.

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.

Part 1

Duolingo Practice time: 15 mins. - Students will sign into Duolingo accounts and start the exercise.

Step 1: Warm-up Game – Guess the Action (5 mins)

1. The 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 (15 mins)

- I → pointing 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)

- Ask all students to stand up.
- Say: "Listen. When I say a sentence, everyone shows the action."
- Say one sentence at a time. Students act the meaning.

Teacher says (examples):

- He laughs.
- They jump.
- She cooks.
- He writes.
- I run.
- You dance.

No talking, only action. Repeat once if students are confused.

Step 4: Game: (15-20 mins)

Activity: Say & Act (10 minutes)

Setup (2 mins)

Write on the board:

Pronouns:
I | You | He | She | We | They | It

Actions:

drink | laugh | sleep | play | walk | jump

Write big and clear:

I / You / We / They → verb (jump, walk, cook)

He / She / It → verb + s (jumps, walks, cooks)
Circle + s

Teacher Demonstration (2–3 mins)

- Asks students to stand around the tables.
- Teacher points to a student and says:
  "She jumps."
- That student acts (jumps).
- That student then points to another student and says:
  "He walks."
- The next student acts, then points to someone else.

Teacher also demonstrates:

- Pointing to self: “I jump.”
- Acting, then pointing to another student.
- Similarly, use “They” and “We” as well.

Say clearly:

“Speak one sentence.
Point.
Act.
Then pass to the next person.”

Part 2

AI Activity (30 minutes)

Instructions:

1. Ask students to open their SAB and find the 30 Questions.
2. Ask them to copy the questions and paste them into ChatGPT and press Send.
3. Say the following prompt to ChatGPT.

Prompt:
Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

4. AI will start asking questions one by one and give you a sentence starter.
5. Use a mic during the activity.
6. Continue the conversation until all the “30 questions of the day” are finished.
7. After students complete the 30 Questions practice, ask them to rename the chat to “30 Questions Practice”. Students should not open a new chat.

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 M...

Student Support & Counselling:

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2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 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.

Part 1

Duolingo Practice time: 15 mins. - Students will sign into Duolingo accounts and start the exercise. Ensure students use the assigned tablets only.

Step 1: (5 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 a 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-

Part 2

Step 1: AI Activity (30-40 minutes)

Instructions:

- Ask students to open their SAB and find the 30 Questions.
- Ask them to copy the questions and paste them into ChatGPT and press Send.
- Say the following prompt to ChatGPT.

Prompt:
Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

- AI will start asking questions one by one and give you a sentence starter.
- Use a mic during the activity.

- After speaking, press the mute button.
- Continue the conversation until all the “30 questions of the day” are finished.
- After students complete the 30 Questions practice, ask them to rename the chat to “30 Questions Practice”. Students should not open a new chat.

Homework: 48 Runs in 18 Balls | IND vs PAK T20 WC HIGHLIGHTS 2022

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 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.

Duolingo Practice time: 15 mins. - Students will sign into Duolingo accounts and start the exercise.

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 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, and a man is washing clothes.

Step 2: Making Sentences (20- 30 mins)

Tell students to refer to the SRB 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.

Part 2

Step 1: AI Activity (30-40 minutes)

Instructions:

- Ask students to open their SRB and find the 30 Questions.
- Ask them to copy the questions and paste them into ChatGPT and press Send.
- Say the following prompt to ChatGPT.

Prompt:

Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

- AI will start asking questions one by one and give you a sentence starter.
- Use mic during the activity.
- After speaking, press the mute button.
- Continue the conversation until all the “30 questions of the day” are finished.
- After students complete the 30 Questions practice, ask them to rename the chat to “30 Questions Practice”. Students should not open a new chat.

Homework: "SuperHuman" Moments in Football

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 26: Consolidation

Objectives:

By the end of the Day, 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. The teacher asks the corresponding question. Teams have 30 seconds to 1 minute 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 teammates.

Step 2: Play the game (30 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.
- 200 points: Introduce yourself using 6 sentences.
- 300 points: Introduce yourself using 8 sentences.
- 400 points: Introduce yourself using 10 sentences.
- 500 points: Introduce yourself using 12 sentences.

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.

Read Along (30 mins)

Read Along – Group Instructions

1. Make groups of 3. Mix strong and weak readers in each group.
2. Open the Read Along app on a tablet or laptop: https://readalong.google.com/
3. Choose the right level for your group (Level 1 = easiest, Level 4 = hardest).
4. Spread out — if space allows, each group should be at least 8–10 feet apart. Extra groups can sit outside.
5. Take turns reading the entire story aloud — one student at a time, while the others listen.
6. Found a difficult word? Click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud.
7. At the end, each group shares the difficult words they found and their meanings with the class.

Activity: Keyboarding + AI Speaking Practice (30 mins)

While students are practicing on AI, select any 5 students to practice keyboarding on the laptop, then switch to the next group of 5 students after 10 minutes.

Group 1: Keyboarding Practice (Laptops)

- Open laptop → power on → open Typing Master or go to www.typingclub.com (no login needed)
- Place fingers: Left hand on A S D F | Right hand on J K L ;
- Type slowly, eyes on screen — not the keyboard
- Complete one Day; start the next if done early

Teacher: *Check hand positions as you walk around. Remind students that being slow at first is normal.*

Group 2: AI Speaking Practice (Tablets)

- Open Gemini → log in with Gmail → open Live Conversation
- Turn on the camera and look directly at it
- Say this prompt aloud:

"Hello Gemini. I will introduce myself in 5 sentences. After I finish, give me feedback on my English "

- Speak 5 sentences: name, hometown, study/work, hobby, dream job
- Listen to feedback and repeat to improve

Duolingo Practice time: 15 mins. - Students will sign into Duolingo accounts and start the exercise.

Homework: REAL Power Of Manifestation Explained In 4 Minutes ft. Ayushmann Khurran...

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 27: Talking About Family

Objective: Students will speak 6-8 sentences about their family confidently.

Note: Repeat this Day if you feel that your students are not able to speak about their family.

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: Entry Check In (15 mins)

Make a few small groups. Students who are better in English, make them group leaders. Write these two questions on the board

Tell me 5 sentences about yourself

Make a sentence using Person+Action + Object

Group leaders from each group will ensure that each student in the group speaks

1. Warm-Up (5 mins)

Today we will learn to talk 6-8 sentences about family. Ask a few students to share if they can speak a few sentences about their family.

2. Set 1: First 3 Sentences (10 mins)

Write on board:

- I have a family
- I have 4 people in my family
- I love my family

Practice:

- Students read together (2–3 times)
- 2–3 students read individually

Speaking Step (Important)

Teacher asks:

- How many people are in your family?

Students answer:

- I have 5 people in my family
- I have 6 people in my family

3. Set 2: Add 3 More Sentences (10–15 mins)

Add on board:

- My father is a farmer
- My mother is a homemaker
- I have one brother/sister

Practice:

- Students read aloud a few times
- Individual reading

Speaking Step

Teacher asks:

- What does your father do?
- Do you have a brother or sister?

Students answer:

- My father is a driver
- I have one sister

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4. Set 3: Final 3–4 Sentences (10–15 mins)

Add on board:

- My family is a joint/nuclear family
- We live together
- I help my family
- I am happy with my family

Practice:

- Students read aloud
- Individual speaking

Speaking Step

Teacher asks:

- Is your family big or small?

Students answer:

- My family is big/small

5. Guided Full Speaking (20 mins)

Students speak using all sentences first to their partner. After 10 minutes, tell students to find a new partner and speak.

Step 4: AI Activity (40 minutes) - Sign in using your own Gmail Id

Instructions:

- Ask students to open their SRB and find the 30 Questions.
- Ask them to copy the questions and paste them into ChatGPT and press Send.
- Say the following prompt to ChatGPT.

Prompt:
Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

- AI will start asking questions one by one and give you a sentence starter.
- Use mic during the activity.
- After speaking, press the mute button.
- Continue the conversation until all the "30 questions of the day" are finished.
- After students complete the 30 Questions practice, ask them to rename the chat to "30 Questions Practice". Students should not open a new chat.

Homework: I Improved my English by using social media ||🤓🤠if you want to learn Englis...

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 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.

Part 1

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 SABs.
- 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.

Step 4: AI Activity (45 minutes)

Instructions:

- Ask students to open their SRB and find the 30 Questions.
- Ask them to copy the questions and paste them into ChatGPT and press Send.
- Say the following prompt to ChatGPT.

Prompt:
Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

- AI will start asking questions one by one and give you a sentence starter.
- Use mic during the activity.
- After speaking, press the mute button.
- Continue the conversation until all the "30 questions of the day" are finished.
- After students complete the 30 Questions practice, ask them to rename the chat to "30 Questions Practice". Students should not open a new chat.

Activity: Getting to Know a Student

Time: 10-15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

- Speak in Hindi so the student feels at ease.
- Listen more than you speak — don't rush.
- Ask follow-up questions naturally; let the conversation flow.
- Aim to speak with 2 students per session.
- After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?
- What do your parents do? Do you have siblings?
- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?
- What do you like to do in your free time?
- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

Homework: How to Order Food at a Restaurant in English

Student Support & Counselling:

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2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 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.

Read Along – Group Instructions (30 mins)

1. Make groups of 3. Mix strong and weak readers in each group.
2. Open the Read Along app on a tablet or laptop: https://readalong.google.com/
3. Choose the right level for your group (Level 1 = easiest, Level 4 = hardest).
4. Spread out — if space allows, each group should be at least 8–10 feet apart. Extra groups can sit outside.
5. Take turns reading the entire story aloud — one student at a time, while the others listen.
6. Found a difficult word? Click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud.
7. At the end, each group shares the difficult words they found and their meanings with the class

Step 1: Dumb Charades! (15 minutes)

Divide the class into two teams and get the students excited to play Dumb Charades. Tell them that you are going to act out 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)

(Teacher reads, students repeat.) Teacher writes on the board: Now point to each and say slowly: Students repeat after the teacher (5-10 mins) 1. I wake up 2. I brush my teeth 3. I eat breakfast 4. I go to work/class	Now Add Sequence Words (5-10 minutes)- (Teacher now adds the sequence words and reads; students repeat.) 1. I wake up 2. Then, I brush my teeth 3. Next, I eat breakfast 4. After that, I go to class 5. Then, I talk to students 6. In the evening, I study

5. I talk to students 6. I watch TV 7. I study 8. I eat dinner 9. I sleep	7. After that, I eat dinner 8. Finally, I sleep

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 every day 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 _____.

Activity: Keyboarding + AI Speaking Practice (30 mins)

- While students are practicing on AI, select any 5 students to practice keyboarding on the laptop, then switch to the next group of 5 students after 10 minutes.

Group 1: Keyboarding Practice (Laptops)

- Open laptop → power on → open Typing Master or go to www.typingclub.com (no login needed)
- Place fingers: Left hand on A S D F | Right hand on J K L ;
- Type slowly, eyes on screen — not the keyboard
- Complete one Day; start the next if done early

Teacher: Check hand positions as you walk around. Remind students that being slow at first is normal.

Group 2: AI Speaking Practice (Tablets)

- Open Gemini → log in with Gmail → open Live Conversation
- Turn on the camera and look directly at it
- Say this prompt aloud:

"Hello Gemini. I will introduce myself in 7 sentences. After I finish, give me feedback on my English and facial expressions."

- Speak 5 sentences: name, hometown, study/work, hobby, dream job, Likes/dislikes
- Listen to feedback and repeat to improve

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

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 30: Daily Routine – Presentation

Objectives:

Students will confidently present their daily routine using sequence words like *First, then, next, after that, later, and 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)

Fun Speaking Activity: "My Daily Routine Story"

Learning Goal

Students will **confidently present their daily routine** using sequence words:
First, then, next, after that, later, finally.

1️⃣ **Warm-Up Game: Action Guess**

Start with a quick game.

The teacher acts out actions like:

- brushing teeth
- eating breakfast
- going to school
- doing homework

Students guess the action.

Example:
Teacher pretends to brush teeth.
Students say: **"Brush teeth!"**

Tell them:

> "Today we will talk about our daily routine like a story!"

2️⃣ Teach the Magic Words

Write these words on the board:

- **First**
- **Then**
- **Next**
- **After that**
- **Later**
- **Finally**

Explain:

> "These words help us tell things in order."

Give an example:

> "First, I wake up.
> Then, I brush my teeth.
> Next, I eat breakfast.
> After that, I go to school.
> Later, I do my homework.
> Finally, I go to sleep."

Ask students to **repeat together**.

3️⃣ Pair Practice

Students **work with a partner**.

Each student tells their routine using the sequence words.

Example structure:

- First, I _____.
- Then, I _____.
- Next, I _____.
- After that, I _____.
- Later, I _____.
- Finally, I _____.

Give **5 minutes practice time**.

4️⃣ Routine Chain Game

Make it fun!

One student starts:

> "First, I wake up."

Next student continues:

> "Then, I brush my teeth."

Next student:

> "Next, I eat breakfast."

The chain continues until **Finally**.

If someone forgets a sequence word, the class says:

"Try again!"

5️⃣ Mini Presentations

Invite a few students to present their **daily routine story**.

Students speak for **5–6 sentences**.

Example:

> "First, I wake up at 7 o'clock.
> Then, I brush my teeth.
> Next, I eat breakfast.
> After that, I go to school.
> Later, I play with my friends.
> Finally, I go to sleep."

6️⃣ Fun Awards

Give playful awards:

⭐ **Best Speaker**
⭐ **Sequence Star**
⭐ **Clear Voice Champion**

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

- Instruct students to work individually and log in to their Duolingo accounts, and begin practicing.
- 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.

Step 3: AI Activity (60 minutes)

Instructions:

- Ask students to open their SRB and find the 30 Questions.
- Ask them to copy the questions and paste them into ChatGPT and press Send.
- Say the following prompt to ChatGPT.

Prompt:
Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

- AI will start asking questions one by one and give you a sentence starter.
- Use mic during the activity.
- After speaking, press the mute button.
- Continue the conversation until all the “30 questions of the day” are finished.
- After students complete the 30 Questions practice, ask them to rename the chat to “30 Questions Practice”. Students should not open a new chat.

Activity: Getting to Know a Student

Time: 10-15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

1. Speak in Hindi so the student feels at ease.
2. Listen more than you speak — don’t rush.

3. Ask follow-up questions naturally; let the conversation flow.
4. Aim to speak with 2 students per session.
5. After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?
- What do your parents do? Do you have siblings?
- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?
- What do you like to do in your free time?
- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

Homework: ▶ Henry Ford Granddaughter Story by Sudha Murthy 💯

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 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. The teacher says sentences, and 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 (20-30 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: AI Activity (60 minutes)

Instructions:

- Ask students to open their SRB and find the 30 Questions.
- Ask them to copy the questions and paste them into ChatGPT and press Send.
- Say the following prompt to ChatGPT.

Prompt:
Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

- AI will start asking questions one by one and give you a sentence starter.
- Use mic during the activity.
- After speaking, press the mute button.
- Continue the conversation until all the “30 questions of the day” are finished.
- After students complete the 30 Questions practice, ask them to rename the chat to “30 Questions Practice”. Students should not open a new chat.

Activity: Getting to Know a Student

Time: 10-15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

1. Speak in Hindi so the student feels at ease.
2. Listen more than you speak — don't rush.
3. Ask follow-up questions naturally; let the conversation flow.
4. Aim to speak with 2 students per session.
5. After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?
- What do your parents do? Do you have siblings?
- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?
- What do you like to do in your free time?
- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

Homework: Exam Motivation | UPSC #motivation | #success Virl In

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 32: Self Study

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.

Read Along – Group Instructions (20 mins)

Make groups of 3. Mix strong and weak readers in each group.

Open the Read Along app on a tablet or laptop: https://readalong.google.com/

Choose the right level for your group (Level 1 = easiest, Level 4 = hardest).

Spread out — if space allows, each group should be at least 8–10 feet apart. Extra groups can sit outside.

Take turns reading the entire story aloud — one student at a time, while the others listen.

Found a difficult word? Click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud.

At the end, each group shares the difficult words they found and their meanings with the class

Step 1: Duolingo Practice & Individual Support (15 mins practice + 10 mins discussion)

Ensure students log in to their Duolingo accounts and start practicing. Tell them they must complete at least one level and learn five new words. Encourage them by saying they will share what they learned at the end.

After practicing for 15 minutes, ask them to work in pairs. One student asks simple questions like "What is your name?" and "What do you do daily?" The other student answers in 5–7 sentences. Then they switch roles.

Call 3–5 students who need extra help and talk to them like a real conversation. Greet them and ask them to introduce themselves. Ask about their daily routine naturally. Use classroom objects to ask questions like "What is this?" and "What are these?" to practice this, that, these, those.

At the end, ask a few students to share one new word or sentence they learned.

Step 2: Video Discussion (20 mins)

1. Before watching (2 mins)
   Ask:
   "What do you think this video will be about?"
   Students guess in pairs
2. While watching (5–7 mins)
   Give a simple task:
   "Find 3 things:

- One new idea
- One surprising thing
- One thing you liked"

3. After watching (8–10 mins)
   In groups, students discuss:
   "I saw…"
   "I liked…"
   "I didn't understand…"
4. Add movement (3–5 mins)
   Ask 2–3 students to stand and share
   OR
   Do quick voting: "Who liked the video? Why?"

Activity: Keyboarding + AI Speaking Practice (30 mins)

While students are practicing on AI, select any 5 students to practice keyboarding on the laptop, then switch to the next group of 5 students after 10 minutes.

Group 1: AI Speaking Practice (Tablets)

- Open Gemini → log in with Gmail → open Live Conversation
- Turn on the camera and look directly at it
- Say this prompt aloud:

Write this prompt on the board: "Hello Gemini. I will introduce myself in 10 sentences. After I finish, give me feedback on my English and facial expressions. Ask me to repeat.

Give a demo. Make sure that during the demo, the teacher shows how to repeat the response from AI. (This is very important. Students must repeat the response from AI to become confident)

Note: If Gemini live conversation fails (e.g., due to internet issues), switch to ChatGPT or Gemini using mic only. Use this prompt:

Prompt: "Ask me one question at a time about my introduction and family. After I answer, correct my English, provide a sample response, and wait for me to repeat it before asking the next question."

Group 2: Keyboarding Practice (Laptops)

- Open laptop → power on → open Typing Master or go to www.typingclub.com (no login needed)
- Place fingers: Left hand on A S D F | Right hand on J K L ;
- Type slowly, eyes on screen — not the keyboard

- Complete one Day; start the next if done early

Teacher: Check hand positions as you walk around. Remind students that being slow at first is normal.

Homework: Ratan Tata Award Winning Speech with BIG Subtitles

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 33: Consolidation

Objectives:

By the end of the Day, 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)

1. Divide students into 3 teams.
2. One team chooses a category and a 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. The highest-scoring team wins.

Game Questions (If students struggle to answer the first time, ask them to repeat a few times, and do not let them sit right away 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. (25 marks for every correct sentence)
- 300 pts: Speak 10 sentences about your full day. (30 marks for every correct sentence)
- 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. (100 points for each correct sentence)
- 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 8 sentences
- 300 pts: Introduce yourself using 10 sentences. (Name, place, hobby, family)
- 400 pts: Speak for 1 minute. Include: name, village/town, family, hobbies, and one goal.

Step 2: AI Activity (30-40 minutes)

Focus on quality speaking, not finishing all questions. After 15–20 mins of AI → do a quick 5 mins pair discussion. Give them a task: "Note 3 new sentences you learned. Start the AI again for the remaining questions

Instructions:

- Ask students to open their SRB and find the 30 Questions.
- Ask them to copy the questions and paste them into ChatGPT and press Send.
- Say the following prompt to ChatGPT.

Prompt:
Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

- AI will start asking questions one by one and give you a sentence starter.
- Use mic mode during the activity.
- After speaking your answer
- Continue the conversation until all the "30 questions of the day" are finished.
- After students complete the 30 Questions practice, ask them to rename the chat to "30 Questions Practice". Students should not open a new chat.

Activity: Getting to Know a Student

Time: 10–15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

1. Speak in Hindi so the student feels at ease.
2. Listen more than you speak — don't rush.
3. Ask follow-up questions naturally; let the conversation flow.
4. Aim to speak with 2 students per session.
5. After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?
- What do your parents do? Do you have siblings?
- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?
- What do you like to do in your free time?

- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

Closure: (10 mins)

Ask the class to stand. Tell them: “Now show what you learned today.”

Ask 3–4 quick questions from the AI questions, but make the whole class respond:

- First, one student answers
- Then say: “Everyone repeat” (whole class speaks)

End with energy:
Say: “Clap for yourself if you spoke in English today.”

Homework: Bruno Mars - Count on Me (Lyrics)

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 34: My FEA Class

Objective: Students will be able to speak 8–10 sentences about their FEA class using simple 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: Let's talk about our FEA class (30 mins)

Ask students to open their notebook or SAB (blank pages). Instruct them to write 10 sentences about the FEA classroom. Remind them to recall lessons: "Day 24: I, You, He, She, It, We, and They" and "Day 31: Using This, That, These, and Those.

Let students work quietly for 10 minutes. Walk around to check if they are writing independently; ensure no one is copying from partners. After 10 minutes, ask a few students to share their sentences aloud.

Write these sentences on the board. Students say each sentence aloud clearly. Students repeat together after you.

What is FEA?

- FEA is an NGO.
- FEA teaches English.
- FEA helps us get a good job.
- My FEA class is in _____ (village/area name).

My Class

- My class has ____ students.
- My teacher is _____ Ma'am / Sir.
- My class has tablets and laptops.
- We come to class every day.
- This is my tablet. That is a laptop.
- These are my classmates. Those are the books.
- I like FEA but it is sometimes difficult.
- FEA teaches English so I can speak better.

Step 2: Build Your Own Sentences — Pair Practice (30 mins)

Write this frame on the board:

"My FEA class is ____. My teacher is ____. We have ____. I like FEA because ____."

Instructions:

- Students open their notebook or SAB (blank pages) and write 8–10 sentences about their own FEA class using the board sentences as a guide.

- After writing, students sit with a partner and take turns speaking their sentences aloud.

Step 3: Circle Share — Who Can Say It Without Looking? (10 mins)

Ask students to close their SABs or turn the page over.

Go around the class. Each student says one sentence about FEA from memory. No repeating what someone already said.

If a student struggles, give them a starter:

- "My teacher is ____."
- "My class has ____."
- "I like FEA because ____."

Step 4: AI Speaking Practice (30–40 mins) — Sign in using your own Gmail ID

Write this prompt on the board and ask students to type it and use the mic:

> "I am an A1 level English student. I will speak 8–10 sentences about my FEA class — After I speak give a sample response. Give my CEFR level."

Instructions:

- Students sit in a zig-zag pattern to reduce background noise from partners.
- Students use the mic button to speak — not type.
- After AI gives feedback, students repeat any corrected sentence aloud before moving on.
- If they finish early: "Ask me 5 questions about my FEA class. I will answer in full sentences."

Activity: Getting to Know a Student

While students are on AI practice, call one student at a time for a quiet one-on-one conversation (10–15 mins per student). Speak in Hindi so the student feels comfortable. Aim for 2 students per session.

Note: After speaking with both students, the teacher should also practice the AI activity on their own smartphone.

Step 5: Post-AI Wrap-Up (5–10 mins)

Ask the class:

- "Did the AI give you a CEFR level? Was it A1 or A2?"
- "Which sentence about FEA was the easiest for you to say?"
- "Which sentence was the most difficult?"

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

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 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.

Read Along – Group Instructions (30 mins)

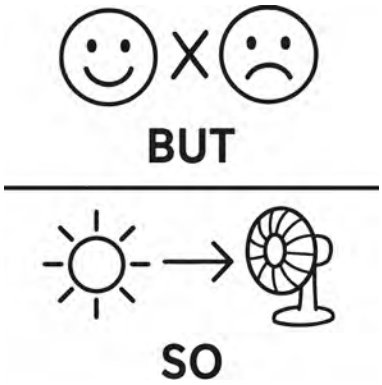
1. Make groups of 3. Mix strong and weak readers in each group.
2. Open the Read Along app on a tablet or laptop: https://readalong.google.com/
3. Choose the right level for your group (Level 1 = easiest, Level 4 = hardest).
4. Spread out — if space allows, each group should be at least 8–10 feet apart. Extra groups can sit outside.
5. Take turns reading the entire story aloud — one student at a time, while the others listen.
6. Found a difficult word? Click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud.
7. At the end, each group shares the difficult words they found and their meanings with the class

Step 1: Understand “But” and “So” (20 minutes)

1. Draw a happy face and a 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 the fan)
   - Draw an arrow (→) between the two parts. Say:

   - “So means something happens because of the first thing.”

- 

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' (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 (20 minutes)

1. Ask students to open SAB and write:
   - 2 sentences using "but"
   - 2 sentences using "so"
2. Give help if students are stuck.
3. Ask students to use AI to complete the exercise if they are struggling.

Activity: Keyboarding + AI Speaking Practice (30 mins)

- While students are practicing on AI, select any 5 students to practice keyboarding on the laptop, then switch to the next group of 5 students after 10 minutes.

Group 1: Keyboarding Practice (Laptops)

- Open laptop → power on → open Typing Master or go to www.typingclub.com (no login needed)
- Place fingers: Left hand on A S D F | Right hand on J K L ;
- Type slowly, eyes on screen — not the keyboard
- Complete one Day; start the next if done early

Teacher: *Check hand positions as you walk around. Remind students that being slow at first is normal.*

Group 2: AI Speaking Practice (Tablets)

- Open Gemini → log in with Gmail → open Live Conversation
- Turn on the camera and look directly at it
- Say this prompt aloud:

"Hello Gemini. I will share my daily routine in 5 sentences. After I finish, give me feedback on my English and facial expressions."

- Listen to feedback and repeat to improve. (it is important that students repeat the response from AI)

Note: If Gemini live video conversation fails (e.g., due to internet issues), switch to ChatGPT or Gemini using mic only. Use this prompt:

Prompt: "Ask me one question at a time about my introduction and family. After I answer, correct my English, provide a sample response, and wait for me to repeat it before asking the next question."

Homework: Tell students to make 3 sentences each with "but, so"

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 36: Consolidation

Objective:

Students will confidently construct and speak sentences.

Step 1 (30 mins): Pair and Share

Write the 10 questions on the board. Quickly explain the meaning of any difficult questions in simple Hindi if needed.

Show a short demo with one student. Do not ask like a test. Speak like a real conversation. After the student answers, respond naturally (for example: “Oh nice”, “That’s interesting”).

Ask students to make pairs. One student asks the question and the other answers (Student A asks Question1, Student B answers. Now B asks Question 1 and A answers)

Add rules to make it engaging:
Students cannot give one-word answers
After 5 questions, ask students to stand and change partners.

Walk around, listen, and support students. Help them form correct sentences if they struggle.

At the end, ask 2–3 students to perform their conversation in front of the class.

Questions- Write these on the board.

1. How many people are there in your family? 2. Who is the eldest person in your family? 3. Do you have brothers or sisters? 4. What does your father do? 5. What does your mother do? 6. Tell me your Monday routine? 7. Do you live with your grandparents? 8. Tell me 3 things about your village. 9. Is your family big or small? 10. What do you like to do with your family in your free time?

Move around and help your students.

Step 2 Duolingo (15 mins):

Tell students to switch to Duolingo.

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 | GRA...

Step 3: AI Activity (30-40 minutes) - Sign in using your own Gmail Id

Instructions:

- Ask students to open their SRB and find the 30 Questions.
- Ask them to copy the questions and paste them into ChatGPT and press Send.
- Say the following prompt to ChatGPT.

Prompt:
Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

- AI will start asking questions one by one and give you a sentence starter.
- Use mic during the activity.
- After speaking, press the mute button.
- Continue the conversation until all the "30 questions of the day" are finished.
- After students complete the 30 Questions practice, ask them to rename the chat to "30 Questions Practice". Students should not open a new chat.

Activity: Getting to Know a Student

Time: 10–15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

1. Listen more than you speak — don't rush.
2. Ask follow-up questions naturally; let the conversation flow.
3. Aim to speak with 2 students per session.
4. After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?
- What do your parents do? Do you have siblings?
- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?
- What do you like to do in your free time?
- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 37 – Revision and Practice

Day Objective: By the end of this Day, students will:

- Revise key English sentence patterns learned earlier
- Speak in full sentences with confidence
- Use AI for guided speaking practice
- Receive targeted teacher support based on learning gaps

PART 1: Teacher-Led Recall, Revision & Oral Assessment (60 Minutes)

A. Recall & Revision (40 Minutes)

(Whole class – oral only)

1. Naming & Describing Objects

- This is ____
- That is ____
- These are ____
- Those are ____

(Use real classroom objects)

2. Simple Sentence Recall

(From earlier Days)

- I am ____
- I like ____
- I don't like ____
- He / She is ____

3. Joining Ideas using but / so

- I like ____ but ____
- I was tired ____ I slept (So)
- I am tired ____ I work (but)
- I am hungry ____ I eat (So)
- I work in the farm but I study also.

Teacher reminder throughout:

"Speak in full sentences."

B. Teacher-Led Oral Assessment (20 mins)

- Each student speaks **one complete sentence**.
- Teacher observes:
    - sentence completion
    - correct use of **this / that**
    - correct use of **but / so**

PART 2: AI Practice + Targeted Teacher Support (60 Minutes)- Sign in using your own Gmail Id

Step 1: AI Activity (60 minutes) - Sign in using your own Gmail Id

Instructions:

- Ask students to open their SRB and find the 30 Questions.
- Ask them to copy the questions and paste them into ChatGPT and press Send.
- Say the following prompt to ChatGPT.

Prompt:
Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

- AI will start asking questions one by one and give you a sentence starter.
- Use mic during the activity.
- After speaking, press the mute button.
- Continue the conversation until all the "30 questions of the day" are finished.
- After students complete the 30 Questions practice, ask them to rename the chat to "30 Questions Practice". Students should not open a new chat.

B. Targeted Teacher Support (During AI Time)

While students practice with AI, the teacher:

- Supports weak students one-to-one, or
- Works with small groups

Focus only on gaps identified in Part 1.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 38: 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.

Read Along – Group Instructions (30 mins)

1. Make groups of 3. Mix strong and weak readers in each group.
2. Open the Read Along app on a tablet or laptop: https://readalong.google.com/
3. Choose the right level for your group (Level 1 = easiest, Level 4 = hardest).
4. Spread out — if space allows, each group should be at least 8–10 feet apart. Extra groups can sit outside.
5. Take turns reading the entire story aloud — one student at a time, while the others listen.
6. Found a difficult word? Click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud.
7. At the end, each group shares the difficult words they found and their meanings with the class

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, Write and Ask (20 mins)

Ask students to interview their partner with the questions given in their SAB.

Tell every student to ask at least two questions to their partner.

Activity: Keyboarding + AI Speaking Practice (30 mins)

- While students are practicing on AI, select any 5 students to practice keyboarding on the laptop, then switch to the next group of 5 students after 10 minutes.

Group 1: Keyboarding Practice (Laptops)

- Open laptop → power on → open Typing Master or go to www.typingclub.com (no login needed)
- Place fingers: Left hand on A S D F | Right hand on J K L ;
- Type slowly, eyes on screen — not the keyboard
- Complete one Day; start the next if done early

Teacher: Check hand positions as you walk around. Remind students that being slow at first is normal.

Group 2: AI Speaking Practice (Tablets)

- Open Gemini → log in with Gmail → open Live Conversation
- Turn on the camera and look directly at it
- Say this prompt aloud:

"Hello Gemini. I will share my daily routine in 7 sentences. After I finish, give me feedback on my English and facial expressions."

- Listen to feedback and repeat to improve

Note: If Gemini live video conversation fails (e.g., due to internet issues), switch to ChatGPT or Gemini using mic only. Use this prompt:

Prompt: "Ask me one question at a time about my introduction and family. After I answer, correct my English, provide a sample response, and wait for me to repeat it before asking the next question."

Homework: Share this video with your students:
Inside Google's Driverless RoboTaxi in San Francisco! AI Future ..

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 39: 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: Entry Check-in (10-15 mins)

Tell students to ask the teacher 2 different questions, from what, where, and who. Refer to SAB.

Step 2: Asking Questions (20 mins)

- Ask students to open their SRB
- Tell students to make 2 questions each with "When, Why, How"
- Ensure that each student is able to make the sentence. If a student struggles, ask them to prepare again and share.

Step 3: Duolingo (20 mins)

Switch to Duolingo. Continue meeting and supporting students as they move along the Duolingo chapters. Make sure that they are signed into their Duolingo accounts.

Step 4: AI Activity (30-40 minutes) - Sign in using your own Gmail Id

Instructions:

- Focus on quality speaking, not finishing all questions. After 15–20 mins of AI → do a quick 5 mins pair discussion. Give them a task: "Note 3 new sentences you learned. Start the AI again for the remaining questions
- Ask students to open their SRB and find the 30 Questions.
- Ask them to copy the questions and paste them into ChatGPT and press Send.
- Say the following prompt to ChatGPT.

Prompt:
Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

- AI will start asking questions one by one and give you a sentence starter.
- Use mic during the activity.
- After speaking, press the mute button.
- Continue the conversation until all the "30 questions of the day" are finished.
- After students complete the 30 Questions practice, ask them to rename the chat to "30 Questions Practice". Students should not open a new chat.

Activity: Getting to Know a Student

Time: 10–15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

1. Speak in Hindi so the student feels at ease.
2. Listen more than you speak — don't rush.
3. Ask follow-up questions naturally; let the conversation flow.
4. Aim to speak with 2 students per session.
5. After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?
- What do your parents do? Do you have siblings?
- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?
- What do you like to do in your free time?
- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 40: 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)

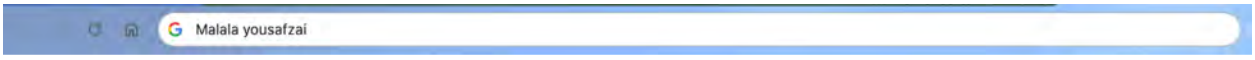
- Sit with the students in a circle and conduct popcorn reading for this paragraph. Refer to SAB.

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/tablets and click on Google Chrome.
- Ask them to type the two words 'Malala Yousafzai' in the address bar at the top.



- Assist the students in searching for 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 Yousafazi.
- Conclude the Day by saying: *The Internet can help you find answers, learn new things, and grow smarter every day! Be responsible while using it.*

Step 4: AI Spoken English Practice (30-40 mins)

1. Open SAB → use your assigned tablet (with your name sticker)
2. Open ChatGPT with your Gmail account
3. Click on mic and speak loudly and clearly so ChatGPT can hear you

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Prompt 1 – Introducing Myself: "My English is kindergarten level. My topic is introducing myself. Ask me 10 easy questions one by one and give a sentence starter. Correct my answer and make me repeat the full sentence. After all the questions, score my English using CEFR."

Prompt 2 – Family: "My next topic is Family."

Prompt 3 – Career: "My next topic is Career."

Prompt 4 – Likes and Dislikes: "My next topic is Likes and Dislikes."

After finishing all 4 topics:

1. Go to the chat → rename it "AI Spoken Test"
2. From next time, always use this same chat for spoken practice

Activity: Getting to Know a Student

Time: 10–15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

1. Speak in Hindi so the student feels at ease.
2. Listen more than you speak — don't rush.
3. Ask follow-up questions naturally; let the conversation flow.
4. Aim to speak with 2 students per session.
5. After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?
- What do your parents do? Do you have siblings?
- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?
- What do you like to do in your free time?
- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

Homework: Share this video with your students:
Asking Atlanta Millionaires How They Got RICH!

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 41: 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 Days.

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.

Read Along – Group Instructions (30 mins)

1. Make groups of 3. Mix strong and weak readers in each group.
2. Open the Read Along app on a tablet or laptop: https://readalong.google.com/
3. Choose the right level for your group (Level 1 = easiest, Level 4 = hardest).
4. Spread out — if space allows, each group should be at least 8–10 feet apart. Extra groups can sit outside.
5. Take turns reading the entire story aloud — one student at a time, while the others listen.
6. Found a difficult word? Click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud.
7. At the end, each group shares the difficult words they found and their meanings with the class

Step 1: Guess the Picture (Speaking Game): (30 mins)

Procedure

1. The teacher divides the class into small groups of 4–5 students.
2. One student from each group comes to the front and stands near the board facing the class.
3. This student cannot see the laptop screen.
4. The teacher shows an image on the laptop to the rest of the group members.
5. The group members must describe the image in English to the student standing at the board.
6. They must not say the exact word shown in the image.
7. Students should describe the picture by making full sentences (not just single words).
8. The student at the board listens and tries to guess what the image is.
9. The student gets three chances to guess the correct answer.
10. If the student guesses correctly, the group gets one point.
11. Then another student from the group comes to the front, and the teacher shows a new image.

Example

Image shown: Apple

Students describe:

- It is a **fruit**.
- It is **round and red or green**.
- People say **it keeps the doctor away**.

The student guesses: Apple

Rules

- Students must **speak only in English**.
- They **cannot say the exact word** in the picture.
- They should **use full sentences** to describe.
- Teachers can show images such as, slippers, incense sticks, snakes, guitar etc.

Activity: Keyboarding + AI Speaking Practice (30 mins)

- While students are practicing on AI, select any 5 students to practice keyboarding on the laptop, then switch to the next group of 5 students after 10 minutes.

Group 1: Keyboarding Practice (Laptops)

- Open laptop → power on → open Typing Master or go to www.typingclub.com (no login needed)
- Place fingers: Left hand on A S D F | Right hand on J K L ;
- Type slowly, eyes on screen — not the keyboard
- Complete one Day; start the next if done early

Teacher: *Check hand positions as you walk around. Remind students that being slow at first is normal.*

Group 2: AI Speaking Practice (Tablets)

- Open Gemini → log in with Gmail → open Live Conversation
- Turn on the camera and look directly at it
- Say this prompt aloud:

"Hello Gemini. I will share my daily routine in 10 sentences. After I finish, give me feedback on my English and facial expressions."

- Listen to feedback and repeat to improve

Note: If Gemini live video conversation fails (e.g., due to internet issues), switch to ChatGPT or Gemini using mic only. Use this prompt:

Prompt: "Ask me one question at a time about my introduction and family. After I answer, correct my English, provide a sample response, and wait for me to repeat it before asking the next question."

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

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 42: 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, and how
- (When/Why/How) + (do you/are you) + (action)

Ask a 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 gobhi 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.

Step 4: AI Activity (30-40 minutes) - Sign in using your own Gmail Id

Instructions:

- Ask students to open their SRB and find the 30 Questions.
- Ask them to copy the questions and paste them into ChatGPT and press Send.
- Say the following prompt to ChatGPT.
- Focus on quality speaking, not finishing all questions. After 15–20 mins of AI → do a quick 5 mins pair discussion. Give them a task: “Note 3 new sentences you learned. Start the AI again for the remaining questions

Prompt:
Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

- AI will start asking questions one by one and give you a sentence starter.
- Use mic during the activity.
- After speaking, press the mute button.
- Continue the conversation until all the “30 questions of the day” are finished.

Activity: Getting to Know a Student

Time: 10–15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

1. Speak in Hindi so the student feels at ease.
2. Listen more than you speak — don’t rush.
3. Ask follow-up questions naturally; let the conversation flow.
4. Aim to speak with 2 students per session.
5. After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?
- What do your parents do? Do you have siblings?

- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?
- What do you like to do in your free time?
- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

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

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 43: Asking Questions - Practice – When, Why, How?

Objective:
Help students practice speaking in real-life situations before talking to AI.

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- Activity: Quick Roleplay Practice (30 minutes)

A- Form Pairs (1 minute)
Ask students to sit in pairs.

Tell them:
"You and your partner will act out one real-life situation. Each person must speak at least 5–6 sentences."

B: Choose a Topic (1 minute)
Ask each pair to choose one topic written on the board

Roleplay Topics:

1. Talk to a Shopkeeper in a Market
2. Ordering Food at a Restaurant

C: Prepare the Conversation (5 minutes)
Tell students to decide who will be Person A and Person B.

D: Act Out the Roleplay (5 minutes)
Pairs stand up and practice their conversation.

Instructions:

- Speak clearly.
- Each person must speak at least 3 sentences and ask 1 question
- Try to make it like a real conversation.

The teacher walks around and helps students.

E: Class Demonstration (2 minute each pair)
Invite pairs to perform their roleplay in front of the class.

Step 2: Circle Game – Ask and Pass (20 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: Asking Questions (30 mins)

- Ask students to open their SRB
- Tell students to make 2 questions each with “When, Why, How”
- Ensure that each student is able to make the sentence. If a student struggles, ask them to prepare again and share.

Step 3: AI Activity (45 minutes) - Sign in using your own Gmail Id

Instructions:

- Ask students to open their SRB and find the 30 Questions.
- Ask them to copy the questions and paste them into ChatGPT and press Send.
- Say the following prompt to ChatGPT.
- Focus on quality speaking, not finishing all questions. After 15–20 mins of AI → do a quick 5 mins pair discussion. Give them a task: “Note 3 new sentences you learned. Start the AI again for the remaining questions

Prompt:
Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

- AI will start asking questions one by one and give you a sentence starter.
- Use mic during the activity.
- After speaking, press the mute button.
- Continue the conversation until all the “30 questions of the day” are finished.

Activity: Getting to Know a Student

Time: 10–15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

1. Speak in Hindi so the student feels at ease.
2. Listen more than you speak — don’t rush.
3. Ask follow-up questions naturally; let the conversation flow.
4. Aim to speak with 2 students per session.
5. After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?
- What do your parents do? Do you have siblings?
- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?
- What do you like to do in your free time?
- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

Homework: Best Paratha in Paranthe Wali Gali | Street Food in Delhi, India | Travelxp

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 44: Revision and Practice Day

Day Objective

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

- Ask and answer simple questions using What, Where, and Who
- Speak in full sentences while asking questions
- Practice questioning in pairs and AI

Read Along – Group Instructions (30 mins)

1. Make groups of 3. Mix strong and weak readers in each group.
2. Open the Read Along app on a tablet or laptop: https://readalong.google.com/
3. Choose the right level for your group (Level 1 = easiest, Level 4 = hardest).
4. Spread out — if space allows, each group should be at least 8–10 feet apart. Extra groups can sit outside.
5. Take turns reading the entire story aloud — one student at a time, while the others listen.
6. Found a difficult word? Click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud.
7. At the end, each group shares the difficult words they found and their meanings with the class

Step 1: Teacher-Led Oral Recall (20 Minutes)

The teacher starts by asking questions to the class.

Examples: - Answer in full sentences. Do not accept one word answer.

- What is your dream job?
- What is your favourite FEA Day?
- Where is your FEA class?
- Where is your phone?
- Who is your English teacher?
- Who is sitting next to you?

Take answers from different students.

Correct gently by repeating the correct sentence.

Step 2: Pair Ask (30 Minutes)

- The teacher:
- Makes pairs
- Writes 10 simple questions on the board

Before students start pair work, the teacher demonstrates once with a student.

Teacher does:

- Calls one student to the front
- Models clearly:
- Asking one question
- Listening
- Answering in a full sentence
- Switching roles

Teacher says aloud:

“Now I ask the question.”

“Now you answer in a full sentence.”

“Now you ask me.”

Questions on the board (sample):

1. What day is today?
2. What is your favourite FEA Day?
3. What is your favourite food?
4. Where is your FEA class?
5. Where is your bag?
6. Where is your phone?
7. Who is your English teacher?
8. Who is your best friend?
9. Who is sitting near you?
10. Who is your favourite actor?

Students:

Ask and answer all questions in pairs- Answer in full sentences. Do not accept one word answer.

- Take turns asking and answering

Teacher:

- Moves around the class
- Supports weak students, irregular students, and new students
- Gives oral correction only

Step 3: Mingle Mingle Activity (20 Minutes)

The teacher explains and demonstrates first.

Process:

1. Teacher says “Mingle, mingle” → students walk around
2. Teacher says “Stop”
3. Students pair up with the nearest person
4. One student asks one question from the board
5. The other student answers in a full sentence
6. Switch roles
7. Repeat 3–4 rounds

Use the questions below. - Answer in full sentences. Do not accept one word answer.

1. What is your village name?
2. What is your contact number?
3. What is your hobby?
4. Where is the door?
5. Where is your mother’s hometown?
6. Where is the board?
7. Who is your partner today?
8. Who is sitting behind you?
9. Who is wearing a blue shirt today?

Activity: Keyboarding + AI Speaking Practice (30 mins)

While students are practicing on AI, select any 5 students to practice keyboarding on the laptop, then switch to the next group of 5 students after 10 minutes.

Group 1: Keyboarding Practice (Laptops)

- Open laptop → power on → open Typing Master or go to www.typingclub.com (no login needed)
- Place fingers: Left hand on A S D F | Right hand on J K L ;
- Type slowly, eyes on screen — not the keyboard
- Complete one Day; start the next if done early

Teacher: Check hand positions as you walk around. Remind students that being slow at first is normal.

Group 2: AI Speaking Practice (Tablets)

- Open Gemini → log in with Gmail → open Live Conversation
- Turn on the camera and look directly at it
- Say this prompt aloud:

"Hello Gemini. I will talk about my FEA teacher in 5 sentences. After I finish, give me feedback on my English and facial expressions."

- Listen to feedback and repeat to improve

Note: If Gemini live video conversation fails (e.g., due to internet issues), switch to ChatGPT or Gemini using mic only. Use this prompt:

Prompt: "Ask me one question at a time about my introduction and family. After I answer, correct my English, provide a sample response, and wait for me to repeat it before asking the next question."

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 45: 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 (20 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 (30 mins)

Write on the 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 (They can also take help from their SABs).
- 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: Prepare for Your Assessment with AI (30–40 mins)

Teacher says:

"On the day of lesson 50, I will sit with each of you and ask you some questions — just like a conversation. Today, we will practice those exact topics with AI so you feel confident and ready."

Write this prompt on the board and ask students to practice on 5 topics:

> "I am practicing for a spoken English assessment. The topic is: [TOPIC]. I will speak at least 50 words. After I speak give a sample response. Give my CEFR level."

Write the topics below the prompt:

1. Introduce yourself
2. Daily routine
3. My family
4. My likes and dislikes
5. My FEA Class

Trios Speaking Activity (20 mins)

Make trios

Write this on the board. Each member in the group must share their Introduction in 10 sentences, daily routine in 6-8 sentences and about their friend in 5 sentences. Get started. Move around and support.

Activity: Getting to Know a Student

Time: 10–15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

1. Speak in Hindi so the student feels at ease.
2. Listen more than you speak — don't rush.
3. Ask follow-up questions naturally; let the conversation flow.
4. Aim to speak with 2 students per session.
5. After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?
- What do your parents do? Do you have siblings?
- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?
- What do you like to do in your free time?
- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 46: 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: SAB Exercise (15-20 mins)

Ask students to refer to all the questions in their SAB. Make 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 mins)

Materials: Softball 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.
- Why do you like FEA?
- The student catches it and answers: "I like FEA because _____."
- Why do you want to learn English?
- The student catches it and answers: "I want to learn English because _____."

Step 3 - Duolingo (15-20 mins)

Students will sign into their Duolingo and begin their Duolingo chapters. The teacher must monitor what students are doing and encourage them to keep moving.

Step 3: Activity: Mock Interview + AI Speaking Practice (30 mins)

Mock Interview and More (30-40 mins)

Call 2 shy or quiet students who did not participate well in the last few weeks for focused speaking practice.

Ask them to:

- Introduce themselves (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.
- Share their daily routine.

Once the first pair completes, ask the next pair to come up.

Prepare for Your Assessment (30–40 mins)

Teacher says:

"On the day of lesson 50, I will sit with each of you and ask you some questions — just like a conversation. Today, we will practice those exact topics with AI so you feel confident and ready."

Write this prompt on the board and ask students to practice on 5 topics:

> "I am practicing for a spoken English assessment. The topic is: [TOPIC]. I will speak at least 50 words. After I speak give a sample response. Give my CEFR level."

Write the topics below the prompt:

1. Introduce yourself
2. Daily routine
3. My family
4. My likes and dislikes
5. My FEA Class

Homework: Most Scenic Train Ride in India | Toy Train from Kalka to Shimla

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 47: 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.

Step 1: Read Along – Group Instructions (30 mins)

1. Make groups of 3. Mix strong and weak readers in each group.
2. Open the Read Along app on a tablet or laptop: https://readalong.google.com/
3. Choose the right level for your group (Level 1 = easiest, Level 4 = hardest).
4. Spread out — if space allows, each group should be at least 8–10 feet apart. Extra groups can sit outside.
5. Take turns reading the entire story aloud — one student at a time, while the others listen.
6. Found a difficult word? Click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud.
7. At the end, each group shares the difficult words they found and their meanings with the class

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
- The teacher uses an online dice roller and turns the laptop toward the students.

Step 2: How to Play - (30-40 mins)

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:
    - The 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. The 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

Note: Inform students that in Day 48, you will interview each student on the questions given in the SAB L-48.

Step 3: Activity: Mock Interview + AI Speaking Practice (30 mins)

Mock Interview and More (30-40 mins)

Call 2 shy or quiet students who did not participate well in the last few weeks for focused speaking practice.

Ask them to:

- Introduce themselves (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.
- Share their daily routine.

Once the first pair completes, ask the next pair to come up.

Prepare for Your Assessment (30–40 mins)

Teacher says:

"On the day of lesson 50, I will sit with each of you and ask you some questions — just like a conversation. Today, we will practice those exact topics with AI so you feel confident and ready."

Write this prompt on the board and ask students to practice on 5 topics:

> "I am practicing for a spoken English assessment. The topic is: [TOPIC]. I will speak at least 50 words. After I speak give a sample response. Give my CEFR level."

Write the topics below the prompt:

6. Introduce yourself
7. Daily routine
8. My family
9. My likes and dislikes
10. My FEA Class

Homework: Dwayne Johnson Reveals Kevin Hart's Awkward Teen Photo

(Inform your Territory Manager to schedule their visit to your classroom for Day 50 and 51. Please note: The teacher will interview students in the presence of TM)

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.

5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 48: Preparation Day

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

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 and More (30 mins)

Call 2 shy or quiet students who did not participate well in the last few weeks for focused speaking practice.

Ask them to:

- Introduce themselves (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 the class their daily routine.

Once the first pair completes, ask the next pair to come up.

Step 2: Act out (30 mins)

Instructions for the Teacher:

1) Assign one of the situations to each student pair:
   Students must question
    a) Situation: "Act like a doctor. I have a stomach ache.
    b) Act as a fire officer. I am calling 102 because my house is on fire.
    c) Act like a relative meeting in a family function. Talk to me.
    d) You act like the Area Manager of Freedom Employability Academy and I am a student of FEA. Talk to me.

Each pair practices for 10 minutes and then comes on stage to deliver their presentation

2) Inform students that in Day 50 you will interview each student on the questions given in the SAB L-50

Step 3: Prepare for Your Assessment (30–40 mins)

Teacher says:

"On the day of lesson 50, I will sit with each of you and ask you some questions — just like a conversation. Today, we will practice those exact topics with AI so you feel confident and ready."

Write this prompt on the board and ask students to practice on 5 topics:

> "I am practicing for a spoken English assessment. The topic is: [TOPIC]. I will speak at least 50 words. After I speak give a sample response. Give my CEFR level."

Write the topics below the prompt:

1. Introduce yourself
2. Daily routine
3. My family
4. My likes and dislikes
5. My FEA Class

Activity: Getting to Know a Student

Time: 10–15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

1. Speak in Hindi so the student feels at ease.
2. Listen more than you speak — don't rush.
3. Ask follow-up questions naturally; let the conversation flow.
4. Aim to speak with 2 students per session.
5. After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?
- What do your parents do? Do you have siblings?
- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?
- What do you like to do in your free time?
- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

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

(Inform your Territory Manager to schedule their visit to your classroom for Day 50 and 51. Please note: The teacher will interview students in the presence of TM)

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 49: Pre-Mid Interview Practice

(Repeat this Day if you think your students require one more day of practice)

Objective:
Students confidently perform all key speaking tasks in an interview format with fluency, clarity, and minimal hesitation.

Step 1 – Mindfulness (5 mins)
Deep breathing: inhale 4 seconds, hold 2, exhale 4. Repeat 4–5 times.

Step 2 – Quick Activation (5 mins)
Ask 3–4 students:

- Introduce yourself (3–4 sentences)
- Ask me 1 question

Fast responses. No correction.

Step 3 – Rapid Revision Drill (10 mins)
Write tasks on board:

- Introduction (5–7 sentences)
- Daily routine (5–7 sentences)
- Greet your friend Ramesh and talk to him
- Ask 5 questions to your teacher
- Make a sentence using This / That / These / Those
- Make 2 sentences using Person + action + object
- Which is your favourite FEA Day and why? (using because in sentences)
- Why do you like FEA? (using because in sentences)

Teacher calls out tasks randomly.
Students respond immediately.
Focus on speed + full sentences.

Step 4 – Pair Mock Interview (Round 1) (15 mins)
Make pairs.

Student A = interviewer
Student B = student

Interviewer asks:

- Introduction
- Daily routine
- 2–3 questions
- Favourite Day / Why FEA

Then switch roles.

Rules:

- No reading
- Maintain eye contact
- Speak clearly

Step 5 – Prepare for Your Assessment (30–40 mins)

Teacher says:

"On the day of lesson 50, I will sit with each of you and ask you some questions — just like a conversation. Today, we will practice those exact topics with AI so you feel confident and ready."

Write this prompt on the board and ask students to practice on 5 topics:

> "I am practicing for a spoken English assessment. The topic is: [TOPIC]. I will speak at least 50 words. After I speak give a sample response. Give my CEFR level."

Write the topics below the prompt:

1. Introduce yourself
2. Daily routine
3. My family
4. My likes and dislikes
5. My FEA Class

Step 7 – Reflection (10 mins)
Ask students:

- What improved today?
- What will you practice before the interview?

Close with instruction:
“Practice daily. Speak clearly and confidently. Be ready for your interview.”

(Inform your Territory Manager to schedule their visit to your classroom for the next class. Note: Teacher will interview students in the presence of TM)

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.

6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 50: Student Interview (with TM)

Objectives:

- Students demonstrate speaking skills in a real interview setting
- TM observes and records CEFR levels
- Students revise introductions, daily routine, grammar, and questioning skills through performance

Materials:
Board, marker, mobile phones

Step 0 – Video Follow-up (2 mins)
Ask:

- Who watched the video?
- What do you remember?

If not watched, instruct them to watch it the next day.

Step 1 – Task Briefing (5 mins)
Tell the class:

"Today, you will give an interview. First, you will practice with AI. Then I will interview you one by one. While one student is giving the interview, others will continue practicing with AI and in pairs."

Clearly explain interview tasks:

- Introduce yourself in 5–7 sentences.
- Tell your daily routine in 5–7 sentences.
- Greet your new FEA friend Ramesh.
- Ask the teacher 5 different questions (excluding "What is your name?" and "How are you?").
- Make a sentence using: this, that, these, those.
- Make a sentence using: person + action + object.
- Say which is your favourite FEA Day and why.

- Why do you like FEA?

Step 2 – AI Interview Practice (30-40 mins)

Write this prompt on the board:

"Act like an interviewer. Ask me questions one by one from: introduction, daily routine, greeting, asking questions, this/that/these/those, person-action-object, favourite FEA Day, why I like FEA, my village. I will answer each. After all the answers, give feedback, my CEFR level (A1, A2, B1), and 3 tips to improve."

Students:

- Type the prompt
- Use mic to answer
- Read feedback
- Improve and repeat

TM Role:

- Move around and observe students
- Note CEFR level based on AI interaction (Note for TM/Teacher - please do not upload the CEFR scores given by ChatGPT today. Students who want to reappear, can take another assessment tomorrow.Note the final scores)

Step 3 – Parallel Practice for Non-Interview Students (Ongoing – 40 mins)

While teacher interviews students one by one, rest of class does:

1. Mini Peer Interviews (in pairs)

- One student = interviewer
- One student = candidate
- Ask same interview questions
- Switch roles after 5–7 mins

2. Rotate every 10–15 minutes: Change speaking partner after 15 mins.

Step 4 – Teacher Interview (40 mins running parallel)

Instructions:

- Call students one by one (8–10 mins each)
- Conduct full interview using all tasks

During interview:

- Encourage full sentences
- Support shy students with prompts if needed

TM Role:

- Sit with the student during the interview
- Observe carefully
- Note CEFR level for each student
- Track confidence, fluency, and accuracy

Teacher Role:

- Ask all questions
- Take quick notes:
    - Confident
    - Needs support
    - Common mistakes

Step 5 – Quick Feedback Loop (throughout)

After each interview (1 min):

- Tell student:
    - 1 thing they did well
    - 1 thing to improve

Keep it short and encouraging.

Step 6 – Closing Reflection (5–8 mins)

Ask students:

- How did you feel during the interview?
- What was easy?
- What was difficult?

Reinforce:
"Practice speaking every day. Confidence comes with practice."

Classroom Management Note

- Ensure no student is idle
- Keep all students engaged in:
    - Peer interviews
    - AI speaking
- Maintain a serious but supportive "interview environment" throughout the class.

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Day 51: Student Interview- 2 Day Day- Continued

Re-attempt Option (Important Instruction)

- Students who are not satisfied with their performance can take one more AI attempt.
- They must:
    - Read feedback carefully
    - Improve their answers
    - Speak again

TM Role:

- Allow and encourage re-attempts
- Note best performance, not first attempt

Step 1 – Quick Warm-up (5 mins)
Ask 2–3 students:

- Introduce yourself
- Ask 1 question

Keep it fast.

Step 2 – Instructions (5 mins)

Tell students:

"Today we will complete all remaining interviews. Those who have already given the interview will continue practicing and improving."

Clarify:

- Remaining students → Teacher Interview
- Others → Practice and improve

Step 3 – Teacher Interviews Continue (60 mins)

- Call remaining students one by one (8–10 mins each)
- Same interview structure as Day 1

TM Role:

- Sit in interviews
- Continue noting CEFR levels

Teacher Role:

- Focus on:
    - Confidence
    - Sentence formation
    - Clarity

Step 4 – Structured Work for Non-Interview Students (Parallel – 60 mins)

Students who are NOT being interviewed must do:

1. Peer Mock Interviews

- Same interview questions
- Change partner every 10–15 mins
- Focus: fluency + confidence

2. AI Improvement Practice

Use same prompt again

Focus this time:

- Improve weak answers
- Speak more clearly
- Try longer sentences

3. Re-attempt for Improvement (Strongly Recommended)

- Students redo AI interview
- Try to improve CEFR level

Step 5 – Fast Track for Already Interviewed Students

Students who have already completed teacher interview:

- Do advanced practice:
    - Give longer answers (8–10 sentences)
    - Help weaker students
    - Practice asking better questions

Step 6 – Final Reflection (10 mins)

Ask:

- Did you improve from yesterday?
- What did you change?

- What will you practice next?

Closing Line
"Interview is not about perfection. It is about confidence and clarity. Keep practicing daily."

- No student should sit idle
- Keep strict rotation:
    - Peer → AI → Peer
- Encourage peer support (strong students help weak students)

Note for Teachers:

If less than 75% of your students have reached A2 level, continue with the extra practice Days (Days 52 to 61).

If 75% or more students have reached A2 level and this is verified, skip Days 52 to 61 and start from Day 62. Aim for B1. On Day 124 and 125 there will be a similar assessment to check student's spoken ability and have they reached B1.

Teacher Tip (Very Important for B1):
From now on tell students to try and

- Speak **minimum 7–10 sentences**
- Add **reasons (because, but, so)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Students:
Use mic to answer
Repeat after correction
Get CEFR score

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Day 52: A2 Consolidation Practice 1

Progress Note for Teachers: Conduct consolidation-practice Days (52–61) if less than 75% of students scored A2.

Objective:
Students practice speaking full sentences about their daily routine and self-introduction through repeated partner practice and peer questioning.

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

Ask students to stand in pairs.
Write on board:
Topic 1: My Daily Routine (8-10 sentences)
Topic 2: My Introduction (8-10 sentences)

Instructions:
"Today we will practice these 2 topics. You will speak with 3 different partners. Use full sentences only."

Round 1: Partner Practice (20 mins)

Pair students. Each pair gets 10 minutes per person.

Instructions to students:

1. Student A speaks first: "My daily routine" (8-10 sentences)
2. Student B speaks: "My introduction" (8-10 sentences)
3. Now student B speaks: "My daily routine" (8-10 sentences)
4. Now student A speaks: "My introduction" (8-10 sentences)
5. Switch notebooks and write 1 good thing + 1 improvement

Round 2: Switch Pairs (20 mins)

Same format:

1. Daily routine → Questions → Feedback
2. Introduction → Questions → Feedback

Round 3: Hot Seat Activity (60 mins)

Pick 10 students (Who could not score A2) for a hot seat (rotate every 5 minutes).

Setup:

- Hot seat student stands in front
- All others students ask questions (only "What/Where/Who/When")- Refer previous Days from SAB for questions

- Hot seat student answers in full sentences
- No one-word answers allowed

Note: Ask students to refer to previous Days from SAB for questions:

Energizer Break: 5 mins
Clap hands → Jump → Clap hands → Sit down.

Step 4: AI Speaking Practice (30 mins)

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Type this Prompt: "I will tell my introduction in 10 sentences. My English level is A1, and give me a sample response after I speak.

(After students complete the above topic, tell students to use the same prompt with daily routine. Guide students to practice rehearsing the sample response a few times)

Activity: Getting to Know a Student

Time: 10-15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

- Speak in Hindi so the student feels at ease.
- Listen more than you speak — don't rush.
- Ask follow-up questions naturally; let the conversation flow.
- Aim to speak with 2 students per session.
- After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?
- What do your parents do? Do you have siblings?
- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?
- What do you like to do in your free time?
- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

Step 5: Post AI Questions (10 mins):

Ask:

1. What was easy today? What will you practice at home?
2. How many sentences did you speak to the AI today?
3. What is one new sentence you learned from the AI's sample response?

Homework: Practice your daily routine introduction 3 times in smartphone/mirror/with siblings.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 53: A2 Consolidation Practice 2

Progress Note for Teachers: Conduct consolidation-practice Days (52–61) if less than 75% of students scored A2.

Objective:
Students practice speaking full sentences about their daily routine and self-introduction through repeated partner practice and peer questioning.

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

Ask students to stand in pairs.
Write on board:
Topic 1: My Daily Routine (8-10 sentences)
Topic 2: My Introduction (8-10 sentences)

Instructions:
"Today we will revise these 2 topics. You will speak with 3 different partners. Use full sentences only."

Round 1: Partner Practice (20-30 mins)

Pair students. Each pair gets 10 minutes per person.

Instructions to students:

1. Student A speaks first: "My daily routine" (8-10 sentences)
2. Student B speaks: "My introduction" (8-10 sentences)
3. Now student B speaks: "My daily routine" (8-10 sentences)
4. Now student A speaks: "My introduction" (8-10 sentences)
5. Choose a new partner and practice again.

Round 2: Switch Pairs (20 mins)

Same format:

1. Daily routine → Questions → Feedback
2. Introduction → Questions → Feedback

Round 3: Hot Seat Activity (40-60 mins)

Pick 10 students (Who could not score A2) for a hot seat (rotate every 5 minutes).

Setup:

- Hot seat student stands in front
- All others ask questions (only "What/Where/Who/When")
- Hot seat answers in full sentences
- No one-word answers allowed

Ask students to refer to previous Days from SAB for more questions:

Energizer Break: 5 mins
Clap hands → Jump → Clap hands → Sit down.

Step 4: AI Speaking Practice (30 mins)

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Type this Prompt: "I will tell my introduction in 10 sentences. My English level is A1, and give me a sample response after I speak.

(After students complete the above topic, tell students to use the same prompt with daily routine. Guide students to practice rehearsing the sample response a few times)

Teacher Note: Sit with 2 weak students. Train them on asking follow-up questions from AI.

Step 5: Post AI Questions (10 mins):
Ask:

1. Ask students to share the AI's sample response they learned with their partner.

Homework: Practice your daily routine introduction 3 times in smartphone/mirror/with siblings.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 54: A2 Consolidation Practice 3

Progress Note for Teachers: Conduct consolidation-practice Days (52–61) if less than 75% of students scored A2.

Objective:
Students practice speaking full sentences about their likes and dislikes and using "this/that/these/those" correctly through repeated partner practice, hot seat, and AI support.

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

On the board, write:

- Topic 1: **My likes and dislikes** (8–10 sentences)
- Topic 2: **Using this/that/these/those** (8–10 sentences)

Ask a few quick questions:

- "What food do you like?"
- "What food do you not like?"
- (Point to objects) "What is this?" "What is that?" "What are these?" "What are those?"

Explain briefly:

- **this** – one thing near me
- **that** – one thing far from me
- **these** – many things near me
- **those** – many things far from me

Tell students:

"Today we practice likes and dislikes and sentences with this/that/these/those. You will speak with different partners. Use full sentences only."

Round 1: Partner Practice (20 mins)

Pair students. Each pair gets about 10 minutes per person.

Instructions to students:

1. Student A speaks about **likes and dislikes** (8–10 sentences).
    - Example ideas (do not write full sentences for them): food, subjects, games, seasons, people's habits.
2. Student B listens and notes 1 like + 1 dislike in notebook.
3. Student B speaks about **likes and dislikes** (8–10 sentences).

4. Student A listens and notes 1 like + 1 dislike.

Now repeat with **this/that/these/those**:

1. Student A speaks 5–6 sentences using **this/that/these/those** (can point to objects in class).
2. Student B speaks 5–6 sentences using **this/that/these/those**.

Round 2: Switch Pairs (20 mins)

Ask students to change partners.

Same format as Round 1, but with **new examples**:

- First: likes/dislikes (8–10 sentences each).
- Then: this/that/these/those (5–6 sentences each).

Round 3: Hot Seat Activity (60 mins)

Select **10 weaker students** (who did not reach A2) for the hot seat, rotating every 4–5 minutes.

Setup:

- One student sits or stands in the "hot seat" at the front.
- Other students ask questions; hot-seat student must answer in **full sentences**.

On the board, write sample question starters for classmates:

- Likes/dislikes:
    - "What games do you like?"
    - "Which vegetables do you not like?"
    - "Why do you like this subject?"
- This/that/these/those:
    - "What is this?" (teacher/classmate points)
    - "What is that?"
    - "What are these?"
    - "What are those?"

Rules:

- Only full sentences, no one-word answers.
- Class can ask follow-up questions: "Why?"
- Ask students to look at their SAB / previous Days for more question ideas.

Energizer Break (5 mins)

Simple movement:

- Clap hands → jump → turn around → clap again → sit. Repeat 2–3 times.

Step 4: AI Speaking Practice (30 mins)

Write this prompt on the board and ask students to type it and use the mic:

> "I will speak 8–10 sentences about my likes and dislikes, and 4–5 sentences using this/that/these/those. My English level is A1. After I speak, please correct my sentences, give a sample answer, and tell me my CEFR level."

After they finish with this topic, tell them: "Now use the **same prompt** again, but change the first line to 'I will speak more sentences using this/that/these/those with different things in my classroom and home.'" Ask students to sit in a zig-zag pattern to reduce background noise.

Teacher Note: Sit with 2 weaker students. Help them:

- read AI feedback,
- ask follow-up questions like "Give me more examples with 'these'" or "Correct my sentence

Step 5: Post-AI Questions (10 mins)

Ask the class:

- "What was easy today – likes/dislikes or this/that/these/those? Why?"
- "How many sentences did you speak to the AI today?"
- "What is one new sentence you learned from the AI's sample response?"
- "Which word was more confusing for you: this/that or these/those"

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

Day 55: A2 Consolidation Practice 4

Progress Note for Teachers: Conduct consolidation-practice Days (52–61) if less than 75% of students scored A2.

Objective:
Students practice speaking full sentences about their likes and dislikes and using "this/that/these/those" correctly through repeated partner practice, hot seat, and AI support.

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

On the board, write:

- Topic 1: **My likes and dislikes** (8–10 sentences)
- Topic 2: **Using this/that/these/those** (8–10 sentences)

Ask a few quick questions:

- "What food do you like?"
- "What food do you not like?"
- (Point to objects) "What is this?" "What is that?" "What are these?" "What are those?"

Explain briefly:

- **this** – one thing near me
- **that** – one thing far from me
- **these** – many things near me
- **those** – many things far from me

Tell students:

"Today we practice likes and dislikes and sentences with this/that/these/those. You will speak with different partners. Use full sentences only."

Round 1: Partner Practice (20 mins)

Pair students. Each pair gets about 10 minutes per person.

Instructions to students:

5. Student A speaks about **likes and dislikes** (8–10 sentences).
    - Example ideas (do not write full sentences for them): food, subjects, games, seasons, people's habits.
6. Student B listens and notes 1 like + 1 dislike in notebook.
7. Student B speaks about **likes and dislikes** (8–10 sentences).

8. Student A listens and notes 1 like + 1 dislike.

Now repeat with **this/that/these/those**:

3. Student A speaks 5–6 sentences using **this/that/these/those** (can point to objects in class).
4. Student B speaks 5–6 sentences using **this/that/these/those**.

Round 2: Switch Pairs (20 mins)

Ask students to change partners.

Same format as Round 1, but with **new examples**:

- First: likes/dislikes (8–10 sentences each).
- Then: this/that/these/those (5–6 sentences each).

Round 3: Hot Seat Activity (60 mins)

Select **10 weaker students** (who did not reach A2) for the hot seat, rotating every 4–5 minutes.

Setup:

- One student sits or stands in the "hot seat" at the front.
- Other students ask questions; hot-seat student must answer in **full sentences**.

On the board, write sample question starters for classmates:

- Likes/dislikes:
    - Do you like apples?
    - Do you like cats or dogs?
    - Do you like school?
    - Do you like tea?
    - Do you like cricket?
- This/that/these/those:
    - What is this? (Holding a pencil)
    - What is that? (Pointing to the ceiling fan or a window)
    - Are these your shoes? (Pointing to the student's feet)
    - Are those your friends? (Pointing to students in the back row)
    - Is this a book? (Holding up a notebook)

Rules:

- Only full sentences, no one-word answers.
- Class can ask follow-up questions: "Why?"

Energizer Break (5 mins)

Simple movement:

- Clap hands → jump → turn around → clap again → sit.
  Repeat 2–3 times.

Step 4: AI Speaking Practice (30 mins)

Write this prompt on the board and ask students to type it and use the mic:

> "I will speak 8–10 sentences about my likes and dislikes, and 4–5 sentences. My English level is A1. After I speak, please correct my sentences, give a sample answer, tell my CEFR level."

After they finish with this topic, tell them:

"Now use the **same prompt** again, but change the first line to 'I will speak more sentences using this/that/these/those with different things in my classroom and home.'"

Ask students to sit in a zig-zag pattern to reduce background noise.

Activity: Getting to Know a Student

Time: 10-15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

- Speak in Hindi so the student feels at ease.
- Listen more than you speak — don't rush.
- Ask follow-up questions naturally; let the conversation flow.
- Aim to speak with 2 students per session.
- After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?
- What do your parents do? Do you have siblings?
- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?

- What do you like to do in your free time?
- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

Step 5: Post-AI Questions (10 mins)

Ask the class:

- Did the AI give you a CEFR level? Was it A1, A2, or something else?
- How did you feel about the "Hot Seat" activity? Were they more nervous there or while talking to the AI?
- Were you able to reach the 8-10 sentence goal, or did you stop early?
- "Which word was more confusing for you: this/that or these/those?"

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 56: A2 Consolidation Practice 5

Progress Note for Teachers: Conduct consolidation-practice Days (52–61) if less than 75% of students scored A2.

Objective:
Students practice using subject pronouns (I, you, he, she, it, we, they) with action words in full sentences, through partner practice, hot seat, and AI speaking.

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

As students enter, quickly ask 2–3 to introduce their friend in 2–3 sentences.

On the board, write:

- Pronouns: **I, You, He, She, It, We, They**
- Actions: **sleep, jump, walk, read, listen, write, eat, play**

Do a quick game:

- Teacher acts an action (e.g., jumping, reading).
- Ask: "What am I doing?"
- Students say just the action word: "Jumping!" "Reading!"
- Write all correct action words on the board.

Then show:

- **I / You / We / They → verb** (jump, walk, cook)
- **He / She / It → verb + s** (jumps, walks, cooks)

Circle "+s" on the board.

Tell students:

"Today we will make many sentences with I/you/he/she/it/we/they and actions. You will work with different partners and speak in full sentences."

Round 1: Partner Practice (20 mins)

Pair students. Each pair gets about 10 minutes per person.

Instructions to students:

1. Student A says **8–10 sentences** about actions, using different pronouns.
    - Example pattern (teacher can model on board):
        - I read books.
        - You walk to school.

        - He plays cricket.
        - She writes a letter.
        - It barks loudly.
        - We eat dinner at 8.
        - They watch TV

2. While A speaks, Student B **acts** the action quickly (small gesture)
3. Then Student B says 8–10 sentences with all pronouns; Student A acts

If they finish early, ask them to make **negative sentences** too, e.g., "He does not play", "They do not walk fast."

Teacher: Move around, correct "he/she/it + s" mistakes, and praise good examples.

Round 2: Switch Pairs (20 mins)

Ask students to change partners.

Same format, but now add **questions and answers**

(Note: Students may struggle turning statements into questions. Let students struggle and try)

1. Student A says 4 sentences (e.g., "He runs fast." "They play football.").
2. Student B turns each into a **question + answer**, e.g.,
    - "Does he run fast? Yes, he runs fast."
    - "Do they play football? Yes, they play football."
3. Then switch roles.

Round 3: Hot Seat Activity (40–45 mins)

Select **8–10 weaker students** for the hot seat, rotating every 4–5 minutes.

Setup:

- One student stands in the front.
- Teacher or classmates give pronoun + action prompts.
- Hot-seat student must make a **full sentence** and act it.

On the board, write prompt ideas:

- I / jump
- You / read
- He / write
- She / play
- It / bark
- We / dance
- They / sing

Activity flow:

1. Classmate says: "He + run" → hot-seat student says "He runs fast" and does running action.
2. Next prompt: "We + study" → "We study English" + small action.
3. Sometimes ask for **negative form**: "Make it negative: They play cricket" → "They do not play cricket."

Step 4: AI Speaking Practice (30 mins)

Write this prompt on the board and ask students to type it and use the mic:

> "I will speak 8–10 sentences using I, you, he, she, it, we, they with action words (like run, eat, read, play). My English level is A1. After I speak, please correct my sentences, give me a sample answer, tell my CEFR level."

Student steps:

1. Think for 1 minute and plan sentences (can use notebook).
2. Press mic and speak 8–10 sentences.
3. Read AI feedback and sample answer.
4. Try again with **new sentences** (change actions or pronouns).

Ask students to sit in a zig-zag pattern to reduce background noise.

Step 5: Post-AI Questions (10 mins)

Ask the class:

- "Which pronoun was most difficult for you today: he, she, it, we, they?"
- "Were your hot-seat sentences better, or your AI sentences better? Why?"

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 57: A2 Consolidation Practice 6

Progress Note for Teachers: Conduct consolidation-practice Days (52–61) if less than 75% of students scored A2.

Objective:
Students practice using I, you, he, she, it, we, they with am/is/are in full sentences through partner practice, hot seat, and AI speaking.

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

On the board, write:

- **I am, You are, He is, She is, It is, We are, They are**

Act an action (walking, drinking, typing, jumping, laughing).
Ask: "What am I doing?"
As students guess correctly, write action words on board:

- counting, typing, walking, drinking, playing, catching, laughing, washing, jumping, greeting

Briefly review:

- "I am …" (point to yourself)
- "You are …" (point to student)
- "He is … / She is …" (point to boy/girl)
- "We are …" (group)
- "They are …" (point to another group)

Tell students:

"Today we will make many sentences using I/you/he/she/it/we/they with am/is/are and action words. You will work with different partners and speak in full sentences."

Round 1: Partner Practice (20 mins)

Put students in pairs.

On board, write the pattern:

- I am _ing.
- You are _ing.
- He is _ing.
- She is _ing.
- We are _ing.
- They are _ing.

- It is _ing. (use animal/object)

Instructions to students:

1. Student A says **7–10 sentences** using all pronouns with actions from the board.
    - Example (teacher can model quickly): "I am walking." "You are jumping." "He is playing." etc.
2. While A speaks, Student B **acts** each sentence (small gesture) and checks am/is/are.
3. Then Student B makes 7–10 sentences; Student A acts and checks.

Round 2: Switch Pairs (20 mins)

Ask students to change partners.

Same structure, but now add **description sentences**, not only actions.

On board, add examples:

- I am happy.
- You are late.
- He is tall.
- She is tired.
- We are students.
- They are friends.
- It is small.

Instructions:

1. Student A says 4–5 **action** sentences + 4–5 **description** sentences.
2. Student B listens
3. Switch roles.

Round 3: Hot Seat Activity (40–45 mins)

Choose **8–10 weaker students** for the hot seat, rotating every 4–5 minutes.

Setup:

- Hot-seat student stands in front.
- Teacher or classmates read prompts; hot-seat student must produce a full sentence with correct pronoun + am/is/are.

On the board, write prompt ideas:

- I / happy
- You / late for class
- He / playing cricket

- She / reading a book
- We / learning English
- They / walking to school
- It / barking (dog), It / old (chair)

Activity flow:

1. Classmate says: "He / laughing" → hot-seat student says "He is laughing."
2. Teacher points to group and says: "We / tired" → student says "We are tired."
3. Sometimes ask for **negative**: "Change: They are playing cricket → make it negative." (They are not playing cricket.)

Rules:

- Full sentences only, no one-word answers.
- Teacher quickly corrects any am/is/are mistake.

Step 4: AI Speaking Practice (30 mins)

Write this prompt on the board and ask students to type it and use the mic:

> "I will speak 8–10 sentences using I am, you are, he is, she is, it is, we are, they are with actions and descriptions. My English level is A1. After I speak, please correct my sentences, give a sample answer, tell my CEFR level."

Student steps:

1. Plan sentences for 1 minute in notebook.
2. Speak 8–10 sentences to AI using mic.
3. Read corrections and sample answer.

Ask students to sit in zig-zag pattern to reduce background noise.

Step 5: Post-AI Questions (10 mins)

Ask:

- "Which was most difficult: am, is, or are? Why?"
- "Did AI change many of your sentences? Which one do you remember clearly now?"
- "Did you feel more confident in the hot seat or while talking to AI?"

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.

4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 58: A2 Consolidation Practice 7

Progress Note for Teachers: Conduct consolidation-practice Days (52–61) if less than 75% of students scored A2.

Objective:
Students practice forming and asking simple questions with **what, where, who**, and answering in full sentences through partner practice, a "Red Carpet" game, and AI speaking.

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

Write on the board:

- **What** – used for things, activities
- **Where** – used for places
- **Who** – used for people

On the board write the pattern:

- **Question word + is/are + your + name?**
    - What is your name?
    - Where is your house?
    - Who is your best friend?

Round 1: Partner Question Practice (20 mins)

Put students in pairs.

On the board, write model questions:

- What is your favourite food?
- What is your favourite sport?
- Where is your school?
- Where do you live?
- Who is your best friend?
- Who is your FEA teacher?

Instructions:

1. Student A asks Student B **10 questions** from the board
2. Then Student B asks Student A **10 questions**

Round 2: Create Your Own Questions (20 mins)

Keep students in new pairs (switch partners).

On the board, write prompts:

- What … ? (school, hobbies, family, favourite things)
- Where … ? (home, school, favourite place, market)
- Who … ? (friends, family, teacher, favourite player)

Instructions:

1. Each student quietly writes **3 new questions** in the notebook:
    - 1 with **what**, 1 with **where**, 1 with **who**.
2. Student A asks all 3 questions to Student B and listens carefully.
3. Student B answers in full sentences.
4. Switch roles.

Round 3: "Red Carpet" Reporter Game (40 mins)

Explain the activity:

"Now we will pretend we are on the red carpet. One person is a famous person. The rest of the class are reporters. You can ask questions only with **who, what, where**."

Setup:

- Choose 1 student (or the teacher) as a celebrity (for example, a famous actor, sportsperson, singer).
- Give the celebrity a microphone. (FEA microphone can be used to make it realistic)

Rules:

1. Celebrity sits in front.
2. One by one, reporters ask **one question** each, using **who / what / where** only.
    - Examples to model first:
        - "Who is your favourite cricketer?"
        - "What is your next movie?"
        - "Where do you live now?"
3. The celebrity must answer in a full sentence:
    - "My favourite cricketer is …"
    - "My next movie is about …"
    - "I live in …"
4. After 8–10 questions, change the celebrity (new student).

Teacher:

- Make sure students really use only what/where/who.
- Gently correct and ask them to repeat the corrected question or answer.

Step 4: AI Question–Answer Practice (30 mins)

Write this prompt on the board and ask students to type it and use the mic:

> "I am practicing English questions. I will say 5 questions using what, 5 questions using where, and 5 questions using who, one by one. After I share my questions, correct my sentence and show me the correct sample version."

Student steps:

1. Type the prompt.
2. Answer each question in full sentences using the mic.
3. Read corrections carefully and repeat the corrected sentence aloud.
4. Continue until they have answered at least **10–12 questions**.

Ask students to sit in a zig-zag pattern to reduce background noise.

Activity: Getting to Know a Student

Time: 10-15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

- Speak in Hindi so the student feels at ease.
- Listen more than you speak — don't rush.
- Ask follow-up questions naturally; let the conversation flow.
- Aim to speak with 2 students per session.
- After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?
- What do your parents do? Do you have siblings?
- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?
- What do you like to do in your free time?
- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

Step 5: Post-AI Questions (10 mins)

Ask:

- "Which question word was easiest for you today – what, where, or who? Why?"
- "Share one good question you asked or answered today."
- "Did talking as reporters on the red carpet help you feel more confident? How?"

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 59: A2 Consolidation Practice 8

Progress Note for Teachers: Conduct consolidation-practice Days (52–61) if less than 75% of students scored A2.

Objective:
Students practice forming and asking simple questions with what, where, who, and answering in full sentences through partner practice, a “Red Carpet” game, and AI speaking.

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

Write on the board:

- What – used for things, activities
- Where – used for places
- Who – used for people

On the board write the pattern:

- Question word + is/are + your + name?

Examples:

- What is your favourite subject?
- Where is your favourite place to visit?
- Who is your favourite teacher?

Round 1: Partner Question Practice (20 mins)

Put students in pairs.

On the board, write model questions:

- What is your favourite TV show or YouTube channel?
- What is one thing you always carry with you?
- Where do you usually study at home?
- Where do you go on Sundays?
- Who is the funniest person in your family?
- Who is your favourite sportsperson?

Instructions:

- Student A asks Student B 10 questions from the board (can repeat or change order).
- Then Student B asks Student A 10 questions.

Round 2: Create Your Own Questions (20 mins)

Keep students in new pairs (switch partners).

On the board, write prompts:

- What … ? (dreams, daily activities, things you want to learn)
- Where … ? (future place to visit, place you feel happy, study places)
- Who … ? (role models, friends, people who help you)

Instructions:

- Each student quietly writes 3 new questions in the notebook:
    - 1 with what, 1 with where, 1 with who.
- Student A asks all 3 questions to Student B and listens carefully.
- Student B answers in full sentences.
- Switch roles.

Round 3: "Red Carpet" Reporter Game (40 mins)

Explain the activity:

"Now we will pretend we are on the red carpet. One person is a famous person. The rest of the class are reporters. You can ask questions only with who, what, where."

Setup:

- Choose 1 student (or the teacher) as a celebrity (for example, a famous actor, sportsperson, singer).
- Start with students who did not get a chance to be celebrity in the last class.
- Give the celebrity a microphone (FEA microphone can be used to make it realistic).

Rules:

- Celebrity sits in front.
- One by one, reporters ask one question each, using who / what / where only.

Questions to model first:

- "Who is your best friend in this school?"
- "What is the biggest challenge in your life right now?"
- "Where do you want to travel in the future?"

The celebrity must answer in a full sentence:

- "My best friend in this school is …"
- "The biggest challenge in my life right now is …"
- "I want to travel to … in the future."

After 8–10 questions, change the celebrity (new student).

Teacher:

- Make sure students really use only what/where/who.

Step 4: AI Question–Answer Practice (30 mins)

Write this prompt on the board and ask students to type it and use the mic:

> "I am practicing English questions. I will say 5 questions using what, 5 questions using where, and 5 questions using who, one by one. After I share my questions, correct my sentence and show me the correct sample version."

Student steps:

- Type the prompt.
- Say each question clearly into the mic.
- Read corrections carefully and repeat the corrected sentence aloud.
- Continue until they have said at least 15 questions.

Ask students to sit in a zig-zag pattern to reduce background noise.

Step 5: Post-AI Questions (10 mins)

- "Which question word was easiest for you today – what, where, or who? Why?"
- "Share one new or interesting question you created today."
- "Did you feel more confident as a reporter or as the celebrity on the red carpet? Why?"

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 60: A2 Consolidation Practice 9

Progress Note for Teachers: Conduct consolidation-practice Days (52–61) if less than 75% of students scored A2.

Objective:
Students practice asking and answering questions using **when, why, how** in simple situations through partner work, a "Mystery Guest" game, and AI speaking.

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

Write on the board:

- **When** – used for time
- **Why** – used for reasons
- **How** – used for way or method

Write the pattern:

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

Give a few examples and have students repeat:

- When do you eat lunch?
- Why do you learn English?
- How do you come to FEA?

Round 1: Partner Question Practice (20 mins)

Put students in pairs.

On the board, write model questions:

- When do you usually wake up?
- When do you do your homework?
- Why do you want to improve your English?
- Why do you like your village or city?
- How do you travel to school or college?
- How do you relax when you feel stressed?

Instructions:

- Student A asks Student B all 10 questions and listens carefully.
- Student B answers in full sentences.
- Then Student B asks the same 10 questions to Student A.

Round 2: Create Your Own Questions (20 mins)

Switch partners.

On the board, write prompts:

- **When … ?** (free time, meals, study, sleep)
- **Why … ?** (study, work, hobbies, dreams)
- **How … ?** (travel, study, help at home, solve problems)

Instructions:

- Each student writes **3 new questions**:
    - 1 with when, 1 with why, 1 with how.
- Student A asks all 3 questions to Student B and notes 1 interesting answer.
- Switch roles.

Round 3: "Mystery Guest" Game (40 mins)

Explain the activity:

"Now we will play 'Mystery Guest'. One person is a famous person, but the class does not know who it is. You must guess the person by asking questions. You cannot ask 'What is your name?' or 'Who are you?'."

Setup:

- Secretly choose a famous person with one student or keep it yourself as teacher (actor, cricketer, leader, singer, or local famous person).
- The chosen student (or teacher) becomes the **Mystery Guest** and sits at the front.

Rules:

- The class has **10 question attempts** to guess the identity.
    - Example question ideas to model (do NOT give the name):
        - "When do you usually play or work?"
        - "What do you do?"
        - "Why are you famous?"
        - "How do you help people?"
        - "How do you travel for your work?"
        - "When did you become famous?"
- The Mystery Guest answers in full sentences, staying in character. (In case student does not know the answer of the questions, they can take help of ChatGPT and answer.)
- After 10 questions, the class guesses: "You are …"
- If they guess correctly, clap. If not, reveal and quickly start a new round with a new Mystery Guest.

Teacher:

- Make sure no one asks “What is your name?” or “Who are you?”
- Help weaker students form correct when/why/how questions.
- **Keep the pace fast and fun.**

Step 4: AI Question–Answer Practice (30 mins)

Write this prompt on the board and ask students to type it and use the mic:

> “I am practicing English questions. I will say 5 questions using when, 5 questions using why, and 5 questions using how, one by one. After I share my questions, correct my sentences and show me the correct sample version.”

Student steps:

- Type the prompt.
- Say each question clearly into the mic.
- Read the AI’s corrections and repeat the corrected question aloud.
- Continue until they have said at least 10–12 questions.

Ask students to sit in a zig-zag pattern to reduce background noise.

Step 5: Post-AI Questions (10 mins)

Ask:

- “Which question word was easiest for you today – when, why, or how? Why?”
- “Share one good or interesting question you created today.”
- “Was it harder to ask the Mystery Guest questions or to make questions for the AI? Why?”

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 61: A2 Consolidation Practice 10

Progress Note for Teachers: Conduct consolidation-practice Days (52–61) if less than 75% of students scored A2.

Objective:
Students practice asking and answering questions using when, why, how in simple situations through partner work, a "Mystery Guest" game, and AI speaking.

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

Write on the board:

- When – used for time
- Why – used for reasons
- How – used for way or method

Write the pattern:

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

Give a few examples and have students repeat:

- When do you sleep at night?
- Why do you want a good job?
- How do you help your family?

Round 1: Partner Question Practice (20 mins)

Put students in pairs.

On the board, write model questions:

- When do you play games or sports?
- When do you eat dinner with family?
- Why do you study English every day?
- Why do you respect your teachers?
- How do you celebrate your birthday?
- How do you make new friends?

Instructions:

- Student A asks Student B all 10 questions and listens carefully.
- Student B answers in full sentences.
- Then Student B asks the same 10 questions to Student A.

Round 2: Create Your Own Questions (20 mins)

Switch partners.

On the board, write prompts:

- **When ... ?** (family time, festivals, weekends, holidays)
- **Why ... ?** (family, friends, goals, happiness)
- **How ... ?** (learn skills, spend money, stay healthy, plan future)

Instructions:

- Each student writes 3 new questions:
    - 1 with when, 1 with why, 1 with how.
- Student A asks all 3 questions to Student B and notes 1 interesting answer.
- Switch roles.

Round 3: "Mystery Guest" Game (40 mins)

Explain the activity:

"Now we will play 'Mystery Guest'. One person is a famous person, but the class does not know who it is. You must guess the person by asking questions. You cannot ask 'What is your name?' or 'Who are you?'."

Setup:

- Secretly choose a famous person with one student or keep it yourself as teacher (actor, cricketer, leader, singer, or local famous person).
- The chosen student (or teacher) becomes the Mystery Guest and sits at the front.

Rules:

- The class has 10 question attempts to guess the identity.
- Example question ideas to model (do NOT give the name):
    - "When do you practice your sport/skill?"
    - "Why did you choose this career?"
    - "How do you prepare for competitions/events?"
    - "When do you feel most successful?"
    - "How often do you meet your fans?"
    - "Why do people admire you?"
- The Mystery Guest answers in full sentences, staying in character. (In case student does not know the answer of the questions, they can take help of ChatGPT and answer.)
- After 10 questions, the class guesses: "You are ..."
- If they guess correctly, clap. If not, reveal and quickly start a new round with a new Mystery Guest.

Teacher:

- Make sure no one asks "What is your name?" or "Who are you?"
- Help weaker students form correct when/why/how questions.
- Keep the pace fast and fun.

Step 4: AI Question–Answer Practice (30 mins)

Write this prompt on the board and ask students to type it and use the mic:

> "I am practicing English questions. I will say 5 questions using when, 5 questions using why, and 5 questions using how, one by one. After I share my questions, correct my sentences and show me the correct sample version."

Student steps:

- Type the prompt.
- Say each question clearly into the mic.
- Read the AI's corrections and repeat the corrected question aloud.
- Continue until they have said at least 10–12 questions.

Ask students to sit in a zig-zag pattern to reduce background noise.

Activity: Getting to Know a Student

Time: 10-15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

- Speak in Hindi so the student feels at ease.
- Listen more than you speak — don't rush.
- Ask follow-up questions naturally; let the conversation flow.
- Aim to speak with 2 students per session.
- After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?
- What do your parents do? Do you have siblings?
- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?

- Are you working somewhere? What does a typical day look like for you?
- What do you like to do in your free time?
- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

Step 5: Post-AI Questions (10 mins)

Ask:

- Did the AI give you a CEFR level? Was it A1, A2, or something else?
- Are you feeling confident about scoring A2? Why or why not?
- Which grammar part are you struggling with the most? (Example: is/am/are, but and so, WH family)

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Note for Teachers: From here, your focus is to help students reach B1 level. In Days 124 and 125, students will go through a similar presentation to check their spoken English and see if they are B1 level speakers.

Teacher Tip (Very Important for B1):

From this stage onwards, consistently guide students to:

- Speak in 7–10 sentences
- Add reasons (because, but, so)
- Give examples (for example…)
- Use different tenses (yesterday, today, tomorrow)

Day 62: Describing Images + Jeopardy

Objective:

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

Read Along – Group Instructions (30 mins)

1. Make groups of 3. Mix strong and weak readers in each group.
2. Open the Read Along app on a tablet or laptop: https://readalong.google.com/
3. Choose the right level for your group (Level 1 = easiest, Level 4 = hardest).
4. Spread out — if space allows, each group should be at least 8–10 feet apart. Extra groups can sit outside.
5. Take turns reading the entire story aloud — one student at a time, while the others listen.
6. Found a difficult word? Click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud.
7. At the end, each group shares the difficult words they found and their meanings with the class

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 a 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 minutes
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/1NxmpxlJfPK9DuIuBUnBElBUiGQCAR4no/edit#slide=id.p1

Homework: How To Improve Your English Communication Skills In Just 3 Weeks #free

Activity: Keyboarding + AI Speaking Practice (30 mins)

- While students are practicing on AI, select any 5 students to practice keyboarding on the laptop, then switch to the next group of 5 students after 10 minutes.

Group 1: Keyboarding Practice (Laptops)

- Open laptop → power on → open Typing Master or go to www.typingclub.com (no login needed)
- Place fingers: Left hand on A S D F | Right hand on J K L ;
- Type slowly, eyes on screen — not the keyboard
- Complete one Day; start the next if done early

Teacher: *Check hand positions as you walk around. Remind students that being slow at first is normal.*

Group 2: AI Speaking Practice (Tablets)

- Open Gemini → log in with Gmail → open Live Conversation
- Turn on the camera and look directly at it
- Say this prompt aloud:

"Hello Gemini. I will talk about my family members in 10 sentences. After I finish, give me feedback on my English and facial expressions."

- Listen to feedback and repeat to improve

Note: If Gemini live video conversation fails (e.g., due to internet issues), switch to ChatGPT or Gemini using mic only. Use this prompt:

Prompt: "Ask me one question at a time about my introduction and family. After I answer, correct my English, provide a sample response, and wait for me to repeat it before asking the next question."

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 63: Consolidation

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).

Step 1: Duolingo (30 mins)

- Begin the class with Duolingo. While students are at Duolingo activities, call 2 students at a time and ask them a few questions
- 1- In 5-7 sentences tell me what has been the biggest change in your English since you started? Let them think before they answer but stick to English.
- Meet 6-8 students.

Step 2: Hot Seat (30 mins)

Call students one by one to sit on the hot seat. Encourage 3 students to ask a question each from the hot seat participant

Write the name of the hot-seat participant on the board and give them a rating out of 10 stars after they answer their three questions. The rating should be based on their confidence and their ability to speak in English.

Step 3: 20 questions

Write these 11 questions on the board. Make pairs. Each student asks and answers these questions.

1- How is the weather today? 2. Which season do you like? 3. Is it hot or cold today? 4. What do you wear in summer? 5. What do you wear in winter? 6. Do you like rainy days? 7. What do you do in summer? 8. What do you do in winter? 9- What do you eat for lunch? 10- Who cooks food at your home? 11- Can you cook any dish?

Step 4: AI Spoken English Practice (60 mins)

1. Open SAB → use your assigned tablet (with your name sticker)
2. Open ChatGPT→ sign in with your Gmail account
3. Speak loudly and clearly so ChatGPT can hear you

Before starting: Practice saying the prompt aloud a few times, then say it to AI

Prompt 1 – "My English is kindergarten level. My topic is My favorite teacher. Ask me 10 easy questions one by one and give a sentence starter. Correct my answer and make me repeat the full sentence. After all the questions, score my English using CEFR."

Prompt 2 – Family: "My next topic is My daily routine."

Prompt 3 – Career: "My next topic is My future goals."

Prompt 4 – Likes and Dislikes: "My next topic is My dream job."

After finishing all 4 topics:

1. (If not done) Go to the chat → rename it "AI Spoken Test"
2. From next time, always use this same chat for spoken practice

Homework: Lesson 51 HW.mp4

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 64 (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, and 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 (10 min)

The teacher shows real objects in the room.

Examples:

The pen is on the table.

The bag is under the chair.

The bottle is near the window.

The keys are in my pocket.

Ask:
Where is your phone?
Where is your bag?

Step 2. Teacher Explanation (20 minutes)
Explain each preposition with 2–3 examples.

IN: something is inside

ON: touching the surface

UNDER: below

NEAR: close to but not touching

Show examples with classroom objects.

Check understanding:

Ask 4–5 students to give sentences.

Step 3: Pair Practice – Speaking (20 minutes)

Students work in pairs. Task:
Look around your classroom and make 6 sentences (3 each) using objects you see.

Example instructions for students:
Say one sentence. Your partner repeats and corrects.

Example conversation:
A: The bag is on the chair.
B: Yes, the bag is on the chair.

Step 4: AI Activity (60 minutes) - Sign in using your own Gmail Id

Instructions:

- Ask students to open their SRB and find the 30 Questions.
- Ask them to copy the questions and paste them into ChatGPT and press Send.
- Say the following prompt to ChatGPT.

Prompt:
Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

- AI will start asking questions one by one and give you a sentence starter.
- Use mic during the activity.
- After speaking, press the mute button.
- Continue the conversation until all the "30 questions of the day" are finished.

Activity: Getting to Know a Student

Time: 10-15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

- Speak in Hindi so the student feels at ease.
- Listen more than you speak — don't rush.
- Ask follow-up questions naturally; let the conversation flow.
- Aim to speak with 2 students per session.
- After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?
- What do your parents do? Do you have siblings?
- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?

- What do you like to do in your free time?
- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

Step 5: Class Sharing & Wrap-up (5 minutes)

Few students share the best sentence with the whole class.

Teacher feedback:
Correct any common errors.
Repeat sentences clearly for the class.

Homework: Discover Your INNER STRENGTH Now

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 65: Where is it? (Day 2) – Part 2 (between, behind, in front of)

Objectives:

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.

Read Along – Group Instructions (30 mins)

1. Make groups of 3. Mix strong and weak readers in each group.
2. Open the Read Along app on a tablet or laptop: https://readalong.google.com/
3. Choose the right level for your group (Level 1 = easiest, Level 4 = hardest).
4. Spread out — if space allows, each group should be at least 8–10 feet apart. Extra groups can sit outside.
5. Take turns reading the entire story aloud — one student at a time, while the others listen.
6. Found a difficult word? Click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud.
7. At the end, each group shares the difficult words they found and their meanings with the class

Step 1: Warm-Up (5 min)

The teacher uses real objects or students themselves.

Write 3 words on the board : Between, Behind, Infront of

Examples (show and say):

- The board is **in front of** the class.
- The window is **behind** me.
- The chair is **between** the table and the wall.

Ask students:

- What is **in front of** you?
- What is **behind** you?
- What is **between** the door and the window?

Step 2: Teacher Explanation (10 minutes)

Explain each preposition with 2–3 simple examples.

BETWEEN: in the middle of two things

Examples:

- The pen is between my hands.
- The fan is between the two lights.

BEHIND: at the back

Examples:

- The bag is behind the chair.
- The teacher is behind the table.

IN FRONT OF: at the front

Examples:

- The whiteboard is in front of the students.
- The door is in front of the teacher's desk.

Check understanding:

Ask 4–5 students to make short sentences with these prepositions.

Step 3: Pair Practice – Speaking (10 minutes)

Students work in pairs.

Task: Look around the classroom and make **6 sentences** (3 each).

Instructions:

- Partner A says a sentence.
- Partner B repeats it and corrects if needed.
- Then they switch.

Example conversation:

A: The bottle is behind the computer.
B: Yes, the bottle is behind the computer.

A: The bag is in front of the chair.
B: Right, it is in front of the chair.

Step 4: Class Sharing & Wrap-up (5 minutes)

Ask 3–4 students to share their best sentence.

Teacher feedback:

- Correct common errors.
- Repeat the correct versions aloud for everyone.
- Encourage students to use these prepositions throughout the week in class.

Activity: Keyboarding + AI Speaking Practice (30 mins)

- While students are practicing on AI, select any 5 students to practice keyboarding on the laptop, then switch to the next group of 5 students after 10 minutes.

Group 1: Keyboarding Practice (Laptops)

- Open laptop → power on → open Typing Master or go to www.typingclub.com (no login needed)
- Place fingers: Left hand on A S D F | Right hand on J K L ;
- Type slowly, eyes on screen — not the keyboard
- Complete one Day; start the next if done early

Teacher: Check hand positions as you walk around. Remind students that being slow at first is normal.

Group 2: AI Speaking Practice (Tablets)

- Open Gemini → log in with Gmail → open Live Conversation
- Turn on the camera and look directly at it
- Say this prompt aloud:

"Hello Gemini. I will talk about My FEA classroom experiences in 10 sentences. After I finish, give me feedback on my English and facial expressions."

- Listen to feedback and repeat to improve

Note: If Gemini live video conversation fails (e.g., due to internet issues), switch to ChatGPT or Gemini using mic only. Use this prompt:

Prompt: "Ask me one question at a time about my introduction and family. After I answer, correct my English, provide a sample response, and wait for me to repeat it before asking the next question."

Homework: Motivational Story-Opportunities Don't Wait | Story of a Laborer | Tales by Monisha

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 66: Revision and Practice Day

Day Objective

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

- Describe images using simple English sentences
- Use common prepositions of place correctly
  (in, on, under, near, between, behind, in front of)

Step 1: Teacher-Led Oral Recall (30 Minutes)

(Whole class – oral only)

The teacher starts by asking questions and showing the picture.

Examples: Answer in full sentences. Do not accept one word answer.

- What can you see in the picture?
- Where is the bag?
- Where is the chair?
- Is the bottle on the table or under the table?
- Who is sitting in front of you?

Step 2: Sentence Building & Pair Speaking Practice (30 Minutes)

The teacher writes on the board:

in, on, under, near, between, in front of

Individual work (10–15 mins):
Students make one sentence for each of these words.

Teacher walks around and supports weak and new students.

Pair work (15 mins):
The teacher makes pairs.

- Student A reads one sentence
- Student B listens and corrects
- Student A repeats
- Switch roles
- Teacher gives oral correction only.

Step 3: Mingle Mingle Activity (20 Minutes)

The teacher explains and demonstrates first.

Process:

1. Teacher says “Mingle, mingle” → students walk around
2. Teacher says “Stop”
3. Students pair with the nearest person
4. The teacher writes one preposition on the board
5. Each student makes one sentence using that preposition and says it to their partner
6. Students switch roles

Repeat 3–4 rounds, using different prepositions each time
(e.g., in, on, under, behind, near).

Answer in full sentences. Do not accept one word answer.

Step 4: AI Spoken English Practice (60 mins)

1. Open SAB → use your assigned tablet (with your name sticker)
2. Open ChatGPT → sign in with your Gmail account
3. Open Live Conversation feature
4. Speak loudly and clearly so ChatGPT can hear you

Before starting: Practice saying the prompt aloud a few times, then say it to ChatGPT.

Prompt 1 – "My English is kindergarten level. My topic is My favorite teacher. Ask me 10 easy questions one by one and give a sentence starter. Correct my answer and make me repeat the full sentence. After all the questions, score my spoken English using CEFR."

Prompt 2 – Family: "My next topic is My daily routine."

Prompt 3 – Career: "My next topic is My future goals."

Prompt 4 – Likes and Dislikes: "My next topic is My dream job.”

After finishing all 4 topics:

1. (If not done) Go to the chat → rename it "AI Spoken Test"
2. From next time, always use this same chat for spoken practice

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 67: 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 (15-20 mins)

- Get the students excited by showing the airplane. Tell them that for the next 5-7 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: Image Description (20-25 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 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.

Step 3: AI Activity (60 minutes) - Sign in using your own Gmail Id

Instructions:

- Ask students to open their SRB and find the 30 Questions.
- Ask them to copy the questions and paste them into ChatGPT and press Send.
- Say the following prompt to ChatGPT.

Prompt:
Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

- AI will start asking questions one by one and give you a sentence starter.
- Use mic during the activity.

- After speaking, press the mute button.
- Continue the conversation until all the “30 questions of the day” are finished.

Activity: Getting to Know a Student

Time: 10-15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

- Speak in Hindi so the student feels at ease.
- Listen more than you speak — don’t rush.
- Ask follow-up questions naturally; let the conversation flow.
- Aim to speak with 2 students per session.
- After a few questions, let the conversation go naturally.
- Tell me about your family. How many people are there?
- What do your parents do? Do you have siblings?
- Where are you from? Do you live nearby?
- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?
- What do you like to do in your free time?
- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

Homework video): How to keep Chrysanthemum blooming in winters #Gardening tips that w...

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

Day 68: 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.

Read Along – Group Instructions (30 mins)

1. Make groups of 3. Mix strong and weak readers in each group.
2. Open the Read Along app on a tablet or laptop: https://readalong.google.com/
3. Choose the right level for your group (Level 1 = easiest, Level 4 = hardest).
4. Spread out — if space allows, each group should be at least 8–10 feet apart. Extra groups can sit outside.
5. Take turns reading the entire story aloud — one student at a time, while the others listen.
6. Found a difficult word? Click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud.
7. At the end, each group shares the difficult words they found and their meanings with the class

Step 1:Recap :30 minutes

Activity: "Speaking Ball / Pass the Question"

Pass the Ball Game

1. Students stand in a circle or stay seated.
2. Teacher plays music / claps rhythm while students pass the ball.
3. When the teacher says STOP, the student holding the ball must answer a question.
4. Teacher asks one of these questions:
    1. Speak 5 sentences on yourself.
    2. Speak 5 sentences on your family.
    3. Speak 5 sentences on your best friend.
    4. Speak 5 sentences on your village.
    5. Speak 5 sentences on your school.

6. Speak 5 sentences on your favourite teacher.
7. Speak 5 sentences on your favourite subject.
8. Speak 5 sentences on your favourite game.
9. Speak 5 sentences on your favourite food.
10. Speak 5 sentences on your hobby.
11. Speak 5 sentences on your classroom.
12. Speak 5 sentences on your daily routine.
13. Speak 5 sentences on a place in your village.
14. Speak 5 sentences on your favourite festival.
15. Speak 5 sentences on your favourite animal.
16. Speak 5 sentences on your favourite fruit.
17. Speak 5 sentences on what you do after school.
18. Speak 5 sentences on your favourite sport.
19. Speak 5 sentences on why you like your school.
20. Speak 5 sentences on your favourite day of the week.

Step 2: Duolingo Practice (20 minutes)

- Ask students to practice Duolingo

Activity: Keyboarding + AI Speaking Practice (30 mins)

- While students are practicing on AI, select any 5 students to practice keyboarding on the laptop, then switch to the next group of 5 students after 10 minutes.

Group 1: Keyboarding Practice (Laptops)

- Open laptop → power on → open Typing Master or go to www.typingclub.com (no login needed)
- Place fingers: Left hand on A S D F | Right hand on J K L ;
- Type slowly, eyes on screen — not the keyboard
- Complete one Day; start the next if done early

Teacher: Check hand positions as you walk around. Remind students that being slow at first is normal.

Group 2: AI Speaking Practice (Tablets)

- Open Gemini → log in with Gmail → open Live Conversation

- Turn on the camera and look directly at it
- Say this prompt aloud:

"Hello Gemini. I will talk about My parents in 7 sentences. After I finish, give me feedback on my English and facial expressions."

- Listen to feedback and repeat to improve

Note: If Gemini live video conversation fails (e.g., due to internet issues), switch to ChatGPT or Gemini using mic only. Use this prompt:

Prompt: "Ask me one question at a time about my introduction and family. After I answer, correct my English, provide a sample response, and wait for me to repeat it before asking the next question."

Homework: Be Your Own Cheerleader: Sania Mirza's Message To Young Girls | EXCLUSIVE | CNBC-TV18

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 69: Consolidation + Digital Learning

Objective:

Students will improve their speaking fluency by practicing prepositions and learning to Google search, and presenting 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: Let's Discover Harmanpreet Kaur (15-20 minutes)

Let's search and learn!

- Ask: do you know Who Harmanpreet Kaur is ?
- Tell students to search using AI for "Who is Harmanpreet Kaur and 5 new pieces of information about her ?"
    - Students with mobile phones can use their personal devices.
    - Speak short sentences about what she does.
- Praise students for learning and sharing new knowledge in English.

Step 2:Recap :30 minutes

Activity: "Speaking Ball / Pass the Question"

Pass the Ball Game

- Students stand in a circle or stay seated.
- Teacher plays music / claps rhythm while students pass the ball.
- When the teacher says STOP, the student holding the ball must answer a question.
- Teacher asks one question each from a student:

1. Speak 5 sentences on your favourite place.
2. Speak 5 sentences on your morning routine.
3. Speak 5 sentences on your favourite festival in your village.
4. Speak 5 sentences on a person you admire.
5. Speak 5 sentences on your favourite season.
6. Speak 5 sentences on your favourite book or story.
7. Speak 5 sentences on your favourite movie or cartoon.
8. Speak 5 sentences on your favourite holiday.

9. Speak 5 sentences on your favourite outdoor activity.
10. Speak 5 sentences on your favourite indoor activity.
11. Speak 5 sentences on how you help at home.
12. Speak 5 sentences on your favourite clothes.
13. Speak 5 sentences on your favourite teacher's class.
14. Speak 5 sentences on a happy day in your life.
15. Speak 5 sentences on what you like to do with your friends.
16. Speak 5 sentences on your favourite place in your school.
17. Speak 5 sentences on your favourite sweet or snack.
18. Speak 5 sentences on a game you play with your friends.
19. Speak 5 sentences on what you want to become in the future.
20. Speak 5 sentences on why friends are important.

Step 3: AI Spoken English Practice (60 mins)

1. Open SAB → use your assigned tablet (with your name sticker)
2. Open ChatGPT → sign in with your Gmail account
3. Open Mic feature
4. Speak loudly and clearly so ChatGPT can hear you

Before starting: Practice saying the prompt aloud a few times, then say it to ChatGPT.

Prompt 1 – "My English is kindergarten level. My topic is My favorite festival. Ask me 10 easy questions one by one and give a sentence starter. Correct my answer and make me repeat the full sentence. After all questions, score my English using CEFR."

Prompt 2 – Family: "My next topic is My village."

Prompt 3 – Career: "My next topic is My daily routine."

Prompt 4 – Likes and Dislikes: "My next topic is My dream job."

After finishing all 4 topics:

1. (If not done) Go to the chat → rename it "AI Spoken Test"
2. From next time, always use this same chat for spoken practice

Homework: Things Changed In India's Badminton Space After 2012 Olympics: Saina Nehwal | N18V | CNBC TV18

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 70: 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 (10 minutes)

- Ask students to open their SRB. Tell the students that you will see 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 end with 'ed'.
- Say: *Whenever we talk about yesterday, we take the help of 'ed'.*

Step 2: Let's Act! (20 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 in 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: AI Activity (60 minutes) - Sign in using your own Gmail Id

Instructions:

- Ask students to open their SRB and find the 30 Questions.
- Ask them to copy the questions and paste them into ChatGPT and press Send.
- Say the following prompt to ChatGPT.

Prompt:
Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

- AI will start asking questions one by one and give you a sentence starter.
- Use mic during the activity.
- After speaking, press the mute button.
- Continue the conversation until all the "30 questions of the day" are finished.

Activity: Getting to Know a Student

Time: 10-15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

- Speak in Hindi so the student feels at ease.
- Listen more than you speak — don't rush.
- Ask follow-up questions naturally; let the conversation flow.
- Aim to speak with 2 students per session.
- After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?
- What do your parents do? Do you have siblings?

- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?
- What do you like to do in your free time?
- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

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

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 71: 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 to 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 the 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 Day 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. **Watch video 8** (https://www.youtube.com/watch?v=kuyfFTp-R7s)
- Say: *"Listen and repeat the words after the rapper!"*

Step 3: AI Activity (60 minutes) - Sign in using your own Gmail Id

Instructions:

- Ask students to open their SRB and find the 30 Questions.
- Ask them to copy the questions and paste them into ChatGPT and press Send.
- Say the following prompt to ChatGPT.

Prompt:
Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

- AI will start asking questions one by one and give you a sentence starter.
- Use mic during the activity.
- After speaking, press the mute button.
- Continue the conversation until all the "30 questions of the day" are finished.

Homework: Virat Kohli: Dad's death changed my life

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.

6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 72: Recap and Revision

Objective: Revise

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.

Read Along – Group Instructions (30 mins)

1. Make groups of 3. Mix strong and weak readers in each group.
2. Open the Read Along app on a tablet or laptop: https://readalong.google.com/
3. Choose the right level for your group (Level 1 = easiest, Level 4 = hardest).
4. Spread out — if space allows, each group should be at least 8–10 feet apart. Extra groups can sit outside.
5. Take turns reading the entire story aloud — one student at a time, while the others listen.
6. Found a difficult word? Click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud.
7. At the end, each group shares the difficult words they found and their meanings with the class

Step 1: Duolingo (20 mins)

Begin the class with Duolingo. While students are at Duolingo activities, call 2 students at a time and ask them a few questions

1- In 5-7 sentences tell me what has been the biggest change in your English since you started? Let them think before they answer but stick to English.

Meet 5 students.

Step 2: Recap (30 mins)

Activity: "Lucky Number Speaking"

1️⃣ Preparation (2 minutes)

Write just numbers **1–20** on the board. (do not write the statements)

Behind each number is a **speaking task**.

Example:

1 → Speak 5 sentences about **your best friend**

2 → Speak 5 sentences about **your village**

3 → Speak 5 sentences about **your favourite game**

4 → Speak 5 sentences about **your school**

5 → Speak 5 sentences about **your family**

6 → Speak 5 sentences about your favourite teacher.

7 → Speak 5 sentences about your hobby.

8 → Speak 5 sentences about your favourite food.

9 → Speak 5 sentences about your favourite subject.

10 → Speak 5 sentences about your favourite festival.

11 → Speak 5 sentences about your daily routine.

12 → Speak 5 sentences about your favourite sport.

13 → Speak 5 sentences about your best day at school.

14 → Speak 5 sentences about a place in your village.

15 → Speak 5 sentences about your favourite animal.

16 → Speak 5 sentences about your favourite fruit.

17 → Speak 5 sentences about what you do after school.

18 → Speak 5 sentences about your favourite place in school.

19 → Speak 5 sentences about what you like to do with your friends.

20 → Speak 5 sentences about what you want to become in the future.

2️⃣ Playing the Game (15 minutes)

1. Divide the class into **2–3 teams**.
2. One student from a team **chooses a number**.
3. Teacher reads the speaking task.
4. The student must **speak in English for 5 sentences**.

Example:
Student chooses Number 7

Teacher: *"Speak 5 sentences about your hobby."*

Student answer example:

> "My hobby is drawing. I draw pictures at home. I like to draw animals. Drawing makes me happy. I draw with my friends."

If the student speaks well → **team gets a point**

3️⃣ Bonus Rule (3 minutes)

Add **2 lucky numbers**.

If a student chooses a lucky number:

- The **whole team speaks together**
  OR

- The student chooses **another student to speak**.
- Students must **speak full sentences**
- Creates **excitement like a game**
- Encourages **participation from many students**

Activity: Keyboarding + AI Speaking Practice (30 mins)

- While students are practicing on AI, select any 5 students to practice keyboarding on the laptop, then switch to the next group of 5 students after 10 minutes.

Group 1: Keyboarding Practice (Laptops)

- Open laptop → power on → open Typing Master or go to www.typingclub.com (no login needed)
- Place fingers: Left hand on A S D F | Right hand on J K L ;
- Type slowly, eyes on screen — not the keyboard
- Complete one Day; start the next if done early

Teacher: Check hand positions as you walk around. Remind students that being slow at first is normal.

Group 2: AI Speaking Practice (Tablets)

- Open Gemini → log in with Gmail → open Live Conversation
- Turn on the camera and look directly at it
- Say this prompt aloud:

"Hello Gemini. I will talk about My first day at FEA in 10 sentences. After I finish, give me feedback on my English and facial expressions."

- Listen to feedback and repeat to improve

Note: If Gemini live video conversation fails (e.g., due to internet issues), switch to ChatGPT or Gemini using mic only. Use this prompt:

Prompt: "Ask me one question at a time about my introduction and family. After I answer, correct my English, provide a sample response, and wait for me to repeat it before asking the next question."

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.

5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 73: Revision and Practice Day

Day Objective

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

- Talk about what they did yesterday using simple past tense
- Use common past verbs correctly (V2 forms)
- Practice past tense speaking with peers and AI

Step 1: Teacher-Led Oral Recall (10 Minutes)

(Whole class – oral only)

The teacher starts by asking simple questions to the class.

Examples: Answer in full sentences. Do not accept one word answer.

- What did you do yesterday?
- Did you come to class yesterday?
- What did you eat yesterday?
- Did you watch TV yesterday?
- Who did you talk to yesterday?

Take answers from different students.
Correct gently by repeating the correct sentence aloud.

Step 2: Sentence Building (15 Minutes)

Teacher Setup

The teacher writes on the board:

Yesterday, I…

Writes 6–8 past verbs on the board. Ask a few students to make sentences using these words and say aloud

- woke up
- brushed
- ate
- went
- studied
- played
- watched

- slept

Students make one sentence for each verb, starting with:

- Yesterday, I…

Example:

- Yesterday, I woke up at 6 a.m.
- Yesterday, I ate breakfast.

The teacher walks around and supports weak and new students.

Step:3 Individual Presentation (30 minutes)

Call each student on stage and ask them to share 5 sentences. If they struggle, ask them to go back and practice and come again for the presentation. Repeat this until they can speak their sentences. They can occasionally refer to their notes.

Step:4 AI Activity (60 minutes) - Sign in using your own Gmail Id

Instructions:

- Ask students to open their SRB and find the 30 Questions.
- Ask them to copy the questions and paste them into ChatGPT and press Send.
- Say the following prompt to ChatGPT.

Prompt:
Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

- AI will start asking questions one by one and give you a sentence starter.
- Use mic during the activity.
- After speaking, press the mute button.
- Continue the conversation until all the "30 questions of the day" are finished.

Activity: Getting to Know a Student

Time: 10-15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

- Speak in Hindi so the student feels at ease.
- Listen more than you speak — don't rush.
- Ask follow-up questions naturally; let the conversation flow.
- Aim to speak with 2 students per session.
- After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?

- What do your parents do? Do you have siblings?
- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?
- What do you like to do in your free time?
- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 74: 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 looked 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 some words 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 the teacher	listen	listened	I listened to the teacher.
Read Day	read	read *(red)*	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 some time.
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 the next day	plan	planned	I planned my next day.
Pray	pray	prayed	I prayed before dinner.
Read a book	read	read *(red)*	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 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.

Step 4: AI Activity (60 minutes) - Sign in using your own Gmail Id

Instructions:

- Ask students to open their SRB and find the 30 Questions.
- Ask them to copy the questions and paste them into ChatGPT and press Send.
- Say the following prompt to ChatGPT.

Prompt:
Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

- AI will start asking questions one by one and give you a sentence starter.
- Use mic during the activity.
- After speaking, press the mute button.
- Continue the conversation until all the “30 questions of the day” are finished.

Homework: The secrets of modern time management | Hitesh Choudhary | TEDxCITBengaluru

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 75: Practice Time

Objectives:

By the end of the Day, 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

Read Along – Group Instructions (30 mins)

1. Make groups of 3. Mix strong and weak readers in each group.
2. Open the Read Along app on a tablet or laptop: https://readalong.google.com/
3. Choose the right level for your group (Level 1 = easiest, Level 4 = hardest).
4. Spread out — if space allows, each group should be at least 8–10 feet apart. Extra groups can sit outside.
5. Take turns reading the entire story aloud — one student at a time, while the others listen.
6. Found a difficult word? Click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud.
7. At the end, each group shares the difficult words they found and their meanings with the class

Step 1: Recap (10-15 mins)

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

Step 2: Present (15-20 mins)

Make 5 small groups. Assign a monitor to 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 teammates to form a minimum of 10-12 sentences.

Step 3: Game to Practice (15-20 mins)

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

Activity: Keyboarding + AI Speaking Practice (30 mins)

While students are practicing on AI, select any 5 students to practice keyboarding on the laptop, then switch to the next group of 5 students after 10 minutes.

Group 1: Keyboarding Practice (Laptops)

- Open laptop → power on → open Typing Master or go to www.typingclub.com (no login needed)
- Place fingers: Left hand on A S D F | Right hand on J K L ;
- Type slowly, eyes on screen — not the keyboard
- Complete one Day; start the next if done early

Teacher: Check hand positions as you walk around. Remind students that being slow at first is normal.

Group 2: AI Speaking Practice (Tablets)

- Open Gemini → log in with Gmail → open Live Conversation
- Turn on the camera and look directly at it
- Say this prompt aloud:

"Hello Gemini. I will talk about my last Sunday activities in 10 sentences. After I finish, give me feedback on my English and facial expressions."

- Listen to feedback and repeat to improve

Note: If Gemini live video conversation fails (e.g., due to internet issues), switch to ChatGPT or Gemini using mic only. Use this prompt:

Prompt: "Ask me one question at a time about my introduction and family. After I answer, correct my English, provide a sample response, and wait for me to repeat it before asking the next question."

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 76: 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! (15 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 **Video 9** Lesson 60 - Present Progressive (affirmative) - Learn English with Jen...

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 notice any.

Step 3: AI Spoken English Practice (60 mins)

1. Open SAB → use your assigned tablet (with your name sticker)
2. Open Gemini → sign in with your Gmail account
3. Open Live Conversation feature
4. Speak loudly and clearly so Gemini can hear you

Before starting: Practice saying the prompt aloud a few times, then say it to Gemini.

Prompt 1 – "My English is kindergarten level. My topic is My first day at FEA classes. Ask me 10 easy questions one by one and give a sentence starter. Correct my answer and make me repeat the full sentence. After all questions, score my English using CEFR."

Prompt 2 – Family: "My next topic is My last Sunday activities."

Prompt 3 – Career: "My next topic is Healthy and unhealthy food."

Prompt 4 – Likes and Dislikes: "My next topic is My role model."

Activity: Getting to Know a Student

Time: 10-15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

- Speak in Hindi so the student feels at ease.
- Listen more than you speak — don't rush.
- Ask follow-up questions naturally; let the conversation flow.
- Aim to speak with 2 students per session.
- After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?
- What do your parents do? Do you have siblings?
- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?
- What do you like to do in your free time?
- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

After finishing all 4 topics:

1. (If not done) Go to the chat → rename it "AI Spoken Test"
2. From next time, always use this same chat for spoken practice

End every Day with 10 minutes of student counseling: Please use the last 10 minutes of the session to conduct this step. **Only ask the ones to stay back who you are going to counsel in person.** All other students can take a leave. (A few students who wish to practice digital learning for some time can stay back.)

5. Prepare yourself by taking notes from student retention techniques documents.
6. Conduct 2-4 telephonic/In-person counselling sessions. (In-person for the irregular students or the students with behavioral issues. Telephonic counselling for the students who have been absent for 2 or more days, or once the date of follow-up or return is passed.)
7. Update the phone log with a follow-up date for each telephonic counselling.
8. Update the meeting log with a summary for each in-person counselling session.

Note: This step is compulsory.

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Day 77: Revision and Practice Day

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

- Identify past tense verbs in a short story
- Change present sentences into past tense
- Correct common past tense mistakes
- Speak about past events confidently

Activity 1: Board Story + Verb Hunt (20 Minutes)

Setup

- Teacher gives half A4 sheets to students.
- Teacher writes this short story on the board.

Story time

Yesterday, Meena went to a fair with her brother.
She saw many shops and toys.
She wanted a balloon.
She asked the shopkeeper for a balloon.
The shopkeeper smiled and gave her a red balloon.
Meena felt very happy.

Student Task

- Copy the story on the half A4 sheet.
- Underline all past tense verbs.

Teacher Action

- Walk around and observe.
- Make a mental note of students who miss V2 forms.
- Collect sheets for wall display.

Activity 2: Before–After (20 Minutes)

Instruction

- Teacher says a present tense sentence.

- Teacher passes the ball.
- Student says the same sentence in past tense.
- Pass the ball to next student, teacher says the next sentence

Examples

1. Today I go to the market → Yesterday, I went to the market.
2. Today I eat sweets → Yesterday, I ate sweets.
3. Today I see a movie → Yesterday, I saw a movie.
4. Today I buy a pen → Yesterday, I bought a pen.
5. Today I meet my friend → Yesterday, I met my friend.
6. Today I play cricket → Yesterday, I played cricket.
7. Today I help my sister → Yesterday, I helped my sister.
8. Today I drink tea → Yesterday, I drank tea.
9. Today I sit in class → Yesterday, I sat in class.
10. Today I come home late → Yesterday, I came home late.

Teacher corrects briefly and moves on.

Activity 3: Error → Repair → Repeat (10 Minutes)

Instruction:

- Teacher says wrong past sentences.
- Students correct.
- Correcting student repeats the full sentence.

Wrong Sentences

1. Yesterday, I go to the fair.
2. Yesterday, I eat ice cream.
3. Yesterday, I see my teacher.
4. Yesterday, I buy a book.
5. Yesterday, I meet my cousin.
6. Yesterday, I drink milk.
7. Yesterday, I sit near the door.

8. Yesterday, I come late.
9. Yesterday, I take my bag.
10. Yesterday, I do my work.

Students say the correct form:

- went, ate, saw, bought, met, drank, sat, came, took, did

Activity 4: AI Activity (60 minutes) - Sign in using your own Gmail Id

Instructions:

- Ask students to open their SRB and find the 30 Questions.
- Ask them to copy the questions and paste them into ChatGPT and press Send.
- Say the following prompt to ChatGPT.

Prompt:
Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

- AI will start asking questions one by one and give you a sentence starter.
- Use a mic during the activity.
- After speaking, press the mute button.
- Continue the conversation until all the "30 questions of the day" are finished.

Activity 5: Stand–Sit Check (5 Minutes)

Rule

- Stand = correct past tense
- Sit = wrong past tense

Sentences

1. Yesterday, I went to school. ✅
2. Yesterday, I go to school. ❌
3. Yesterday, I ate lunch. ✅
4. Yesterday, I eat lunch. ❌
5. Yesterday, I saw a dog. ✅

6. Yesterday, I see a dog. ❌
7. Yesterday, I bought fruits. ✅
8. Yesterday, I buy fruits. ❌
9. Yesterday, I met my friend. ✅
10. Yesterday, I meet my friend. ❌
11. Yesterday, I drank water. ✅
12. Yesterday, I drink water. ❌

Teacher says correct sentence once after each.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 78: Consolidation: Practice Time

Objective:

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

Step 1: 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 2: Pair Work (10 minutes)

- Students share their sentences with a partner.
- Partners listen and ask one follow-up question

Step 3: Presentation (30 minutes)

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

Step 4: AI Activity (60 minutes) - Sign in using your own Gmail Id

Instructions:

- Ask students to open their SRB and find the 30 Questions.
- Ask them to copy the questions and paste them into ChatGPT and press Send.
- Say the following prompt to ChatGPT.

Prompt:
Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

- AI will start asking questions one by one and give you a sentence starter.
- Use mic during the activity.

- After speaking, press the mute button.
- Continue the conversation until all the “30 questions of the day” are finished.

Step 5: 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.)

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 79: 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.

Read Along – Group Instructions (30 mins)

1. Make groups of 3. Mix strong and weak readers in each group.
2. Open the Read Along app on a tablet or laptop: https://readalong.google.com/
3. Choose the right level for your group (Level 1 = easiest, Level 4 = hardest).
4. Spread out — if space allows, each group should be at least 8–10 feet apart. Extra groups can sit outside.
5. Take turns reading the entire story aloud — one student at a time, while the others listen.
6. Found a difficult word? Click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud.
7. At the end, each group shares the difficult words they found and their meanings with the class.

Step 1: My To-do list! (30 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.

Activity: Keyboarding + AI Speaking Practice (40 mins)

While students are practicing on AI, select any 5 students to practice keyboarding on the laptop, then switch to the next group of 5 students after 10 minutes.

Group 1: Keyboarding Practice (Laptops)

- Open laptop → power on → open Typing Master or go to www.typingclub.com (no login needed)
- Place fingers: Left hand on A S D F | Right hand on J K L ;
- Type slowly, eyes on screen — not the keyboard
- Complete one Day; start the next if done early

Teacher: Check hand positions as you walk around. Remind students that being slow at first is normal.

Group 2: AI Spoken English Practice

1. Open AI Activity PDF → use your assigned tablet (with your name sticker)
2. Open ChatGPT → sign in with your Gmail account
3. Open the "AI Spoken Test" chat. Open Live Conversation feature
4. Speak loudly and clearly so that AI can hear you

Before starting: Practice saying the prompt aloud a few times, then say it to Gemini.

"Prompt 1 – "My English is kindergarten level. My topic is My dream. Ask me 10 easy questions one by one and give a sentence starter. Correct my answer and make me repeat the full sentence. After all the questions, score my English using CEFR."

Prompt 2 – "My next topic is If I have lots of money."

Prompt 3 – : "My next topic is My dream place."

Activity: Getting to Know a Student

Time: 10-15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

- Speak in Hindi so the student feels at ease.
- Listen more than you speak — don't rush.
- Ask follow-up questions naturally; let the conversation flow.
- Aim to speak with 2 students per session.
- After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?

- What do your parents do? Do you have siblings?
- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?
- What do you like to do in your free time?
- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 80: Talking About Hopes and Dreams

Objective:

Students will be able to describe their hopes and dreams.

Preparation:

- Tell the class to take a blank page and a pencil
- Keep the song *'Dream it Possible'* ready on your laptop. V**ideo 10** https://www.youtube.com/watch?v=cYD8TEUtgto

Step 1: Dream Walk! (20 minutes of activity + 10 minutes of singing)

- Pass the page 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.
- As a class, enjoy singing this song together. (last 10 minutes of this activity)

Step 2: Talk to AI (20 minutes of AI Conversation and 20 minutes of activity)

Write this prompt on the board. Open ChatGPT and choose your account. Guide students to choose the live conversation feature and say: (write this prompt on the board and practice saying it as a class before speaking to the AI.

Prompt: "Today I learned to talk about my future and dreams. Ask me 10 simple questions one by one on this topic and encourage me to answer in full sentence. Correct my English sentences and ask me to repeat"

After 20 mins of AI conversation - Dream Ball Game

- Throw a soft ball to a student.
- Each student shares **one big dream**.

⭐ **Best Sentence Award**

- Give points for:
    - Full sentences
    - Clear pronunciation
    - Good correction and repetition

Step 3: Watch the movie followed by a presentation (50 mins)

(30 minutes watching movie + 20 mins presentation)

Watch the Movie (Individual Work)

1. Ask students to take their **tablets**.
2. Open the movie on their device. - Terminal Part 1
3. Students should **watch quietly on their own**.

Watching Time: 30 minutes

Tell students to **pay attention to:**

- The main characters
- The story
- Their favorite scene

You can say to students:

> "Watch the movie carefully. Think about what you like in the story because you will talk about it later."

Form Small Groups

After 30 minutes:

- Divide the class into **small groups (3–4 students each)**.
- Ask each group to **sit together**.

Choose a Group Leader

Each group chooses one group leader.

The **Group Leader's Job:**

- Start the discussion
- Make sure everyone speaks
- Help the group stay on topic
- Choose who presents

Tell students:

"The leader is the captain of the team!"

Group Discussion Time

Give students 10–15 minutes to discuss.

Students can talk about:

- Who is the **main character**?
- What is the **story about**?
- What is your **favorite scene**?

Encourage students to **use full sentences**.

Example:

- "My favorite character is _____."
- "My favorite scene is when _____."

Group Presentation 🎤

Each group gives a **short presentation (1–2 minutes)**.

The leader can:

- Introduce the group
- Invite members to share ideas

Example:

Leader:

"Hello, we are Group 2. We watched the movie and this is our presentation."

Students share:

- Story summary
- Favorite scene
- Day from the movie

Make It Fun! 🎉

Add fun elements:

⭐ **Best Speaker Award** – for clear speaking

⭐ **Best Teamwork Award** – for good group cooperation

⭐ **Best Movie Moment** – for the most interesting scene

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 81: Digital Learning

Objectives:

- Practice organising the Excel/Google docs
- Watch movie and present in your own words

Step 1: Watch the movie followed by a presentation (45 mins)

(30 minutes watching movie + 15 mins discussion)

Watch the Movie (Individual Work)

4. Ask students to take their **tablets**.
5. Open the movie - on their device. - **Terminal Part 2**
6. Students should **watch quietly on their own**.

Watching Time: 30 minutes

Tell students to **pay attention to:**

- The main characters
- The story
- Their favorite scene

You can say to students:

> "Watch the movie carefully. Think about what you like in the story because you will talk about it later."

Form Small Groups

After 30 minutes:

- Divide the class into **small groups (3–4 students each)**.
- Ask each group to **sit together**.

Choose a Group Leader 👩‍🏫

Each group chooses **one group leader**.

The **Group Leader's Job:**

- Start the discussion
- Make sure everyone speaks
- Help the group stay on topic
- Choose who presents

Tell students:

"The leader is the captain of the team!"

Group Discussion Time 💬

Give students **10–15 minutes** to discuss.

Students can talk about:

- Who is the **main character**?
- What is the **story about**?
- What is your **favorite scene**?

Encourage students to **use full sentences**.

Example:

- "My favorite character is _____."
- "My favorite scene is when _____."

Group Presentation 🎤

Each group gives a **short presentation (1–2 minutes)**.

The leader can:

- Introduce the group
- **Invite members to share ideas**

Example:

Leader:

"Hello, we are Group 2. We watched the movie and this is our presentation."

Students share:

- Story summary
- Favorite scene
- Day from the movie

Make It Fun! 🎉

Add fun elements:

⭐ **Best Speaker Award** – for clear speaking
⭐ **Best Teamwork Award** – for good group cooperation
⭐ **Best Movie Moment** – for the most interesting scene

Activity: Keyboarding + AI Speaking Practice (40 mins)

- While students are practicing on AI, select any 5 students to practice keyboarding on the laptop, then switch to the next group of 5 students after 10 minutes.

Group 1: Keyboarding Practice (Laptops)

- Open laptop → power on → open Typing Master or go to www.typingclub.com (no login needed)
- Place fingers: Left hand on A S D F | Right hand on J K L ;
- Type slowly, eyes on screen — not the keyboard
- Complete one Day; start the next if done early

Teacher: Check hand positions as you walk around. Remind students that being slow at first is normal.

Group 2: AI Speaking Practice (Tablets)

- Open Gemini → log in with Gmail → open Live Conversation
- Turn on the camera and look directly at it
- Say this prompt aloud:

"Hello Gemini. I will talk about Healthy and unhealthy food in 10 sentences. After I finish, give me feedback on my English and facial expressions."

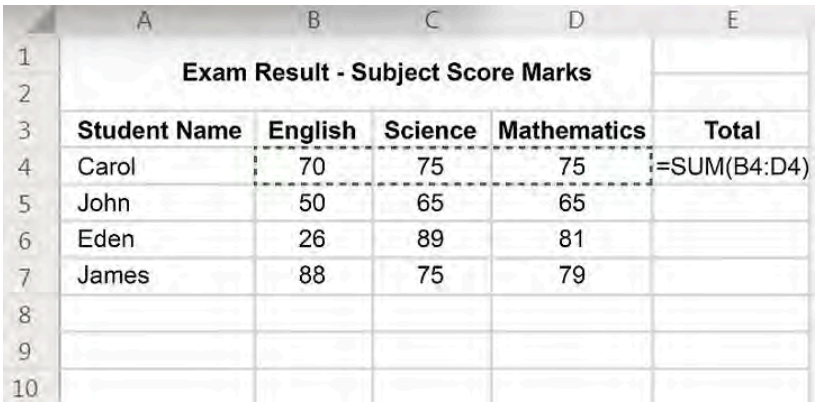
- Listen to feedback and repeat to improve

Note: If Gemini live video conversation fails (e.g., due to internet issues), switch to ChatGPT or Gemini using mic only. Use this prompt:

Prompt: "Ask me one question at a time about my last Sunday and last holiday. After I answer, correct my English, provide a sample response, and wait for me to repeat it before asking the next question."

Digital Activity (30-40 minutes)

- The Teacher draws a table on the white board. Students open excel (or google sheets) and try creating a similar table



	A	B	C	D	E
1	Exam Result - Subject Score Marks				
2					
3	Student Name	English	Science	Mathematics	Total
4	Carol	70	75	75	=SUM(B4:D4)
5	John	50	65	65	
6	Eden	26	89	81	
7	James	88	75	79	
8					
9					
10					

-

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 82: Log Kya Kahenge (What Will People Say?)

Objectives:

- Students understand how the 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 (30 minutes)

- Students watch the short animated video on the student's laptops. **Watch video 11**
- The Farmer and His Donkey | Seashore | Class 1 - YouTube

Tell students to think about:

- What happened in the story
- Why people kept giving opinions

Step 3: Class Discussion (20 minutes)

Think Time 🤔

After the video:

Give students **1 minute of quiet thinking time**.

Write this question on the board:

What Day did you learn from the story?

Remind them that the story is about **“Log kya kahenge?” (What will people say?)**.

Pair Discussion 👥

Ask students to **turn to their partner**.

Each student shares their ideas.

Encourage **both partners to speak**.

Share With the Class 🎤

Invite some students to share with the whole class.

Ask them to speak in **2–3 sentences**.

Make It Fun 🎉

⭐ **Thumbs Up Game**
When a student shares a good Day, the class shows **thumbs up** 👍.

⭐ **Wise Owl Award** 🦉
Give a small cheer to the student who explains the **best Day from the story**.

⭐ **Quick Question**
Ask the class:

"Should we always listen to what people say?"

Step 4: Watch the movie followed by a presentation (50 mins)

Guide students to watch the movie individually on their tablets. After 30 minutes of watching, make small groups and guide students to present in their groups. Assign a group leader to lead and manage the group. Each student must speak at least 5-6 sentences.

(30 minutes watching movie + 20 mins presentation)

Watch the Movie (Individual Work)

Ask students to take their **tablets**.

Open the movie on their device.- **Terminal Part 3**

Students should **watch quietly on their own**.

Watching Time: 30 minutes

Tell students to **pay attention to:**

- The main characters
- The story
- Their favorite scene

You can say to students:

> "Watch the movie carefully. Think about what you like in the story because you will talk about it later."

Form Small Groups

After 30 minutes:

- Divide the class into **small groups (3–4 students each)**.
- Ask each group to **sit together**.

Choose a Group Leader 👩‍💼

Each group chooses **one group leader**.

The **Group Leader's Job:**

- Start the discussion
- Make sure everyone speaks
- Help the group stay on topic
- Choose who presents

Tell students:

> "The leader is the captain of the team!"

Group Discussion Time 💬

Give students **10–15 minutes** to discuss.

Students can talk about:

- Who is the **main character**?
- What is the **story about**?
- What is your **favorite scene**?

Encourage students to **use full sentences**.

Example:

- "My favorite character is _____."
- "My favorite scene is when _____."

Group Presentation 🎤

Each group gives a **short presentation (1–2 minutes)**.

The leader can:

- Introduce the group
- Invite members to share ideas

Example:

Leader:

> "Hello, we are Group 2. We watched the movie and this is our presentation."

Students share:

- Story summary
- Favorite scene
- Day from the movie

Make It Fun! 🎉

Add fun elements:

⭐ **Best Speaker Award** – for clear speaking

⭐ **Best Teamwork Award** – for good group cooperation

⭐ **Best Movie Moment** – for the most interesting scene

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 83: Game: Yesterday–Today–Sunday Challenge

Objective: Students speak 5–6 sentences about the past, present, and future in a fun way.

Step 1: Prepare the Board (5 mins)
Write three columns on the board:
Yesterday | Today | Sunday

Explain:
Students will talk about
• 2 things they did yesterday
• 2 things they have done today
• 2 plans for Sunday

Step 2: The Lucky Ball Game (30 minutes for this game - step 2 to 6)
Students stand in a circle.
The teacher holds a ball (or any object like a marker or duster).

Play some music or clap while students pass the ball around.
When the teacher says "STOP", the student holding the ball must speak.

Step 3: Student Presentation
The student must say 5–6 sentences:

Example structure:
• Yesterday I _____.
• Today I have _____.
• On Sunday I will _____.

Teacher quickly corrects small mistakes by repeating the correct sentence.

Example:
Student: "Yesterday I go market."
Teacher: "Good. Yesterday I **went** to the market."

Step 4: Add Fun (optional)
If the student speaks 5–6 sentences - the class claps
If they speak confidently → the class stands and claps

Step 5: Class Listening Task
After the student speaks, ask the class one question:
"What will she/he do on Sunday?"
or
"What did she/he do yesterday?"

This keeps everyone listening.
Continue until many students get a chance to speak.

Step 6: Watch the movie (30 mins + 10 mins presentation)

Guide students to watch Part 4 of the movie individually. - **Terminal Part 4**

The teacher watches the movie as well.

After students have watched the movie, ask volunteers to share their experiences. (10 mins)

Part 2: Improve Your Spoken English with AI

AI Activity (30 minutes) - Sign in using your own Gmail Id

Ask students to copy this prompt from their SAB or say using mic.

Prompt – "My English is kindergarten level. Ask me 3 questions about my yesterday, three questions about today and 3 questions about tomorrow. Ask these questions one by one and give a sentence starter. Correct my answer and make me repeat the full sentence. After all the questions, score my English using CEFR."

Activity: Getting to Know a Student- While the AI activity is taking place.

Time: 10-15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

- Speak in Hindi so the student feels at ease.
- Listen more than you speak — don't rush.
- Ask follow-up questions naturally; let the conversation flow.
- Aim to speak with 2 students per session.
- After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?
- What do your parents do? Do you have siblings?
- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?
- What do you like to do in your free time?

- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 84: Digital Learning: Email Writing

Objectives

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

- Log in to their email account independently
- Write a short, polite, and clear email
- Use a subject line correctly
- Create two simple, meaningful questions
- Save an email in Drafts- Do not send the email

Write on the Board (Before Class)- Do not send this email - just draft it.

Subject: Sharing My Questions

Email Format: (Please Do Not Send This Email - Just save it as a draft for practice)

Dear Ma'am,

I am sharing two questions that I would like to ask Mr. Deepak Chopra when I meet him.

Question 1:

Question 2:

Thank you.

Regards,

Your Name

Student ID

FEA Branch Name

Step 1: Warm-Up & Day Start – Talk Time (10 minutes)

Teacher says:

- "Good morning, everyone."
- "Today we are going to learn something very useful for real life."

Ask students:

- "Who has a mobile phone?"

- “Who uses WhatsApp?”
- “Have you ever sent an email?”

Let 2–3 students answer in simple English.

Teacher connects:

- ““We use email when we want to send a **formal message**.”

Give real-life examples (very important)

Say “We use email when we write to:

- a teacher, a college, an office, a company, a bank, a hospital”

Step 2: Introduction to the Task (15-20 minutes)

Teacher explains clearly:

- “Today you will do three things.”
    1. “Open your email”
    2. “Write one email”
    3. “Write two good questions”

Point to the email format on the board.

Teacher reassures:

- “Don’t worry about mistakes. I will help you.”

    · Ask students to imagine that they meet Mr. Deepak Chopra at their FEA branch.

    · Tell them they need to write an email with **two questions** they would like to ask him.

    · Go through the sample email written on the board and read it aloud with the class.

    · Ask students what else can be added to the email.

    · With students’ inputs, finalise the sample email on the board.

    · With student’s inputs, finalise the subject line of the sample email

Step 3: Logging in to E-mail (10 minutes)

- Students log in to their email accounts.
- Teacher actions:
    - Help students who forgot email ID or password
    - If needed - tell confident students to support weaker students

- Ensure all students reach the inbox screen.

Step 4: Writing Good Questions (15-20 minutes)

Explain:

- "A good question is clear, simple, and useful."

Write examples on the board:

- "What skills should I improve for my career?"
- "How can I improve my English?"

Students first write **two questions in their notebook**. The teacher checks quickly before typing. (Encourage students to use AI to think of their questions)

Step 5: Composing the Email (15–20 minutes)

- Students type the email using the board format.
- Teacher moves around to help

Instruction:

- "Save the email in Drafts.
- **Note for Teachers:**
  If any student insists on sending their questions to Mr. Deepak Chopra, they may do so via email. However, please inform students that he receives a very large number of emails every day and may not be able to reply to all of them.

Step 6: Sharing & Reflection (10 minutes)

- Invite a few students to read **one question** aloud.

Class discussion:

- Is the question clear?
- Is it polite?

The teacher appreciates effort and participation.

Expected Outcome

Students confidently:

- Log in to email
- Write and save a formal email **(do not send the email)**

- Ask meaningful questions digitally

Part 2: Improve Your Spoken English with AI

AI Activity (60 minutes) - Sign in using your own Gmail Id

Instructions:

1. Open SRB and find the 30 Questions.
2. Copy the questions and paste them into ChatGPT and press Send.
3. Say the following prompt to ChatGPT.
4. Open the "AI Spoken Test" chat.

Prompt:
Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

1. AI will start asking questions one by one and give you a sentence starter.
2. Use mic during the activity.
3. After speaking, press the mute button.
4. Continue the conversation until all the “30 questions of the day” are finished.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

Note: This step is compulsory.

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Day 85: Revision and Practice Day

Duration: 120 Minutes

Mode: Teacher-led + AI-supported

Day Objective

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

- Talk about yesterday (past tense)
- Describe what is happening now (present – ing)
- Share plans for tomorrow (future – will)

Activity 1: Board Story + Time Hunt (10 Minutes)

Setup

- The teacher gives half A4 sheets to students.
- The teacher writes the story on the board.

Story (mixed time)

Yesterday, Ramesh went to the market.

He bought fruits and came home.

Now, he is sitting in the class.

He is listening to the teacher.

Tomorrow, he will go to work early.

He will help his family.

Student Task

- Copy the story on the half A4 sheet.
- Mark:
    - Underline past tense
    - Circle present (ing)
    - Box future (will)

Teacher Action

- Walk around
- Make mental note of weak students
- Collect sheets for wall display

Activity 2: Sentence Change Game (10 Minutes)

Instructions

- Teacher says a base sentence (present form).
- Students change it as per teacher instruction.

Model Once

- Teacher: I eat food.
- Teacher: Yesterday
- Student 1: I ate food
- Teacher: Now
- Student 2: I am eating food
- Teacher: Tomorrow
- Student 3: I will eat food

Practice Examples (use 8–10)

Base sentence: I eat food

- Yesterday → I ate food.
- Now → I am eating food.
- Tomorrow → I will eat food.

Base sentence: I go to school

- Yesterday → I went to school.
- Now → I am going to school.
- Tomorrow → I will go to school.

Base sentence: I play cricket

- Yesterday → I played cricket.
- Now → I am playing cricket.
- Tomorrow → I will play cricket.

Base sentence: I watch TV

- Yesterday → I watched TV.
- Now → I am watching TV.
- Tomorrow → I will watch TV.

Teacher keeps sentences short and moves fast.

Activity 3: Error → Repair → Repeat (10 Minutes)

Instructions

- Teacher says wrong sentences.
- Students correct.
- Correcting student repeats the full sentence.

Wrong Sentences

- Yesterday, I eat rice.
- Yesterday, I go to market.
- Now, I sit in class.
- Now, I write homework.
- Tomorrow, I going home.
- Tomorrow, I eat food.
- Yesterday, I see my friend.
- Yesterday, I buy a pen.
- Now, I listen music.
- Tomorrow, I play cricket yesterday.

Activity 4: AI Practice + Teacher Support (30 Minutes)

AI Spoken English Practice

1. Open SAB → use your assigned tablet (with your name sticker)
2. Open Gemini → sign in with your Gmail account
3. Open Live Conversation feature
4. Speak loudly and clearly so Gemini can hear you

Before starting: Practice saying the prompt aloud a few times, then say it to Gemini.

Prompt 1 – "My English is kindergarten level. My topic is My favorite teacher. Ask me 10 easy questions one by one and give a sentence starter. Correct my answer and make me repeat the full sentence. After all questions, score my English using CEFR."

After finishing all 4 topics:

1. (If not done) Go to the chat → rename it "AI Spoken Test"
2. From next time, always use this same chat for spoken practice

Activity 5: Stand–Sit Check (5 Minutes)

Rule

- Stand → correct sentence
- Sit → wrong sentence

Sentences

- Yesterday, I went to school. ✅
- Yesterday, I go to school. ❌
- Now, I am listening. ✅
- Now, I listen teacher. ❌
- Tomorrow, I will study. ✅
- Tomorrow, I study yesterday. ❌
- I am eating food now. ✅
- I eating food now. ❌
- Yesterday, I played cricket. ✅
- Yesterday, I play cricket. ❌

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 86: Are you ready for the challenge?

Objectives: Students practice speaking for 2 minutes on a familiar topic

Step 1: Short Speaking Challenge (60 minutes)

- Announce that today, everyone has to come on stage and speak for 2 minutes on a topic of their choice.
- Each student chooses one topic:
- One student speaks for 2 minutes or 7-10 sentences
- Call the next student immediately.
- After everyone speaks, announce the (1) most confident student, (2) best speech (3) most creative student (4) most improved student (5) Teacher's award for best topic (6) most enthusiastic speaker (for some creativity, create some paper made badges to be awarded to students)

Part 2: Improve Your Spoken English with AI

AI Activity (60 minutes) - Sign in using your own Gmail Id

Instructions:

1. Open SRB and find the 30 Questions.
2. Copy the questions and paste them into ChatGPT and press Send.
3. Say the following prompt to ChatGPT.

Prompt:
Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

- AI will start asking questions one by one and give you a sentence starter.
- Use mic during the activity.
- After speaking, press the mute button.
- Continue the conversation until all the "30 questions of the day" are finished.

Activity: Getting to Know a Student

Time: 10-15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

- Speak in Hindi so the student feels at ease.
- Listen more than you speak — don't rush.
- Ask follow-up questions naturally; let the conversation flow.

- Aim to speak with 2 students per session.
- After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?
- What do your parents do? Do you have siblings?
- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?
- What do you like to do in your free time?
- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 87: 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 (10-15 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 (10-15 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 (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 (30 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 5-7 minute act and ask a minimum of 5 questions.

Part 2: Improve Your Spoken English with AI

AI Activity (60 minutes) - Sign in using your own Gmail Id

Instructions:

Open SRB and find the 30 Questions.

Copy the questions and paste them into ChatGPT and press Send.

Say the following prompt to ChatGPT.

Prompt:
Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

- AI will start asking questions one by one and give you a sentence starter.
- Use mic during the activity.
- After speaking, press the mute button.
- Continue the conversation until all the “30 questions of the day” are finished.

Activity: Getting to Know a Student

Time: 10-15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

- Speak in Hindi so the student feels at ease.
- Listen more than you speak — don’t rush.
- Ask follow-up questions naturally; let the conversation flow.
- Aim to speak with 2 students per session.
- After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?
- What do your parents do? Do you have siblings?
- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?
- What do you like to do in your free time?
- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 88: 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. Prep (10 minutes)

Ask groups to discuss and be ready for their roleplays.

Step 2: Group Performances (30-40 minutes)

- Call one group at a time to come to the front.
- Each group performs their doctor–patient roleplay.

- Doctors must ask at least 5 questions.
- Patients answer using symptoms and simple sentences.
- Do as many group performances as time permits.

Step 3. Duolingo (15 minutes)

Guide students to switch to Duolingo. Ensure that students are signed into Duolingo. If they are not signed in, the app will start from the beginning. So signing in is very important to see the progress.

Part 2: Improve Your Spoken English with AI

AI Activity (60 minutes) - Sign in using your own Gmail Id

Instructions:

4. Open SRB and find the 30 Questions.
5. Copy the questions and paste them into ChatGPT and press Send.
6. Say the following prompt to ChatGPT.

Prompt:
Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

- AI will start asking questions one by one and give you a sentence starter.
- Use mic during the activity.
- After speaking, press the mute button.
- Continue the conversation until all the "30 questions of the day" are finished.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 89: 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 will take responses
- What can we learn from her? Discuss with your partners, and then the teacher takes the 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

Part 2: Improve Your Spoken English with AI

AI Activity (60 minutes) - Sign in using your own Gmail Id

Instructions:

Open SRB and find the 30 Questions.

Copy the questions and paste them into ChatGPT and press Send.

Say the following prompt to ChatGPT.

Prompt:
Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

- AI will start asking questions one by one and give you a sentence starter.
- Use mic during the activity.
- After speaking, press the mute button.
- Continue the conversation until all the "30 questions of the day" are finished.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 90: Naye Daur ke Naye Kaam: Presentation

By the end of this Day, 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 their classmates.
4. Listen to others and give helpful suggestions.

Step 1. Student Presentations – Sharing Career Plans (60 mins)

Ask students to come one by one and share their Plan A and Plan B to the class. Suggest corrections 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.

Step 2: 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.

Part 2: Improve Your Spoken English with AI

AI Activity (30-40 minutes) - Sign in using your own Gmail Id

Before starting:

- Ask students to sit in a **zig-zag pattern** to avoid background noise from partners
- Students open SAB and find the **30 Questions**
- After students complete the 30 Questions practice, ask them to rename the chat to “30 Questions Practice”. Students should not open a new chat.

Instructions:

- Copy the 30 Questions from SAB and paste them into ChatGPT → press Send
- Say this prompt using the **mic button:**

Prompt: *"Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me."*

- After sending, click the **speaker icon** on the AI response to listen
- Continue this pattern — speak using mic, listen using speaker
- If you finish early, say:

Prompt: *"Ask me 15 more questions just like these with a sentence starter. Correct me and ask me to repeat in complete sentences."*

Optional – For Confident Students: Students comfortable with live conversation may use the **Live Voice feature** instead.

Note: Log out once you finish

Activity: Getting to Know a Student

Time: 10-15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

- Speak in Hindi so the student feels at ease.
- Listen more than you speak — don't rush.
- Ask follow-up questions naturally; let the conversation flow.
- Aim to speak with 2 students per session.
- After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?
- What do your parents do? Do you have siblings?
- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?
- What do you like to do in your free time?
- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.

6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 91: Speaking Challenge

Learning Objectives:

- Answer personal, professional, and daily life questions using complete sentences.
- Practice active listening and spontaneous speaking.
- Demonstrate confidence by speaking in front of an audience (Hot Seat).

Part 1: The Pair Interview (30 Minutes)

1. Setup (5 mins): Divide the class into pairs (Partner A and Partner B). Ensure everyone has their SAB (Student Activity Book) or a list of the core questions.

2. Round 1 (15 mins): * Partner A is the Interviewer.

- Partner B is the Interviewee.
- Partner A asks the core questions. Partner B must answer in full sentences.

3. Round 2 (15 mins): * Switch roles. Partner B becomes the Interviewer.

The Hot Seat (30 Minutes)

Goal: To practice "thinking on your feet" and public speaking.

1. The Rules:

- One student sits in the "Hot Seat" at the front of the class.
- The class acts as the "Press Panel."
- The student in the seat must answer 3 to 5 random questions from the audience.
- Challenge: The audience can ask the standard SAB questions *OR* create their own "Surprise Questions."

2. The Hot Seat Rotation:

- Invite a high-confidence volunteer first to set the energy.
- Each student gets 2–3 minutes in the seat.
- Encourage the audience to use different tenses (e.g., "What will you do..." or "What did you...").

Feedback & Reflection (15 Minutes)

1. Teacher-Led Discussion:

- Ask the class: "Who gave a very creative answer in the Hot Seat?"
- Ask the "Hot Seat" participants: "How did it feel to answer questions you hadn't prepared for?"

2. Error Correction:

- Address 2–3 common grammar mistakes you heard during the session

AI conversation (30 mins)

Write this prompt on the board. Students type the prompt. Then say their answers using the mic.

Prompt: Give an A2 level topic to speak. I am an A2 level English speaker. I will speak 10 sentences. Give me feedback and tell me my CEFR score.

(Guide students to rehearse and repeat after the AI feedback).

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because, but, so)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 92: Creating Tables in Microsoft Word

Objective:

Students will learn how to create a table in Microsoft Word and use it to organize simple information.

Note- Half the class will practice AI first and other students will use laptops in pairs to practice learning to create tables on MS word.

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 a PDF.

Step 2: Table on the board (30-40 minutes) - Students have to share laptops for this exercise. Students will work in pairs. Remaining students will begin with AI activity. Switch the activity later

The teacher refers to a table on the board (e.g., 3 columns × 4 rows).
Students copy the **same table** in Microsoft Word. Instruct students 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. Ask these questions and share their CEFR level. Meet 5 students.

Here are 5 simple but effective questions you can use to assess your student's spoken CEFR level (A1–B1 range). These are designed to check grammar, fluency, vocabulary, and ability to handle different tenses.

1. Introduction (Basic Level)
   Can you introduce yourself and tell me about your family?

2. Daily Routine (Present Tense)
   What do you do every day from morning to night?
3. Past Experience (Past Tense)
   What did you do yesterday or last weekend?
4. Future Plans (Future Tense)
   What are your plans for next week or next year?
5. Opinion + Reason (Higher Level Thinking)
   What is your dream job? Why do you want to do this job?

How to assess quickly:

- A1: Short answers, basic words, many pauses
- A2: Full sentences, some grammar mistakes, can handle simple past/future
- B1: Can speak longer, gives reasons, fewer pauses, better vocabulary

Part 2: Improve Your Spoken English with AI

AI Activity (30 minutes) - Sign in using your own Gmail Id

Before starting:

- Ask students to sit in a **zig-zag pattern** to avoid background noise from partners
- Students open SAB and find the **30 Questions**
- After students complete the 30 Questions practice, ask them to rename the chat to “30 Questions Practice”. Students should not open a new chat.

Instructions:

- Copy the 30 Questions from SAB and paste them into ChatGPT → press Send
- Say this prompt using the **mic button:**

Prompt: *"Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me."*

- After sending, click the **speaker icon** on the AI response to listen
- Continue this pattern — speak using mic, listen using speaker
- If you finish early, say:

Prompt: *"Ask me 15 more questions just like these with a sentence starter. Correct me and ask me to repeat in complete sentences."*

Optional – For Confident Students: Students comfortable with live conversation may use the **Live Voice feature** instead.

Note: Log out once you finish

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 93: 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 (15 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. **Watch videos 12 and 13**
- 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 (15 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 (20- 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 3.1- Meet your students (parallel activity to step 3)

While students are working, the teacher calls them one by one. Ask these questions and share their CEFR level. Meet 5 students.

Here are 5 simple but effective questions you can use to assess your student's spoken CEFR level (A1–B1 range). These are designed to check grammar, fluency, vocabulary, and ability to handle different tenses.

1- Introduction (Basic Level)
Can you introduce yourself and tell me about your family?

2- Daily Routine (Present Tense)
What do you do every day from morning to night?

3- Past Experience (Past Tense)
What did you do yesterday or last weekend?

4- Future Plans (Future Tense)
What are your plans for next week or next year?

5- Opinion + Reason (Higher Level Thinking)
What is your dream job? Why do you want to do this job?

How to assess quickly:

- A1: Short answers, basic words, many pauses
- A2: Full sentences, some grammar mistakes, can handle simple past/future
- B1: Can speak longer, gives reasons, fewer pauses, better vocabulary

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 part 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, just like the students in the video.

Part 2: Improve Your Spoken English with AI

AI activity: 30 mins - - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Prompt: (Write on the board) I am learning English. Give me 3 topics to speak one by one. I will speak 7-10 sentences on each topic. Then give me my CEFR score.

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because, but, so)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Activity: Getting to Know a Student

Time: 10-15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

- Speak in Hindi so the student feels at ease.
- Listen more than you speak — don't rush.
- Ask follow-up questions naturally; let the conversation flow.
- Aim to speak with 2 students per session.
- After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?
- What do your parents do? Do you have siblings?
- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?
- What do you like to do in your free time?
- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.

2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 94: Finding Opportunities Around the World

Objective: Students understand the meaning of "opportunity," see that opportunities exist worldwide, and practice speaking by using AI to find information about a country.

Step 1 – Introduction (10 minutes)

Teacher action:

- Write the word OPPORTUNITY on the board.
- Ask students two questions:
    1. "What does this word mean?"
    2. "What opportunities are available in your village?"

Student action:

- Students share their answers aloud (teacher writes some key answers on the board).

Transition:

- Teacher says:
  "Look, opportunities are not only in your village or town – opportunities are available worldwide. Today, we will explore opportunities in other countries."

Step 2 – Setting the Task (5 minutes)

Teacher action:

- Show a world map (digital or printed).
- Explain:
  "Today, each student will choose ONE country from the map. You will use AI to find information about opportunities in that country."

Step 3 – Reading the Sentence Starters (10 minutes)

Teacher action:

- Tell students:
  "The sentence starters are in your Student Activity Book."

- Ask all students to open their Student Activity Book.

Student action:

- Students read the sentence starters aloud together (choral reading) – for example:

  Sentence Starters for Finding Out Information from AI

1. To ask about places

- *Can you tell me about… (country/city)?*
- *What is famous in…?*
- *What can I do in…?*
- *Why do people go to…?*

2. To ask about jobs or study opportunities

- *What jobs are there in…?*
- *What skills do I need to work in…?*
- *Are there study programs in…?*
- *What should I do if I want to go to…?*
- *How can I learn more about…?*

The teacher checks that students understand how to use them.

Step 4 – Individual Work with AI (40 minutes)

Setup:

- Each student chooses one country from the map.

Task:

- Students use AI to ask questions using the sentence starters from the Student Activity Book.
- They write the answers in their books (or on paper).

Teacher role:

- Move around, check that students are speaking in English before typing into the AI.
- Remind them to ask follow-up questions: “Why?” or “How?”

Step 4.1- Meet your students (parallel activity to step 4)

While students are working, the teacher calls them one by one. Ask these questions and share their CEFR level. Meet the next 5-7 students.

Here are 5 simple but effective questions you can use to assess your student’s spoken CEFR level (A1–B1 range). These are designed to check grammar, fluency, vocabulary, and ability to handle different tenses.

1- Introduction (Basic Level)
Can you introduce yourself and tell me about your family?-

2- Daily Routine (Present Tense)
What do you do every day from morning to night?

3- Past Experience (Past Tense)
What did you do yesterday or last weekend?

4- Future Plans (Future Tense)
What are your plans for next week or next year?

5- Opinion + Reason (Higher Level Thinking)
What is your dream job? Why do you want to do this job?

How to assess quickly:

- A1: Short answers, basic words, many pauses
- A2: Full sentences, some grammar mistakes, can handle simple past/future
- B1: Can speak longer, gives reasons, fewer pauses, better vocabulary

How to assess quickly:

- A1: Short answers, basic words, many pauses
- A2: Full sentences, some grammar mistakes, can handle simple past/future
- B1: Can speak 7-10 sentences, gives reasons, use past, present and future, better vocabulary

Step 5 – Presentations (30 minutes)

Student action:

- Each one presents their findings to the class (1–2 minutes each).

Teacher action:

- Encourage full sentences.

- Ask small follow-up questions like:

    - *"Would you like to go there?"*

    - *"What skills do you need for that opportunity?"*

Step 6 – Wrap-Up (5 minutes)

Teacher action:

- Praise the class for finding opportunities around the world.

- Say:
  "Today, you discovered that opportunities are everywhere – not just in your village or India. If you work hard and keep learning, the world is open for you."

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 95: Listening Activity: “Learning from Portado”

Objective:

Improve listening skills while reflecting on life Days from a real story.

Activity: B1 Mini Interviews (20–25 mins)

Objective:

Students speak in **full sentences**, give **reasons**, and ask **follow-up questions** (B1 level).

Step 1 – Teacher Demo (5 mins)

- Call one student.
- Write the questions on the board
- Ask 2–3 questions from the board. (Questions below)
- Show:
    - Full answers (not 1 word)
    - Add **reason** (because…)
    - Add **extra detail**

Example:
“I want to become a teacher because I like helping people. Also, I enjoy speaking in front of others.”

Step 2 – Pair Work (10–12 mins)

- Students work in pairs (A = interviewer, B = student)
- Ask all questions
- Then **change roles**

Step 3 – Add B1 Rule (Important)

Students must:

1. Speak **at least 3–4 sentences per answer**
2. Use **because / and / but**
3. Ask **1 follow-up question**

Interview Questions (B1 Level)

1. Can you introduce yourself and talk about your daily life?
2. What do you like to do in your free time? Why?
3. What did you do last weekend? Explain in detail.
4. What are your plans for next year?

5. What is your dream job? Why do you want this job?
6. What problems do young people face today?
7. Do you prefer city life or village life? Why?
8. Tell me about a person who inspires you. Why?

Step 4 – Rotation (5–8 mins)

- Change pairs
- Repeat interview with a new partner
  (This increases fluency and confidence)

Quick Teacher Assessment (While Observing)

Check:

- Can the student speak 7-10 sentences?
- Do they give reasons?
- Can they handle past + future?
- Can they ask a follow-up question?

Step 5: 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? Write in 5-7 sentences in your notebook.

- Students play the video twice on their laptops: **Watch video 14** https://www.youtube.com/watch?v=zpFgVnKVTUc.

Step 6: 15 mins – Personal Reflection - Comprehension Check

Ask students to share. Ensure every student answers at least one of these questions.

1. Who is "Portado" in the story, and what was his main problem at work?
2. In the video, Sudha Murthy says, "There is no shortcut to be successful in life." What does "no shortcut" mean in your own words?
3. Sudha Murthy talks about "discipline" (coming on time, working hard, respecting people). Which one of these do you want to improve first to become more employable, and how will you do it?

Part 2: Improve Your Spoken English with AI

AI activity: 30 mins - - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Prompt: (Write on the board) I am learning English. Give me 2 topics to speak one by one. I will speak 7-10 sentences on each topic. Then give me my CEFR score.

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because, but, so)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

(After students read the AI feedback, guide them to rehearse and speak again)

Activity: Getting to Know a Student

Time: 10-15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

- Speak in Hindi so the student feels at ease.
- Listen more than you speak — don't rush.
- Ask follow-up questions naturally; let the conversation flow.
- Aim to speak with 2 students per session.
- After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?
- What do your parents do? Do you have siblings?
- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?
- What do you like to do in your free time?
- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 96: Presenting: Career Research

(One of the following: Cruise Ship, Drone Operator, Digital Marketer)

Objective: Learn about new, exciting careers in the private sector and improve your research, speaking, and presentation skills.

Step 1: Instructions: (60 mins)

1. Choose ONE career from the list given today.
2. Use Google or ChatGPT (AI) to search for information.
3. Answer the following questions about that career

Today's 3 Careers (Choose One):

1. Cruise Ship Activity Staff
2. Drone Operator
3. Digital Marketer

1. What is the name of the job?
The job I chose to talk about is called:

_____

_____

2. How much is the average salary?
The average salary for this job is around:

_____

_____

3. What does the person do in this job?
A person in this job is responsible for:

_____

_____

4. Where do they work?
They usually work in the _____ industry, at places like:

_____

5. What skills are needed for this job?
To do this job well, you need skills such as:

6. What education or training is required?
Most people in this job need to study or train in:

7. What is exciting or different about this job?
This job is exciting because:

8. Would you like to do this job? Why or why not?
I would / would not like to do this job because:

9. One interesting fact I found was that:

10. In conclusion, I think this job is a good option for someone who:

Step 2: Presentation Instructions (60 mins)

1. Students prepare a **short presentation** using their answers.
2. The teacher selects **3 weak students and 2 average students** to present first.
3. These students come on stage and present their answers **(loud voice, eye contact)**.

4. After this, divide the class into **small groups.**

5. The rest of the students take turns and present in their groups.

6. The teacher gives **simple feedback** (good voice, clear sentences, confidence).

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 97: "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 (5 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 minutes)

Show a sample video of someone presenting their village. **Watch video 15** : This is My Village | Remote Area | Rural India | English Vlogs

Step 3. Brainstorm Topics (10-15 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, or a special place. Best friend.

Step 4. Speaking Practice (15 minutes)

Invite 2–3 students to perform in front of the class, if they're comfortable.

Step 5: Record the video (15-20 mins)

Ask students to use their tabs/phones and record their speeches. Ask the class to show it to their friends for feedback on English and confidence.

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 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?

Part 2: Improve Your Spoken English with AI

AI activity: 30 mins - - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Prompt: (Write on the board) I am learning English. Give me 3 topics to speak one by one. I will speak 7-10 sentences on each topic. Then give me my CEFR score.

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because, but, so)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Activity: Getting to Know a Student

Time: 10-15 mins per student

While students work independently on their AI activity, call one student at a time to sit with you for a relaxed one-on-one conversation.

- Speak in Hindi so the student feels at ease.
- Listen more than you speak — don’t rush.
- Ask follow-up questions naturally; let the conversation flow.
- Aim to speak with 2 students per session.
- After a few questions, let the conversation go naturally.

Family & Background

- Tell me about your family. How many people are there?
- What do your parents do? Do you have siblings?
- Where are you from? Do you live nearby?

Daily Life, Studies, Interests & Future

- What are you studying these days? Do you find it easy or difficult?
- Are you working somewhere? What does a typical day look like for you?
- What do you like to do in your free time?
- What would you like to do in the future?

Note: After speaking with both students, the teacher should also practice the AI activity independently on their own smartphone to improve their spoken English.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 98- Jeopardy + Asking Questions

Step 1: Jeopardy Game: 45 mins

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

https://docs.google.com/presentation/d/1bUYL_47oyenbokb67kXxFRSJ7-iwrau3/edit?usp=drive_link&ouid=109543220975828827294&rtpof=true&sd=true

Ask a student to conduct.

While a student is conducting Jeopardy- the teacher conducts a student interview.

Step 1.1- Meet your students (parallel activity to step 1)

While students are working, the teacher calls them one by one. Ask these questions and share their CEFR level. Meet the next 5-7 students.

Here are simple but effective questions you can use to assess your student's spoken CEFR level (A1–B1 range). These are designed to check grammar, fluency, vocabulary, and ability to handle different tenses. Ask 3-5 questions

1. Can you tell me about a difficult situation you faced and how you handled it?
2. Do you prefer studying alone or with friends? Why?
3. What is the difference between school life and college life?
4. What is one habit you want to change in your life? Why?
5. What advice would you give to a student who wants to improve their English?
6. Do you think mobile phones are helpful or harmful for students? Why?
7. What is one goal you want to achieve this year? How will you achieve it?
8. Tell me about a memorable day in your life. What happened step by step?

How to assess quickly:

- A1: Short answers, basic words, many pauses
- A2: Full sentences, some grammar mistakes, can handle simple past/future
- B1: Can speak longer, gives reasons, fewer pauses, better vocabulary. Can use connectors. Can speak in past, present and future tense.

How to assess quickly:

- A1: Short answers, basic words, many pauses
- A2: Full sentences, some grammar mistakes, can handle simple past/future
- B1: Can speak 7-10 sentences, gives reasons, use past, present and future, better vocabulary

Part 2: Improve Your Spoken English with AI

AI Activity (40 minutes) - Sign in using your own Gmail Id

Instructions:

- Ask students to open their SRB and find the 30 Questions.
- Ask them to copy the questions and paste them into ChatGPT and press Send.
- Say the following prompt to ChatGPT.

Prompt:
Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me.

- AI will start asking questions one by one and give you a sentence starter.
- Use live mode during the activity.
- After speaking, press the mute button.
- Continue the conversation until all the "30 questions of the day" are finished.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 99- FEA AI Assistant - Be my Career Guide

Learning Objectives

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

- Understand how an AI career guide works
- Explore career suggestions using the FEA AI Assistant
- Explain and reflect on information they discovered
- Share findings clearly with classmates

1. Warm-Up & Introduction (10 minutes)

Teacher Action:

- Ask students:
    - *"What job do you want to have in the future?"*
    - *"How do people usually find career advice?"*
- Write a few answers on the board.
- Introduce the idea:
    - *"Today, we'll use an AI assistant to explore careers and see how technology can help guide our future choices."*

2. Video Viewing (10 minutes)

Teacher Action:

- Play the video **"FEA AI Assistant – Be My Career Guide"**. On the teacher's laptop so that everyone can see. FEA English AI Assistant (Be My Career Guide) Explainer.mp4
- Pause and play at key points to:
    - Clarify vocabulary
    - Check understanding
    - Ask quick questions like:
        - *"What does the AI assistant do?"*
        - *"Who can use it?"*

3. Guided Transition to Exploration (5 minutes)

Teacher Action:

- Instruct students to open FEA AI assistant and click the **"Be My Career Guide"** button.
- Model how to:
    - Read the AI's responses carefully

    - Think before answering questions
- Give clear instructions:
    - *"Explore at your own pace. Read every response before you reply."*

4. Independent / Pair Exploration (20 minutes)

Teacher Action:

- Circulate around the room.
- Support students by:
    - Helping with reading comprehension
    - Clarifying unfamiliar terms
    - Encouraging thoughtful answers
- Prompt students to think about:
    - Careers suggested
    - Skills required
    - Education or pathways mentioned

Student Action:

- Explore the AI assistant independently or in pairs.
- Read responses carefully.

5. Sharing & Class Discussion (15 minutes)

Teacher Action:

- Ask students to explain what they found.
- Use guiding questions:
    - *"What career did the AI suggest for you?"*
    - *"What skills or subjects are important for that job?"*
    - *"Did anything surprise you?"*

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.

6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 100: Speaking Practice

Objective:
Students will speak in full sentences and move towards B1-level fluency.

Step 1: Warm-up – Career Circle (10 minutes)
Students stand in a circle.
Each student says:
"My name is ____. My career goal is to become a ____ because ____."

Teacher Tip:
Encourage at least **2 sentences**, not one-word answers.

Step 2: Question Practice – Ask & Sit (15 minutes)
Students remain standing.

Instruction:
Each student must ask **one question** to the teacher and then sit down.
The teacher does NOT need to answer.

Example questions (write on board if needed):

- Where are you from?
- Why did you become a teacher?
- What is your dream?
- What do you do every day?
- What advice do you give students?

Teacher Tip:
Push students to ask **complete questions**, not single words

Step 3: Stage Speaking – My Story (45 minutes)

Select students one by one to come on stage.

Task:
Speak **7–10 sentences** about:

- Introduction (name, place)
- Family or friends
- Daily routine
- FEA experience
- Career goal and reason
- One future plan

Teacher Support (write on board if needed):
“I am from…”
“I live with…”
“I usually…”
“I like…”
“In FEA, I learned…”
“My goal is…”
“In the future, I will…”

Teacher Tip:

- Do NOT interrupt too much
- Focus on **fluency over accuracy**
- Give 1–2 corrections after speaking

B1 Push:
Encourage students to:

- Use **because**
- Use **past (yesterday)** and **future (next week)**
- Speak for **30–60 seconds continuously**

Step 4: AI activity: 30 mins - - Sign in using your own Gmail Id (30 minutes)

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Prompt: (Write on the board) I am learning English. Give me 3 topics to speak one by one. I will speak 7-10 sentences on each topic. Then give me my CEFR score.

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because, but, so)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

AI Speaking Practice (30 mins)

AI Speaking Practice (Tablets)
- Open Gemini → log in with Gmail → open Live Conversation
- Turn on the camera and look directly at it
- Say this prompt aloud:

"Hello . Today I learned to talk about myself. *Ask me 10 questions one by one and correct my answer. Then ask me to repeat the correct sentence. Remind me to speak in full sentence. After I finish, give me feedback on my English and facial expressions.*

- Listen to feedback and repeat to improve
- Guide students to practice a few times so that they can speak more confidently. (Do not give up)

After the AI Activity: Ask students Ask 3–4 students to speak:

- One sentence AI corrected
- One new sentence they learned
-

Note: If Gemini live video conversation fails (e.g., due to internet issues), switch to ChatGPT or Gemini using mic only. Use this prompt:

Prompt: "Ask me one question at a time about my plans of my future job. After I answer, correct my English, provide a sample response, and wait for me to repeat it before asking the next question."

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 101: Speak, Move, and Improve with AI

Objective:
Students will improve speaking fluency, confidence, and interaction skills through games, role-plays, peer conversations, and AI-supported feedback.

Step 1: Energy Warm-up – "Find Someone Who…" (15 mins)

Give students this task:

Walk around the class and ask questions in English. Find different classmates for each question.

Write on the board:

- Find someone who has more than 5 family members
- Find someone who wants to become a doctor
- Find someone who wakes up before 6 AM
- Find someone who helps at home
- Find someone who likes English class

Students must:

- Ask in full sentence: *"Do you have more than 5 family members?"*
- Answer in full sentence: *"Yes, I do / No, I don't."*

After 10 mins, ask 3–4 students:

- "What did you find?"

Step 2: Quick Thinking Game – "Speak Without Stop" (15 mins)

1 student comes to the front.

Give a topic:

- My family
- My village
- My daily routine
- My dream job

Rules:

- Speak for 30–40 seconds continuously
- No long pauses
- Use simple sentences

If they stop → class counts 1, 2, 3 → next student

Teacher role:

- Encourage, not correct too much here
- Focus on confidence

Step 3: Pair Role-Play – "Real Life Conversations" (25 mins)

Put students in pairs. Give each pair a situation:

Set 1 (Basic):

- Meeting a new friend
- Talking to a teacher
- Asking about someone's family

Set 2 (Slightly advanced):

- Job interview (simple)
- Asking for help
- Talking about your goals

Students:

- Practice for 5 minutes
- Perform for class (2–3 pairs)

Step 4: Story Chain Activity (20 mins)

Whole class activity:

Teacher starts:

- "Yesterday, I met a boy…"

Next student adds 1 sentence:

- "He was from my village…"

Continue around the class.

Rules:

- Only English
- One sentence each
- Build a funny/interesting story

This builds:

- Listening
- Creativity
- Sentence formation

Step 5: AI activity: 30 mins - - Sign in using your own Gmail Id (30 minutes)

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Prompt: (Write on the board) I am learning English. Give me 3 topics to speak one by one. I will speak 7-10 sentences on each topic. Then give me my CEFR score.

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because, but, so)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Step 6: Reflection Circle (5 mins)

Ask:

- What was easy today?
- What was difficult?
- Who spoke more than yesterday?

Let 3–4 students answer.

Wrap-Up (2 mins)

Ask:

- Who practiced with AI today?
- Who improved their speaking?

Encourage:
"Practice 5 minutes daily with AI."

Counseling (10 mins – Compulsory)

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.

2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 102: Speak Smart

Objective:
Students will improve fluency, clarity, and confidence through interactive speaking activities, peer challenges, and AI feedback.

Step 1: Fun Warm-up – "This or That?" (15 mins)

Make students stand.

Ask fun choice questions:

- Village or city? Why?
- Tea or coffee? Why?
- Morning or night? Why?
- Study alone or with friends? Why?

Students must:

- Choose one
- Speak at least 1 full sentence

Then ask:

"Who has a different answer? Why?"

Step 2: Speaking Game – "Pass the Question" (20 mins)

Students stand in a circle.

1 student starts:

- Asks a question to any student
  Example: "Do you like your village?"

That student:

- Answers in full sentence
- Asks a new question to someone else

Continue fast.

Rules:

- No Hindi
- No one-word answers
- Everyone must speak

Teacher:

- Encourage speed + confidence

Step 3: Activity – "Be the Expert" (25 mins)

Give each student a topic:

- My village
- My daily routine
- My family
- My dream job
- My best friend

Students prepare for 3–5 minutes.

Then:

- They become "experts"
- Other students come and ask them questions

Example:
Student A (Expert on village)

Others ask:

- Where is your village?
- What do you like?
- What problems are there?

After 5–7 mins → rotate experts

Step 4: Challenge Round – "Speak & Improve" (20 mins)

Students work in pairs.

Round 1:

- Speak on a topic for 1 minute

Partner:

- Listens and gives 1 feedback:
    - "You spoke well"
    - "You should say full sentence"
    - "You should speak louder"

Round 2:

- Same student speaks again → improves

Step 5: AI activity: 30 mins - - Sign in using your own Gmail Id (30 minutes)

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Prompt: (Write on the board) I am learning English. Give me 3 topics to speak one by one. I will speak 7-10 sentences on each topic. Then give me my CEFR score.

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because, but, so)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Step 6: Reflection Game – "My Improvement" (10 mins)

Ask students to share:

- One sentence they improved
- One mistake they corrected
- Their CEFR level

Make it quick and energetic.

Wrap-Up (2 mins)

Say:
"Today you spoke more, made mistakes, and improved. That is success."

Ask:

- Who feels more confident today?

Counseling (10 mins – Compulsory)

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 103: 1-Minute Speaking Challenge

Objective:
Students will build fluency, confidence, and thinking speed by speaking continuously in English through fun challenges and peer support.

Step 1: Ice-Breaker – "Fear to Fun" (10–15 mins)

Ask:

- "Who feels nervous speaking English?" (Show hands)
- "What happens when you feel nervous?"

Now shift energy:

Tell them:

"Today, we are not afraid of mistakes. Today, we will play a speaking game."

Quick Activity:

- Everyone stands
- Say: "Clap if you made a mistake yesterday" → normalize mistakes
- Say: "Clap if you will speak today even with mistakes"

Step 2: Mini Game – "Speak for 20 Seconds" (15 mins)

Start small before 1 minute.

Give easy topics:

- My name and my goal
- What I did yesterday
- My favorite food

Students:

- Speak for only **20 seconds**

Rule:

- No stopping
- Simple English is okay

Do 5–6 fast turns.

This builds confidence before the main challenge.

Step 3: Idea Boost – "Never Get Stuck" Trick (10 mins)

Teach a simple structure on board:

Start – Middle – End

Example (My Village):

- Start: Where it is
- Middle: What I like
- End: Why it is important

Also give **rescue sentences**:

- "I want to say that…"
- "Also…"
- "Another thing is…"
- "I like it because…"

This helps students continue even when stuck.

Step 4: Main Event – 1-Minute Speaking Challenge (40 mins)

Setup:

- Use a timer
- Create excitement: “1-Minute Champions”

How it works:

- Students come one by one
- Choose or get a topic

Topics (keep simple + relatable):

- My family
- My village
- My daily routine
- My dream job
- My best friend
- A festival
- My school life

Rules:

- Speak for 1 full minute
- Small pauses are okay
- No Hindi

Fun Add-ons:

- Class claps for every speaker
- Write names on board:
    - “30 seconds club”
    - “1-minute champions”

Second Chance:

- If a student stops early → allow retry at end

Step 5: Pair Challenge – “Beat Your Time” (15 mins)

Students work in pairs.

Round 1:

- Speak → partner times

Round 2:

- Try again → improve time

Partner says:

- "You improved"
- "Speak louder"
- "Use full sentences"

Step 6: AI Bonus Round (Optional 20 mins)

Students use AI for extra practice.

Prompt:

"Give me one simple topic. I will speak for 1 minute. After I finish, give feedback on my fluency, grammar, and confidence. Tell me my CEFR level."

Students:

- Try once
- Improve and try again

Step 7: Celebration & Reflection (5–10 mins)

Ask:

- Who spoke for 1 minute today?
- Who improved from the first attempt?

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 104: 90 seconds Speaking Challenge

Objective: To build fluency, confidence, and spontaneous speaking ability by letting students talk on any topic of their choice for 1.5 minutes.

Step 1: Warm-Up (15 mins)

Start with a short class conversation:

- "Yesterday we spoke for 1 minute. How did it feel?"
- "Today we'll go a bit further—1 minute 30 seconds!"

Tell students:

- "You can choose any topic you love. There are no rules."
- "Even if you pause or forget, just keep going. We are here to practice, not to be perfect."

Give a live demo again, picking a random topic like "Why I like Sundays" or "My dream."

Step 2: Topic Selection and Preparation (20 mins)

Ask students to choose one topic and write 8–10 ideas to speak on.

Some optional prompts (write on board) if students are stuck:

- A day I will never forget
- My dream job
- A place I want to travel to
- My favorite person in the world

Let them prepare and rehearse in pairs or alone.

Step 3: 1.5-Minute Stage Challenge (40–45 mins)

Call students one by one.

Instructions:

- "Your goal is to speak for 1.5 minutes (90 seconds)."
- "You win if you keep speaking—don't worry about small mistakes."
- "If you speak for less than 90 seconds, you can try again later."

Use a timer, and cheer for everyone. Write the names of those who complete 90 seconds on the board.

Encourage creative or funny topics, too.

Step 4: AI Practice – Speaking with Gemini/ChatGPT (20 mins)

Students work individually on their tabs or laptops with earphones. Sign in using your own account.

They speak into Gemini/ChatGPT

"I am learning English and know very basic sentences. Talk to me like you're my patient friend. Ask me 15 questions about my day, my likes, my family. Wait for me to reply. After all the questions, score my spoken English using CEFR."

Instructions:

- Try to answer each question with longer sentences.
- After each response, say: "Can you ask me another question?"

Step 5: Wrap-Up (10 mins)

Ask students:

- "Was 1.5 minutes easier or harder than 1 minute?"
- "What helped you speak more?"
- "What did Gemini/ChatGPT ask you?"
- "How did it help you?"

Clap for all. Give special mention to:

- Longest speaker
- Most creative topic
- Best comeback after getting stuck

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 105: My Career Goal

Objectives:

- Students ask ChatGPT about their dream career.
- Students write a clear, simple career plan.
- Students present their plan to the class confidently.

Introduction: FEA Growth Hub: 30 mins

Introduce FEA Growth Hub to students. Ask them to scan the QR code and follow instructions. Share that is your learning playground for career updates, skill-building, and personal growth—delivered in a fun and interactive way!

💡 What's in it for you?

✅ Exciting career insights & opportunities 🔍

✅ Fun skill-building challenges 💪

✅ Scholarships & must-know updates 💰

✅ Daily motivation & growth hacks ✨

✅ Learn & engage with polls, quizzes, and brain teasers 🎯

Step 2– Warm Up: My Dream Job (10 mins)

Teacher Action:

- Write on the board:
  "What do you want to be?"
- Ask students to say answers aloud: "I want to be a teacher/nurse/designer/pilot."
- Tell students:
    - "Today you will ask ChatGPT about your dream job."
    - "You will find out the steps and make your own plan."
    - Show students how to use ChatGpt FEA AI Assistant as in the video.

Step 3 – Fill the Career Plan Sheet (45 mins)

The teacher shows the video to the class. Pause and play so that everyone understands.

Students watch the video “FEA AI Assistant” - Be my Career Guide
FEA English AI Assistant (Be My Career Guide) Explainer.mp4

Students will first watch the video and then use AI)

After everyone watches and understands how to use FEA AI Assistant on ChatGPT, then distribute the SAB and guide everyone to use the AI and find their answers.

CAREER PLAN SHEET

1. My dream job:
   I want to be a _____.

2. What does this job do?
   ChatGPT (Or any other AI) says: _____.

3. What skills do I need?
   ChatGPT (Or any other AI) says: _____.

4. What should I study?
   ChatGPT (Or any other AI) says: _____.

5. What steps should I take?
   ChatGPT (Or any other AI) says:
   - Step 1: _____
   - Step 2: _____
   - Step 3: _____

6. My first action this year:
   I will _____.

- Students write short, clear answers on the sheet.

Teacher Role:

- Move around, help students with English words or read ChatGPT answers.
- Push them to be specific (e.g., not just “engineer,” but “civil engineer” or “software engineer”).

Step 4 – Present to the Class (20 mins) 2-3 students

Instructions:

- 2-3 students come to the front (or stand up) and read their sheet to the class.

Sentence Starters on board (for support):

- "My dream job is _____."
- "The skills I need are _____."
- "The steps are: Step 1, Step 2, Step 3."
- "This year, I will _____."

Teacher Role:

- Help shy students by prompting ("What's your Step 1?").
- Praise good English and a clear goal

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 106: Next Steps for My Career

Objectives:

- Students review and present their Career Plan Sheet.
- Students learn how to find free resources for the skills they need.

Step 1 – Review Yesterday's Plan (20 mins)

- Students open their Career Plan Sheet in SAB.
- Practice sharing with their pair

Step 2 – Present (45 mins)

- 5 Students present their findings to the class in their own words one by one.
- Remaining students present in groups.

Step 3- AI activity: 30 mins - - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Prompt: (Write on the board) I am learning English. Give me 3 topics to speak one by one. I will speak 7-10 sentences on each topic. Then give me my CEFR score.

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because, but, so)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 107- Introduction to Career Counselling

Duration: 2 hours 20 minutes

Objective:

- Understand why choosing a career is important
- Explore the wide range of career options
- Get introduced to career counselling

1. Introduction (5 minutes)

- Teacher Activity: Greet the students warmly. Share today's objectives.
- Student Activity: Listen and note down the session objectives.

2. Food for Thought – Quote/Anecdote (20 minutes)

Share the quote given below on decision-making.

"Choosing the right career is an important decision in life.
With proper guidance, this decision becomes easier and clearer."

Discuss Question given below:

- What do you understand by the quote?
- Why choosing a career is considered one of the most important decisions in life.

3. Activity- Career Alphabet (35 minutes)

Announce that you are going to play an activity. For this activity you'll need to create 4 teams. Play a game- 'Career Alphabet.'

Round 1: Each group has to come up with 'ONE' career beginning with each letter From A to Z. The team that comes up with the maximum logical legal careers wins. (Each team has 10 minutes to note down the names in their notebook.) Come back to the main classroom. Ask teams to share the number of careers they were able to find.

Announce the winner of the first round.

Round 2: Ask students to go to laptops and search for a career from the letters which were difficult to write.

Come back to the main classroom. Ask teams to share the number of careers they were able to find. Announce the winner of the Second round (15 minutes).

Google search: Ask each team to list 2 careers which were new to them. Send them to search: (15 Minutes)

- What does this person do?
- What does this career actually involve in day-to-day work?

- What are the growth opportunities in this career?
- What educational qualification is required for this career?
- How many years does it take to achieve the career?
- What skills or abilities are important for someone in this career?

Announce that there are over 12000 careers available today. With so many options, students may go through a dilemma of choosing a right career apart from the common career options such as Medical, Engineering etc., numerous other options are available in the fields of Travel, Media and so on. Career counselors will help you in choosing a right career based on your interests and qualifications.

Step 4: Audio-Visual: What is a Right Career? (25 minutes)

Instruct students to watch the video (**Video**)

Discuss the questions given below:

- Which part of the video did you like the most?
- Which career was suitable for the character in the video and which was not? Why?
- So what did you learn from the video?
- How can you use the learning from this video in your own life?

Teachers should explain that choosing a career is not about following what is popular or what others are doing. Instead, students should choose a career based on what they enjoy doing, what they are good at, and what fits their skills and interests. A right career is one where you feel happy, confident, and motivated to grow.

Step 5: Introduction to Career Counselling – *30 minutes*

Teacher Instructions

- Instruct students to watch video (Video)

Teacher-Led Questions for Students (20 minutes)

- Have you ever felt confused about what you want to become in the future?
- What can you do if you are not sure which career to choose?
- Whom can you talk to when you need help in choosing a career?

Teacher Explanation (10 minutes)

After students respond, teacher will explain:

- Career confusion is **normal** among students.
- To help students, **FEA has a Career Counselling Department**.

- The Career Counselling Department has **trained career counsellors** who guide students and help them to choose a career.
- Share Career Counsellor details from Branch Contact Card.

Wrap-up and Reflection (15 minutes)

- Teachers ask students to share their learning for the day and how they are going to prepare for their career.
- Teacher to share with students that they will get a chance to join career counselling session, conducted by FEA Career Counsellors.
- **Teacher says:** Before you meet the career counsellor, here are some things you can start doing. These will help you get the most out of your counselling session."
- Then share the checklist:
- Career Preparation Checklist (Teacher can write this on the board)
    1. Explore at least 10 new careers
    2. Identify your top 3 interests
    3. Talk to one professional about their career
    4. Start a small career notebook to write information they search.
- Teachers encourage students by using the below sentence.

"Today, you have taken the first step to learn about your career. Be confident and ready to get guidance from the career counsellors".

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 108- Preparing for Career Counselling

(Floating Day: This session will be scheduled after the email is received from the Career Counsellors and should be conducted 2 days prior to the actual VCC session.)

Duration: 2 hours 20 minutes

Objective:

- To introduce students to the concept of career counselling.
- To help students explore their career interests through self-assessment.
- To prepare students to ask meaningful questions during career counselling sessions.

1. Introduction (5 minutes)
    - Teacher Activity: Greet the students warmly. Share today's objectives.
    - Student Activity: Listen and note down the session objectives.

2. Food for Thought – Quote/Anecdote (15 minutes)

Share the quote given below on decision-making

"Choosing a career is one of the most important decisions in life. It is like planting a tree. If you choose the right seed, it will grow and give you fruits and shade for many years."

Discuss Question given below:

- What do you understand by the quote?
- Why choosing a career considered one of most important decision in life.

3. RIASEC Assessment (50 minutes)- Teacher has to conduct this.

Teacher to introduce RIASEC Activity (interest based career test) to students.

RIASEC video link to understand the instruction for teachers- RIASEC Video Link

RIASEC Test Link: https://feaindia.org/MCQFEA/en.php

- Tell students that RIASEC Test is not an intelligence test but an INTEREST based test
- There will be 42 statements, students need to read each statement one-by-one and answer YES (if they like it) and NO (if they don't like it)
- After choosing either yes or no, students need to click on submit button, once submitted, students will get next statement to answer.
- Share that no answer is wrong and students need to only answer based on their interest.
- Once 42 statements are answered, students need to read their reports.

- After students finish reading their reports, they must write down their doubts/queries in notebook
- Students need to fill their own student IDs to start the test (test should be taken in google chrome only)
- Let students know they can ask their confusions from the teacher but are not allowed to talk to one another (students) during the test.

Instructions for the teacher:

- Please read information about RIASEC Test from the Teachers Reference at the end of the Day.
- Teacher to do a **mock example on the white board**:
  Show 2 sample statements (e.g., "I like fixing things" / "I enjoy drawing"), and ask a few students to answer with YES/NO and explain why.
- Ensure that students use their own IDs when taking the test
- Move around and assist students who are confused in understanding statements
- Teacher to check if students have used their own IDs during the test
- Teacher needs to note down the names and IDs of those students who struggled and could not finish the test (including the technical issues and those who were absent in LN-99).
- Teacher to communicate with Counsellor if students has already taken the test.
- Teachers will guide students to read their reports (Interest Code), career fields.
- The teacher will guide students to use the below prompts to understand RIASEC results with the help of AI.

  I am in class _____ and my subjects/stream are _____.

  My personal interests are _____. My RIASEC interest code is _____. I want career options that align with my RIASEC code, personal interests, and educational background. Please suggest suitable career fields and key job roles.
- The teacher will guide students to write their doubts/questions about the RIASEC Test/Report, so that they can ask the Counsellor in the VCC session.

4. Video of Career Counsellors (15 minutes)

Teacher instruct students to watch LN-99 Counsellors Video. (Students should be instructed to make notes)

Counsellor Video

Once watched, discuss the following questions with the students:

- What did you watch in the video?
- What are the names of career counsellors?
- How can the career counsellors help them (students)?
- What protocols were shared in the video?

Introduce the Career Counselling Department and share the information about the upcoming career counselling session.

5. Preparing Questions (20 minutes)

Share that students need to prepare their career-related questions for the career counselling session with the counsellor. (5min)

Instruct that the students can ask questions about the following topic: (15min)

- Questions about right courses for the specific career (Student's career)
- What course I can purse for the career_____?
- What scholarship I can apply if I am studying in class_____?
- I want to become_____, where I can apply for this job?
- I am studying in _____ with subjects_____, what careers I can pursue.

Once students have prepared their questions, teachers need to review and provide suggestions to make the questions more specific. (10min)

5. Wrap-up and Reflection (10 minutes)

- Teacher to ask students to share their learning for the day and how they are going to prepare for the upcoming VCC session with the counsellor.
- Teacher to encourage students by using below sentence.

"Today, you have taken the first step to learn about your career. Be confident and ready to get guidance from the career counsellors".

Teachers Reference

What is RIASEC?

RIASEC is a psychometric assessment developed by psychologist John Holland. RIASEC stands for six personality types that help match your natural interests with real-world careers.

Why is RIASEC Important for Students?

- Helps students understand their strengths and interests
- Reduces confusion in choosing a career stream (science, arts, commerce)
- Builds confidence in career decisions
- Especially useful for rural students with limited counseling access

Explanation of the Six RIASEC Types

R – Realistic ("Doers")

- Traits: Practical, hands-on, like working with tools or machines
- Sample careers: Farmer, mechanic, electrician, driver, police officer

I – Investigative ("Thinkers")

- Traits: Curious, analytical, enjoy solving problems
- Sample careers: Science teacher, lab technician, nurse, data analyst

A – Artistic ("Creators")

- Traits: Creative, imaginative, enjoy arts, music, or design
- Sample careers: Graphic designer, painter, singer, photographer, writer

S – Social ("Helpers")

- Traits: Caring, patient, enjoy teaching or helping others
- Sample careers: Teacher, nurse, counselor, NGO worker, community leader

E – Enterprising ("Leaders")

- Traits: Confident, like leading and persuading others
- Sample careers: Business owner, sales executive, government officer, politician

C – Conventional ("Organizers")

- Traits: Detail-oriented, organized, like working with data or rules
- Sample careers: Clerk, accountant, bank officer, computer operator

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

Day 109 – Career Guidance Group Session

This Day will be conducted by the Career Counselling Team

Day 110 : Talking About My Weekend: Presentation

Objectives: By the end of the Day, students will be able to:

- Use the simple past tense to talk about real-life events
- Speak in complete, connected sentences about their weekend
- Present a short weekend story to peers and the class

Step 1. Ask me a question (10-15 mins)

Teacher Script for Start of Class

A– Recall from yesterday
"Students, think of two questions from the list we made yesterday. You can also look at your Student Book if you need help."

B– Line up
"Now, everyone, please line up outside the class."

C– Entry rule
"Here's the rule – you can only enter the class if you ask one question from yesterday's list to me at the door."

Step 2. Sentence Starters (30 mins)

Ask students to open their SAB. Discuss the responses as a class and then ask students to fill out their SAB individually.

Step 3: Group Sharing – Round 1 (20 mins)

- Form pairs.
- Each student reads their story aloud to their partner.
- Encourage students to speak in full sentences.

Step 4. Class Presentation (30 mins)

- Each student comes to the front and presents on their weekend.
- Encourage eye contact and a clear voice.

AI activity: 30 mins - - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Prompt: (Write on the board) I am learning English. Give me 3 topics to speak one by one. I will speak 7-10 sentences on each topic. Then give me my CEFR score.

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because, but, so)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Students:
Use mic to answer
Repeat after correction
Get CEFR score

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 102 : Using Past Tense to Share Personal Experiences

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

- Retell a short story using the past tense
- Write a personal experience in the past tense

Step 1: Warm-up (10 mins)

Activity: *Past Tense Quick Talk*

- The teacher asks: "What did you do yesterday?"
- Students answer in one sentence using the past tense (e.g., *I watched TV*, *I cooked dinner*)
- The teacher writes a few correct past tense verbs on the board: met, played, invited, went, etc.

Step 2: Gap Fill Activity – Nick's Story (20-25 mins)

Instructions:

Distribute SAB with a story. Students must fill in the correct past tense form.

Steps:

1. Students work individually to fill in the blanks.
2. Peer check in pairs.
3. Ask one student to lead and go over answers as a class.

Step 3: Retelling the Story (20 mins)

Instructions:
Students work in pairs to retell the story in Step 2 in their own words using the past tense.

1. Students take turns telling the story to each other.
2. A few volunteers present their story to the class.

Part 4: Share your memory (30 mins)

Invite students to share any one memory from their school life in 3-4 sentences.

AI activity: 30 mins - - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Type this Prompt: "Give me a topic. I speak 10 sentences. Check my English. Tell me about mistakes, good things, and how to improve.Tell me my CEFR level."

(After students read their feedback, guide them to speak again)

End every Day with 10 minutes of student counseling: Please use the last 10 minutes of the session to conduct this step. **Only ask the ones to stay back who you are going to counsel in person.** All other students can take a leave. (A few students who wish to practice digital learning for some time can stay back.)

- Prepare yourself by taking notes from student retention techniques documents.
- Conduct 2-4 telephonic/In-person counselling sessions. (In-person for the irregular students or the students with behavioral issues. Telephonic counselling for the students who have been absent for 2 or more days, or once the date of follow-up or return is passed.)
- Update the phone log with a follow-up date for each telephonic counselling.
- Update the meeting log with a summary for each in-person counselling session.

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Day 111- Planning a Village Trip for a Foreign Visitor

Objectives: Students will use their imagination and spoken English skills to plan and present an imaginary visit to their village for a foreign guest. They will describe places, activities, food, and personal memories through classroom presentations and rotating pair discussions.

Step 1: Introduction (10-15 minutes)

Teacher says:
"Imagine a person from another country is coming to visit your village. They know nothing about your place. You are the guide. What will you show them? What will you tell them? What food will they try? What memories will you share?"

Teacher elicits responses from 3–4 students to get them thinking.

Step 2: Preparation Time (20 minutes)

Instructions for Students: Write on the board

- Think about and plan your imaginary trip for the visitor.
- Use these prompts to guide your notes:
    - Places to visit
    - Local food or drinks
    - Cultural or traditional events
    - Special memories or personal stories
    - Why are these experiences important?
- Students will write down the points.

Step 3: First Round of Presentations (20-25 minutes)

Ask a few confident students to give their presentations. Encourage natural speaking.

Step 4: Pair Sharing – Round 1 (10-15 minutes)

Students form pairs. Each student must present for 5 minutes to their partner. After 5 minutes, they switch roles.

Guidelines for students:

- Speak clearly and slowly
- Use full sentences
- Try to make eye contact
- Do not interrupt your partner

Step 5: Pair Sharing – Round 2 (10-15 minutes)

Students form new pairs and repeat the sharing process. Each student again has 5 minutes to share their trip plan with their new partner.

Step 6: AI activity: 30 mins - - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Prompt: (Write on the board) I am learning English. Give me 3 topics to speak one by one. I will speak 7-10 sentences on each topic. Then give me my CEFR score.

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because, but, so)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Students:
Use mic to answer
Repeat after correction
Get CEFR score

(After students read their feedback, guide them to speak again)

Step 7: Post AI Questions (10 minutes)

Ensure students answer at least one question

- What was one mistake the AI corrected for you? Can you share the correct sentence with the class?
- Did you learn or use any new English words while talking to the AI today?

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 112: Talking in the Present (Role Play + AI Practice)

Objectives: By the end of the Day, students will be able to:

- Use the present simple tense to talk about daily routines and current habits
- Perform a short role play using everyday present tense sentences
- Practice real conversation using Gemini/ChatGPT (Or any other AI) and receive corrections

Step 1: Warm-up (10 mins):

- Ask a few students: “What do you do every day between 9 AM to 1 PM?
- Explain the topic: “Today, we will practice speaking in the present tense — about daily life and what we usually do.”

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1. **Vocabulary and Grammar (30 mins):**

    - Students write 5–6 sentences about their daily routine- 15 mins
    - Tell students to speak their sentences to at least 2 other students and get feedback.- 15 mins
    - If required: write some action words on the board: wake up, brush, eat, go, work, study, play, sleep.

2. **Role Play Preparation (20-30 mins):**

    - Make pairs. Write these topics on the board. Pairs choose one of these topics to present.

        - A student and a teacher are talking about daily routines.
        - Two friends talking about their weekdays
        - A reporter interviewing a sports player

    - They write short dialogues using the present simple tense. (Use AI to write sentences)

3. **Role Play Practice in groups (20-30 mins):**

    - Each group practices their role play inside or outside class
    - Encourage full sentences, expressions, and a clear voice

Step 2: AI activity: 30 mins - - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Guide students that on Day 124 and 125, they will check their CEFR scores using the FEA ChatGPT link. They have to choose any 5 topics one by one and speak atleast 50 words. At the end they will get CEFR scores.

Tell students to decide 5 topics out of these. Write the topics on the board. Ask students to practice speaking at-least 50 words and ask AI to give a sample response.

1- My goals in life and how I will achieve it.

2- How will you introduce your village to a foreign visitor?

3- Why do I want to be successful?

4- My weekend.

5- Presenting my resume

6- One topic of your choice.

Prompt: (Write on the board)

My topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

Ensure students practice sample responses multiple times.

Guide students to practice sample responses in their home as well.

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**

- Add **reasons (because…)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Students:
Use mic to answer
Repeat after correction
Get CEFR score

(After students read their feedback, guide them to speak again)

Step 3: Wrap-Up (Last 5 mins):

Ask a few students:

- What did Gemini/ChatGPT (Or any other AI) ask you?
- What mistake did it correct?
- Was it easy to talk about your routine?

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 113: Talking in the Past – Role Play + AI Practice

Objectives: By the end of the Day, students will be able to:

- Confidently perform a prepared role-play topic.
- Practice free-flowing English conversation using Gemini/ChatGPT (Or any other AI) and receive spoken corrections.

Step 1: Talking About the Past – Revision (15–20 minutes)

- Ask all students to stand up.

- In a **clockwise order**, each student will say **two things they did yesterday after their FEA class**, using the past tense.
  Example: "I went to the market. I watched a movie."
- Correct common verb mistakes on the spot and encourage full sentences.

Step 2: Rehearsing the Role Play (15–20 minutes)

- Ask the class: "Do you remember the role play dialogue from yesterday's class?"
- Give each pair **15 minutes to practice** their role play together.
- Remind them to speak in complete sentences using the past tense.
- Encourage use of gestures, expressions, and natural speech.

Step 3: Stage Presentation (45–60 minutes)

- Invite each pair to perform their role play on stage, one by one.
- Set a rule: Each pair must speak at least 10 sentences.
- If a pair is not ready, ask them to practice more and come again at the end.
- Provide supportive feedback after each performance.

Step 4: AI activity: 30 mins - - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Guide students that on Day 124 and 125, they will check their CEFR scores using the FEA ChatGPT link. They have to choose any 5 topics one by one and speak atleast 50 words. At the end they will get CEFR scores.

Tell students to decide 5 topics out of these. Write the topics on the board. Ask students to practice speaking at-least 50 words and ask AI to give a sample response.

1- My goals in life and how I will achieve it.

2- How will you introduce your village to a foreign visitor?

3- Why do I want to be successful?

4- My weekend.

5- Presenting my resume

6- One topic of your choice.

Prompt: (Write on the board)

My topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

Ensure students practice sample responses multiple times.

Guide students to practice sample responses in their home as well.

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because…)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Students:
Use mic to answer
Repeat after correction
Get CEFR score

(After students read their feedback, guide them to speak again)

Step 5: Wrap-Up (Last 5 minutes)

Ask a few students to share their experience:

- What did Gemini/ChatGPT (Or any other AI) ask you?
- What mistake did it correct?

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.

6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 114- Making Your First Resume with AI

Day Objective: By the end of the Day, students will understand what a resume is and create their own resume using ChatGPT and MS Word.

Step 1 – Learn the Parts of a Resume (10 mins)- =Copy this resume on the board before the class starts

Say that today we will talk about creating a resume. A Resume has the following information. Quickly each part on the board with examples.

Vishal Kumar
Hardoi, Uttar Pradesh
987632101X
Vishal.Kumar133894@gmail.com

Career Objective
Motivated BA student seeking an opportunity to learn new skills and gain practical experience. Interested in AI tools and improving communication and teamwork skills.

Education
Bachelor of Arts (B.A.), 2nd Year
Currently pursuing

Skills

- Basic English communication and speaking practice
- Able to work in a team during class activities
- Basic problem-solving skills
- Basic computer knowledge (MS Word, typing)
- Time management and punctuality
- Quick learner and willing to improve

Experience
Fresher
Actively looking for opportunities to learn through internships or entry-level roles

Hobbies & Interests

- Learning AI tools and new technology
- Improving English communication
- Reading and self-learning

Step 2– Use AI to Create Resume (60 mins)

Tell students:
"Now we will ask ChatGPT to make our resume using our own information. (if students want to write their answers first in their notebook, they can do that)

Teacher models on screen

Prompt for ChatGPT:

Create a simple resume for a fresher.

Name: [Your Name]

Phone: [Your Number]

Email: [Your Email]

City: [Your City]

Career Objective: [Write your sentence or ask ChatGPT to help you]

Education: [Your education details]

Skills: [List your skills]

Experience: [Fresher or work experience]

Hobbies: [Your hobbies]

Students type their own details and get a formatted resume from ChatGPT.
Then:

- Copy the resume text
- Paste it in MS Word
- Format neatly (bold headings, clean spacing)
- Save as YourName and student id

Teachers help those who need assistance. (whatsapp or email this format to your students)

Step 4 – Review and Share (20 mins)

Students read their resumes in pairs and check:

- Are all details correct?
- Is it easy to read?

The teacher gives final feedback and helps correct any spelling or formatting errors.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.

5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 115: Finalising your Resume

Day Objective: Students review, improve, and finalize their resumes created using ChatGPT. By the end of the Day, each student will have a clear, well-formatted, error-free MS Word resume ready to share.

Step 1 – Warm-up Review (10 mins)

Ask:

- What is a resume used for?
- What information did you include in your resume last time?
- How did ChatGPT help you?

Explain:
"Today we will check, improve, and finalize your resume. When it is ready, you can use it to apply for internships, jobs, or college activities."

Step 2 – Resume Reading Practice (30 mins) -10 students on 5 laptops

1. Ask students to open the resumes they made and work in pairs to help one another finalise their resumes.
2. Students use ChatGPT to polish their resume.

After reading, students correct their resumes in MS Word.

Step 2.1 (Parallel activity)- on individual devices

AI activity: 30 mins - - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Day 124 and 125, students will check their CEFR scores using the FEA ChatGPT link. You have to choose any 5 topics one by one and speak atleast 50 words. At the end they will get CEFR scores.

Decide 5 topics out of these. Students will practice speaking at-least 50 words and ask AI to give a sample response.

1- My goals in life and how I will acheive it.

2- Introduce my village to a foreign visitor?

3- Why do I want to be successful?

4- My weekend.

5- Presenting my resume

6- One topic of my choice.

Prompt: (Write on the board)

My topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

Ensure students practice sample responses multiple times.

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because…)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Swap once the first group has completed their resume on the laptop.

Step 3 – Formatting Practice (25 mins)

Demonstrate on screen or board how to format neatly:

- Use **Arial or Calibri, size 12**
- Bold for section titles (Education, Skills, etc.)
- Align everything properly
- Keep one page only

Students check:

- Is the resume easy to read?

- Are headings clear?
- Are spellings correct?

They then save as **Final_Resume_YourName.docx**.

Step 5 – Peer Review and Sharing (20 mins)

1. Students exchange resumes with a partner.
2. Partner checks for:
    - All sections present
    - No spelling mistakes
    - Proper alignment
    - Career objective looks good
3. Partners suggest one improvement each.

The teacher collects a few examples (voluntary) to show good formatting and clear writing.

Step 6 – Reflection (10 mins)

Ask:

- What changes did you make today?
- How did AI help you improve your resume?
- Do you feel ready to send this resume for a real opportunity?

Encourage students to keep updating their resumes whenever they learn a new skill or finish a course.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 116: Resume Presentation (Speaking Practice)

Objective: Students confidently present their resume in spoken English without reading.

Step 1: Warm-up Discussion (10 mins)
Ask:

- Why is it important to talk about your resume?
- Can we just give a resume without explaining it?

Explain:
"In interviews, you must speak about your resume clearly. Today you will practice speaking, not reading."

Step 2: Teach Speaking Format (10 mins)

Write on the board:

Resume Speaking Format:

"My name is ____.
I have completed ____.
I have skills like ____.
I have experience in ____.
My strength is ____.
My goal is to become ____."

Explain each line briefly with 1 example.

Step 3: Individual Preparation (10 mins)

- Students open their resume
- Convert it into 6–8 spoken sentences using the format
- Practice silently or in low voice

Teacher supports with:

- Vocabulary
- Sentence correction
- Confidence building

Step 4: Class Presentations (20 mins)

- Call 4–5 students to present in front of class
- Each student speaks for 1 minute (no reading)

After each presentation:

- Ask 2 students to give feedback:
    - 1 good thing
    - 1 improvement

Teacher adds quick feedback:

- Focus on clarity, confidence, and structure

Step 5: Small Group Practice (30 mins)

- Divide class into groups of 4–5
- Each student presents their resume to the group

Group instructions:

- Listen carefully
- Give 1 suggestion after each speaker

Teacher role:

- Move around
- Help with speaking errors
- Encourage shy students

Step 6: AI Practice - 30-40 mins

AI activity: 30 mins - - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Day 124 and 125, students will check their CEFR scores using the FEA ChatGPT link. You have to choose any 5 topics one by one and speak atleast 50 words. At the end they will get CEFR scores.

Decide 5 topics out of these. Students will practice speaking at-least 50 words and ask AI to give a sample response.

1- My goals in life and how I will acheive it.

2- Introduce my village to a foreign visitor?

3- Why do I want to be successful?

4- My weekend.

5- Presenting my resume

6- One topic of my choice.

Prompt: (Write on the board)

My topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

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My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

Ensure students practice sample responses multiple times.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 117 and 118: Mock Interview Practice

Conduct this Day over two days so students get enough time to understand the AI sample answers, practice speaking, and prepare their own responses. This gap helps them feel more confident and perform better when they try the mock interview again.

Materials Needed:

- List of interview questions (given below)
- Stopwatch
- 2–3 students from other sessions (as interviewers, along with teacher)
- Student resumes (ready)

Objective:
Students practice real interview situations, speak individually, and receive immediate feedback.

Step 1: Introduction (10 mins)

- Tell students: "Today, everyone will give a mock interview."
- Explain that while waiting, they will practice with AI.

Write on board:

Prompt:
"You are an interviewer. Ask me simple job interview questions one by one. After every answer, give me one small suggestion and ask me to repeat."

Step 2: Teacher-Led Mock Interviews (45 mins)

- Call students one by one
- Each interview: 5–10 minutes
- Ask questions from the list below
- Give quick feedback after each student:
    - 1 strength
    - 1 improvement
- Ensure:
    - Student speaks most of the time
    - Questions are simple and clear
    - Encourage confidence, not perfection

Step 3: AI Practice (30–45 mins, parallel activity)

- Students sit individually with devices
- They practice interviews using AI

Write on board:

Prompt:
"You are an interviewer. Ask me simple job interview questions one by one. After every answer, give me a sample response.

- Students:
    - Speak answers aloud
    - Rehearse the sample response many times until they can speak confidently,

Interview Questions (for Teacher Use)
Use simple language if needed.

1. Tell me about yourself.
2. Why do you want this job?
3. What are your strengths?
4. What is one weakness you are working on?
5. Explain your resume in simple words.
6. Where do you see yourself in 5 years?
7. Why should we hire you?
8. Tell me about a time you worked in a team.
9. What motivates you to work?
10. How do you learn new skills?
11. What is one achievement you are proud of?
12. Do you have any questions?

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

Day 119: Going to a Doctor

Objective: Students will learn how to describe common health problems, understand simple doctor-patient dialogues, and confidently talk about symptoms in English.

Step 1 – Warm-Up (15 mins)

Ask students:

- Have you ever gone to a doctor?
- What did you say?
- What did the doctor ask you?

Teach or revise words like: fever, cold, cough, headache, stomach pain, medicine, check-up.

Step 2 – Vocabulary and Sentence Practice (20 mins)

Write vocabulary on the board:

Symptoms: fever, cold, cough, sore throat, body pain, stomach ache, tired, dizzy, vomiting.

Phrases:

- I don't feel well.
- I have a _____.
- My head/stomach hurts.
- I want to see a doctor.
- Can you give me medicine?

Students practice repeating and forming short sentences using the words.

Step 3 – Role Play in Pairs (45 mins)

Put students in pairs. One is a patient, one is a doctor.

They use simple dialogues like:

Patient: Hello, doctor, I have a headache and a fever.

Doctor: How long have you had it?

Patient: Since yesterday.

Doctor: Take this medicine and rest.

Let pairs practice for 15 mins. Then call each pair one by one to present.

Change roles after a few minutes. Encourage each student to try speaking both parts. Circulate to support.

Step 4 – AI activity: 30 mins - - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Guide students that on Day 124 and 125, they will check their CEFR scores using the FEA ChatGPT link. They have to choose any 5 topics one by one and speak atleast 50 words. At the end they will get CEFR scores.

Tell students to decide 5 topics out of these. Write the topics on the board. Ask students to practice speaking at-least 50 words and ask AI to give a sample response.

1- My goals in life and how I will acheive it.

2- How will you introduce your village to a foreign visitor?

3- Why do I want to be successful?

4- Talk about your weekend.

5- Present your resume

6- One topic of your choice.

Prompt: (Write on the board)

My topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

Ensure students practice sample responses multiple times.

Guide students to practice sample responses in their home as well.

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because…)**
- Give **examples (for example…)**

- **Use different tenses - yesterday, today and tomorrow**

Students:
Use mic to answer
Repeat after correction
Get CEFR score

(After students read their feedback, guide them to speak again)

Step 5 – Wrap-Up (10 mins)

Ask a few underconfident students to share some of the questions AI asked:

- What questions did AI asked?
- What did you respond?
- Encourage students to try using this vocabulary when they visit a clinic next time.
-

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 120: Final Mock Interview with AI + Peer Interview

Objective: Students will confidently perform a mock interview by practicing as interviewers, interacting with AI, and giving a final interview.

Step 1: Warm-up and Recap (10 mins)

Instruction:

- Ask students: “What did you improve after AI Mock interview practice?”
- Elicit 2–3 good interview tips (e.g., clear answers, confidence, eye contact)

Teacher Role: Encourage participation and set a positive tone.

Step 2: Students as Mini-Interviewers (20 mins)

Instruction:

- Divide students into pairs
- One student = interviewer, one = candidate
- Interviewer asks 4–5 questions
- Then switch roles

Sample Questions on Board:

- Tell me about yourself
- Why do you want this job?
- What are your strengths?
- What are your weaknesses?
- Ask me a question

Teacher Role:

- Monitor and support
- Correct major mistakes gently

Step 3: AI Practice (30 mins)

Instruction:

- Students use AI (ChatGPT) to practice answers
- They type their answers and improve them

AI Prompt (Write on Board):
"Act as an interviewer. Ask me one question at a time for a job interview. After I answer, correct my answer and give a better sample answer."

Student Task:

- Practice at least 4-5 questions
- Note improved answers

Step 4: Final Mock Interview - In parallel to Step 3

Instruction:

- While students are talking to the AI, conduct final interviews (pairs or teacher-led)
- Students answer without notes
- Encourage natural speaking

Format Options:

- Pair interviews OR
- Teacher interviews 1–2 students while others observe

Teacher Role:

- Observe confidence, fluency, clarity
- Note strengths and improvement areas

Step 5: Feedback and Reflection (10 mins)

Instruction:

- Give quick feedback to students
- Ask: "What did you improve from Day 1?"

Teacher Role:

- Appreciate effort
- Highlight progress.

Day 121 – See, Think, Speak

Objectives:

- Students will practice group discussion in English by sharing personal ideas about happiness.
- Students will learn to describe a photo using simple details (who, what, where, when, and feeling).
- Students will gain confidence in speaking to AI for extra practice and vocabulary support.

Step 1: Talk for 15 Minutes – "Top 5 Things That Make You Happy"

Write on the board:

Talk for 15 minutes. Make a list of the TOP 5 things that make you happy – and why!

Rules:
– Speak only in English in full sentences.
– Ask each other "why" and "how."
– When the teacher comes back, every student shares one happy thing.

Activity:

- Divide students into small groups.
- Move around the class for 15 minutes, but do not say anything. Let students do all the talking.

After 15 minutes:

- Ask each student:
  "Tell me one thing you talked about that makes you happy."

Step 2: Describe the Photo

1. Warm-Up (10 min)

- The teacher shows 1–2 sample photos (e.g., a market scene, a family picnic).
- Teacher models a short description:

  "This is a picture of a busy market. I see many people buying vegetables. It looks like it's early morning because the light is soft. I think this photo was taken during the festival season."

- Ask students: "What details did I include?"
- Write the checklist on the board: What can you see? What are they doing? What time is it? Where is it? How do you feel about it? - Speak atleast 50 words.

2. Preparation (10 min)

- Ask each student to choose a photo from their SRB.
- They study it for 5 minutes and think of sentences using the checklist.

3. Presentations (40 min)

- Each student comes to the front and describes their photo for 1–2 minutes.
- After each presentation:
    - The teacher asks: "Any questions for them?"
    - 2–3 classmates ask follow-up questions (e.g., *"Who took this photo?" "Why were you there?"*).
- The teacher gives quick, positive feedback after each talk (e.g., "Good details," "Next time, speak a bit louder").

Part 2: Improve Your Spoken English with AI

AI activity: 30 mins - - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Guide students that on Day 124 and 125, they will check their CEFR scores using the FEA ChatGPT link. They have to choose any 5 topics one by one and speak atleast 50 words. At the end they will get CEFR scores.

Tell students to decide 5 topics out of these. Write the topics on the board. Ask students to practice speaking at-least 50 words and ask AI to give a sample response.

1- My goals in life and how I will acheive it.

2- How will you introduce your village to a foreign visitor?

3- Why do I want to be successful?

4- Talk about your weekend.

5- Present your resume

6- One topic of your choice.

Prompt: (Write on the board)

My topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

Ensure students practice sample responses multiple times.

Guide students to practice sample responses in their home as well.

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because…)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Students:
Use mic to answer
Repeat after correction
Get CEFR score

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 122: Preparation Day

(If you think your students are not ready, repeat this day a few times)

AI practice: (20- 30 mins)

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Guide students that on Day 124 and 125, they will check their CEFR scores using the FEA ChatGPT link. They have to choose any 5 topics one by one and speak at least 50 words. At the end they will get CEFR scores.

Tell students to decide 5 topics out of these. Write the topics on the board. Ask students to practice speaking at-least 50 words and ask AI to give a sample response.

1- My goals in life and how I will achieve them.

2- How will you introduce your village to a foreign visitor?

3- Why do I want to be successful?

4- Talk about your weekend.

5- Present your resume

6- One topic of your choice.

Prompt: (Write on the board)

My topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

Ensure students practice sample responses multiple times.

Guide students to practice sample responses in their home as well.

Teacher Tip (Very Important for B1):

Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because…)**
- Give **examples (for example…)**

While students are practicing on AI, call students one by one and interview them. Questions are given in SAB Day 124

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 123: How to Apply for a Passport and a Visa?

Objectives: By the end of the Day, students will:

- Understand what a passport and a visa are
- Learn how to apply for them, the cost, and the required documents
- Know which countries are visa-free for Indians
- Practice using AI to find real information and prepare a 2-minute speech

AI practice: (30 mins)

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Guide students that on Day 124 and 125, they will check their CEFR scores using the FEA ChatGPT link. They have to choose any 5 topics one by one and speak atleast 50 words. At the end they will get CEFR scores.

Tell students to decide 5 topics out of these. Write the topics on the board. Ask students to practice speaking at-least 50 words and ask AI to give a sample response.

1- My goals in life and how I will acheive it.

2- How will you introduce your village to a foreign visitor?

3- Why do I want to be successful?

4- Talk about your weekend.

5- Present your resume

6- One topic of your choice.

Prompt: (Write on the board)

My topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

My next topic is _____. I will speak at least 50 words. Give me a sample response after I speak.

Ensure students practice sample responses multiple times.

Guide students to practice sample responses in their home as well.

Step 1: Hook – Real Scenario (5 mins)

Teacher writes on the board:

"You just received a job offer in Dubai. Your joining date is next month. What do you need to do?"

Ask 3–4 students to share their answers. Accept all responses — right or wrong.

Then ask: *"Have you heard the words passport or visa before? What do you think they mean?"*

Take 2–3 responses. Do not explain yet — let the curiosity build.

Say: *"Today, you will find out everything yourself — using AI."*

Step 2: Research Mission with AI (20 mins)

Tell students:

"You are going on a research mission. Your job is to find answers to these questions using AI. Speak using mic — do not type."

Write these questions on the board:

- What is a passport?
- How do I apply for a passport in India?
- What documents are needed?
- How much does it cost?
- What is a visa?
- How do I apply for a visa?
- Which countries are visa-free for Indians?

Instructions:

- Students open ChatGPT/Gemini on their devices
- Speak each question to AI using the mic
- Note down key answers in their Student Activity Book
- They do not need to write everything — just the most important points

Teacher:

- Walks around and checks students are speaking, not typing
- Helps students who are stuck with the mic or login
- Encourages students to ask AI follow-up questions like *"Can you explain simply?"* or *"Give me an example"*

Step 3: Pair Sharing (10 mins)

Ask students to sit with a partner.

Tell them: *"Share the 3 most interesting things you found. Your partner will share theirs."*

After 10 minutes, ask 3–4 pairs to share one surprising fact with the class.

Teacher tip: This step re-energizes the class before the speech preparation begins. Keep it quick and light.

Step 4: Prepare Your 2-Minute Speech (15 mins)

Tell students:

"Now use your notes to prepare a 2-minute speech. You will present it to the class."

Write this structure on the board:

- What is a passport and why do we need it?
- How do I apply and what does it cost?
- What is a visa?
- Which countries can Indians visit without a visa?
- One thing that surprised me

Students write their speech in their Student Activity Book.

Step 5: Presentations (30 mins)

- Call students one by one to present their 2-minute speech to the class.
- Encourage eye contact and a clear voice.
- After 5 presentations make small groups and guide students to present within their groups
- Clap after each student.

Teacher tip: If a student finishes too quickly, prompt them — *"Tell us one country that surprised you"* or *"What documents do you need?"*

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.

3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 124- Student Interview (Day 1 – AI Assessment + Teacher Interview with TM)

Objectives:
Students demonstrate speaking skills in AI and real interview settings
TM observes and records CEFR levels
Students perform using full sentences with confidence

Step 0 – Introduction (5 mins)

Teacher says:
"Today is your practice day. First, you will practice with AI and get your CEFR score. Then I will talk to you. "

Step 1 – Task Briefing (5 mins)

Explain clearly:
Step 1 → AI interview (everyone)
Step 2 → Teacher interview (one by one)
Others → Peer interviews (no one sits idle)

Interview expectations:
Answer in full sentences (minimum 5 sentences)
Speak clearly and confidently

Step 2 – AI Interview Assessment (30–40 mins)

Seating:
Zig-zag pattern to reduce noise

Write the prompt on board:

Share the ChatGPT assessment link - Chat GPT Assessment Link for Students and Intensive English Program Trainees

Teacher Tip (Very Important for B1):

Tell students:

- Speak **minimum 50 words**
- Add **reasons (because…)**
- Give **examples (for example…)**

Students:
Use mic to answer

Repeat after correction
Get CEFR score

TM Role:
Move around
Observe AI interaction
Note CEFR score (do not finalize yet)

Teacher Role:
Ensure all students complete AI round
Support weak students

Step 3 – Parallel Practice (ongoing)

Students waiting for teacher interview must do:

Mini Peer Interviews
One student = interviewer
One student = candidate
Ask SAB questions
Switch roles every 5–7 mins

Rotation:
Change pair every 10–15 mins

Step 4 – Teacher Interviews with TM (40–50 mins, parallel)

Call students one by one

Teacher:
Ask at least 10 questions
Encourage full sentences
Support if needed

TM Role:
Sit in interview
Observe carefully
Note CEFR level
Track: confidence, fluency, accuracy

Teacher notes:
Confident / Needs support
Common mistakes

Step 5 – Quick Feedback (1 min per student)

Tell student:
1 strength
1 improvement

Keep it short and clear

Step 6 – Closing Reflection (5–8 mins)

Ask:
How did you feel?
What was difficult?

Say:
"You will get another chance tomorrow to improve."

Classroom Management Note

No student idle
All students must be engaged in:
AI speaking or Peer interviews
Maintain a serious interview environment

Teacher Interview Questions

Encourage peer support

1. Can you tell me about yourself in 4-5 sentences?
2. What do you do every day?
3. What do you like to do in your free time?
4. Can you describe your family?
5. What is your favorite food? How do you prepare it?
6. What did you do yesterday?
7. What is your favorite place in your village? Tell me in 3-4 sentences
8. Who is your best friend? Describe them.
9. What is your dream job and how will you achieve this?
10. Why do you want to learn English?

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.

5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 125: Student Interview (Day 2 – Continuation + Re-attempt)

Objectives:
Complete remaining interviews
Allow improvement through re-attempt
Record final CEFR level

Materials:
SAB, board, marker, mobile phones

Step 1 – Warm-up (5 mins)

Ask 2–3 students:
Answer one question in full sentences

Keep it quick

Step 2 – Instructions (5 mins)

Tell students:
"Today we will complete all the interviews. You can also re-attempt the AI interview to improve your score."

Clarify:
Remaining students → Teacher interview
Others → Practice + Re-attempt

Step 3 – AI Re-attempt (20–30 mins, parallel)

Students who want to reattempt will use this assessment link - Chat GPT Assessment Link for Students and Intensive English Program Trainees

Teacher Tip (Very Important for B1):

Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because…)**
- Give **examples (for example…)**

TM Role:
Allow re-attempts
Record best (final) CEFR score

Step 4 – Teacher Interviews Continue (60 mins, parallel)

Call remaining students

Same process as Day 1

Teacher focus:
Confidence
Clarity
Sentence formation

TM Role:
Observe and record final CEFR

Step 5 – Parallel Practice (ongoing)

Students not in interview must do:

1. Peer Interviews
   Same SAB questions
   Switch roles every 5–7 mins
2. Support System
   Strong students help weak students
3. Advanced Practice (for completed students)
   Give longer answers (8–10 sentences)
   Ask better questions

Step 6 – Final Feedback & Reflection (10 mins)

Ask:
Did you improve today?
What did you change?
What will you practice next?

Say:
"Interviews improve with practice. Keep speaking every day."

Step 7 – Counseling (10 mins – compulsory)

Conduct 2–4 sessions (phone/in-person)

Focus:
Irregular students
Low performers

Update:
Phone log
Meeting log

Strict Classroom Rules

No student idle

Follow rotation:
Peer → AI → Peer

Encourage peer support

11. Can you tell me about yourself in 4-5 sentences?
12. What do you do every day?
13. What do you like to do in your free time?
14. Can you describe your family?
15. What is your favorite food? How do you prepare it?
16. What did you do yesterday?
17. What is your favorite place in your village? Tell me in 3-4 sentences
18. Who is your best friend? Describe them.
19. What is your dream job and how will you achieve this?
20. Why do you want to learn English?

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Note for Teachers:

If less than 75% of your students have reached B1 level, continue with the extra practice Days (Day 126 onwards). You can coordinate with the TM to conduct the spoken assessment again at a later stage when you feel students are ready to achieve B1.

If 75% or more students have reached B1 level, congratulations. You have completed the English Flexi Book. You can now begin the “Road to Success Book.”

Day 126: Real-Life Roleplays for Everyday English

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Objective: Students practice speaking in real-life situations and confidently produce at least 10 sentences each in English during roleplays.

Step 1 – Warm-Up (10 minutes)

- The teacher greets the class and writes on the board:
  Roleplay Day – Speak 10 Sentences!
- Teacher says:
  "Today, you will practice real-life situations. You must speak at least 10 sentences each. If you can't reach 10, you will present again."

Step 2 – Introduce Roleplay Topics (10 minutes)

The teacher explains that these are the five scenarios students will practice:

1. Meeting a new student at FEA
2. Lost in Delhi – asking a stranger for directions to the railway station
3. Lost mobile phone – talking to a police officer
4. Stomach pain – talking to a doctor
5. Buying clothes for your brother's wedding – talking to a salesman

The teacher divides the class into pairs and assigns one roleplay to each pair (if more than 5 pairs, duplicate scenarios).- Students who reach **B1** will act as **"mini-teachers."** They will help and support classmates who are still learning.

Step 3 – Preparation in Pairs (30 minutes)- Students who reach **B1** will act as **"mini-teachers."** They will help and support classmates who are still learning.

- Each pair prepares their dialogue for their scenario.

- The teacher moves around and helps them:
    - Brainstorm at least 10 sentences each.
    - Use polite phrases (e.g., “Excuse me,” “Can you help me?” “I need…”).
    - Write key sentences in notebooks (but encourage them not to read word for word when performing).

Step 4 – First Round of Roleplays (40 minutes)

- Each pair comes to the front and acts out their roleplay.
- The teacher counts sentences – if either student speaks fewer than 10, they must present again later.

Example roleplay sentence count:

- Student A: “Hello! Are you a new student?” (1)
- Student B: “Yes, I joined FEA today.” (1)
- … continue until at least 10 sentences each.
- Teacher praises effort and gives quick feedback (e.g., “Great use of ‘Excuse me’! Next time, speak louder.”).

Step 5 – Second Round for Strugglers (20 minutes)

- Pairs who didn’t reach 10 sentences each perform again.
- The teacher encourages them to add more detail (e.g., “What else can you say to the doctor? Can you describe your pain more?”).

Step 6 – Wrap-Up & Reflection (10 minutes)

- Teacher asks:
    - “Which roleplay was easiest?”
    - “Which was most difficult?”
    - “How can roleplay help you in real life?”
- Remind students:
    - “You spoke more than 10 sentences today! That’s real practice for real situations.”

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.

6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 127: Using Google Sheets

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Note: Students have to share laptops for this exercise. Students will work in pairs. Remaining students will begin with AI activity. Swap the activity later.

Day Objectives

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

1. Create a new Google Sheet and understand its interface.
2. Enter, edit, and format basic data.
3. Use simple formulas (addition, subtraction).
4. Collaborate and share a sheet with classmates.
5. Speak about how they can use Google Sheets in daily life or work.

Step 1: Warm-Up (10 minutes)
Ask:

- "Have you used Excel or Google Sheets before?"
- "Where do you think Google Sheets can be useful?"
  Write student answers on the board (e.g., expenses, attendance, marks).

Step 2: Introduction to Google Sheets (20 minutes)

Teacher Demo:

- Open Google Sheets.
- Show: Menu, cells, rows, columns.
- Explain the difference between *Google Docs* and *Google Sheets*.
  Ask short questions like:
- "Where do you see column A?"
- "What happens when I type here and press Enter?"

Step 3: Hands-On Practice 1 – Creating and Formatting (25 minutes)

Activity:

Students have to share the laptops. Students in groups, create their own Sheet titled "My Monthly Budget."

They enter:

Item	Amount	Notes
Rent		
Food		
Travel		

Tasks:

- Enter 5–7 items.
- Bold the header row.
- Change text color of "Amount" column.
- Center the titles.

Language Focus:

- "I typed…"

- “I formatted…”

- “I selected…”

Step 4: Hands-On Practice 2 – Using Formulas (25 minutes)

Teacher Demo:
Show how to add total using:
=SUM(B2:B7)

Student Task:

- Add a total at the bottom.
- Try subtracting or adding new rows.

Pair Practice:
Students explain the steps to their partner in English.
Example prompt:

- “First, click on the cell.”
- “Then, type equal to…”

Step 5: Sharing and Collaboration (20 minutes)

Teacher Demo:
Show how to *Share → Type email → Set permission (Editor/Viewer)*

Activity:
Students share their Sheet with one classmate.
Each student writes one positive comment in the *Notes* column (e.g., “Nice work,” “You forgot to add travel”).

Step 6: AI activity: 30 mins - - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Type this Prompt: “Give me a topic. I speak 10 sentences. Check my English. Tell me about mistakes, good things, and how to improve.Tell me my CEFR level.”

(After students read their feedback, guide them to speak again)

Step 7: Post AI Questions (10 minutes)

Ensure students answer at least one qustion

- Did you feel more confident speaking today? Why or why not?
- What will you improve next time? (Example: grammar, confidence, pronunciation)

- What was one mistake the AI corrected for you? Can you share the correct sentence with the class?

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 128: Presenting

(One of the following: Corporate Trainer, Nurse, Journalist)

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Step 1: Instructions (60 mins)

1. Choose ONE career from the list given today.
2. Use Google or ChatGPT (AI) to search for information.
3. Answer the following questions about that career

Today's 3 Careers (Choose One):

A. Corporate Trainer

B. Nurse

C. Journalist

1. What is the name of the job?
The job I chose to talk about is called:

2. How much is the average salary?
The average salary for this job is around:

3. What does the person do in this job?
A person in this job is responsible for:

4. Where do they work?
They usually work in the _____ industry, at places like:

5. What skills are needed for this job?
To do this job well, you need skills such as:

6. What education or training is required?
Most people in this job need to study or train in:

7. What is exciting or different about this job?
This job is exciting because:

8. Would you like to do this job? Why or why not?
I would / would not like to do this job because:

9. One interesting fact I found was that:

10. In conclusion, I think this job is a good option for someone who:

Step 2: Presentation Instructions (60 mins)

1. Students prepare a **short presentation** using their answers.
2. Teacher selects **3 weak students and 2 average students** to present first.
3. These students come on stage and present their answers in an **exciting way (loud voice, eye contact)**.
4. After this, divide the class into **small groups.**
5. Rest of the students to take turns and present in their groups.
6. Teacher gives **simple feedback** (good voice, clear sentences, confidence).

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 129: Ask and Answer (Part 1)+ Google Docs

Note for B1-Level Students: After Day 125, B1 students will take on a 'mini-teacher' role. Form peer support groups to guide and help classmates reach B1 level until 75% of the class achieves it.

Objective:

Students will practice asking and answering questions confidently using complete English sentences

Step 1: Activity: Ask and Answer Chain

Setup:

1. The teacher writes 5 simple questions on the board.

Example Questions on the Board:

1. What is your Career plan? Answer in 5 sentences.
2. What did you do yesterday? Answer in 5 sentences.
3. Ask 3 questions to your Territory Manager.
4. What is the meaning of a successful person, according to you?
5. What do you like and what do you dislike about your village?

How to Play: 15 min

Step 1: Teacher Begins

- The teacher calls one student and reads out one question from the board.
- The student answers in 1–2 full sentences.

Step 2: Student Continues 45 min

- That student chooses another question from the board.
- They call on any classmate and ask that question.
- The classmate answers and then picks a new question for another student.

Important Rules: 5 min

- No repeating the same question twice in a row.
- Every student must be called once before repeating anyone.

- Encourage complete sentences.

  Example:

  “I ate poha and tea for breakfast.”

  “I want to be a teacher because I like helping people.”

Part 2- Google Docs

Note: Students will work in small groups and share laptops for this Day. Divide the class into equal groups and assign one laptop per group.

Objective: Students will explore the features of Google Docs confidently.

Step 1- Video: 20 mins.

Play **video 3**. If required, play it twice.. - Google Docs 3

Step 2- Explore 45 mins.

Students explore Google Docs as they saw in the video. The teacher walks around and assists.

Step 3: Wrap up 10 mins

Ask everyone to stand up. Every student can leave the class only if they can speak about 2 things they learned in today's class. - Speak in English- full sentence.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 130: Ask and Answer (Part 2) + Google Sheets

Note for B1-Level Students: After Day 125, B1 students will take on a 'mini-teacher' role. Form peer support groups to guide and help classmates reach B1 level until 75% of the class achieves it.

Activity: Ask and Answer Chain

Setup:

2. The teacher writes 5 simple questions on the board.

Example Questions on the Board:

1. Give your introduction in 10 sentences
2. Tell me 5 things you do on Sunday - use full sentences
3. What is your career goal? What is your plan B?
4. Ask 3 questions to Mr. Deepak Chopra.
5. If you have to convince your friend to join FEA, what will you tell him? Answer in 5 -7 sentences

How to Play:

Step 1: Teacher Begins (10 min)

- The teacher calls one student and reads out one question from the board.
- The student answers in 1–2 full sentences.

Step 2: Student Continues (45 min)

- That student chooses another question from the board.
- They call on any classmate and ask that question.
- The classmate answers and then picks a new question for another student.

Important Rules: (5 min)

- No repeating the same question twice in a row.
- Every student must be called once before repeating anyone.
- Encourage complete sentences.
  Example:

“I ate poha and tea for breakfast.”

“I want to be a teacher because I like helping people.”

Part 2- Google Sheets

Note: Students will work in small groups and share laptops for this Day. Divide the class into equal groups and assign one laptop per group.

Objective: Students will confidently explore and apply the key features of Google Sheets.

Step 1- Video: 20 mins.

Play **video 4** . If required, play it twice. (or share the video with students over WhatsApp for their reference). - Google Sheets

Step 2- Explore 45 mins.

Students explore Google Sheets as they saw in the video. The teacher walks around and assists.

Step 3: Wrap up 10 mins

Ask everyone to stand up. Every student can leave the class only if they can speak about 2 things they learned in today's class. - Speak in English- full sentence.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 131: Group Guess – Describe the Word + Jeopardy

Note for B1-Level Students: After Day 125, B1 students will take on a 'mini-teacher' role. Form peer support groups to guide and help classmates reach B1 level until 75% of the class achieves it.

Objective:

- Practice speaking and listening skills
- Build vocabulary and teamwork
- Encourage speaking in full sentences

Setup: (5 mins)

- Divide the class into groups of 4–5 students
- Each group decides the order in which its members will come forward

How to play: (30 mins)

1. The teacher calls **one student** from **one group** to sit facing the class
2. The rest of that student's group stands facing the whiteboard
3. The teacher writes 3 words on the board
4. The group describes (can act) the word without using the word or translating it
5. The student listens and guesses the word
6. The group continues guessing for up to 60 seconds
7. One point is given for each correct guess
8. After the time ends, the **next group** sends one member to the front and plays their round
9. Repeat for 30 mins.

Rules:

- Do not use the word or any part of the word
- No spelling, rhyming, or translating
- Use only English
- Each group gets only one turn at a time
- Use full sentences to describe

Step 2: Jeopardy - 45-60 mins.

Set up the jeopardy game. The link to the game

https://docs.google.com/presentation/d/1qPzK5a4ZfWGLloo46P5XyhFyLUALKkPh/edit?usp=sharing&ouid=109543220975828827294&rtpof=true&sd=true

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 132: B1 Level Practice

Objectives

By the end of the lesson, students will:

- Answer questions with clarity and detail
- Participate in AI-based and human interviews
- Build confidence in real interview situations

Step 1: What is B1 Level? (5 mins)

Explain in simple language:

- Can speak in full sentences
- Can explain ideas
- Can talk about past, present, future
- Can handle simple conversations

Give example:
Bad: I go market
Good: Yesterday, I went to the market to buy vegetables

Step 2: Model Interview (10 mins)

Teacher demonstrates with one student

Ask questions like:

- Tell me about yourself
- What do you do in your free time?
- Describe a challenge you faced
- What are your career goals?

Show:

- Full sentences
- Follow-up answers
- Confidence

Step 3: AI Interview Round (25 mins)

Students open ChatGPT (or any AI tool)

Prompt to give students:
"Act like an English interviewer. Ask me B1-level questions one by one. After each answer, give me feedback and ask the next question."

Students practice individually

Teacher role:

- Monitor
- Help weak students
- Ensure students speak (not just type silently – encourage speaking aloud)

Step 4: Peer Interview (15 mins)

Students work in pairs

Student A = interviewer
Student B = candidate

After 7 minutes → switch roles

Give simple structure:

- Ask 4–5 questions
- Give 1 feedback

Step 5: Final Teacher Interview (20 mins)

Teacher calls students one by one (or in small groups)

Ask 3–4 questions per student

Focus areas:

- Fluency
- Sentence formation
- Confidence
- Idea clarity

Step 6: Feedback + Scoring (5 mins)

Simple B1 checklist:

Student can:

- Speak in full sentences
- Give reasons/examples

- Use past/present/future
- Speak for 30–60 seconds

Teacher gives:

- Quick oral feedback
- Level: B1 Achieved / Almost B1 / Needs Improvement

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 133: Dealing with Angry People

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Objectives:

By the end of the class, students will:

- Talk about how they feel when someone is angry.
- Learn how to stay calm when someone is angry.
- Share personal experiences and ideas.
- Practice speaking in English for at least 30 seconds.

Step 1: Think–Pair–Share

Time: 20-30 minutes

1. Ask the class:
    - Has anyone shouted at you before?
    - How did you feel? (Example: scared, sad, confused)
2. The teacher reads out one situation at a time and then asks a follow up question.
3. Sharing with the class:
    - Ask students to share their answers.

A. Read and discuss the scenarios below.

Scenario 1

Situation: Ram's younger sibling, Aman, uses his mobile data. More than half of Ram's mobile data is over. Aman used it for his studies, but didn't realize that he used quite a lot. Due to this, Ram is unable to complete his official work on time.

Reaction: Ram gets very angry. He shouts at Aman and starts beating him.

Questions:

What could happen if Aman also starts shouting? What could it lead to?

What could happen if Ram tries to stay calm and controls the situation to an extent?

Scenario 2

Situation: Sarita is driving her car. The car in front of Sarita applies the brakes suddenly as a dog crosses the road. This leads to Sarita banging into the car in front of her. Both vehicles get small scratches, but the passengers are safe.

Reaction: Sarita starts arguing with the person in the other car. She is adamant that she will charge money from the other person and will call the police, too.

Questions:

What could happen if the person in the car ahead of Sarita also starts arguing?

What could happen if the person in the car ahead of Sarita tries to stay calm and controls the situation to an extent? What would the benefits be?

Step 2: Group Discussion – Real Life Experiences

Time: 20-30 minutes

1. Make small groups (4 students in each group).
2. Give this question:
    - "Have you seen an angry person? What happened? What did you do?"
3. Let them talk in the group for 5-10 minutes. Walk around and help.
4. Each group chooses 2 students to speak in front of the class.
    - Each group has 2–3 minutes to share.

Step 3: Discussion (20 mins)

Make groups. Give each group an A4-sized chart paper. The groups have to come up with a scene where someone is angry. The group has to discuss what the situation is, why this person is angry, and what are 3 interesting ways to deal with that angry person.

Step 4: Presentation (20-30 mins)

Each group comes and shares their situation and their strategies

Step 5: Reflect & Build Excitement

Time: 10 minutes

1. Ask students:
    - What was the main topic last week?
    - What was the most interesting thing you learned?
2. Thank students for sharing.
3. Say with energy:

    "Next week's class will be awesome! We will learn about staying confident, improving communication, and talking about your dreams.
    I am excited – don't miss it!"

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 134: Solving One Problem in My Village – A Panchayat Presentation

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Objectives:

- Students will identify one key problem in their village.
- They will prepare and organize a short talk using sentence starters.
- They will practice speaking clearly and confidently in front of others.

Step 1: Guided Discussion (20 -25 minutes)

The teacher asks:

- "What is one problem in your village that you would like to solve?"
- "How does this problem affect people in the village?"

Students give their opinions. The teacher notes down their responses on the board.

Step 2: Explain the Task with the help of SAB (5 minutes)

The teacher says:
"Each of you will now prepare a short speech. You will speak for at least two minutes about one problem you want to solve in your village. I will give you sentence starters to help you."

Step 3: Preparation Time (15–20 minutes)
Students prepare their short speech using the sentence starters.
They may write short notes or full sentences to help them.
The teacher goes around the class and helps students who need support.

Step 4: Presentations in groups (30 minutes)`
Divide the class into groups, one by one, each student presents their two-minute speech in thier groups.

Step 5: AI activity: 30 mins - - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Type this Prompt: "Give me a topic. I speak 10 sentences. Check my English. Tell me about mistakes, good things, and how to improve.Tell me my CEFR level."

(After students read their feedback, guide them to speak again)

Step 6: Post AI Questions (10 minutes)

Ensure students answer at least one qustion

- What was one mistake the AI corrected for you? Can you share the correct sentence with the class?
- Did you feel more confident speaking today? Why or why not?
- What will you improve next time? (Example: grammar, confidence, pronunciation)
-

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 135: Teach-Back on Using AI + Exploring Google Docs

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Note: Students have to share laptops for Google docs exercise. Students will work in pairs. Remaining students will begin with AI activity. Swap the activity later.

Day Objectives

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

1. Explain how AI can help improve English and other skills.
2. Interact with AI (Gemini/ChatGPT (Or any other AI)) to practise English.
3. Use Insert, Format, and Tools options in Google Docs.
4. Create and edit a document confidently.

Step 1: AI activity: 40 mins - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Type this Prompt (20 mins): "I learned about Dealing with Angry People. Ask me 5 questions one by one and give me sentence starters. Tell me my CEFR level."

Type this Prompt 2 (20 mins): I learned about solving problems in my village. Ask me 5 questions one by one and give me sentence starters. Tell me my CEFR level."

(After students read their feedback, guide them to speak again)

Step 2: Post AI Questions (10 minutes)

Ensure students answer at least one qustion

- What is one piece of advice the AI gave you about staying calm when dealing with angry people?
- Did the AI give you a CEFR level today? How does it compare to your level in previous Days?

Step 3: Exploring Google Docs (45 minutes)

Students explore the main menus in Google Docs — Insert, Format, and Tools — through guided practice.

Teacher Demo (10 minutes):
Open a new Google Doc and show:

1. Insert Menu: Insert table, image, link, and date.
2. Format Menu: Change text style, color, and alignment.
3. Tools Menu: Use Spell Check and Word Count.

Explain each with a simple example.

Student Practice (30 minutes)

Task:
Students create a new Google Doc titled "Exploring Google Docs" and complete the following guided exploration.

Part 1 – Insert (10 mins)

- Type a short paragraph: *"Google Docs helps me to write and share documents easily."*
- Then Insert:
    - A table (2x3)
    - One image
    - A link (e.g., google.com)
    - The current date

Part 2 – Format (10 mins)

- Bold and underline the first sentence.
- Change text color to blue.
- Center the paragraph.
- Highlight one word.

Part 3 – Tools (10 mins)

- Click *Tools → Spelling and grammar check* to find mistakes.
- Use *Tools → Word count* and note the number of words.

- Use *Tools → Translate document* (optional for stronger students).

Step 4: Wrap-Up (5 minutes)

Discussion Prompts:

- "Which Google Docs option did you enjoy exploring?"
- "How can these tools help you in your studies or job?"

Teacher Note – Personalised Strategy

- For weaker students: Focus on inserting and formatting text only; skip Translate tool.
- For stronger students: Encourage them to insert an image with a caption and explore additional Tools options (voice typing, dictionary).

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 136: Monthly Expenses Table (Applied Practice in Google Docs)

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Note: Students have to share laptops for google docs exercise. Students will work in pairs. Remaining students will begin with AI activity. Swap the activity later.

Objective: Students will create a table of their monthly expenses in Google Docs and practice digital formatting along with oral sharing.

Step 1: Teacher Introduction (2 minutes)

Teacher says:

> "Today, we will practice using Google Docs. You will create a table in Google Docs and write your monthly expenses. This will help you become more comfortable using Docs and organizing real-life information."

Step 2: Teacher Demonstration on the Board (5–10 minutes)

- While speaking, the teacher draws a sample table on the board.
- At the same time, students are told to open Google Docs on their laptops.

Sample table to draw on the board:

Expense Category	Amount (₹)
Rent	₹5000
Travel	₹1000
Food	₹2500
Recharge	₹400
Miscellaneous	₹600
Total	₹9500

The teacher explains briefly:

“These are my expenses. I spend most on rent and food. I also recharge my phone, travel, and spend on other small things.”

Step 3: Student Activity (20-30 minutes)

Students have to share the laptops. Students think and write their own expenses in the table on Google Docs.

Step 4: Sharing & Speaking (10 minutes)

- Invite 3 students to stand up and share their monthly expenses with the class.
- Ask them to explain: “What are the main things you spend on every month?” “Which is your biggest expense?” How can you plan better?

Step 5: Presentation (60-70 mins)

Guide students to fill the SAB (10 mins)

Next, instruct them to share their answers with their partner (10 mins)

Now call students on stage to present (40 mins)

Introduction

- "Today, I will talk about my monthly expenses."

Main Expenses

- "I usually spend the most money on..."
- "Another important expense is..."
- "I also spend money on..."
- "For food and groceries, I spend around..."
- "For travel, my monthly cost is..."
- "My phone recharge bill is about..."

Savings and Management

- "I try to save money by..."

Challenges or Observations

- "One challenge I face with money is..."

Closing

- "These are my main monthly expenses."
- "Thank you for listening to my presentation."

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

Day 137: Everyday Shopping Conversations

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Objectives:

- Use topic-specific vocabulary confidently.
- Practice real-life English conversations through role play.
- Learn how to use AI as a learning tool to generate dialogues and ideas.

Part 1 – Warm-up & Vocabulary (25 minutes)

1. Icebreaker Discussion (10 minutes):
Ask students:

- Write the word “shopping” on the board. Ask what it means?
- Write the word “bargain” on the board. Ask what it means?

2. Vocabulary & Phrases (15 minutes):
Open Student Activity Book (SAB). Read aloud together as a class these useful expressions. Discuss meaning and usage:

Useful Questions & Requests:

- "Do you have this in another colour?"
- "Can I try this?"
- "What is the price?"
- "Is there any discount?"
- "This is very expensive."
- "Can you reduce the price?"
- "What's your best price?"
- "I'll buy it if you give me a better price."

Part 2 – Role Play Preparation with AI (20 minutes)

Activity Instructions:

- Tell students: "You can take help from AI to prepare your role play script."
- Ask them to use ChatGP on their phone/laptop and type:
  "I am learning English. Create a short English conversation between a shopkeeper and a customer buying a ____."

Give each pair their topic (from the list below). Let them use the AI to generate the script or improve their ideas.

Part 3 – Guided Role Plays (45 minutes)

Instructions:

- Divide students into pairs. Assign them a topic.
- Each pair performs their role play in front of the class.

Role Play Topics:

1. Buying a Saree or a Shirt for a Family Function
2. Purchasing Makeup (or at a Beauty Store
3. Buying a Mobile Phone at an Electronics Shop
4. Bargaining with a Street Vendor for Earrings (or footwear)
   Buying Gifts for Raksha Bandhan or Diwali

***Time*: 6–8 minutes per role play**

Part 4 – Group Reflection (15 minutes)

Discuss:

- "Which situation felt most useful for real life?"

- “Did using AI help you think of better words or phrases?”
- “How confident did you feel while speaking?”

Part 5 – Fun Revision Game (20 minutes)

Activity: Speed Role Play Relay

- Create 3 teams.
- One member from each team picks a roleplay situation.
- They must do a **1-minute role play** using key expressions.
- The class or the teacher gives feedback.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 138- 5 Cool Things About Me

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Objective: Students will practice impromptu speaking by creating and presenting a "Star" with five facts about themselves.

Step 1 – Warm-up & Setup (10 mins)

- (2 mins) Appoint new class cops for discipline and timekeeping.
- (5 mins) Teacher models the activity:
    - Draw a big star on the board.
    - Write 5 topics about yourself or topics you want to talk about.
    - Talk briefly (30–40 secs) about each point.
- (3 mins) Ask students what they noticed about how you spoke (e.g., no long pauses, added small details, etc.).

Step 2 – Brainstorm & Draw (10 mins)

- Hand SAB.
- Students draw their star and brainstorm 5 facts about themselves (one per point).
- Walk around and help students expand their points with extra details (e.g., instead of "I like cricket," help them think: "I like cricket because I watch it with my family on Sundays").

Step 3 – Pair Practice Round 1 (10 mins)

- Students pair up.
- Each student explains their star to their partner (2–3 mins each).
- Partners ask 1–2 follow-up questions ("Why do you like that?", "When did you start doing that?").

- Rotate pairs after 5 mins so students talk to a second partner (fresh practice).

Step 4 – Class Presentations (20–25 mins)

- Call students one by one to present their star to the class.

- Each student speaks for 45 seconds to 1 minute about their 5 points.
- Encourage:
    - Eye contact
    - Clear voice
    - Adding 1–2 extra sentences per point
- Clap for every speaker.
- The teacher gives 1 quick piece of feedback (e.g., "Great smile," "Nice detail about your hobby").

Step 5 – Reflection & Wrap-up (5 mins)

- Ask students:
    - "What was easy about speaking today?"
    - "What was difficult?"
    - "What new thing did you learn about a classmate?"
- Summarize: "Today we practiced impromptu speaking. You spoke about yourself for almost a minute. Next time, we'll try to speak for even longer!"

Part 2- Digital Practice Time - 1 hour

Note: Students will work in small groups and share laptops for this Day. Divide the class into equal groups and assign one laptop per group.

Objective: Students will demonstrate their ability to confidently use Google Docs and Google Sheets by completing practical, real-world tasks.

Students have to share the laptops for this demonstration.

Students already know Google Docs and Sheets from Module 6. Now, they will practice applying what they learned. Put students in groups with one laptop each. Let them work on the task below for the rest of the class hour.

On Google Docs:

- Create a neatly formatted table.
- Write a short paragraph with a title and bullet points.
- Insert an image.

On Google Sheets:

- Create a simple data table.
- Use basic formulas such as SUM and AVERAGE.
- Add a basic chart.

This activity will help you gauge each student's confidence and accuracy in using these tools.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 139: Part 1: Online Communication with Zoom

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Note: Students will work in small groups and share laptops for this Day. Divide the class into equal groups and assign one laptop per group.

Objective: Students will confidently explore and use the basic features of Zoom, expressing their learning in complete English sentences.

Step 1- Video: 10-15 mins.

Watch **video 5**. If required, play it twice. - The basics of Zoom

Step 2- Explore 30 mins.

Students have to share the laptops. Students explore Zoom as they saw in the video. The teacher walks around and assists.

Part 2- Ask me a Question

Objective: Students will create and share thoughtful questions in English, using AI for ideas and practicing clear sentence formation.

Step 1: Individual Work – Create 5 Questions (15 minutes)

- Tell students:
  Open ChatGPT on your phone or laptop. Search for ideas and write down 5 questions you would like to ask anyone in this class."
- Give them examples on the board:
  • What is your favorite memory from school?
  • If you could travel anywhere, where would you go?
  • Who inspires you the most?
- Remind them:
  "Write only questions (not answers). Each student must prepare 5 good questions."

Step 2: Share Questions with Class (5 minutes)

- Ask each pair to read 1–2 questions aloud so the whole class can hear different types of questions.
- Write 4–5 best questions on the board as models.

Step 3: Demonstration (5 minutes)

- Say: "Now we will see how the Hot Seat works."
- Choose a volunteer to sit in the "hot seat."
- Ask the class: "Who has a question for them?"
- Model active listening by nodding, making eye contact, and thanking them for answers.
- Give feedback: "See how they asked politely and answered fully. That's how we will do it."

Step 4: Hot Seat Activity (30 minutes)

- Invite a new student to the "hot seat."
- Set a timer for 5–7 minutes.
- Students ask their prepared questions – one student asks one question each.
- Encourage variety: "Ask about hobbies, dreams, school, anything appropriate."
- Gently redirect if questions are off-topic: "Let's keep it respectful and interesting."
- After 5–7 minutes, switch students in the hot seat until everyone has a turn.

Step 5: Reflection and Debrief (5 minutes)

- Ask the class:
  • "Which question made you think the most?"
- End by saying:
  "Good questions create good conversations. You learned to ask, listen, and respond in English today!"

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

Day 140: Career Presentation

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Objective: Students will confidently present their chosen career, demonstrating clear communication, organized ideas, and the ability to respond to audience questions.

Step 1 – Building Curiosity (10–15 mins)

- Ask: "What are your Career Plan A and Plan B?"
- Encourage short, confident answers from each student.

Step 2 – Preparation (30 mins)

- Students open their SAB to Day 126 and review their Career Report with their pair.
- Make improvements in:
    - Sentence clarity
    - Vocabulary choice
    - Confidence in delivery
- The teacher walks around to give feedback.

Step 3 – Presentations (1 hour)

- Call students one by one to present their 2–3 minute career talk.
- If a student struggles, allow them a second attempt later in the session.
- After each presentation, invite one follow-up question from the audience.

Wrap-Up (5–10 mins)

- Ask students: "What did you enjoy learning from your classmates' presentations?"

- Highlight strong examples of clarity, confidence, and research.
- End with: “The way you speak about your career is the first step towards achieving it — keep practicing to make it a reality.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

Day 141: What is a Business?

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Objective: Students understand what a business is and how businesses help people.

Step 1 – Warm-Up (10 mins)

Ask students:

- What businesses do you see near your home?
  Prompt if needed:
  Tea stall, mobile shop, tailor, grocery shop.

Write answers on the board.

Then ask:

- Why do people start businesses?
  (Expected: to earn money, support family, help people.)

Encourage students to answer.

Step 2 – Pair Activity: Business Around Me (15 mins)

Students work in pairs.

Each pair lists:

- 3 businesses near their home
- What they sell
- Who buys from them

Call 4–5 pairs to share answers.

Step 3 – Reflection (5 mins)

Ask: Which business do you like most and why?

Step 4 – Thinking (15 mins)

Ask:

- What problems do people face every day?

Examples if needed:
Hungry, traveling, broken phone, dirty clothes, bad roads, water problem

Write responses on the board.

Step 5: Explain: (15 mins)

"Good businesses solve problems."

Show examples: Problem → Business

- Hungry → Food stall
- Broken phone → Repair shop
- Need to travel → Taxi/auto
- Need to study → Tuition

Step 6 – Group Activity: Problem to Business (25 mins)

Divide class into small groups.

Give each group one problem:

- People feel thirsty
- Children need homework help
- People need gifts
- People need clean clothes

Groups discuss:
"What business can solve this problem?"

Each group shares one idea.

Step 7: AI activity: 30 mins - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Type this Prompt (30 mins): “I am …. Years old rural student. I want to start a bussiness. Help me understand what a business is and how businesses help people. Use very easy words, because I am learning English.”

Step 8: Post AI Questions: 10 mins

1. In your own words, how did the AI explain what a 'business' is?
2. What is one way a business helps the people in your village or town?
3. Do you think starting a business is only about making money, or is it about solving problems? Why?

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 142- 3 mins speaking challenge

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Objective:

Students will build fluency and confidence by speaking continuously for five minutes on a familiar topic, using AI for preparation and self-correction.

Instructions:

- Introduce the Challenge (5 mins)
    - Tell students: "Today, we are going to practice speaking as much as possible on a topic for 3 mins. Your goal is to speak until you reach 3 minutes! Don't worry about mistakes—just keep going!"
    - Write on the board: More words = More practice = More fluency!
    - Students choose a topic of their choice.

Step 2: Plan Ideas (10 mins)

- Give students a few minutes to think. Tell them to use AI to prepare their script.

- Start Speaking (30 mins)- Make small groups of 3-4 students
    - One student in the group starts speaking.
    - The group captain turns the timer on
    - If a student pauses for too long, encourage them to ask a follow-up question to themselves (e.g., *Why do I like this? How do I feel about this?*).
- Support and Encourage (While Speaking)
    - If a student stops too early, prompt them with questions:
        - *Can you describe it more?*

Part 2: My First Business Idea

Objective:

Students create their own simple business idea.

Step 1 – Warm-Up (5 mins)

Ask:

- If you want to earn money, what can you do?

Examples if needed: Sell snacks, tutoring, crafts.

Step 2 – Teaching (5 mins)

Explain simply that every business needs:

1. What to sell
2. Who will buy
3. How to tell people

Keep the explanation short.

Step 3: AI activity: 30 mins - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Type this Prompt (20 mins): " I am a … year old rural student. I want to start a low-capital business. Help me explore some ideas, and research: (1) what problem it solves, (2) startup costs, (3) how to get first customers."

Step 4: Individual Activity: My Idea (10 mins)

Tell students to think:

- My business idea: _____
- My customer: _____
- I will sell: _____

The teacher walks around and helps.

Step 5 – Sharing (15 mins)

Invite 5–6 students to share their ideas.
Encourage simple speaking.

Step 6: Post AI Questions: 10 mins

1. What was the most exciting part of your business idea, and why do you think your customers would like it?
2. Which shared idea from a classmate inspired you the most, and how is it similar or different from yours?
3. In one sentence, explain how this small idea could grow into something bigger in your village or town.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 143: Presenting: Career Research

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

(One of the following: Event Planner, Fashion Designer, Tour Guide)

Step 1: Instructions: **(60 mins)**

1. Choose ONE career from the list given today.
2. Use Google or ChatGPT (AI) to search for information.
3. Answer the following questions about that career

Today's 3 Careers (Choose One):

A. Event Planner

B. Fashion Designer

C. Tour Guide

1. What is the name of the job?
The job I chose to talk about is called:

2. How much is the average salary?
The average salary for this job is around:

3. What does the person do in this job?
A person in this job is responsible for:

4. Where do they work?
They usually work in the _____ industry, at places like:

5. What skills are needed for this job?
To do this job well, you need skills such as:

6. What education or training is required?
Most people in this job need to study or train in:

7. What is exciting or different about this job?
This job is exciting because:

8. Would you like to do this job? Why or why not?
I would / would not like to do this job because:

9. One interesting fact I found was that:

10. In conclusion, I think this job is a good option for someone who:

Step 2: Presentation Instructions (60 mins)

1. Students prepare a **short presentation** using their answers.
2. Teacher selects **3 weak students and 2 average students** to present first.
3. These students come on stage and present their answers in an **exciting way (loud voice, eye contact)**.
4. After this, divide the class into **small groups.**
5. Rest of the students to take turns and present in their groups.
6. Teacher gives **simple feedback** (good voice, clear sentences, confidence).

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 144- Presenting: Career Research

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

(One of the following: Game Designer, Airline Ground Staff, Spa/Wellness Therapist)

Step 1: Instructions: **(60 mins)**

1. Choose ONE career from the list given today.
2. Use Google or ChatGPT (AI) to search for information.
3. Answer the following questions about that career

Today's 3 Careers (Choose One):

A. Game Designer

B. Airline Ground Staff

C. Spa/Wellness Therapist

1. What is the name of the job?
The job I chose to talk about is called:

2. How much is the average salary?
The average salary for this job is around:

3. What does the person do in this job?
A person in this job is responsible for:

4. Where do they work?
They usually work in the _____ industry, at places like:

5. What skills are needed for this job?
To do this job well, you need skills such as:

6. What education or training is required?
Most people in this job need to study or train in:

7. What is exciting or different about this job?
This job is exciting because:

8. Would you like to do this job? Why or why not?
I would / would not like to do this job because:

9. One interesting fact I found was that:

10. In conclusion, I think this job is a good option for someone who:

Step 2: Presentation Instructions (60 mins)

1. Students prepare a **short presentation** using their answers.
2. Teacher selects **3 weak students and 2 average students** to present first.
3. These students come on stage and present their answers in an **exciting way (loud voice, eye contact)**.
4. After this, divide the class into **small groups.**
5. Rest of the students to take turns and present in their groups.
6. Teacher gives **simple feedback** (good voice, clear sentences, confidence).

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 145- How to fill a Form and Ask Questions

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Objectives:

- Students will practice reading and filling out a bank account opening form in English.
- Students will create simple English questions with AI for classroom speaking practice.
- Students will practice answering spontaneous questions in English through a Hot Seat activity.
- Students will engage in AI-led interviews to strengthen listening and speaking confidence.

Step 1: Form Filling Practice (30 mins)

Goal: Students learn to read, understand, and fill out a sample bank account opening form in English.

Steps:

1. The teacher explains the sections of the form (Applicant Info, Contact, ID, Nominee, Declaration).
2. Students fill in the form with imaginary details (teacher models 2–3 examples on the board).
3. A few students read one filled line each aloud for pronunciation and speaking practice.

Step 2: AI Question Creation + Hot Seat (60 mins)

Objective:

Students will create, ask, and answer simple English questions using AI to build fluency and confidence.

Step A – AI Question Creation (10 mins)

- The teacher shows how to ask AI: “Write 5 easy English questions to ask my classmates.”
- Students ask AI for their own 5 simple English questions and copy them into notebooks.
- A few students share their questions aloud. The teacher writes 5–6 of the best questions on the board for everyone to use.

Step B – Hot Seat Speaking (50 mins)

- One chair at the front of the class is the Hot Seat.
- One student sits while classmates ask them the AI-written questions.
- Students must answer in full sentences. The teacher supports sentence starters written on the board (e.g., *My name is…*, *I live in…*, *I like…*).
- Rotate students every 2–3 minutes so everyone takes a turn in the Hot Seat.

Step 3: AI activity: 30 mins - - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Prompt: (Write on the board) I am learning English. Give me 3 topics to speak one by one. I will speak 7-10 sentences on each topic. Then give me my CEFR score.

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because, but, so)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Step 4: Post AI Questions: 10 mins

1. What topics did the AI give you? Which one did you like most? Why?
2. Which connector did you use (because, but, so)? Say one sentence again.
3. Which tense did you use (past, present, future)? Give one example.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 146- Let's talk about Luck

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Objectives:

- Students will learn and discuss common superstitions in simple English.
- Students will create and organize information for a short presentation using AI support.
- Students will present their ideas on superstition in front of the class.
- Students will interact with AI to have a short speaking practice session.

Step 1: Topic Introduction (5 minutes)

- Teacher says:
  *"Today we will talk about **superstitions** – things people believe bring good or bad luck. For example, some people believe that breaking a mirror brings bad luck."*
- Ask:
  - *"What superstitions do you know?"*
  - *"What do people in your village believe?"*

Step 2: Teacher Demo with AI (5 minutes)

- Open Gemini/ChatGPT (Or any other AI) and type:
  "Give me 5 simple sentences about common superstitions in India."
- Read the sentences aloud. Example:
  - Breaking a mirror is bad luck.
  - Seeing a black cat is bad luck.
  - Hanging a lemon and a chili keeps away evil.

Step 3: Students Use AI (10 minutes)

- Ask students to open Gemini/ChatGPT (Or any other AI) on their phones/laptops.
- They type:
  "Give me 5 simple sentences about superstitions in my village or country."

- Students copy 5 AI-generated sentences in their notebooks.
- Walk around and help students:
    - Understand the meaning of each sentence.
    - Translate if needed.
    - Choose 2–3 interesting superstitions for their talk.

Step 4: Writing a Short Presentation (15 minutes)

Plan and write a 1-minute talk using AI sentences.

Instructions for Teachers:

- Write in SAB
    - *I want to talk about…*
    - *In my village, people believe…*
    - *I think this superstition is… (funny/true/strange) because…*

Student Task:

- Ask students to write 4–5 sentences in their notebooks using the above starters and 2–3 of the superstitions they found.
- Help students improve sentence clarity and grammar as needed.
- Encourage creativity and personal connection.

Step 5: Student Presentations (50 minutes)

Goal: Students present their talks to the class with clarity and confidence.

Instructions:

- Say:
  "Now you will come one by one and speak for 1–2 minutes about the superstitions you chose."
- Remind them to:
    - Speak slowly and clearly.
    - Use their notes.

- Share personal examples if possible.

Presentation Time:

- Each student presents (aim for 1–2 mins per student).
- Teacher supports:
  - Corrects pronunciation.
  - Encourages shy students.
  - Keeps time.

Quick Class Feedback (5 minutes)

Ask:

- *"Which superstition was new for you?"*
- *"Do you believe any of the superstitions your classmates shared?"*

Step 6: AI activity: 20 mins - - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Prompt: (Write on the board) I am learning English. Give me 3 topics to speak one by one. I will speak 7-10 sentences on each topic. Then give me my CEFR score.

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because, but, so)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Step 7: Post AI Questions: 10 mins

1. What topics did the AI give you? Which one did you like most? Why?
2. Which connector did you use (because, but, so)? Say one sentence again.
3. Which tense did you use (past, present, future)? Give one example.
4.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 147–Understanding Customers

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Objective: Students learn who customers are, why customers are important, and how to think from a customer's point of view.

Step 1 – Warm-Up: Who is a Customer? (10 mins)

Ask students:

- When you buy something from a shop, what are you called?
  (Expected: customer)

Then ask:

- Who are the customers in a school canteen?
- Who are the customers in a clothing shop?

Explain simply:
"A customer is a person who buys your product or service."

Ask:

- Can a business run without customers? Why or why not?

Step 2 – Teaching: Why Customers Matter (10 mins)

Ask students - what customers are important for business.

Ask:

- What makes customers happy in a shop?
  Write answers:
  Good behavior, fair price, good quality, fast service.

Step 3 – Activity: Think Like a Customer (15 mins)

Divide class into small groups.

Give situation:
"You want to buy a snack from a shop. There are 3 shops selling that snack. Which one will you choose? Why?

Ask groups to discuss:

- What do you expect from the shop?
  Examples:
  Clean place, polite seller, fair price, tasty food.

Each group shares 2-3 points.

The teacher connects answers to customer satisfaction.

Step 4: AI Activity: Create a Business Idea (30 mins) – Sign in using your own Gmail Id

Part 1: Write this prompt on the board and tell students to type this prompt and use the mic to answer. Ask students to sit in a zig-zag pattern to avoid background noise from partners.

Prompt: (Write on the board)
I want to start a simple low-cost business. Ask me questions about what I like and what I am good at. Then help me decide: (1) what problem it solves, (2) what I will sell, (3) who my customers are, (4) how to get my first customers.

Part 2: After AI Conversation (Students write):

1. My business idea: _____
2. My customers: _____
3. What I will sell: _____
4. Problem it solves: _____
5. AI suggested this because ____

Step 5 – Student Presentations (40 mins)

Call students to present.

They say:

- My business idea is ____
- My customers are ____
- I will sell ____
- AI suggested this because ____

Step 6: Post AI Questions: 10 mins

1. Are you feeling confident about scoring B1? Why or why not?
2. Which grammar part are you struggling with the most? (Example: is/am/are, sentence structure, tense)
3. Do you still feel fear when coming on stage? Why?

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 148– Presenting a Festival, Custom, or Tradition

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Objectives:

- Students will learn useful sentence starters to describe festivals, customs, and traditions.
- Students will write and present a short description of a chosen festival or tradition.
- Students will practice answering AI questions for fluency and confidence.

Step 1 – Warm-Up & Vocabulary Building (30 mins)

Goal: Introduce students to common words and sentence structures for talking about festivals.

Steps:

1. (5 mins) Teacher asks: *"What festivals do you celebrate?"* and writes a list (e.g., Holi, Eid, Diwali, Christmas, Raksha Bandhan).
2. (10 mins) The teacher writes key vocabulary on the board and repeats aloud with students
    - celebrate, pray, decorate, prepare, tradition, custom, sweets, clothes, gifts, special, relatives, friends, community, temple, church, mosque
3. (15-25 mins) The teacher gives SAB to students. Students create sentences using the starters.

Sentence Starters – Festival Basics

- *The festival I want to talk about is _____.*
- *We celebrate it in the month of _____.*
- *This festival is celebrated because _____.*
- *This tradition started _____ years ago.*
- *It is important for _____ (Hindus/Muslims/Christians/etc.).*

Sentence Starters – Activities

- *On this day, we _____ (pray, decorate the house, make sweets).*
- *People wear _____ (new/traditional/special) clothes.*
- *Families _____ (visit relatives, go to the temple, exchange gifts).*
- *We prepare _____ (food items).*
- *Children usually _____.*

Sentence Starters – Feelings & Meaning

- *This festival is special for me because _____.*
- *My favorite part is _____.*
- *I like this tradition because _____.*
- *I do not like _____ part of the festival.*
- *This tradition teaches us _____ (sharing, respect, family love).*

Step 2 – Student Presentations (40 mins)

1. Pick mix of 5 weak 2-3 average students to present one by one (1–2 minutes each).
2. Give opportunities to present to rest of the students (1–2 minutes each).

Step 3: AI activity: 30 mins - - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Prompt: (Write on the board) I am learning English. Ask me 7 questions about my favorite festival one by one. I will answer in 7–8 sentences. Then check my English and give me my CEFR score.

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because, but, so)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Step 4: Post AI Questions: 10 mins

1. Are you feeling confident about scoring B1? Why or why not?
2. Which grammar part are you struggling with the most? (Example: is/am/are, sentence structure, tense)
3. Do you still feel fear when coming on stage? Why?

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 149- See and Say

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Objectives:

- Students will guess and describe real-life situations using simple English sentences.
- Students will write a short email using sentence starters.
- Students will interact with AI to ask for help, get corrections, and practice speaking.

Step 1: Silent Situations Game (40 minutes)

Goal: Students act silently, and others guess in English – everyone must participate.

Steps:

1. Introduction
    - Teacher explains: "One group will act silently. Everyone else must write their guess in their notebook before saying it aloud."
    - Write sentence frames on the board:
        - *I think they are…*
        - *They are trying to…*
        - *Maybe they are…*
2. Teacher Demo
    - The teacher acts out one situation (e.g., "Looking for a lost key").
    - Students think of the guesses first, then the teacher calls different students to share their guesses. Every guess has to be in a full sentence.
3. Game Rounds

- The teacher calls one student on the stage and speaks about the situation softly so that others can not hear.
- The student acts for 30–60 seconds.
- All students think their guess → Teacher calls on different students each round (especially shy ones).
- Every few rounds, do a team guess: divide the class into 2–3 teams and rotate who speaks.

Situations

1. Looking for a lost key
2. Talking on the phone with bad network
3. Missing the bus and running after it
4. Cooking food and it starts burning
5. Asking for directions in a new place
6. Feeling very hungry and searching for food
7. Studying but feeling very sleepy
8. Trying to open a locked door without a key
9. Helping a friend who fell down
10. Taking a selfie with friends
11. Feeling very cold and shivering
12. Carrying a heavy bag
13. Trying to open a door that is jammed.

Step 2: Email Writing Practice (30 mins)

Steps:

1. The teacher asks students to open their email IDs. Inform the students that they will write an email with the help of AI. Write the topic on the board: " Write an email to the teacher in 5-6 sentences in simple English, sharing my career goal and plan B, and ask how to achieve this goal."
2. Ask students use Gemini/ChatGPT for help.
3. Share & Check (5 mins)
    - A few students read their email aloud.
    - The teacher corrects small mistakes.

Step 3: AI activity: 30 mins - - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Prompt: (Write on the board) I am learning English. Ask me 7 questions about my favorite festival one by one. I will answer in 7–8 sentences. Then check my English and give me my CEFR score.

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because, but, so)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Step 4: Post AI Questions: 10 mins

1. Are you feeling confident about scoring B1? Why or why not?
2. Which grammar part are you struggling with the most? (Example: is/am/are, sentence structure, tense)
3. Do you still feel fear when coming on stage? Why?

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 150: Group Discussion

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Objectives:

- Students will understand what a group discussion is.
- Students will learn and use simple GD phrases.
- Students will practice speaking in a group confidently.
- Students will use AI to improve speaking skills.

Step 1: Topic Introduction (5 minutes)

Teacher says:
"Today we will learn how to do a Group Discussion. In many jobs and interviews, people discuss in a group."

Ask:
"Have you ever talked in a group?"
"Do you like sharing your ideas?"

Step 2: Students Find Meaning of GD (10 minutes)

Ask students to open Gemini/ChatGPT.

They type:
"Explain group discussion in 2 simple sentences."

Student Task:
3–4 students share aloud.

Teacher writes on board:
"A group discussion is when people talk together on one topic and share ideas."

Step 3: Students Find GD Phrases (10 minutes)

Ask students to use AI.

They type:
"Give me 5 simple phrases for group discussion."

Student Task:
Write 5 phrases in notebook.

Teacher writes on board:

Start:
I think… / In my opinion…

Agree:
I agree. / Yes, that's right.

Disagree:
I don't agree. / I think something different.

Add:
Also… / Another point is…

Step 4: Teacher Demo (10 minutes)

Topic: "Which is better: tea or coffee?"

Teacher + 2 students act:

Teacher: I think tea is better because it is healthy.
Student 1: I agree. Tea is good.
Student 2: I don't agree. I like coffee.

Teacher says:
"See how we use 'I agree' and 'I don't agree'."

Class repeats:
"I agree"
"I don't agree"

Step 5: Group Discussion Practice (45 minutes)

Group Setup:
Divide class into groups of 4–5.

Topics on board:

1. Which is better: tea or coffee?
2. Is it better to buy clothes online or go to a market? Why?
3. Is it better to study in the morning or night?
4. Are smartphones making us smarter, or are they making us lazy?
5. Is it better to have a job that pays a lot of money or a job that you really love?
6. Is it better to live in a busy city like Delhi or a quiet village? Think about health and opportunities.

Student Task:
Each groups chooses their topic and discuss in groups using phrases (I think…/In my opinion…) from board.

Step 6: Group Sharing (20 minutes)

Each group presents:

"We discussed _____."
"I think _____."
"Some agreed and some disagreed."

Step 7: AI Activity (20 mins) - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a zig-zag pattern to avoid background noise from partners.

Prompt: (Write on the board)
I am learning English. Give me 3 group discussion topics one by one. I will speak 5–7 sentences on each topic. Then check my English and give me my CEFR score.

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because, but, so)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Step 8: Post AI Questions (10 mins)

1. What topic did you speak about?
2. Which phrase did you use (I think / I agree)?
3. Did you give a reason using "because"? Say your sentence again.
4. What mistake did AI correct?

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 151: Group Discussion – Part 2

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Objectives:

- Students will memorize and confidently use key GD phrases.
- Students will practice short model conversations.
- Students will participate in group discussions with better fluency.
- Students will use AI to improve their speaking skills.

Step 1: Memorize GD Phrases (10 minutes)

Teacher Action:
Write on the board (big and clear):

Start Opinion:
I think… / In my opinion…

Agree:
Yes, I agree because…
That's right.

Disagree:
I don't agree because…
Can you explain more?

Add:
Also… / Another point is…

Read each phrase aloud. Students repeat together.

Erase one phrase at a time and ask students to say it from memory.

Student Task:
Repeat phrases until confident.

Pair practice:
Student A: “Tea is good.”
Student B: Reply using one phrase (I agree / I don’t agree).

Step 2: Teacher Demo Conversation (10 minutes)

Teacher writes on board:

A: I think village life is better.
B: Yes, I agree because _____.
C: I don’t agree. I think the city is better.
A: Can you explain why?

Teacher Action:
Read aloud with 2 students.
Point to phrases and make class repeat.

Student Task:
Read as a class.
Then practice in groups of 3 (A, B, C).
Change roles and repeat.

Step 3: Build New Conversation (10 minutes)

Teacher Action:
Change topic: “Cities or Villages?”

Ask students to help create a new conversation on the board.

Example:

A: I think cities are better.
B: Yes, I agree because they have all facilities like hospitals.
C: I don’t agree. I think villages are better.
B: Another point is that cities have jobs.

Student Task:
Read and practice in groups.
Focus on clear speaking and correct phrases.

Step 4: Group Discussion Practice (40 minutes)

Group Setup:
Divide class into groups of 4–5.

Topics on board:

1. Which is better: tea or coffee?
2. Which is better: cities or villages?
3. Which is better: Small Govt job or High Paying Private Job?
4. Is it better to study in the morning or at night?

Step 5: Group Sharing (10 minutes)

Each group presents:

"Our topic was _____."

"I think _____."

"Some agreed and some disagreed."

Step 6: AI Activity (20 mins) - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a zig-zag pattern to avoid background noise from partners.

Prompt: (Write on the board)
I am learning English. Ask me 3 group discussion questions one by one. I will answer using I think, I agree, or I don't agree. Then check my English and give me my CEFR score.

Tell students:
Use GD phrases (I think / I agree / I don't agree)
Give reasons (because…)

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because, but, so)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Step 7: Post AI Questions (10 mins)

1. Which phrase did you use the most?
2. Say one sentence using "I agree" or "I don't agree."
3. Did you give a reason using "because"?
4. What mistake did AI correct?
5. Was it easy to remember the phrases?

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 152: Students Lead the Group Discussion

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Objectives:

- Students will recall and use GD phrases confidently.
- Students will learn and use moderator phrases.
- Students will lead and manage group discussions.
- Students will use AI to improve speaking skills.

Step 1: Quick Review of GD Phrases (10 minutes)

Teacher Action:
Write on the board:

I think… / In my opinion…
I agree. / That's right.
I don't agree. / I think something different.
Also… / Another point is…

Read aloud. Students repeat together.
Erase some phrases and check memory.

Student Task:
Repeat without looking.
Pair practice:
Student A: "Tea is good."
Student B: Respond using GD phrases.

Step 2: Learn Moderator Phrases (10 minutes)

Teacher writes on board:

Start GD:
Let's start. Our topic is…
Who wants to speak first?

Invite:
What do you think, [Name]?
Please share your idea.

Continue:
Okay, let's hear another idea.
Anyone else?

Step 3: Teacher Demo Conversation (10 minutes)

Teacher writes on board:

Moderator: Let's start. Our topic is homemade food or restaurant food. Who wants to speak first?
Student A: I think _____.
Moderator: Okay, anyone else?
Student B: I don't agree. I think _____.
Moderator: What do you think, Rani?
Student C: I agree. _____.

Teacher Action:
Act with 2–3 students.
Highlight moderator role.

Student Task:
Read as a class.
Practice in groups of 4 (1 moderator + 3 speakers).
Change roles and repeat.

Step 4: Group Discussion with Student Moderators (40 minutes)

Group Setup:
Divide class into groups of 4–5.
Each group selects one moderator (change later).

Topics on board:

1. Which is better: mobile or laptop?
2. Who is more intelligent: boys or girls?
3. What is the biggest problem in your village?
4. Which season is the best?

Student Task:
Moderator starts the discussion.
Students speak using GD phrases.
Change moderator after some time.

Step 5: Group Sharing (10 minutes)

Ask 1–2 moderators to demonstrate:

"Let's start. Our topic is _____."

"Our topic was _____."
"I think _____."
"Some agreed and some disagreed."

Step 6: AI Activity (20 mins) - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a zig-zag pattern to avoid background noise from partners.

Prompt: (Write on the board)
I am learning English. Act like a group discussion moderator. Ask me questions and invite me to speak. I will answer using I think, I agree, or I don't agree. Then check my English and give me my CEFR score.

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because, but, so)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Step 7: Post AI Questions (10 mins)

1. Were you able to act like a moderator?
2. Which moderator phrase did you use?
3. Say one sentence as a moderator.
4. What mistake did AI correct?

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.

4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 153: Group Discussion Practice

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Objectives:

- Students will use all GD phrases confidently.
- Students will lead and manage discussions independently.
- Students will participate in longer, natural group discussions.
- Students will use AI to improve speaking skills.

Step 1: Quick Review of All Phrases (10 minutes)

Teacher Action:
Write on the board:

Opinion:
I think… / In my opinion…

Agree/Disagree:
I agree. / That's right.
I don't agree. / I think something different.
Can you explain more?

Add:
Also… / Another point is…

Moderator:
Let's start. Our topic is…
Who wants to speak first?
What do you think, [Name]?
Okay, let's hear another idea.

Read aloud. Students repeat together.
Erase parts and check memory.

Step 2: Teacher Demo Full GD (10 minutes)

Teacher + 3 students act:

Moderator: Let's start. Our topic is city life or village life. Who wants to speak first?
A: I think village life is better.
B: I don't agree. I think city life is better.
Moderator: What do you think, Rani?
C: I agree. Village life is peaceful.
B: Also, cities have better jobs.
Moderator: Okay, let's hear another idea.
C: Another point is that villages are healthier.

Step 3: Rotation Group Discussions (60 minutes)

Group Setup:
Divide class into groups of 4–5.
Each round: 10–12 minutes.
Every student becomes a moderator once.

Topics on board:

1. Should schools have uniforms?
2. Which is better: books or movies?
3. Which is better: city life or village life?
4. Should kids play outside or on mobiles?
5. Which season is the best?
6. Is it better to travel by train or bus?

Student Task:
Moderator starts:
"Let's start. Our topic is…"

Students discuss using GD phrases.
Moderator invites others:
"What do you think, [Name]?"

Moderator closes:
"We discussed ____. Some said ____. Others said ____."

Step 4: Whole-Class Sharing (15 minutes)

2–3 moderators present:

“We discussed _____.”
“Some agreed, some disagreed.”
“In the end, we think _____.”

Step 5: AI Activity (20 mins) - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a zig-zag pattern to avoid background noise from partners.

Prompt: (Write on the board)
I am learning English. Act like a group discussion moderator. Give me one topic. Ask me questions and invite me to speak. I will answer using I think, I agree, or I don’t agree. Then check my English and give me my CEFR score.

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because, but, so)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Step 6: Post AI Questions (10 mins)

1. Did you speak like a moderator or participant?
2. Which phrase did you use the most?
3. Did you give a reason using “because”?

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

Day 154: Practicing Daily Conversations

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Objectives:

- Students will practice speaking in real-life situations.
- Students will perform role-plays with confidence.
- Students will improve speaking using AI conversations.

Step 1: Topic Introduction (5 minutes)

Teacher says:
"Today we will practice real-life conversations. These are situations you face every day."

Ask:
"Where do you speak in English in real life?"
"Have you ever talked to a stranger in English?"

Step 2: Role Play Preparation (20 minutes)

Teacher Action:
Divide students into pairs or groups of 3.

Write on the board:

Situations:

1. Buying vegetables at the market
2. Asking for directions
3. Talking to a doctor
4. Ordering tea at a chai stall
5. Booking a train ticket

6. Meeting a new neighbor
7. Calling customer care for a SIM issue

Student Task:
Each group chooses one situation.
Prepare a short conversation (5–6 lines per person).

Teacher Support (write on board):

Hello, I want to buy…
Where is the…?
I am not feeling well.
Can you help me with…?

Step 3: Role Play Presentations (50 minutes)

Each group comes forward and performs.

After each performance, ask:
What did you like?
Can you repeat one sentence?

Step 4: AI Activity – Daily Conversations (20 mins) - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a zig-zag pattern to avoid background noise from partners.

Prompt: (Write on the board)
I am learning English. Act like a person in a real-life situation (shopkeeper, doctor, friend). Talk with me and ask me questions. I will answer in full sentences. Then check my English and give me my CEFR score.

Teacher Tip (Very Important for B1):

Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because, but, so)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Step 5: Post AI Questions (10 mins)

1. Which situation did you practice with AI?
2. Say one sentence from your conversation.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

Day 155: Describing People – Appearance and Personality

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Objective: Students will practice using simple English to describe people's appearance and personality.

Step 1 – Warm-Up Game: Who Am I? (20 mins)

Write names of famous people or people from the local area (e.g., a movie star, school principal, local shopkeeper) on slips of paper.

One student comes to the front, picks a name without seeing it, and holds it to their forehead.

The rest of the class gives clues about the person's appearance and personality.

The student must guess the person. Repeat with a few volunteers.

Step 2 – Vocabulary and Sentence Starters (20 mins)

Refer to useful vocabulary and sentence structures in the SAB. Go over them together.

Vocabulary:

- Tall, short, thin, heavy, long hair, short hair, beard, glasses, etc.
- kind, funny, shy, helpful, honest, hardworking, lazy, angry, polite

Sentence Starters:

- My brother is _____.
- He has _____.
- She is very _____.
- He looks _____ but is actually _____.
- I like him/her because _____.

Let students repeat after you and make a few sample sentences.

Step 3 – Pair Work: Describing People You Know (30 mins)

Put students in pairs.

Each student will describe two people they know well. They can choose from:

- A sibling
- A best friend
- A parent
- A teacher
- Any close person

They must talk about appearance and personality for each person.

Encourage use of the sentence starters from Step 2.

Then, a few students share with the class what their partner said.

Step 4: AI activity: 30 mins - - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a **zig-zag pattern** to avoid background noise from partners

Prompt: (Write on the board) “Hi, I am learning English. Please ask me simple questions about appearance and personality. I will try to answer in English. Please correct me if I make mistakes. Then give me my CEFR score.”

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because, but, so)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Step 5: Post AI Questions (10 mins)

1. Are you feeling confident about scoring B1? Why or why not?
2. Which grammar part are you struggling with the most? (Example: is/am/are, sentence structure, tense)
3. Do you still feel fear when coming on stage? Why?

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.

6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 156: Students Interview - Day 1

Note for B1-Level Students:

From Day 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Objective: Students prepare to answer questions about themselves, family, friends, community, career, and FEA experiences.

Step 1: Warm-up (10 mins)

- The teacher greets students and writes on the board:
  "Tomorrow you will have a one-on-one interview with the teacher. Today we will prepare."
- Say: The questions are in your SRB. Please read the question and prepare your answers for 20-30 mins. Then, for the rest of the class time, you will work in pairs. One of you will ask a question and the other will give the answer. Then swap the roles. Ask and answer all the questions from the SRB.

Step 2: Topic Questions – Self Preparation Time (20-30 mins)

Copy questions on the ChatGpt and say - ask me these questions one by one and give me sentence starters.

Step 3: Answer to your Pair (30 mins)

Students take turns answering each question in full sentences.

Section A – People, Friends, Family

- Give your buddy's introduction in 10 sentences.
- Who do you admire in your family? Why? (or Who is your role model? Why)

Section B – Places & Community

- How would you describe an FEA classroom to a visitor?
- What do you like about your village? Why
- What do you dislike about your village? Why?

Section C – Events (Present/Past/Future)

- What are the 5 things you did last weekend?
- What will you do next Sunday?

Section D – Career & FEA Experience

- What is your dream job (Plan A)?
- What is your Plan B

Section E – Questions for Visitors

- Please ask the teacher 3 questions about

  1- their dream

  2- their hometown

  3- What is success to them?

Students rehearse with different partners so they get comfortable answering and asking questions.

Step 4: Wrap-up & Homework (5 mins)

- The teacher says, "Tomorrow you will talk to me one-on-one." Tell students to dress up clean just like an interview. Show some google images of the interview.

Step 5: AI Activity – Daily Conversations (30 mins) - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a zig-zag pattern to avoid background noise from partners.

Prompt: (Write on the board)
I am learning English. Act like an interviewer. Ask me easy questions one by one. I will answer in full sentences. Then check my English and give me my CEFR score.

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because, but, so)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Step 6: Post AI Questions (10 mins)

1. Which situation did you practice with AI?
2. Say one sentence from your conversation

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.

5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 157- Day 2 – One-on-One Interviews with Teacher (2 hours)

Objective: Students confidently answer and ask questions in a one-on-one setting.

Step1: Warm-up (10 mins)

- The teacher reminds me: "Today is interview day. Speak in full sentences. Take your time."
- Quick breathing exercise to relax students.

Step 2: Interview Setup (5 mins)

- The teacher explains the process:
    - Each student will come one by one for a short 4–5-minute interview.
    - While waiting, students work in pairs and keep practicing the same questions.

Step 3: Teacher Interviews (90 mins)

- Each student does a mini interview:
    - Step 1: Teacher asks 6–8 questions (mix from all topics: family, friends, community, career, FEA, events).
    - The student asks the teacher 3 questions (from Day 1 practice).
- While interviews happen:
    - Students who are waiting ask them to

Talk to AI – Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a zig-zag pattern to avoid background noise from partners.

Prompt: (Write on the board)
I am learning English. Act like an interviewer. Ask me easy questions one by one. I will answer in full sentences. Then check my English and give me my CEFR score.

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because, but, so)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Step 4: Reflection & Sharing (15 mins)

- After all interviews, the teacher asks:

    - “What was easy?”
    - “What was difficult?”
    - “Which answers do you want to improve?”
- The teacher gives positive feedback and shares good examples heard during interviews.

Step 5: Closing (5 mins)

- Homework: Write 5 sentences about what you learned from the interview practice.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 158– Start a Business With No Money

Objective: Students understand how to start a business using skills and effort instead of money, and use AI to develop their ideas.

Step 1 – Warm-Up: Do We Need Money? (10 mins)

Ask students:

- Do we always need money to start a business?
- Can someone start a business without money?

Take 3–4 responses.

Then say:
"Today we will learn how to start a business with zero money."

Step 2 – Teaching: Simple Concept (15 mins)

Explain in simple words:

"You can start a business using your skills, time, and effort."

Examples:

- Tutoring
- Homework help
- Cleaning help
- Helping elders use phones
- Pet care
- Gardening help

Explain:
"These are called service businesses. They need skill, not money."

Ask students:

- Which of these can you do?

Take 4–5 answers.

Step 3 – Group Activity: Zero-Money Business Challenge (30 mins)

Divide class into small groups (3–5 students).

Tell them:

"Think of a business you can start with NO money."

Each group answers:

1. What is your business?
2. What skill is needed?

3. Who will be your customer?
4. How will people know about your service?

Groups discuss and write answers.

Call 3–4 groups to share.

Appreciate all ideas.

Step 4: AI Activity – Daily Conversations (30 mins) - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a zig-zag pattern to avoid background noise from partners.

Prompt: (Write on the board)
"I want to start a business with no money. Help me research by asking me questions and suggest ideas."

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because, but, so)**
- Give **examples (for example...)**
- **Use different tenses - yesterday, today and tomorrow**

Step 5 – Presenting (20 mins)

Call a few interested students one by one to present their findings. Pick a few weak students first.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 159: Presenting: Career Research

(One of the following: Tele Sales Executive, Medical Laboratory Technician, Web Developer)

Step 1: Instructions (60 mins)

1. Choose ONE career from the list given today.
2. Use Google or ChatGPT (AI) to search for information.
3. Answer the following questions about that career

Today's 3 Careers (Choose One):

A. Tele Sales Executive

B. Medical Laboratory Technician (MLT)

C. Web Developer

1. What is the name of the job?
The job I chose to talk about is called:

2. How much is the average salary?
The average salary for this job is around:

3. What does the person do in this job?
A person in this job is responsible for:

4. Where do they work?
They usually work in the _____ industry, at places like:

5. What skills are needed for this job?
To do this job well, you need skills such as:

6. What education or training is required?
Most people in this job need to study or train in:

7. What is exciting or different about this job?
This job is exciting because:

8. Would you like to do this job? Why or why not?
I would / would not like to do this job because:

9. One interesting fact I found was that:

10. In conclusion, I think this job is a good option for someone who:

Step 2: Presentation Instructions (60 mins)

1. Students prepare a **short presentation** using their answers.
2. Teacher selects **3 weak students and 2 average students** to present first.
3. These students come on stage and present their answers in an **exciting way (loud voice, eye contact)**.
4. After this, divide the class into **small groups.**
5. Rest of the students to take turns and present in their groups.
6. Teacher gives **simple feedback** (good voice, clear sentences, confidence).

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 160: Listening to Instructions

Objectives:

- To build students' active listening and comprehension through games and guided activities
- To reflect on how listening affects learning and communication
- To build speaking confidence through personal, listening-related presentations

Hour 1 – Teacher-Led Activities and Listening Practice (60 minutes)

Step 1: Listen and Draw (30 minutes)

- Give blank paper and pencils. Tell students: “I’ll say a sentence once. You must listen and draw.”
- Say 6–8 drawing instructions clearly and slowly.

  Example:

  - Draw a house in the middle of the page. Draw a tree next to the house. Draw a sun above the house. Draw a boy standing under the tree. Draw a dog near the door. Draw a ball between a house and a tree. Draw an apple under the tree. Draw a big star on the top right and a small star on the top left
- Once they finish, ask them to show their drawings to a partner to find any mismatches.
- Discuss:
  - Why were some drawings different?
  - Did everyone hear the same thing?
  - What helps in listening carefully?

Step 2: Video and Discussion (30-40 minutes)

- Play **video 7** (Shashi improving her English).-

  Ask:

  - What role did listening play in her learning?

Step 3: AI Activity – Daily Conversations (30 mins) - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a zig-zag pattern to avoid background noise from partners.

Prompt: (Write on the board)
“I am learning English. Give me 3 topics to speak one by one. I will speak 7-10 sentences on each topic. Then give me my CEFR score.”

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because, but, so)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Step 4: Post AI Questions (10 mins)

1. Are you feeling confident about scoring B1? Why or why not?
2. Which grammar part are you struggling with the most? (Example: is/am/are, sentence structure, tense)
3. Do you still feel fear when coming on stage? Why?

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 161: 5-Minute Speaking Challenge

Topic Example:

"My Dream Job and How I Will Achieve It"
(You can swap with any single topic like "A Problem in My Village" or "My FEA Journey.")

Hour 1 – Preparation (60 min)

1. Topic Introduction & Brainstorm (15 min)

- The teacher writes the topic on the board.
- Ask guiding questions to the class:
    - "What jobs do you dream of?"
    - "Why do you want that job?"
    - "What steps will you take?"
- Students share ideas; the teacher writes keywords on the board (vocabulary support).

2. Planning Their Speech (20 min)

- Students are given a 5-part outline on the board/handout:
    1. Introduction (Who am I? What is my dream job?)
    2. Why I chose this dream job
    3. What skills or studies do I need
    4. Steps I will take (Plan A & Plan B)
    5. Closing thoughts
- Students write bullet points (not full sentences yet).

3. Drafting & Rehearsing (20 min)

- Students turn bullet points into a short script.
- Teacher reminds: "It should last 5 minutes
- Students pair up to practice, giving each other feedback (e.g., "Speak louder," "Add more details").

4. Wrap-up (5 min)

- Teacher checks timing: ask 1–2 students to do a test run (are they close to 5 minutes?).

Hour 2 – Delivery (60 min)

1. Warm-up & Rules (5 min)

- The teacher says: “Today, you are the speaker. Each of you will talk for 5 minutes on the topic. Listen carefully and clap for each speaker.”

2. Speaking Challenge (45–50 min)

- Students come up one by one to present.
- The teacher times each speech (stopwatch or phone).
- After each speaker:
    - Teacher gives 1 short positive feedback (“Good structure,” “Nice example”)
    - And 1 area to improve (“Speak more slowly,” “Look at the audience”).

(If class is large: students can present in groups of 3–4 to save time; each student still does their full 5 minutes.)

3. Reflection (5–10 min)

- **Ask:**
    - “How did it feel to speak for 5 minutes?”
    - “What was easy? What was hard?”
- Optional: Students vote for “Most Confident Speaker” or “Best Structure.”

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

XXXXX

Day 162 - Presenting: Career Research

(One of the following: Sales Development Representative, Reporter, Cruise Ship Housekeeping Staff)

Step 1: Instructions (60 mins)

1- Choose ONE career from the list given today.

2- Use Google or ChatGPT (AI) to search for information.

3- Answer the following questions about that career

Today's 3 Careers (Choose One):

A. Sales Development Representative

B. Reporter

C. Cruise Ship Housekeeping Staff

1. What is the name of the job?
The job I chose to talk about is called:

_____

_____

2. How much is the average salary?
The average salary for this job is around:

_____

_____

3. What does the person do in this job?
A person in this job is responsible for:

_____

_____

4. Where do they work?
They usually work in the _____ industry, at places like:

_____

_____

5. What skills are needed for this job?
To do this job well, you need skills such as:

_____

_____

6. What education or training is required?
Most people in this job need to study or train in:

7. What is exciting or different about this job?
This job is exciting because:

8. Would you like to do this job? Why or why not?
I would / would not like to do this job because:

9. One interesting fact I found was that:

10. In conclusion, I think this job is a good option for someone who:

Step 2: Presentation Instructions (60 mins)

1. Students prepare a **short presentation** using their answers.
2. Teacher selects **3 weak students and 2 average students** to present first.
3. These students come on stage and present their answers in an **exciting way (loud voice, eye contact)**.
4. After this, divide the class into **small groups.**
5. Rest of the students to take turns and present in their groups.
6. Teacher gives **simple feedback** (good voice, clear sentences, confidence)

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

Day 163: Student Reflection & Sharing

Objectives (Tell students simply)

By the end of today's class, you will:

- Speak in 15+ sentences about yourself and your FEA journey.
- Share your career goal and a Plan B.
- Reflect on your best day at FEA and the top 5 things you learned.
- Explain how your confidence has grown.
- Ask one meaningful question to a visitor in the class.

Step 1 – Warm-Up & Review (10 mins)

- Teacher writes on the board:
  "Today you will share your FEA story."
- Ask: "What is one thing you are proud of after completing Book 2?"
- 4–5 students share one line each.

Step 2 – Writing Preparation (25 mins)

Teacher says:

"Today, you will write your FEA story. Use these prompts to make at least 15 sentences. Write freely – there are no wrong answers."

Write these prompts on the board or hand out a sheet:

1. Introduction – My name is … and I am from … | One interesting thing about me is …

2. Career Goal & Plan B – My dream career is … because … | If that doesn't work out, my Plan B is … | One skill I will need for this career is …
3. My FEA Experience – My best day at FEA was when … | One funny or memorable moment in class was when … | One Day that changed my thinking was …
4. What I Learned – The top 5 things I learned in FEA are … | The most useful English phrase I learned is … | One new habit I built here is …
5. Growth & Confidence – Before FEA, I used to feel … about speaking English. | Now, I feel … because … | One time I used my new confidence outside class was when …
6. Looking Ahead – The next skill I want to learn is … | The country/city I want to visit someday is … | One thing I will keep doing every day to improve is …
7. Question for a Visitor – If a visitor came to class, I would ask: "…"

Instructions for students:

- Write at least 15 full sentences.
- Mix prompts or add extra thoughts.
- No one-word answers.

Teacher's role:

- Walk around, offer vocabulary support, and help weaker students expand their sentences.

Step 3 – Pair Practice (10 mins)

- Students form pairs and read their stories to each other.
- Partners listen, suggest corrections, and encourage each other to add details.

Step 4 – Class Sharing (50 mins)

- Each student comes to the front (or stands by their desk if the class is large) and shares their 15+ sentence story.
- The teacher listens and may ask a follow-up question like, "Why is this your Plan B?" or "Tell us more about that best day."
- Class claps after each student finishes.

Step 5: AI Activity – Daily Conversations (20 mins) - Sign in using your own Gmail Id

Write this prompt on the Board and tell students to type this prompt and use the mic to answer. Ask students to sit in a zig-zag pattern to avoid background noise from partners.

Prompt: (Write on the board)
I am learning English. Act like an interviewer. Ask me easy questions one by one. I will answer in full sentences. Then check my English and give me my CEFR score.

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because, but, so)**
- Give **examples (for example…)**
- **Use different tenses - yesterday, today and tomorrow**

Step 6: Post AI Questions (10 mins)

1. Are you feeling confident about scoring B1? Why or why not?
2. Which grammar part are you struggling with the most? (Example: is/am/are, sentence structure, tense)
3. Do you still feel fear when coming on stage? Why?

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

AI Practice Days to help students reach B1.

Continue conducting and revising regularly until at least 75% of enrolled students confidently reach the B1 level.

Use the first half of the class to teach and practice topics where students need more support.

Use the second half for AI Activity 1 or AI Activity 2.

Students who have already reached B1 level should work towards achieving B2 level.

AI Spoken Activity 1

Live Voice Conversation Practice

1. Students must use the Live Conversation/mic feature.
2. Speak loudly so that AI can understand your speech
3. Continue the conversation for at least 5–7 minutes for each topic. Choose your favourite topics to converse.

Prompt: “My English is A2 level. My topic is introducing myself. Ask me 5 easy questions one by one and give me a sentence starter after each question. Correct me and ask me to repeat in complete sentences. At the end, give me a sample response.

(after answering 5 questions; say: my next topic is _____.)

1. “My next topic is Family.”
2. “My next topic is Career.”
3. “My next topic is Likes and Dislikes.”
5. My daily routine
6. My school life
7. My best friend
8. My hobbies
9. My favorite teacher
10. My village
11. My favorite food
12. My favorite festival
13. My favorite movie
14. My morning routine
15. My evening routine
16. My weekend activities
17. My dream job
18. My future goals

19. My favorite subject
20. My childhood memories
21. My family members
22. My favourite season
23. My strengths
24. My weaknesses
25. My role model
26. My favorite season
27. My favorite place
28. My travel experience
29. My FEA classroom experiences
30. My neighbours
31. My market visit
32. My best holiday
33. How I save money
34. My first day at FEA
35. Healthy and unhealthy food
36. My parents
37. My daily responsibilities
38. My plans after finishing school
39. How I prepare for exams
40. My favorite festival celebration

AI Spoken Activity 2

1. Please say this prompt to ChatGpt
2. AI will start asking the questions one by one and give you a sentence starter.
3. Use live mode/mic during the activity.
4. After speaking, you must press the mute button.
5. Continue the conversation until all the "30 questions of the day" are finished.

"Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me. After I answer give me a sample response"

Easy and Fun

1. What is your name?
I am _.

2. How old are you?

I am _____years old.

3. Where do you live?
I live in
_____.

4. Are you a student?
Yes, I am a student. / No, I am not a student.

5. What time do you wake up? I wake up at _____.

6. What do you eat for breakfast (नाश्ता)? I eat _____for breakfast.

7. Do you drink tea or milk? I drink _____.

8. What is your favorite (पसंदीदा) color? My favorite color is _____.

9. What is your favorite food? My favorite food is _____.

10. Do you have a brother?

Yes, I have _____brother(s). / No, I do not have a brother.

11. Do you have a sister?

Yes, I have sister(s). / No, I do not have a sister.

12. What is your father's name? My father's name is .

13. What is your mother's name? My mother's name is _____.

14. Do you go to school or college (कॉलेज)? I go to _____.

15. How do you come to class? I come to class by _____.

16. Do you have a phone?

Yes, I have a phone. / No, I do not have a phone.

17. What color is your bag? My bag is _____.

18. Who is your best friend? My best friend is _____.

19. Do you like cricket?

Yes, I like cricket. / No, I do not like cricket.

20. Do you watch TV?

Yes, I watch TV. / No, I do not watch TV.

21. What do you eat at night? I eat _at night.

22. Do you help your parents (माता-पिता)?

Yes, I help my parents. / No, I do not help my parents.

23. Can you ride (चलाना) a bicycle?

Yes, I can ride a bicycle. / No, I cannot ride a bicycle.

24. Can you cook (पकाना) tea?

Yes, I can cook tea. / No, I cannot cook tea.

25. Are you happy today?

Yes, I am happy today. / No, I am not happy today.

26. Is your house big or small? My house is _____.

27. Do you have a pet (पालतू जानवर)?
Yes, I have a _____. / No, I do not have a pet.

28. What day is today? Today is _____.

29. Is it hot today?
Yes, it is hot today. / No, it is not hot today.

30. Do you want to learn English?

Yes, I want to learn English because _____.

xxxxxx

Easy About You

1. What is your full name? My full name is _____.

2. Where is your house? My house is in _____.

3. How many people are in your family?

There are _____people in my family.

4. Who wakes up first in your house?

_____wakes up first in my house.

5. What do you eat in the morning? I eat in the morning.

6. When do you go to sleep? I go to sleep at _____.

7. Which game do you play? I play .

8. Who is your favorite (पसंदीदा) teacher? My favorite teacher is _____.

9. Where do you keep your books? I keep my books _____.

10. What do you do after dinner? After dinner, I _____.

11. Which festival (त्योहार) do you like most? I like most.

12. Where do you buy vegetables (सि ज़याँ)? I buy vegetables from _____.

13. How do you feel today? I feel _____today.

14. What is your favorite subject (विषय)? My favorite subject is _____.

15. Where do you sit in class? I sit _in class.

16. What time does your class start? My class starts at _____.

17. Do you like morning or night? I like _____more.

18. What do you do on Sunday? On Sunday, I _____.

19. Who is your role model (प्रेरणा स्रोत)? My role model is _____.

20. Where do you charge (चाज करना) your phone? I charge my phone _____.

21. What fruit do you like? I like ___.

22. Do you drink tea or coffee? I drink _____.

23. Which season (मौसम) do you like? I like _____season.

24. What is your hobby (शौक)? My hobby is _____.

25. Who cooks food in your house?
_____cooks food in my house.

26. Where do you play with friends? I play with my friends _____.

27. What is your dream job? My dream job is _____.

28. Do you study every day?

Yes, I study every day. / No, I do not study every day.

29. How do you come to class? I come to class by _____.

30. Are you confident (आत्मविश्वासी) to speak in English? Yes, I am confident. / No, I am not confident yet.

Daily Routine

1. What time do you wake up every day? I wake up at _____every day.

2. What do you do after you wake up? After I wake up, I _____.

3. What do you eat for breakfast (नाश्ता)? I eat _____for breakfast.

4. Where do you go in the morning? I go to _____in the morning.

5. What do you do in the afternoon (दोपहर)? In the afternoon, I _____.

6. What do you do in the evening (शाम)? In the evening, I _____.

7. What do you do before sleeping? Before sleeping, I _____.

8. Who helps you in your studies (पढ़ाई)? _____helps me in my studies.

9. Where do you study at home? I study _____at home.

10. What do you carry (ले जाना) in your school bag? I carry _____in my school bag.

11. What do you watch on YouTube? I watch _____.

12. Who do you talk to every day? I talk to _____every day.

13. What do you do after class? After class, I _____.

14. What do you do on Sunday? On Sunday, I _____.

15. Where do you keep your clothes? I keep my clothes _____.

16. What is your favorite snack (हल्का भोजन)? My favorite snack is _____.

17. Who sits next to you in class?

_____sits next to me in class.

18. What do you do when it rains (बा रश होती है)? When it rains, I _____.

19. What is near your house?

There is _____near my house.

20. What clothes do you wear in winter (सद)? I wear _____in winter.

21. What clothes do you wear in summer (गम)? I wear _in summer.

22. What do you do when you feel tired (थका हुआ)? When I feel tired, I _____.

23. What do you do in your free time (खाली समय)? In my free time, I _____.

24. Where do you meet your friends? I meet my friends _____.

25. What is your favorite TV show? My favorite TV show is _____.

26. What subject do you study today? Today, I study _____.

27. Who is the oldest person in your family?

The oldest person in my family is _____.

28. What do you eat at night? I eat _at night.

29. What time do you go to sleep? I go to sleep at _____.

30. What do you do first in the morning? First, I _in the morning.

Simple Sentences

1. Say one sentence about your family. My family _____.

2. Say one sentence about your village (गाँव). My village _____.

3. Say one sentence about your school. My school _____.

4. Say one sentence about your best friend. My best friend _____.

5. Make a sentence using “I like.” I like _____.

6. Make a sentence using “I don’t like.” I don’t like _____.

7. Make a sentence using “I can.” I can _____.

8. Make a sentence using “I cannot.” I cannot _____.

9. Make a sentence using “There is.” There is _____.

10. Make a sentence using “There are.” There are .

11. Say one sentence about your daily routine (fदनचया). Every day, I _____.

12. Say one sentence about yesterday. Yesterday, I _____.

13. Make a sentence about your hobby (शौक). My hobby is _____.

14. Say one sentence about your teacher. My teacher _____.

15. Make a sentence using “and.” I _and ___.

16. Make a sentence using “but.” I _but ___
.

17. Make a sentence using “so.” I __so
_____.

18. Make a sentence using “before.” Before , I
_____.

19. Make a sentence using “after.” After ___,
I _____.

20. Say one sentence about your favorite food. My favorite
food _____.

21. Make a sentence about your dream job. I want to
become _____.

22. Say one sentence about your house. My house
_____.

23. Make a question using “Where.” Where
_____?

24. Make a question using “Who.” Who ___?

25. Make a question using “What.” What __?

26. Say one positive (सकारात्मक) sentence about yourself. I am __.

27. Make a sentence about your phone. My phone
_____.

28. Say one sentence about today's class. Today's class _____.

29. Make a sentence using "always." I always _____.

30. Make a sentence using "sometimes." I sometimes _____.

Present Tense

1. What are you doing right now? I am right now.

2. What is your teacher doing now? My teacher is now.

3. What are your classmates doing? My classmates are _____.

4. Do you exercise (व्यायाम) daily?

Yes, I exercise daily. / No, I do not exercise daily.

5. Do you read books at home?
Yes, I read books at home. / No, I do not read books at home.

6. Does your father work?

Yes, my father works. / No, my father does not work.

7. Does your mother cook?
Yes, my mother cooks. / No, my mother does not cook.

8. Do you use AI in class?

Yes, I use AI in class. / No, I do not use AI.

9. What do you usually do in the morning? I usually _____in the morning.

10. Where do you usually sit in class? I usually sit _____.

11. Who do you talk to most? I talk to _____most.

12. What do you eat at night? I eat _at night.

13. Do you enjoy (आनंद लेना) speaking English?

Yes, I enjoy speaking English. / No, I do not enjoy speaking English.

14. What can you do well? I can _____well.

15. Can you cook rice?

Yes, I can cook rice. / No, I cannot cook rice.

16. Can you speak for one minute?

Yes, I can speak for one minute. / No, I cannot speak for one minute.

17. How many siblings (भाई-बहन) do you have? I have _____siblings.

18. Is there a park near your house?

Yes, there is a park near my house. / No, there is no park near my house.

19. Are there shops in your village?

Yes, there are shops in my village. / No, there are no shops.

20. What do you usually talk about with friends? I usually talk about _____.

21. Do you watch YouTube daily?

Yes, I watch YouTube daily. / No, I do not watch YouTube daily.

22. What subject do you like most? I like _____most.

23. Do you help at home?

Yes, I help at home. / No, I do not help at home.

24. What do you do when you are bored (उब जाना)? When I am bored, I _____.

25. Do you wake up early?

Yes, I wake up early. / No, I do not wake up early.

26. What do you carry in your bag? I carry in my bag.

27. Where do you charge (चाज करना) your phone? I charge my phone _____.

28. Do you like group (समूह) work?

Yes, I like group work. / No, I do not like group work.

29. What do you do after dinner? After dinner, I _____.

30. Do you feel confident (आत्मविश्वासी) today?

Yes, I feel confident today. / No, I do not feel confident today.

Past Tense

1. What did you eat yesterday?
Yesterday, I ate _____.

2. Where did you go last Sunday? Last
Sunday, I went to _____.

3. Who did you meet yesterday?
Yesterday, I met _____.

4. What did you do after class? After
class, I _____.

5. Did you watch TV last night?

Yes, I watched TV. / No, I did not watch TV.

6. What did you learn yesterday? Yesterday, I
learned (सीखा) _____.

7. Did you wake up early today?

Yes, I woke up early. / No, I did not wake up early.

8. What did you cook recently (हाल ही में)?
Recently, I cooked _____.

9. Did you help your parents yesterday?
Yes, I helped my parents. / No, I did not help them.

10. Where did you travel (यात्रा करना) last year? Last year, I traveled to _____.

11. What was your best memory (याद)? My best memory was _____.

12. What did you do during holidays? During holidays, I _____.

13. Did you complete (पूरा करना) your homework yesterday? Yes, I completed my homework. / No, I did not complete it.

14. What did you buy recently? Recently, I bought _____.

15. Who helped you yesterday?

_____helped me yesterday.

16. What mistake did you make recently? Recently, I made a mistake in _____.

17. What did you do this morning? This morning, I _____.

18. Did you practice English yesterday?

Yes, I practiced English. / No, I did not practice English.

19. What did you watch recently? Recently, I watched _____.

20. Where did you sit yesterday? Yesterday, I sat _____.

21. Did you feel happy yesterday?

Yes, I felt happy. / No, I did not feel happy.

22. What did your teacher teach today?

Today, my teacher taught (पढ़ाया) _____.

23. What did you enjoy yesterday? Yesterday,
I enjoyed _____.

24. Did you talk in English yesterday?
Yes, I talked in English. / No, I did not talk in English.

25. What did you eat last Sunday? Last
Sunday, I ate _____.

26. Who called you yesterday?

_____called me yesterday.

27. Did you read yesterday?

Yes, I read. / No, I did not read.

28. What did you do at night? At night, I
_____.

29. Did you face a problem yesterday?
Yes, I faced a problem. / No, I did not face a problem.

30. What did you learn from yesterday? I learned
_____from yesterday.

Future Tense

1. What will you do tomorrow?
Tomorrow, I will
_____.

2. What will you do after this course? After
this course, I will _____.

3. Will you continue (जारी रखना) learning English?

Yes, I will continue learning English. / No, I will not continue.

4. What job will you do in future?

In the future, I will become _____.

5. Where will you work?
I will work in _____.

6. Will you work in a city or village? I will
work in _____.

7. What will you buy with your first salary (वेतन)? I will buy
.

8. How will you help your family?
I will help my family by _____.

9. Where will you live in 10 years?

In 10 years, I will live in _____.

10. What language will you learn? I will learn _____.

11. Will you travel abroad (fवदेश)?

Yes, I will travel abroad. / No, I will not travel abroad.

12. What habit will you change?

I will change my habit of _____.

13. What skill will you improve?

I will improve my _____skill.

14. What will you do next Sunday? Next Sunday, I will _____.

15. Will you use AI in future?

Yes, I will use AI. / No, I will not use AI.

16. What goal will you achieve (प्राप्त करना) first? I will achieve _____first.

17. How will you stay confident?

I will stay confident by _____.

18. What kind of life will you build? I will build a _____life.

19. What will you do if you fail? If I fail, I will _____.

20. Will you wake up early tomorrow?
Yes, I will wake up early. / No, I will not wake up early.

21. What course will you join next? I will join _____course.

22. How will you achieve your dream?

I will achieve my dream by _____.

23. Who will you make proud? I will make _____proud.

24. Will you save (बचाना) money?

Yes, I will save money. / No, I will not save money.

25. What will you learn this year? This year, I will learn _____.

26. Where will you travel in future? I will travel to _____.

27. What business will you start?

I will start a _____business.

28. How will you prepare for interviews? I will prepare by _____.

29. What will you improve in yourself? I will improve my _____.

30. Will you take risks (जोखिम)?
Yes, I will take risks. / No, I will not take risks.

First Introduction of "Why"

1. What is your favorite subject? My favorite subject is _____.

2. Why do you like that subject? I like it because _____.

3. What is your favorite food? My favorite food is _____.

4. Why do you like that food? I like it because _____.

5. Who is your best friend? My best friend is _____.

6. Why do you like your best friend?

I like my best friend because _____.

7. What is your dream job? My dream job is _____.

8. Why do you want that job?

I want that job because _____.

9. What season (मौसम) do you like most? I like _____season most.

10. Why do you like that season? I like it because _____.

11. What festival do you enjoy? I enjoy _____festival.

12. Why do you celebrate (मनाना) that festival? I celebrate it because _____.

13. What makes you happy? _____makes me happy.

14. Why does it make you happy?

It makes me happy because _____.

15. What color do you like? I like _____color.

16. Why do you like that color? I like it because _____.

17. What subject is difficult for you? _____is difficult for me.

18. Why is it difficult?

It is difficult because _____.

19. Do you like English?

Yes, I like English. / No, I do not like English.

20. Why do you want to learn English?

I want to learn English because _____.

21. What do you do on Sunday? On Sunday, I _____.

22. Why do you enjoy Sunday?

I enjoy Sunday because _____.

23. Who helps you at home?

_____helps me at home.

24. Why is their help important?

It is important because _____.

25. What do you watch on YouTube? I watch _____.

26. Why do you watch it?

I watch it because _____.

27. What habit do you want to improve?

I want to improve my habit of _____.

28. Why do you want to improve it?

I want to improve it because _____.

29. What makes a good student? A good student _____.

30. Why is discipline (अनुशासन) important? Discipline is important because _____.

Daily Life + Simple Thinking

1. What time do you wake up? I wake up at _____.

2. Why do you wake up at that time?

I wake up at that time because _____.

3. What do you do in the morning? In the morning, I _____.

4. Why is morning important?
Morning is important because _____.

5. What do you do after class? After class, I _____.

6. Why is practice important?

Practice is important because _____.

7. What makes a good friend? A good friend _____.

8. Why should we respect teachers?

We should respect teachers because _____.

9. What do you do when you are sad? When I am sad, I .

10. Why is talking helpful?

Talking is helpful because .

11. What do you do when you fail? When I fail, I _____.

12. Why should we not give up?

We should not give up because _____.

13. What is your goal this year? My goal this year is _____.

14. Why is that goal important?
It is important because _____.

15. What skill do you want to improve? I want to improve my _____skill.

16. Why is that skill useful (उपयोगी)? It is useful because _____.

17. What problem do students face? Students face _____.

18. Why do students feel nervous (घबराना)? Students feel nervous because _____.

19. What do you do before an exam? Before an exam, I _____.

20. Why should we prepare for exams?

We should prepare because _____.

21. What makes you proud?

_____makes me proud.

22. Why does it make you proud?

It makes me proud because _____.

23. What helps you study better?

_____helps me study better.

24. Why is time important?

Time is important because _____.

25. What makes a teacher good? A good teacher _____.

26. Why is listening important in class? Listening is important because _____.

27. What do you do when you are nervous? When I am nervous, I _____.

28. Why is confidence (आत्मfविश्वास) important? Confidence is important because _____.

29. What makes learning fun? Learning is fun when _____.

30. Why should we speak politely (fविनम्रता से)? We should speak politely because _____.

Communication & English Focus

1. Is English important today? Yes, English is important today.

2. Why is English important?

English is important because _____.

3. What is difficult in English for you?

_____is difficult for me.

4. Why is it difficult?

It is difficult because _____.

5. Do you feel shy (शमा ना) when speaking English? Yes, I feel shy. / No, I do not feel shy.

6. Why do students feel shy?

Students feel shy because _____.

7. How can you improve your English?

I can improve my English by _____.

8. Why is practice important in English?
Practice is important because _____.

9. Do you make mistakes?

Yes, I make mistakes. / No, I do not make mistakes.

10. Why should we not fear (डरना) mistakes?

We should not fear mistakes because _____.

11. What helps you learn new words?

_____helps me learn new words.

12. Why is reading helpful?
Reading is helpful because _____.

13. What do you do to improve speaking? I improve speaking by .

14. Why is listening important?

Listening is important because .

15. What makes a good speaker? A good speaker _____.

16. Why is clear speaking important?

Clear speaking is important because _____.

17. Do you practice English daily?
Yes, I practice English daily. / No, I do not practice daily.

18. Why should we speak English every day?

We should speak English every day because _____.

19. What do you feel when you speak confidently? I feel when I speak confidently.

20. Why is confidence important in interviews? Confidence is important because _____.

21. What happens when we do not practice? When we do not practice, _____.

22. Why should we ask questions in class?

We should ask questions because _____.

23. What helps you remember (याद रखना) things?
_____helps me remember things.

24. Why is hard work important?
Hard work is important because _____.

25. What do you do when you do not understand something? When I do not understand, I _____.

26. Why should we try again after failure (असफलता)? We should try again because _____.

27. What is your biggest fear in English? My biggest fear is .

28. Why do you want to improve your English? I want to improve because .

29. What is one good habit for learning? One good habit is .

30. Why is discipline (अनुशासन) helpful in learning? Discipline is helpful because _____.

Career & Simple Reasoning

1. What job do you want in future? I want to become _____.

2. Why do you want that job?
I want that job because _____.

3. What skills are needed for that job? That job needs _____skills.

4. Why are skills important?

Skills are important because _____.

5. Do you want to work in a city or village? I want to work in _____.

6. Why do you prefer (पसंद करना) that place? I prefer it because _____.

7. What makes a person successful (सफल)? A successful person _____.

8. Why is hard work important for success? Hard work is important because _____.

9. What business do you want to start? I want to start _____business.

10. Why do you choose that business? I choose it because _____.

11. What subject is important for your career?
_____is important for my career.

12. Why is that subject important?

It is important because _____.

13. Who inspires (प्रे रत करना) you?

_____inspires me.

14. Why does that person inspire you?

That person inspires me because _____.

15. What will you do after this course? After this course, I will _____.

16. Why is this course useful (उपयोगी)?

This course is useful because _____.

17. What habit helps in career growth (fविकास)? A good habit is _____.

18. Why is discipline important at work?

Discipline is important because _____.

19. What does success mean to you? Success means _____to me.

20. Why do people fail sometimes? People fail because _____.

21. What should we do after failure? After failure, we should _____.

22. Why should we learn new skills?

We should learn new skills because _____.

23. What motivates (प्रे रत करना) you?
_____motivates me.

24. Why is self-confidence important?

Self-confidence is important because _____.

25. Do you want to travel abroad (fवदेश)?

Yes, I want to travel abroad. / No, I do not want to travel abroad.

26. Why do people move to cities?

People move to cities because _____.

27. What kind of company do you want to work for? I want to work for a _____company.

28. Why is teamwork important?

Teamwork is important because _____.

29. What goal do you want to achieve (प्राप्त करना)? I want to achieve _____.

30. Why is planning important for a career? Planning is important because _____.

What Would You Do?

1. What would you do if you fail an exam? If I fail an exam, I would _____.

2. How would you prepare (तैयारी करना) for an important exam? I would prepare by _____.

3. What would you do if someone says “log kya kahenge” (लोग क्या कहेंगे)? If someone says that, I would _____.

4. How would you improve your English for a job interview (साक्षात्कार)? I would improve my English by _____.

5. What would you do if you do not get selected (चयन होना) for a job? If I do not get selected, I would _____.

6. How would you stay confident (आत्मविश्वासी) during an interview? I would stay confident by _____.

7. What would you do if your family does not support your career choice (क रयर चुनाव)? If my family does not support me, I would _____.

8. How would you manage (संभालना) your time during exams? I would manage my time by _____.

9. What would you do if you feel pressure (दबाव) from others? If I feel pressure, I would .

10. How would you achieve (प्राप्त करना) your career goal? I would achieve my career goal by .

Small Situational Questions

1. What will you do if you fail an exam? If I fail, I will _____.

2. Why will you do that?

I will do that because _____.

3. What will you do if you get a job? If I get a job, I will _____.

4. Why will you do that?

I will do that because _____.

5. What will you do if you feel nervous? If I feel nervous, I will _____.

6. Why will you do that?

I will do that because _____.

7. What will you do if your friend is sad? If my friend is sad, I will _____.

8. Why will you do that?

I will do that because _____.

9. What will you do if you make a mistake? If I make a mistake, I will _____.

10. Why is learning from mistakes important? It is important because _____.

11. What will you do if you earn money? If I earn money, I will _____.

12. Why will you use money wisely (समझदारी से)? I will use it wisely because _____.

13. What will you do if you feel stressed (तनाव)? If I feel stressed, I will _____.

14. Why should we stay calm (शांत)?

We should stay calm because _____.

15. What will you do if you achieve your goal? If I achieve my goal, I will _____.

16. Why is goal achievement important? It is important because _____.

17. What will you do if you lose your phone? If I lose my phone, I will _____.

18. Why should we be careful (सावधान)?

We should be careful because _____.

19. What will you do if someone needs help? If someone needs help, I will _____.

20. Why should we help others?

We should help because _____.

21. What will you do if you are late? If I am late, I will _____.

22. Why is punctuality (समय की पाबंदी) important? Punctuality is important because _____.

23. What will you do if you win a competition? If I win, I will _____.

24. Why should we stay humble (विनम्र)?
We should stay humble because _____.

25. What will you do if you feel confident? If I feel confident, I will _____.

26. Why is confidence useful?

It is useful because _____.

27. What will you do if you meet your role model? If I meet my role model, I will _____.

28. Why is inspiration (प्रेरणा) important? Inspiration is important because _____.

29. What will you do if you get success? If I get success, I will _____.

30. Why should we continue learning?

We should continue learning because _____.

Reflection & Growth About Joining FEA

1. Why did you join FEA?

I joined FEA because _____.

2. When did you join FEA?

I joined FEA in _____.

3. Who told you about FEA?

I came to know about FEA from ____.

4. How did you feel on your first day? On my first day, I felt _____.

5. What were your expectations? I expected that _____.

Learning Experience

6. What new skills did you learn? I learned _____.

7. How has FEA helped your English? FEA helped me improve my _____.

8. What is your favourite activity in FEA? My favourite activity is _____.

9. Who is your favourite trainer and why? My favourite trainer is _____because _____.

10. What was your biggest challenge? My biggest challenge was _____.

11. How did you overcome your challenge? I overcame it by _____.

12. What is one important Day you learned? One important Day I learned is _____.

Confidence and Growth

13. How has FEA changed you? FEA has changed me by ____.

14. Are you more confident now? Yes, now I feel _____.

15. How do you feel while speaking in front of others? Now I feel _____.

16. What is one achievement you are proud of? I am proud that I _____.

17. How has your communication improved?

My communication has improved because _____.

18. What feedback did you receive from trainers? My trainer told me that _____.

Friends and Environment

19. Did you make new friends?
Yes, I made friends like ____.

20. How is the classroom environment?
The classroom environment is _____.

21. What do you like most about FEA? I like the most.

22. How do group activities help you? Group activities help me to _____.

Future Goals

23. How will FEA help in your career? FEA will help me to _____.

24. What are your future goals? My future goal is to _____.

25. What job do you want in the future? I want to become a _____.

26. How will you use the skills learned in FEA? I will use these skills to _____.

Reflection

27. What advice will you give to new students? I would advise them to .

28.What was your happiest moment in FEA? My happiest moment was when .

29. If you describe your FEA journey in one word, what is it? My FEA journey is _____.

30. Are you thankful to FEA? Why?
Yes, I am thankful because _____.

Mindset:

Facing Failure

1. You failed an exam. What will you do? If I fail, I will _____.

2. You did not get a job you wanted. How will you react? I will feel _____but I will _____.

3. Your plan to get a government job did not work. What is your next step? My next step will be _____.

4. You made a mistake in front of others and everyone started laughing. What will you do?

I will _____.

5. Someone criticizes you for your mistakes. How will you handle it? I will handle it by _____.

Handling Pressure

6. You have less time to complete a task. What will you do? I will .

7. You feel stressed before a presentation. What will you do? I will _____.

8. You have many problems at the same time. How will you manage? I will manage by _____.

9. Your family does not support your goal. What will you do? I will.

10. Your friend is more successful than you. How will you think? I will think that _____.

Taking Responsibility

11. You are given a leadership role. How will you act? I will _.

12. Your team loses because of your mistake. What will you do? I will _____.

13. You promised something but forgot. What will you say? I will say _____.

14. You get negative feedback. How will you respond? I will .

15. You do not understand a topic in class. What will you do? I will .

Growth Mindset

16. You are weak in speaking English. What will you do? I will improve by _____.

17. You see someone doing better than you. What will you learn? I will learn that _____.

18. You feel afraid to try something new. What will you tell yourself? I will tell myself _____.

19. You get a small success. How will you celebrate? I will _.

20. You face a big challenge. What will be your attitude? My attitude will be _____.

Positive Thinking

21. You wake up feeling low. What will you do? I will .

22. Someone criticizes you. How will you react? I will react by .

23. You lose a competition. What Day will you take? I will learn that _____.

24. Your hard work is not noticed. What will you think? I will think .

25. You are afraid of failure. How will you change your thinking? I will change my thinking by _____.

Future Focus

26. You want to achieve a big goal. What is your first step? My first step will be _____.

27. You feel lazy to work on your dream. What will you do? I will _.

28. You have a bad day. How will you end it positively? I will _____.

29. You meet a very successful person. What question will you ask? I will ask _____.

30. After 5 years, what kind of person do you want to become? After 5 years, I want to become a person who _____.

XXXXX

Day 195: Mentorship Introduction

Mentorship Introduction

Objectives:

●Introduce students to the FEA Mentorship Program
- **Sensitize students to the purpose and value of the mentorship program**
- Prepare students to actively participate in the mentoring session
- Encourage respectful behavior and confident participation during calls
- Collect student data to share with the mentor

Pre-Day Actions

● Conduct this special Day **2–3 days before** the scheduled mentorship session to prepare and sensitize students.
● Share the **student details (Excel sheet in the required format)** along with the **calendar invite** to the mentor **2–3 days in advance**.

Calendar Invite tutorial for teachers:
https://drive.google.com/file/d/15v7-hXY4egjtdDrfkeEgdbAKCqVDDAe_/view?usp=drive_link

Note for Teacher- Teachers to recap training notes- How to manage mentoring session well- Refer to the Automation PPT for quick reference-Teachers to revisit the Process when mentoring sessions are scheduled. Rural Automation PPT New.pptx

Step 1: Introduction to Mentorship (15 minutes)

Ask:

● "What comes to your mind when you hear the word 'Mentor'?"

● "Have you ever had a mentor in your life?"

Then:

● Show the mentorship video. (7 min)
https://drive.google.com/file/d/1DXXCqvhFLM2DPCM_loCCwR3DQqNTl2AQ/view?usp=drive_link

Take a few responses to check their understanding of the video

Explain- What mentorship program is and how it helps FEA students.

Step 2: Respectful Behavior Discussion (5 minutes)

Explain:

● Mentors are volunteers from different professions and countries.

● They deserve respect and full attention.

Ask:

● “What are respectful behaviors during mentoring sessions?”

● “How can you show respect on Zoom/Google meet?” (Remind respect doesn’t mean staying silent. Respect means asking the right questions and keeping it interactive.)

Write examples on the board:

● Eye contact, not interrupting, polite language, muting mic, raising hands, asking good questions etc.

Step 3: Pick a Side – Quiz Game (20 minutes)

Ask the questions below. Students move to one side for “Yes” and another for “No.”

After each question, ask 1–2 students to explain their answer.

Quiz Questions:

- Will you raise your hand if you want to speak? (Yes)
- Should you talk while the mentor is speaking? (No)
- Will you laugh at background noise? (No)
- Should you ask meaningful questions? (Yes)
- Will you use polite phrases while speaking? (Yes)
- Do you expect mentors to solve all your problems? (No)
- Will you step out of your comfort zone? (Yes)
- Will you complete homework given by the mentor? (Yes) **(Explain- Completing your assignments is very important to make the most out of each mentoring session. Mentors prepare for the next session assuming that mentees will come prepared with the given homework. If the homework is not completed, it can slow down the learning process and affect the flow of the session. It also makes it difficult for mentors to build on previous discussions and provide better guidance.)**

- Will you be attending the all mentoring calls? (Yes) **(Inform students that all the call dates will confirmed after discussing with them so they need to take complete accountability of their presence and participation during the mentoring calls)**

Bonus Question Discussion:

● What impression does it give if you ask irrelevant questions?

Note for students: Inform students, in case the mentoring session gets cancelled due to any reason from mentor's end, we will resume with our regular Day.

Note for the teacher: In case a mentor is unable to join a scheduled session and informs at the meeting time, teachers should manage the situation with patience and professionalism. As mentors are working professionals, occasional last-minute unavailability may occur. Teachers must communicate this positively to students to sustain their engagement. If this repeats more than two times, the issue should be escalated to the Mentorship Team.

Step 4: Introduce the Mentor (20 minutes)

● Share the mentor's name and the date of the session.

● Explain that this first session is to build a connection.

● Future sessions will be about life stories and guidance.

● Clarify the difference between Mentor and Career Guide.

Step 5: Preparing Questions & Collecting Student Info (25 minutes)

While the teacher collects student info, students do the following:

1. Think and write 2–3 respectful, meaningful questions in their notebook. (Advise students to use AI to explore questions)

Examples:

○ "How did you get your job?"

○ "What challenges have you faced?"

○ "Did you have a mentor in your life?"

2. Practice asking these questions with a partner.

3. Call on students to practice aloud with the class.

Teacher Task:

Call students one by one and collect the following data in an Excel sheet:

● Name (Alphabetical order)

● Age

● Educational qualification

● Career aspirations

● Hobbies

● Level of English

Share this Excel sheet with the mentor via email at least 2 days before the mentoring session along with **Calendar Invite. (Note for Teachers:** As mentors are working professionals, they may have multiple meetings planned on the same day, please ensure that the **calendar invite** is shared with the mentor to avoid cancellation.)

Step 6: Ball Toss Game (15 minutes)

Instructions:

● Toss the ball to a student and ask:

"How could a mentor help you?" What is your question for the mentor?

● That student answers and tosses the ball to another student.

Notes for the Teacher:

1. Please arrange chart paper and paper slips for the *Dream Wall* activity to be conducted during Mentoring Call 1.
2. Each mentoring call includes assignments. Kindly ensure that students clearly understand the tasks and complete them on time. Kindly ensure to submit their assignments to the mentor at least **two days before the next call**, if given. Additionally, some assignments will be revisited in subsequent sessions, so please guide students to bring their completed work to each call as needed.

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.

4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

Day 196: Mentorship Call 1

Floating Lesson Plan (*To be conducted when the mentor holds Call 1 with the class)*
Preparations

- Review the Mentorship Guide.
- Schedule the call with the mentor.
- Share student details with the mentor via email 2- 3 days prior. Copy your manager and the mentorship team.
- Conduct "Special Lesson- Mentorship Introduction" 2–3 days before this session to introduce the mentorship program to students.
- Send the Zoom link to the mentor, manager, and mentorship team.

Class Structure

1. Recap of Last Class (5 mins)
(For non-urban classrooms)
Use a 'popcorn call' to invite 3–4 students to share something they learned in the Mentorship Introduction lesson. (If time allows)

2. Mentorship Session (90 mins)

Before the Zoom Call

- Ask students to bring notebooks.
- Arrange seating so all students can see and hear the screen clearly (e.g., semi-circle).
- Set up the laptop so that most students are visible on camera.
- Join the Zoom meeting with video and audio on.

Note: Teacher to greet the mentor, thank them, and invite them to begin.

During the Call

- Monitor student engagement and respectful behavior.
- Handle any technical issues. If disconnected, log back in using the same link and reassure students and the mentor. If it takes to fix the issue, inform mentor about the delay over phone.
- After each activity or discussion:
    - Encourage students to ask questions.

Action before ending the call:

- If the mentor ends the call before an hour, ask the mentor if they can continue for a few more minutes to complete the discussion as the minimum session duration is 60 minutes per call.
- Thank the mentor and ask for the next call date.
- Ask feedback for the session and discuss any concerns before ending the zoom call.
- Update the automation.

Note: If the mentor doesn't share the availability for the next call immediately, please follow up via email in the next 3 days.

3. Post-Session Reflection (10–15 mins)

With Students

- Ask what they learned or enjoyed.
- Acknowledge those who asked questions. Encourage others to speak next time.
- Clarify any assignment given by the mentor.
- Remind students to complete it before the next session. Provide class time if needed.

After Mentorship Call:

- Share feedback on the mentorship call (challenges, if any) with the mentorship team on Mentorship@feaindia.org

After the mentoring session if you have time, use your time for AI speaking practice.

Prompt: (Write on the board) I am learning English. Give me 3 topics to speak one by one. I will speak 7-10 sentences on each topic. Then give me my CEFR score.

Teacher Tip (Very Important for B1):
Tell students:

- Speak **minimum 7–10 sentences**
- Add **reasons (because…)**
- Give **examples (for example…)**

Students:
Use mic to answer
Repeat after correction
Get CEFR score

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

Day 197: Mentorship Call 2: Floating Lesson

Preparations:

- Review the Mentorship Guide.
- Schedule the call with the mentor.
- Send the Zoom link to the mentor, manager, and mentorship team.

Class Structure

1. Recap of Last Class (5 mins)
(For non-urban classrooms)
Use a 'popcorn call' to invite 3–4 students to share something they learned in the previous lesson.

2. Mentorship Session (90 mins)

Before the Zoom Call

- Ask students to bring notebooks.
- Arrange seating so all students can see and hear the screen clearly (e.g., semi-circle).
- Set up the laptop so that most students are visible on camera.
- Join the Zoom meeting with video and audio on.

Note: Teacher to greet the mentor, thank them, and invite them to begin.

During the Call

- Monitor student engagement and respectful behavior.
- Handle any technical issues. If disconnected, log back in using the same link and reassure students and the mentor. If it takes to fix the issue, inform mentor about the delay over phone.

- After each activity or discussion:
    - Encourage students to ask questions.

Action before ending the call:

- If the mentor ends the call before an hour, ask the mentor if they can continue for a few more minutes to complete the discussion as the minimum session duration is 60 minutes per call.
- Thank the mentor and ask for the next call date.
- Ask feedback for session and discuss any concerns before ending the zoom call.
- Update the automation.

Note: If the mentor doesn't share the availability for the next call immediately, please follow up via email in the next 3 days.

3. Post-Session Reflection (10–15 mins)

With Students

- Ask what they learned or enjoyed.
- Acknowledge those who asked questions. Encourage others to speak next time.
- Clarify any assignment given by the mentor.
- Remind students to complete it before the next session. Provide class time if needed.

After Mentorship Call:

- Share feedback on the mentorship call (challenges, if any) with the mentorship team on Mentorship@feaindia.org

Student Support & Counselling:

1. Use the last 10 minutes for in-person counselling.
2. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
3. Ask only selected students to stay back; others may leave.
4. Conduct brief, empathetic, and solution-focused one-on-one conversations.
5. Refer to student retention techniques for guidance.
6. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

Day 198: Mentorship Call 3: Floating Lesson

Preparations:

- Review the Mentorship Guide.
- Schedule the call with the mentor.
- Send the Zoom link to the mentor, manager, and mentorship team.

Class Structure

1. Recap of Last Class (5 mins)
(For non-urban classrooms)
Use a 'popcorn call' to invite 3–4 students to share something they learned in the previous lesson.

2. Mentorship Session (90 mins)

Before the Zoom Call

- Ask students to bring notebooks.
- Arrange seating so all students can see and hear the screen clearly (e.g., semi-circle).
- Set up the laptop so that most students are visible on camera.
- Join the Zoom meeting with video and audio on.

Note: Teacher to greet the mentor, thank them, and invite them to begin.

During the Call

- Monitor student engagement and respectful behavior.
- Handle any technical issues. If disconnected, log back in using the same link and reassure students and the mentor. If it takes to fix the issue, inform mentor about the delay over phone.
- After each activity or discussion:
    - Encourage students to ask questions.

Action before ending the call:

- If the mentor ends the call before an hour, ask the mentor if they can continue for a few more minutes to complete the discussion as the minimum session duration is 60 minutes per call.
- Thank the mentor and ask for the next call date.
- Ask feedback for session and discuss any concerns before ending the zoom call.
- Update the automation.

Note: If the mentor doesn't share the availability for the next call immediately, please follow up via email in the next 3 days.

3. Post-Session Reflection (10–15 mins)

With Students

- Ask what they learned or enjoyed.
- Acknowledge those who asked questions. Encourage others to speak next time.
- Clarify any assignment given by the mentor.
- Remind students to complete it before the next session. Provide class time if needed.

After Mentorship Call:

- Share feedback on the mentorship call (challenges, if any) with the mentorship team on Mentorship@feaindia.org

Student Support & Counselling:

7. Use the last 10 minutes for in-person counselling.
8. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
9. Ask only selected students to stay back; others may leave.
10. Conduct brief, empathetic, and solution-focused one-on-one conversations.
11. Refer to student retention techniques for guidance.
12. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

Day 199: Mentorship Call 4: Floating Lesson

Note for B1-Level Students:

From Lesson 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Preparations:

- Review the Mentorship Guide.
- Schedule the call with the mentor.
- Send the Zoom link to the mentor, manager, and mentorship team.
- Arrange A4 Size sheets to prepare thank you card for the mentor

Class Structure

1. Recap of Last Class (5 mins)
(For non-urban classrooms)
Use a 'popcorn call' to invite 3–4 students to share something they learned in the previous lesson.

2. Mentorship Session (90 mins)

Before the Zoom Call

- Ask students to bring notebooks.
- Arrange seating so all students can see and hear the screen clearly (e.g., semi-circle).
- Set up the laptop so that most students are visible on camera.
- Join the Zoom meeting with video and audio on.

Note: Teacher to greet the mentor, thank them, and invite them to begin.

During the Call

- Monitor student engagement and respectful behavior.
- Handle any technical issues. If disconnected, log back in using the same link and reassure students and the mentor. If it takes to fix the issue, inform the mentor about the delay over the phone.
- After each activity or discussion:

- Encourage students to ask questions.

Action before ending the call:

- If the mentor ends the call before an hour, ask the mentor if they can continue for a few more minutes to complete the discussion as the minimum session duration is 60 minutes per call.
- Thank the mentor and ask for the next call date.
- Ask feedback for session and discuss any concerns before ending the zoom call.
- Update the automation.

Note: If the mentor doesn't share the availability for the next call immediately, please follow up via email in the next 3 days.

3. Post-Session Reflection (10–15 mins)

With Students

- Ask what they learned or enjoyed.
- Acknowledge those who asked questions. Encourage others to speak next time.
- Clarify any assignment given by the mentor.
- Remind students to complete it before the next session. Provide class time if needed.

Ask students to prepare Thank you Card for the mentors with something specific they learned or enjoyed (to be given in final call)

After Mentorship Call:

- Share feedback on the mentorship call (challenges, if any) with the mentorship team on Mentorship@feaindia.org

Student Support & Counselling:

13. Use the last 10 minutes for in-person counselling.
14. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
15. Ask only selected students to stay back; others may leave.
16. Conduct brief, empathetic, and solution-focused one-on-one conversations.
17. Refer to student retention techniques for guidance.
18. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

Day 200: Mentorship Call 5: Floating Lesson

Note for B1-Level Students:

From Lesson 126 onward, the class will continue until **75% of students reach B1**.

Students who have achieved **B1** should act as support for classmates who have not yet reached B1. They should help, guide, and practice with them so that everyone can reach B1.

During presentations, AI activities, roleplays, and group or pair discussions, B1-level students should monitor and support others in speaking English.

Preparations:

- Review the Mentorship Guide.
- Schedule the call with the mentor.
- Send the Zoom link to the mentor, manager, and mentorship team.
- Students to bring Thank you Card for the mentor

Class Structure

1. Recap of Last Class (5 mins)
(For non-urban classrooms)
Use a 'popcorn call' to invite 3–4 students to share something they learned in the previous lesson.

2. Mentorship Session (90 mins)

Before the Zoom Call

- Ask students to bring notebooks.
- Arrange seating so all students can see and hear the screen clearly (e.g., semi-circle).
- Set up the laptop so that most students are visible on camera.
- Join the Zoom meeting with video and audio on.

Note: Teacher to greet the mentor, thank them, and invite them to begin.

During the Call

- Monitor student engagement and respectful behavior.
- Handle any technical issues. If disconnected, log back in using the same link and reassure students and the mentor. If it takes to fix the issue, inform mentor about the delay over phone.
- After each activity or discussion:

- Encourage students to ask questions, if needed
- **Ask all students to present their thank you card to the mentor.**

Action before ending the call:

- If the mentor ends the call before an hour, ask the mentor if they can continue for a few more minutes to complete the discussion as the minimum session duration is 60 minutes per call.
- Thank the mentor for their valuable time and guiding the students.
- Ask feedback for session and discuss any concerns before ending the zoom call.

3. Post-Session Reflection (5 mins)

With Students

- Ask if they are confident about their career goals?
- Acknowledge the class for the good participation throughout the mentorship session.

After Mentorship Call:

- Send the Thank you note to the mentor including the smiling picture of students holding the thank you card for the mentor.
- Mark "All call done" in the automation.

Student Support & Counselling:

19. Use the last 10 minutes for in-person counselling.
20. Identify 2–4 students (irregular attendance / behavioral concerns) in advance.
21. Ask only selected students to stay back; others may leave.
22. Conduct brief, empathetic, and solution-focused one-on-one conversations.
23. Refer to student retention techniques for guidance.
24. Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

Art of Conversation- Road to Success First 13 Days

Day Outline

Day 201	Good conversations Introduction to conversations; importance of being able to converse with others effectively
Day 202	Qualities for Good Conversations
Day 203	Reaching out Initiating conversations and expanding our circle of familiarity
Day 204	From Strangers to Friends
Day 205	Asking Questions
Day 206	Listening
Day 207	Confidence and Body Language
Day 208	Tone and Volume
Day 209	Words Should Match Actions
Day 210	Kindness Makes Speech Effective
Day 211	Receiving Advice Reflecting on advice received in conversations and responding to it
Day 212	Sharing Advice
Day 213	Conversation within the family

Day 201: Good Conversations

Objective: To reflect on the characteristics of good or effective conversations, and the purpose of the art of conversation.

Step 1 (20 mins)

- Tell students that today we are going to begin a group of Days that will help us learn how to talk with people effectively. Say: “We all learn how to speak when we are young. But we don’t always learn how to speak effectively with others, how to have good conversations. However, we have observed people having conversations, and we have talked with many people in our lives. As a first step, we can remember those conversations.”
- Ask students to close their eyes. Tell them: “Please think and remember a time when you had a fight or difficult conversation with a friend or family member.” Now ask them the following questions one by one, pausing in between the questions to give them time to remember and visualize the scene.
- “Who were you speaking with? What was the topic? How much did you speak? How much did they speak? Did the conversation make you feel upset? Angry? Sad? Did you feel like you understood each other?”
- Note: these questions are just for the students to consider silently, they don’t need to respond to these questions verbally.

- Next, the facilitator should share an example. The facilitator should prepare in advance an experience from their own life and share the story of the difficult conversation.
- Next, ask students to close their eyes again. Tell them: "Now please think and remember a positive and good conversation you had with a friend or family member." Ask them the following questions one by one, pausing in between the questions to give them time to remember and visualize the scene.

  "Who were you speaking with?"

  "How did you feel during the conversation?"

  "How much were each of you speaking? How much were each of you listening?"

  "What was the topic of the conversation?"

- Ask students to open their eyes, then pair students up. Ask students to describe the conversation to their partner.
- Now ask students to write a few sentences about the conversation in their notebooks.

Step 2 (20 mins)

- Complete the Sorting Statements activity.
- Before class, prepare two pieces of paper. On one, write "Effective Conversations" and on the other, write "Ineffective Conversations." Paste the two papers on two different parts of the front wall or board. Or, you can write the words on two different parts of the board.
- Ask students to come to the front of the class one by one, and read one sentence from the list below.
- After the student reads one sentence, you should explain the meaning of the sentence.
- The rest of the class should point to one of the signs depending on where the statement fits. For example, the first student will read 'When I learn something new' and the rest of the class will point to the sign 'Effective Conversations'
- Then that student should walk to the sign and stand under it. The other students should copy and mark the statement in their notebooks.

Which of the following is an effective conversation? Mark all that apply.

1. ____When I learn something new.
2. ____When I understand how the other person feels.
3. ____When I make the other person agree with me.
4. ____When I see something in a new way.
5. ____When I get what I want.
6. ____When it helps me think about something and make a new decision.
7. ____When I win an argument.
8. ____When I feel understood by the other person.
9. ____When I learn about the other person's situation and want to help them.

10. ____When the other person learns about my situation and wants to help me.
11. ____When I get bored.
12. ____When I get annoyed.
13. ____When I feel closer to someone.

- Summarize with students the characteristics of an effective conversation from the list above.

Step 3 (30 mins)

- Ask students: "Why is it important to learn how to have good conversations? How will the art of conversation help you in your life?" Ask students for answers and write each point on the board. For each point, ask students to think of examples. If they can't think of examples, the facilitator should share examples they have prepared in advance. If students miss any answers on the below list, the facilitator can write it on the board:
    - Learning the art of conversation helps me learn new things.
    - Learning the art of conversation can help me find a job.
    - Learning the art of conversation can strengthen my family relationships.
    - Learning the art of conversation can strengthen my friendships.
    - Learning the art of conversation can help me serve others well.
    - Learning the art of conversation can help me share new ideas with others.
    - Learning the art of conversation can make my community more united.
    - Learning the art of conversation can make me a better employee.
    - Learning the art of conversation can help me communicate with people of different ages, backgrounds, and social groups.

- Ask students to summarize the above discussion by completing the exercise in their notebooks.

Day 202: Qualities for Good Conversations

Objective: To understand that their inner qualities and attitudes will impact the quality of their conversations, and to practice fostering the necessary qualities and attitudes in their hearts.

Step 1 (15 mins)

- Ask students to review their student activity books and notebooks from the previous Day.
- Tell students: "It takes effort to learn to have good conversations. We have to learn the skills to have good conversations. But we also need to have the right inner qualities and attitudes."
- For example, describe for students a person who can speak politely, clearly, ask questions and answer well, but is not really interested or listening to you, and does not really care what you say. Will they have good conversations? Remind students: "To have effective conversations, we not only need to learn the skills of asking questions, listening and speaking well, but we also need to strengthen inner qualities like kindness, love, understanding and empathy."
- After they have taken a few minutes to review, have students write the answers to the below question in their student activity books. You may need to first explain the word 'qualities'--the characteristics or traits of a person, such as kindness, patience or always telling the truth.

Think about good conversations you have had with others. What qualities did the person have that made the conversation effective?

_____

_____

_____

- Collect answers from the students and make a list on the board, listing all the qualities we need in order to have good conversations.
- Ask students to copy the list in their notebooks.
- Sum up by reminding students: "To have effective conversations, we not only need to learn the skills of asking questions, listening and speaking well, but we also need to strengthen inner qualities like kindness, love, understanding and empathy."

Step 2 (20 mins)

- Ask students to watch the following **video 1**: https://www.youtube.com/watch?v=F4Zu5ZZAG7I
- After the video, ask students to share what they learned about having conversations.

Step 3 - AI Practice (20 mins)

- Help students log on to ChatGPT on their laptops.
- Tell students they will now practice the art of conversation with ChatGPT. This conversation will be like a roleplay. First, they need to tell ChatGPT what character to play. Then they need to tell ChatGPT who they are. After that, they can begin the conversation.
- They can type the following prompt into Chat GPT, using their own name, age, and village in the square brackets. Check to make sure students are inputting the correct prompt before they begin:
- "You are an 18 year old student living in a village in India. I am a [20] year old [man/woman/student] living in [name of village] village in India. We are meeting in the street for the first time and having a conversation. Use short sentences and simple vocabulary. I will begin: Hi, I'm [name]. What's your name?"
- Students should complete 5-10 typed exchanges with ChatGPT.
- After the exercise, ask students to share in pairs, or with the whole class, how it went.

Step 4 - Human Practice (30 mins)

Explain to the students that an important part of their classes will be the practices they carry out after each class and before the next. For them to benefit as much as possible from their classes, ask them each to make a commitment to carry out the practices to the best of their ability.

For their first practice, give time at the end of class and ask each student to have a conversation with a classmate in their own session who they do not know well. They are to have a conversation with each other about their goals and aspirations. After the conversation, they should take some notes on what was discussed. End class 15 minutes earlier than usual to give students time to have these conversations. For the next class, they should come prepared to share their experience with their classmates.

Day 203: Reaching Out

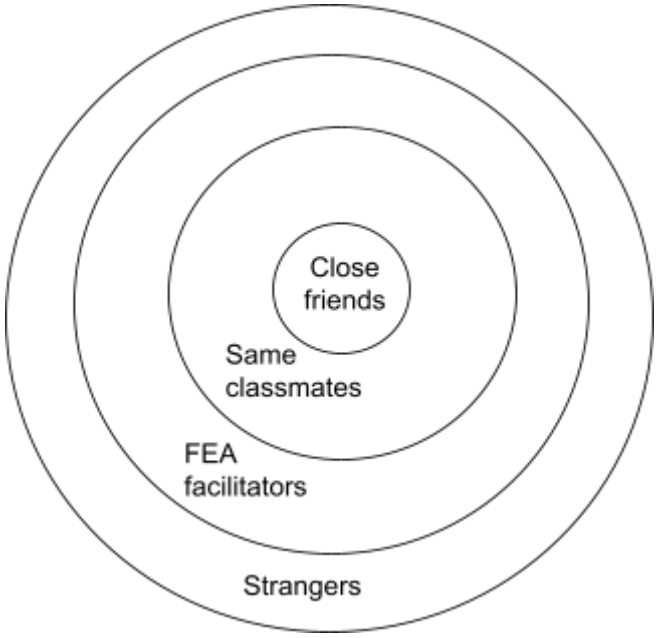
Objective: To help widen their circle of friendship and see the necessary interconnections between people.

Reflection on practice (10 mins)

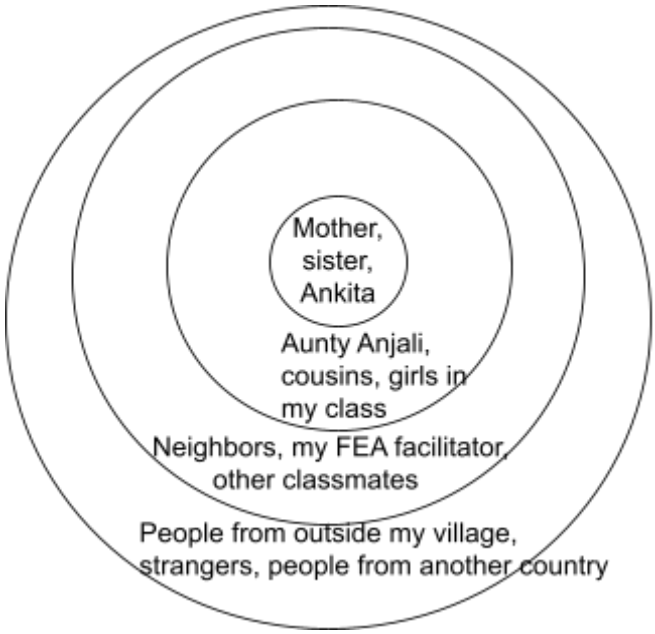
Begin by reflecting on the conversations that the students had with one of their classmates. How did their conversations go? What did they learn about each other's goals?

Step 1 (20 mins)

- Ask students: "Who do you feel comfortable talking to?"
- Ask students: "Who do you feel shy talking to?"
- Ask students: "Why do you feel shy talking to this person?"
- Summarize for students that all people feel more comfortable talking to people they are familiar with, and often feel shy speaking with new people.
- Now draw the following diagram on the board:



- Ask students to draw a similar diagram in their notebooks, showing their own circles of familiarity. Who do they feel most comfortable speaking to? Who do they feel more shy with? You can show them this demo image:



- Tell students: “Sometimes, we feel shy talking to new people or strangers. But we can reach out to new circles. We can grow our circles. We can try.”
- On the board, draw a stick person and a growing circle of dotted lines. Show the circles growing until all the people are within our ‘Circle of Familiarity’.

Step 2 (20 mins)

- Pair students up. Ask one partner to read the following story from their student activity to their partner.

  “Raju’s father is sick. Raju sees the doctor, but he feels shy. He looks down and says nothing. The doctor smiles and asks questions. Raju still says only “yes” or “no.” The doctor thinks Raju is not interested.

  Later, Raju tells his friend, “But I was being respectful.”

  His friend says, “In school, yes. But the doctor didn’t know. He thought you didn’t care!”

- Ask the pairs to discuss the comprehension questions and write the answers in their notebooks.
  1. Who was sick?
  2. What did the doctor do?
  3. What did Raju do?
  4. What did the doctor think Raju’s actions meant?
  5. What did Raju mean?

- Discuss the following question with the class: “Was Raju being respectful?”
- Ask the class: “Did Raju and the doctor have an effective conversation? Why or why not?”
- Now explain: “In different places, respect looks different. Sometimes, respect means silence, not asking questions. Sometimes, especially with doctors, teachers and visitors, respect means looking, asking and speaking.”
- Ask students to come up with scenarios in which respect means silence, and other scenarios in which respect means asking and speaking.

Step 3 (30 mins)

- Play the ‘Friendship Walk’ game.
- Line up chairs in two lines, facing each other.
- One row stays seated in the same place, one moves to the next chair after each round. Each student has 1 minute to talk to the person across from them. Then the moving row rotates.
- Give each student a card or picture to spark a topic:
    - A bicycle = “Do you ride a bicycle?”
    - A mango = “Do you like mangoes?”
    - A pot = “Do you cook?”
    - A goat = “Do you have animals?”

- Reflect with students: Was the activity difficult? Was it easy to talk to new classmates?

Step 4 (20 mins)

- Write the following sentence on the board, read it together with the students and explain its meaning:

It is not enough to show friendship only with words. We can feel loving kindness for all who cross our path.

- Ask students to copy the sentence into their notebooks and answer the following questions in pairs, writing the answers in their notebooks.
- Now review each of the questions with the whole class.

1. What kind of friendship is not enough?

2. Can you give examples of showing friendship only with words, without any feeling or action?

3. What should our hearts feel for others?

4. To whom should we show loving kindness?

5. Can we feel loving kindness for strangers?

- Conclude by summarizing with students a discussion on the question: “Why do we reach out to new people? Why do we try to make our circle bigger?”
- Ask students to write their thoughts in their notebooks.

Day 204: From Strangers to Friends

Objective: To help students see strangers as potential friends, and to practice building friendship with strangers.

Step 1 (10 mins)

- Review the circles image from the previous class. Remind students that through conversation, we are trying to make the circles bigger and bring people in each circle closer to ourselves.
- Ask students to discuss: Why do we reach out to new people? Why do we make our circle bigger?"
- Students may give different reasons, for example, to learn more, to have more friends, to get help from others, to network, to find jobs, etc. You can help them think of reasons.
- Tell students: "The most important reason we reach out is to connect with more people to make them feel welcome and comfortable. We have a responsibility to turn strangers into friends. This is our role in the community and society–to build bonds of friendship. This makes our community safer, and better, we learn from each other, and allow everyone to feel friendship."
- Ask students: "What happens when we stay silent?" Guide students to understand that when we stay silent or keep to ourselves, we are hiding our gifts from others. We all have unique gifts to contribute. We can give others happiness, joy, understanding or a listening ear. We should be generous, and not keep these gifts to ourselves.
- Have students write down the conclusions of the class' discussions in their notebooks.

Step 2 (25 mins)

- Write the following sentence on the board, read it together with the students and explain its meaning:

We can show kindness, friendship and have conversations with both strangers and friends.

- Ask students to copy the sentence into their notebooks and answer the following questions in pairs, writing the answers in their notebooks.
- Now review each of the questions with the whole class.

1. How should we interact with both strangers and friends?

2. What should we show to both friends and strangers?

3. What are some ways we can show loving-kindness to friends and strangers?

Step 3 - Friendship Web Activity (20 minutes)

- Explain: “This activity shows how friendships grow and how each person can strengthen our community.”
- Ask students to stand or sit in a circle.
- Hold a ball of yarn or thick string. Say:
    1) Your name
    2) A simple fact about yourself (e.g., “I like cricket,” “I enjoy cooking,” “I have two sisters”).

- Hold the end of the yarn and toss the ball to another student who either:

    1) Shares the same fact (“I also like cricket”), OR
    2) Shares a new fact about themselves.

- That student keeps hold of a piece of yarn and tosses the ball to someone else.

- Continue until every student has spoken and the yarn has created a web connecting everyone.
- Debrief with the class. Ask: “What does this web show about our class?”

- “How does it feel to be connected to everyone here?”

- “What can we do each day to strengthen these connections?”

- Summarize the activity by saying:

“Friendship is built one small thread at a time. Every act of kindness and conversation adds another thread to the web of our community.”

Step 4 - AI Practice (20 mins)

- Help students log on to ChatGPT on their laptops.
- Tell students “Today, we will visit a new country and meet a new friend there, practicing the art of conversation with ChatGPT. This conversation will be like a roleplay. We can ask our new friend about themselves, what life is like in their country, or things to eat, see, or do in their country.”
- First, they need to tell ChatGPT what character to play. Then they need to tell ChatGPT who they are. After that, they can begin the conversation.

- They can type the following prompt into Chat GPT, using their own name, age, and village in the square brackets. Check to make sure students are inputting the correct prompt before they begin:
- “I am a [age] year old [man/woman/student] living in a village in India. You are a 19 year old student living in [country]. I am visiting your country for one week and we meet in the street. Let’s have a conversation. Use short sentences and simple vocabulary. Let's begin: "Hi, I'm [name]. What's your name?"
- Students should complete 5-10 typed exchanges with ChatGPT.
- After the exercise, ask students to share in pairs, or with the whole class, how it went.

Step 5 - Human Practice Role Play (30 mins)

- Tell students: “Before we go out and speak to someone from another session, we will practice the same activity inside our classroom. Today’s practice will prepare us for the real human practice after class.”
- Pair each student with another student from the same session (not their usual partner).
- Explain: “In this role play, one person will act as a *new student from another FEA session*, and the other will act as a *friendly student who wants to welcome them and learn about them*. Then you will switch roles.”
- Write the following role-play structure on the board:

Role-play scenario:

- You meet a student from another FEA session.
- Your goal is to make them feel welcome, comfortable, and included, just like we will do in Step 5.

Students should practice the following skills:

- Greeting politely
- Introducing themselves
- Asking simple questions
- Listening carefully
- Showing kindness and interest
- Finding something in common

Give students the following conversation prompts to guide the dialogue:

- “Hi, I’m ___. What’s your name?”
- “Which FEA session do you attend?”
- “How is your FEA journey going so far?”
- “What is something you have enjoyed or learned in your sessions?”
- “What else would you like to learn in FEA?”
- “It is nice talking to you. Thank you for sharing.”

Process:

1. Give students 5 minutes to prepare.
2. Give them 5 minutes to act out the conversation.
3. Ask them to switch roles and repeat the role play.

- Debrief by asking students:

“What helped you make the other person feel comfortable?”

“What did you learn about giving a warm welcome?”

“How did it feel to connect with someone new?”

- Tell students:

  “Now you are ready for Step 5, where you will try the same activity with a real FEA student from another session.”

- Students should write down in their notebooks any helpful words or questions they want to remember for the Human Practice.

Step 6 - Human Practice (after class)

Have a conversation with a student from another session. If it is not possible to meet an FEA student from another session, you can find a student from your own session that you are not familiar with. Ask them about their FEA journey so far. What are some of the things they have learned from their FEA sessions so far? What else would they like to learn?

Students should write down the assignment and questions so they can remember it after class. The facilitator can support students in this practice by speaking with the facilitators of other sessions about it and giving some time at the end of the sessions for students to carry out the practice. Observe the students in carrying out the practice and remind them to take notes on their experience after the conversations.

Day 205: Asking Questions

Objective: To help students see asking questions as a sign of care and respect, and to become comfortable asking questions.

Materials Needed:

- A ball or other small object (such as a ball, tied-up jacket or crumpled paper) to throw and catch in the classroom.
- One piece of paper for each student

Reflection on practice (10 mins)

Reflect together on the conversations that students had with students from another FEA session. Share experiences on how the students started the conversation, what they learned from each other, and whether anything was challenging in the conversation.

Step 1 (15 mins)

- Begin the Day by asking one student to read a short story aloud. The other students can follow along in their Student Activity Books:

  A child walks past her neighbor's home every day. Every day the neighbor, an old man, is sitting outside. His face looks sad. One day, the child stops in front of the neighbor. She looks at the neighbor's eyes and asks: "Are you okay?" The neighbor smiles and feels happier.

- Ask students the following questions and discuss with the class:
  - "Why did the old man feel better?"
  - "How did the child show care?"
  - "What happens when no one asks how you are?"
- Conclude with the students that just one question brings kindness.
- Tell students: "In some cultures, silence shows respect.
  But in English conversations, asking kindly shows respect.
  Listening with attention is a way to show love and care."

Step 2: Silence or Questions? (20 mins)

- Divide students into pairs. Remind them that in some situations, remaining silent shows respect, while in other situations, asking questions shows respect and care.
- Discuss the following situations with their partner and decide whether the situation requires silence, or asking questions.
  1) The village leader is in the middle of giving a talk to the community.
  2) An FEA student is sitting alone during break time.
  3) A friend is telling you a story about a difficult situation that happened yesterday.

4) A visitor from outside the village comes to visit your FEA class to interact with students.
5) You are at the beginning of a job interview.
6) You are at the end of a job interview, and the interviewee asks “Do you have any questions for us?”

- Compare answers in the large group and discuss conclusions with the whole class.
- Now ask the class: “Have you ever been in a situation where you want to ask a question, but do not know what to ask?” Ask those students who have faced this situation to raise their hands. You can also raise your own hand if this has happened to you, and let the students know that it is very common and normal to be in this situation.
- Ask students: “What can we do to prepare for this situation?” Brainstorm ideas with the class.
- Tell students that the next few exercises will help them be prepared for this situation, so that they are ready to ask questions at the right moment.

Step 3: Question Words (20 mins)

- Remind students there are special words we use to ask questions. They usually come at the beginning of a question.
- To remind students, the facilitator should write the following words on the board, one by one.

Who
What
When
Where
Why
How

- Pair students up. Ask them to each ask their partner six questions, each one using one of the question words. If they have trouble, they can take a few minutes to write down the questions first.
- If students need more help, you can give them some sample sentence endings on the board. They can match the endings with the question words, and ask their partner. For example:

- _____is your FEA facilitator?
- _____is your favorite cricket player?
- _____visited your home last week?
- _____color is your bag?
- _____did you do yesterday?
- _____do you like to eat?
- _____do you wake up every day?
- _____will you visit your neighbor?
- _____were you born?
- _____do you keep your pens?

- _____would you like to live in the future?
- _____is your brother or sister today?
- _____do you want to improve your English?
- _____is there litter in our village streets?
- _____do children learn so quickly?
- _____how can our FEA class progress together?
- _____long have you been studying English?
- _____many sisters do you have?

Step 4: Question Words Popcorn Game (20 mins)

- Play the Popcorn Question game.
- Materials Needed: Find a ball or other small object (such as a ball, tied-up jacket or crumpled paper) to throw and catch in the classroom.
- Tell students that you are going to play a game together. The game uses a ball, which you will throw to each other. Remind students of safety and discipline guidelines: the ball should only be thrown gently. Students should be mindful of each other when throwing the ball. If the ball is thrown with unnecessary force, the game will have to be stopped. Students will work together to maintain a safe, respectful and enjoyable environment for all learners.
- Hold the ball and explain 'We will now play the Popcorn Question game. I will begin. I will ask a question using one of the question words, and throw the ball to someone. They will answer the question and popcorn to someone else, throwing the ball to them. The next person will ask a new question and throw the ball to someone else, who will answer. Let's try it."
- If a student has difficulty asking or answering a question, ask the two students beside him or her to help.

Day 206: Listening

Objective: To help students practice listening skills, and especially using nonverbal listening skills to improve the art of conversation.

Step 1: Partner interview (20 mins)

- Write the six question words on the board.
- Pair students up.
- Ask students to write six questions in their notebooks, one for each question word. The questions should be about their partner.
- Then, they should take turns asking each other the questions.
- They should listen carefully to their partner's answer, and write it down in their notebook.
- Then students should stand in front of the class with their partner, and introduce their partner to the class. For example, they can say: "Hello everyone. This is Sameer. He is 19 years old. He usually wakes up at 7am. He has two brothers. He wants to improve his English so that he can be a teacher."

Step 2: Find a friend BINGO activity (30 mins)

- Give each student a piece of paper. Draw the following table on the board, and ask the students to copy it on their papers:
- Ask students if there are any words they don't know, and explain the meaning.

Find a friend who

Likes to wake up early	Has three uncles	Loves sweets	Read a good book recently
Has long hair	Has two sisters	Wants to be a teacher	Is afraid of spiders
Likes maths	Can sew well	Enjoys cooking	Was born the same month
Exercises every day	Loves to sing	Meditates every day	Plays football

- Explain the game: students will stand up and move around the room. They will find other students and ask each other questions, using full sentences, to find a friend who matches each square. Students should also answer in full sentences. When someone gives an answer that matches the square, they can make an 'X' on that square.
- When a student has four "X"s in a line (vertically, horizontally or diagonally), they win.
- Tell students: "During this activity, we will try our best to use the six question words we reviewed above. For example, instead of asking: "Do you like to wake up early?" we can ask "What time do you like to wake up?" Take a few minutes to think about and prepare your questions before we begin the activity."
- The facilitator should demonstrate with a student, asking one or two questions loudly and clearly, and listening attentively to the answer, and then marking it on the paper.

Step 3: Showing We are Listening (20 mins)

- Tell students that we can communicate with others using words, but we can also communicate using body language. Tell students that communicating with words is called

'verbal communication' while communicating using your body or face is called 'non-verbal communication.'

- Students watch the following **video 2**: https://www.youtube.com/watch?v=1sfM-xx7tHI
- Discuss with students what they understood from the video.
- Next, remind students that conversation includes speaking, as well as listening. Ask them what happens if we only speak, but do not listen?
- Now ask, what happens if we ask questions, but do not listen to the answer?
- Share that the art of conversation requires that we show we are listening. Since it is difficult to do this with words, we need to use our body language to show others we are listening.
- Ask students: "How do we show we are listening?"
- Group brainstorm with visual aids:

- Look at the speaker (even just briefly)
- Nod, smile
- Stay quiet while someone is speaking
- Say, "Yes" or "Hmm" to show listening

- Now show students the following video: https://www.youtube.com/watch?v=HNxDhTNXHGs
- Discuss with the students what they understood from the video.
- Choose a few students to role play listening attentively, and not listening attentively.

Step 4: Listening Practice (15 mins)

- Practice in pairs:

- One student says: "I like bananas." or "I have two brothers."
- Partner listens attentively — shows understanding with body (nod, smile)
- Reverse roles

- Reflect with students:
- "How does it feel when someone listens to you?"

- "Is it easier to talk when someone looks at you and nods?"

- "Even if we feel shy, can we try to show care with our face and body?"

- Discuss with students what we can use to help us overcome shyness. Write the word 'courage' on the board and explain its meaning. Share that finding and showing courage,

even when we feel afraid or shy, can help us. Our love and care for others gives us the strength to show courage.

Step 5: AI Practice (15 mins)

- Help students log on to ChatGPT on their laptops.
- Ask students: “If you could meet any person in any place or time, who would you want to speak to?”
- If students have trouble thinking of someone, you can give some examples, such as: a worker who built the pyramids in Egypt, a Chinese emperor in the Qin dynasty, Mahatma Gandhi, President Obama, Irrfan Khan, or Michael Jackson.
- Tell students “Today, we will visit someone in history, practicing the art of conversation with ChatGPT. This conversation will be like a roleplay. We can ask the person about themselves, what life is like in their time, or historical events.”
- First, they need to tell ChatGPT what character to play. Then they need to tell ChatGPT who they are. After that, they can begin the conversation.
- They can type the following prompt into Chat GPT, using their own name, age, and village in the square brackets. Check to make sure students are inputting the correct prompt before they begin:
- “I am a [age] year old [man/woman/student] living in a village in India. I travel through time and space to visit you, [historical figure]. We have a conversation. Give brief responses, use short sentences and simple vocabulary. Let's begin. "
- Students should complete 5-10 typed exchanges with ChatGPT.
- After the exercise, ask students to share in pairs, or with the whole class, how it went.

Step 6: Human Practice Role Play (20 mins)

- Tell students: “Today we will prepare for our practice, which will be to visit an elderly member of your community that you know and ask them to tell you stories from the early days of your village or neighborhood. First, we will practice the activity inside our classroom. Today’s practice will prepare us for the real human practice after class.”
- Pair each student with another student from the same session.
- Explain: “In this role play, one person will act as a *an elderly member of the community*, and the other will act as a *friendly student who wants to listen to them and hear their stories*. Then you will switch roles.”
- Write the following role-play structure on the board:

Role-play scenario:

- You visit the home of an elderly member of the community.
- Your goal is to show them kindness, listen to them and learn from them. You will especially practice the listening skills we learned in this Day.

Students should practice the following skills:

- Greeting politely
- Asking simple questions
- Listening carefully
- Showing kindness and interest

Give students the following conversation prompts to guide the dialogue:

- “Hi, I am happy to see you today.”
- “Do you mind if I visit with you for a while?”
- “What was the village like when you were younger? Can you share some stories?”
- “What has changed in the village? What has improved? What new challenges have come up?”
- “It was nice talking to you. Thank you for sharing.”

Process:

4. Give students 5 minutes to prepare.
5. Give them 5 minutes to act out the conversation.
6. Ask them to switch roles and repeat the role play.

- Debrief by asking students:

“What helped you make the other person feel comfortable?”

“What did you learn about listening attentively?”

“How did it feel to connect with someone of a different age?”

- Tell students:

"Now you are ready for Step 7, where you will try the same activity with a real elderly member of our community."

- Students should write down in their notebooks names of three elderly members of the community that they can visit. They could be grandparents, neighbors, or friends. Students should also prepare and write down a few questions they would like to ask during the Human Practice. Remind students that these conversations can be held in either Hindi or English to achieve the objective.

Step 7: Human Practice (after class)

Visit an elderly member of your community that you know and ask them to tell you stories from the early days of your village or neighborhood. Remember that these conversations can be held in either Hindi or English to achieve the objective. Make sure you write down reflections on your experience and come prepared to share the next class.

Day 207: Body Language

Objective: Help students become aware that the way they speak matters.

Reflection on practice (10 mins)

Ask the students to share stories from the conversations they had with elderly members of the community who are familiar to them.

Step 1: Two Welcomes (25 mins)

- Introduce the Day by welcoming the class twice.
- The first time, come to the front of the room, but stand shyly in a corner far from the students. Speak very quietly with your head down, looking at the floor. Do not speak clearly and loudly.
- Then look at the students and say: “Let’s try again!”
- This time, walk confidently to the front of the room, stand close to the students and look them in the eyes one by one while you speak. Using a loud clear voice, with your head up, and a smile, say: “Welcome everyone! I am happy to see you all here, ready to work hard, learn and grow. I look forward to discussing today’s topic together! Let’s get started!” You can add more to this introduction as you like. The important thing is to demonstrate a confident, clear voice and manner. Use hand motions while you speak, if possible, and convey feeling and emotions in your voice, rather than speaking in a flat or monotone way.
- After the introductions, ask students: “How did you feel after the first introduction? How did you feel after the second?” Tell them you will give them a few minutes to think quietly about their answers.
- Then tell them to take a few minutes to write down some words in their workbooks.
- Finally, ask a few students to stand up and share their answers.
- Discuss with the class how the way someone speaks can impact how others understand them and connect with them.

Step 2: See the difference (20 mins)

- Watch the speaking contrast video. **Watch Video 2.x body language** https://youtu.be/r-31F5grCOk?si=Iq7Jh7opVlgY91Um

- After each video, ask students to analyze the speaker’s appearance and actions. To do so, they can write down some words to describe each element in their workbooks.
- Divide them into small groups or pairs to complete this activity, and play the videos again while they are completing the activity, if necessary.

Step 3: Outside-In (30 mins)

- Make a sad face and ask students how they think you feel. They should say something like "sad".
- Ask them: "Which do you think was first? The sad feeling, or the sad face?"
- Now make a happy face and ask students how they think you feel. They should say something like "happy."
- Again ask them: "Which do you think was first? The happy feeling, or the happy face?"
- Tell them: "Sometimes we feel something inside, and then our face shows our feeling. The feeling goes from inside our heart, to outside our body, on our face, so that others see how we feel. But did you know, our feelings can also go the other way, from outside to in?"
- Tell students that scientists and researchers have found that when people are not feeling happy, but practice smiling, they actually begin to feel happy. When people are not angry, but act angry, they actually begin to feel angry. This means we can also shape our inner feelings through our outside actions.
- Ask students what they will feel inside, if their outer behavior (voice, shoulders, head, eyes and face) show shyness, weakness or fear. Give a demonstration with your own body language and voice, speaking in a way that is not confident. Now ask them about the opposite scenario–if you use a loud and clear voice, and confident manner, even if you do not feel confident inside. Ask them: will this make you feel more confident or brave?

- End the class with a funny charades activity. Prepare for the activity by cutting up 20 small pieces of paper. On 10 pieces, write down an emotion on each of the pieces, such as 'sad,' 'excited,' 'afraid,' 'silly' or 'shy.' On the other 10 pieces, write down a short dialogue situation. For example, Ask students to take turns coming to the front of the class. Give each student two small pieces of paper

Step 4: Say One Thing, Act Another: Mini-Scene Charades (30 mins)

Purpose

- Practice short conversations / monologues in everyday contexts
- Explore how emotion and body language can contradict words
- Increase fluency with connected speaking, not just single sentences

Preparation (Before Class)

Prepare 20 small pieces of paper, 10 with emotions and 10 with scenarios. You can print the below and cut them out, or you can copy them by hand on the papers.

Speaking Slips: Scenarios (10 papers)

Each paper gives a context and 3–4 lines the student should say.
Tell students: *"You must say all the lines. You can add one extra line if you want."*

1. Missed the bus

"Oh no, I just missed the bus.
Now I have to walk all the way to class.
It is very far.
I hope the teacher is not angry."

2. Exam result

"I got my exam result today.
I studied very hard.
I am waiting to see my marks.
I feel something in my stomach."

3. At the market

"These vegetables are very expensive.
Yesterday they were cheaper.
Can you give me a better price?
Please?"

4. Late to class

"Sorry I am late.
There was a lot of traffic.
It will not happen again.
Please allow me to sit."

5. Lost mobile phone

"I cannot find my mobile phone.
I had it this morning.
I am calling it again and again.
What should I do?"

6. Meeting a teacher outside

"Hello teacher!
I did not expect to see you here.
How are you?
I am going now."

7. Food at a small restaurant

"I would like one plate of food.
Is it spicy?
I am very hungry.
Thank you."

8. Asking for directions

"Excuse me.
Is this the way to the college?
How long does it take to walk?
Thank you for your help."

9. Group project

"Our project is due tomorrow.
We still have a lot to do.
Everyone must help.
We can finish it."

10. Meeting an old friend

"I have not seen my good friend for a long time.
He said he will visit me today.
I am so happy, I cannot wait.
I will prepare some delicious snacks for us to enjoy."

Acting Slips: Emotions / Inner States (10 papers)

These tell the student how to act, even if it does not match the words.

- Very happy
- Angry
- Extremely nervous
- Afraid

- Bored
- Very confident
- Sad
- Shy
- Excited
- Completely tired

Activity Instructions:

- Explain the concept clearly. Tell students:

  "One paper tells you what is happening and what to say.
  One paper tells you how you feel inside.

  Your words and your body may not match.
  That is okay. That is the activity."

- Do a quick demo:

  Context: missed the bus
  Acting: very happy
  Students will immediately understand the humor.

- Tell the students when they perform the scenario, they should speak all lines aloud. They should act strongly using body language: face, hands, posture
- Tell them they may look at an imaginary person, walk, sit, check phone, point, etc.
- To make the activity easier for students, you can allow them to read the paper while speaking. If needed, you can reduce their speaking to 2–3 lines.
- To make the activity more funny, you can pair calm situations with strong emotions, for example:
  - Waiting quietly + extremely angry
  - Asking directions + overconfident
  - Apologizing + very proud

- Before you begin, remind students that they can clap after every performance to encourage the actors.
- Remind them that there is no "wrong" acting — exaggeration is good.
- Now begin the activity. Ask one student to come to the front of the class. Give them: One speaking slip (scene) and One acting slip (emotion)
- Allow the student to read silently for 15 seconds.

- Next ask the student to perform the scenario.
- After each scenario, debrief with the class. Ask the class:

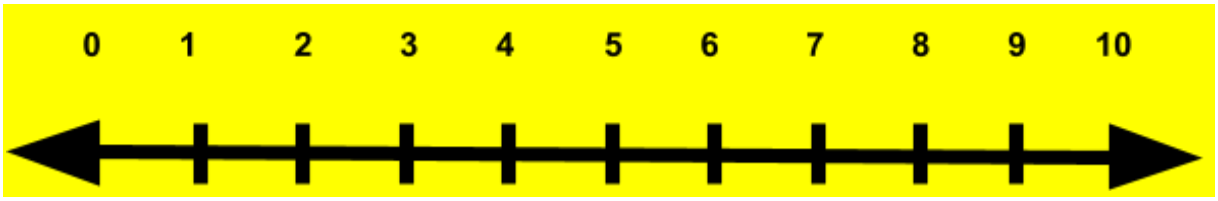
1. Understanding:
    - "What is the situation?"
    - "What happened?"

2. Contradiction
    - "What emotion did the student act?"
    - "Did the words and body match?"

Day 208: Tone and Volume

Step 1: Volume Game (30 minutes)

- Tell students: “Remember that the way we speak affects the conversation. We need to learn to speak loudly and clearly. To practice, we will play the Volume Game.”
- Ask one student to be the Volume Control, and come to the front of the class. On the board, draw a line with 10 numbered points on it, as below:



- Now choose a speaker to come to the front of the class.
- Tell the volume controller that they can control the voice of the speaker. When they point to one side of the line, the speaker must speak very quietly. When they point to the middle, the speaker must speak with medium volume, and when they point to the other side, the speaker must shout as loudly as they can. Ask the volume controller to clearly point to the number on the line, and, at the same time, to loudly say the number so the speaker can hear them.
- Now ask the speaker to say a short sentence “Hi, I am __[name]____” while the volume controller points to a point on the line. They should repeat the exercise a few times, with different volumes.
- You can switch speakers and volume controllers a few times.
- If you want to make the game more challenging, you can ask the speaker to read a paragraph, or a poem, while the volume controller ‘adjusts’ the volume as they are speaking.

Step 2: AI Practice (15 mins)

- Help students log on to ChatGPT on their laptops.
- Tell students “Today, we will visit someone in the future, practicing the art of conversation with ChatGPT. This conversation will be like a roleplay. We can ask what life is like in the future, we can learn about future jobs, work, skills and how to prepare ourselves for the future world and make it better.”
- First, they need to tell ChatGPT what character to play. Then they need to tell ChatGPT who they are. After that, they can begin the conversation.
- They can type the following prompt into Chat GPT, using their own name, age, and village in the square brackets. Check to make sure students are inputting the correct prompt before they begin:
- “My name is [name], and I am a [age] year old [man/woman/student] living in a village in India. I travel through time and space to visit 30 years into the future. You are a young

person living in future. We have a conversation so I can learn about life in the future. Give brief responses, use short sentences and simple vocabulary. Let's begin."
- Students should complete 5-10 typed exchanges with ChatGPT.
- After the exercise, ask students to share in pairs, or with the whole class, how it went.

Step 3: Human Practice Role Play (30 mins)

- Tell students: "Today we will prepare for our practice, which will be to visit an elderly member of your community again. However, this time we will visit someone that we do not already know. We will practice turning strangers into friends. We will have a conversation with them about what has changed in the village since they were a child. We will ask them, for example: How has the education system changed? What about transportation? There may be other aspects of community life that you want to ask them about. We will practice speaking at a volume loud enough for them to hear you well. First, we will practice the activity inside our classroom. Today's practice will prepare us for the real human practice after class."
- Pair each student with another student from the same session.
- Explain: "In this role play, one person will act as a *an elderly member of the community that you do not know*, and the other will act as a *friendly student who wants to listen to them and hear their stories*. Then you will switch roles."
- Write the following role-play structure on the board:

Role-play scenario:

- You visit the home of an elderly member of the community that you do not know.
- Your goal is to show them kindness, listen to them and learn from them. You will especially practice the nonverbal communication skills we learned in the last few Days.

Students should practice the following skills:

- Greeting politely
- Introducing themselves
- Asking simple questions
- Listening carefully
- Showing kindness and interest

Give students the following conversation prompts to guide the dialogue:

- “Hi, I’m ___.”
- “Do you mind if I visit with you for a while?”
- “How many years have you lived in this village?”
-
- “What was the village like when you were a child? Can you share some stories?”
- “What has changed in the village? What has improved? What new challenges have come up?”
- “Has the education system changed? How about transportation? Do people in the village gather together in the same way as before?”
- “It was nice talking to you. Thank you for sharing.”

Process:

7. Give students 5 minutes to prepare.
8. Give them 5 minutes to act out the conversation.
9. Ask them to switch roles and repeat the role play.

- Debrief by asking students:

“What helped you make the other person feel comfortable?”

“What did you learn about listening attentively?”

“How did it feel to connect with someone of a different age?”

- Tell students:

  “Now you are ready for Step 7, where you will try the same activity with a real elderly member of our community.”

- Students should write down in their notebooks names of three elderly members of the community that they can visit. These can be grandparents of their friends, or neighbors that they do not know. If they cannot think of names, they can think of places where elderly members of the community gather, where they can go meet them. Students should also prepare and write down a few questions they would like to ask during the Human Practice.

Step 4: Human Practice (after class)

Visit an elderly member of the community that you do not know and have a conversation with them about what has changed in the village or neighborhood since they were a child. How has the education system changed? What about transportation? There may be other aspects of community life that you want to ask them about. Practice speaking at a volume loud enough for them to hear you well. Remember that these conversations can be held in either Hindi or English to achieve the objective. Make sure you write down reflections on your experience and come prepared to share the next class.

Day 209: Words Should Match Actions

Reflection on practice (10 mins)

Reflect together on the students' conversations with elderly members of the community whom they did not know. How did they begin the conversations? What did they learn from their conversations?

To introduce today's class, tell the students that when we strengthen certain qualities and attitudes, our speech becomes more effective.

For words to have power, they must be matched by actions. Otherwise, they are empty and will have no effect on others around you.

Step 1 (10 mins)

- Tell students: "Today we will begin with an activity that helps you think about the words 'word' and 'actions'. Together with a partner, one of you should think of a word that describes an action and the other should act out the action. For example, one may say "eat" and the other, without words, can use their body to show they are eating. One may say "throw" and the other can use their body to pretend they are throwing something. Make sure each of you have a chance to both think of a word and to act it out."
- Choose two students to come to the front of the class to demonstrate, or demonstrate with one student.
- Next, change the activity by having one person say an action word and the other respond with a deed that is very different from the word that has been said. For example, one can say "run" and the other can walk; or "wake up" and the other can act as though they are sleeping.

Step 2 (15 mins)

Next, read these words together and reflect on their meaning by discussing the questions below:

Be a person whose words and actions are the same.

1. What kind of person should we be?

2. What does it mean for our words to be different from our actions?

3. How can our words be the same as our actions?

Step 3 (20 mins)

- Ask one student to read the first sentence below aloud to the class while the rest of the class follows along. Then ask another student to read the next sentence. Explaining each scenario after it is read.
- For each statement, ask students: “Do words and actions match?”

____ You tell others how it is important to be kind and loving and you think about the faults of others all the time.

____ You tell others how it is important to be kind and loving and try hard to overlook the faults of others and focus instead on their good qualities.

____ You say you believe in helping others and hesitate to share your knowledge with your classmates.

____ You say you believe in helping others and spend time patiently helping your classmates when they do not understand something.

____ You say that all members of the family should help with housework and always do your share.

____ You say that all members of the family should help with housework and always come up with excuses about why you cannot do your share.

____ You tell your brother and sister to respect elders and constantly argue with your parents.

____ You tell your brother and sister to respect elders and also listen quietly when your parents are speaking.

____You talk about the importance of protecting the environment and throw garbage on the road.

____You talk about the importance of protecting the environment and throw garbage in bins and make effort to recycle when possible.

Step 4 (30 mins)

- Tell students: “When speaking, we must take care when choosing the words we decide to use. Every word we use has a spirit. Some words can be like light, others like fire. Some words are like springtime helping to bring life to everything around us, while others are like deadly poison.”

- Tell students to come to the front of the class, two at a time. Give each pair one of the scenarios below. Give them a few minutes to prepare, and then ask them to act out the scenario.
- The students watching should decide whether the words used by the actor are like springtime, bringing life to the listener, or like a poison.
- Tell students to mark in their notebooks words which are like springtime with an S and those which are like poison with a P.

____ Saying unkind things about someone when they are not present

____ Encouraging others to improve their English

____ Complaining about the faults of others

____ Sharing the latest gossip about other people with other friends

____ Discussing how to improve the education of children in the village

____ Cheering the hearts of others

____ Criticizing others

____ Assisting a friend to solve a difficult problem

____ Giving good advice to a friend

Day 210: Kindness Makes Speech Effective

Step 1 (20 mins)

- Tell students: “Kindness is a very important quality that affects our speech and the conversations we have with others. Read together this sentence and discuss its meaning.

Kind words are like a magnet to the hearts of others. They feed the spirit, give meaning to speech, and shine the light of wisdom and understanding.

1. What is compared to a magnet in the sentence?

2. What do kind words attract?

3. How do kind words affect the spirit?

4. What do kind words give to speech?

Step 2 (20 mins)

- Tell students: “Kindness is a very important quality that influences our speech and conversations we have with others. Kind speech attracts the hearts of other people. Kindness nourishes others and gives meaning to the words that we say. It also helps to lead to wisdom and understanding.”
- Before class, write the below sentences on small pieces of paper. Give the pieces of paper to some students, ask them to read and think about about how to say them.
- Next, tell students to stand in a circle, while one student with a paper stands in the middle. The student in the middle should say the words, using an appropriate tone (positive or negative). If the words are kind, the other students should come close to the student, as if their hearts are attracted to a magnet. If the words are not kind, the students should move far away from the student in the middle.
- Now, begin the activity. Ask students: “Which of the following are kind statements?”

____ “You’re talking too loud!”

____ “Please lower your voices.”

____ “Would you mind waiting just a minute?”

____ “Don’t rush me!”

____ “Next time, you could try doing it this way.”

____ “You always do it wrong.”

____ “You’re so slow. Hurry up next time.”

____ “Thank you for waiting for me. I really appreciate it.”

- Debrief with students. Ask them: “What happened when the student in the middle used kind words? How about when they used unkind words?”
- Ask students: “Can you come up with some of your own examples showing kindness from situations you have experienced at home or in class?”

Step 3: AI Practice (15 mins)

- Help students log on to ChatGPT on their laptops.
- Tell students “Today, we will speak to the leader of our village, practicing the art of conversation with ChatGPT. This conversation will be like a roleplay. We can ask what we can do to make life in our village better, and also give some suggestions.”
- First, they need to tell ChatGPT what character to play. Then they need to tell ChatGPT who they are. After that, they can begin the conversation.
- They can type the following prompt into Chat GPT, using their own name, age, and village in the square brackets. Check to make sure students are inputting the correct prompt before they begin:
- “My name is [name], and I am a [age] year old [man/woman/student] living in [name of village] village in India. You are the [chief/leader/headman] of [name of village] village. We have an informal conversation to discuss how to improve our community and life in our village. Give brief responses, use short sentences and simple vocabulary. Let's begin.”
- Students should complete 5-10 typed exchanges with ChatGPT.
- After the exercise, ask students to share in pairs, or with the whole class, how it went.

Step 4: Classroom Practice Role Play – Getting to Know a Neighbor (25 mins)

- Tell students: “Today we will prepare for our next Human Practice. After class, you will visit a neighbor that you do not know well. This may be someone who lives nearby, but whom you have never spoken to before or only greeted briefly.
- Your goal is to start a friendly conversation, show interest in them, and learn about their experience living in the community. We will practice how to introduce ourselves politely, ask simple questions, and listen carefully. We will also practice speaking clearly and at a respectful volume.”

- Pair students up, then explain: “In this role play, one person will act as *a neighbor you do not know well*. The other person will act as *a friendly student who wants to get to know them*. You will then switch roles.”
- Write on the Board

Role-play scenario:

You meet a neighbor you do not know well for the first time.
Your goal is to greet them politely, have a short friendly conversation, and learn a little about their life in the community.

Students should practice the following skills:

- Greeting politely
- Introducing themselves clearly
- Asking simple, respectful questions
- Listening without interrupting
- Showing interest through words and body language
- Ending the conversation politely

Conversation Prompts

Students may use these prompts, but do not need to use all of them:

- “Hello.” / “Good morning.”
- “My name is ____.”
- “I live nearby.”
- “How long have you lived in this village / neighborhood?”
- “What do you like about living here?”
- “Have you seen many changes in this place?”
- “Is there anything you would like to see improve in the village / neighborhood?”
- “It was nice talking to you.”

- “Thank you for your time.”

Process

1. Preparation (5 minutes)
   Students read the prompts, decide who will be the neighbor first, and think about how to sound friendly and respectful.

2. Role Play (5 minutes)
   Students act out the conversation in pairs.

3. Switch Roles (5 minutes)
   Students switch roles and repeat the role play.

Ask students:

- Debrief with the whole class. Ask students the following questions:

1. “What was easy about starting the conversation?”
2. “What was difficult?”
3. “What helped you sound friendly?”
4. “How did you show interest while listening?”
5. “How did it feel to talk to someone you did not know well?”

- Summarize the discussion by reminding students that “Small conversations can help turn neighbors into friends.”
- Tell students: “Now you are ready for Step 5. After class, you will try this same activity with a real neighbor. Remember: be polite, listen carefully, and be thankful for their time.”
- Ask students to write in their notebooks the name or description of people they can talk to, and two questions they plan to ask

Step 5: Human Practice (after class)

Carry out a visit to a neighbor you don’t know well. In your conversation, ask them how long they have lived in the community, what they like about the village or neighborhood, and what changes they would like to see in the village or neighborhood. Remember that these conversations can be held in either Hindi or English to achieve the objective.

Day 211: Receiving Advice

Reflection on practice (10 mins)

Reflect together on how the conversations went. Which qualities did the students find helpful in their conversations with their neighbour?

Step 1 (20 mins)

- Tell students: “Human beings are social creatures. Unlike certain parts of nature, such as trees, we cannot live alone. We are always in conversation with each other, learning from each other, and helping each other to advance in life. We need to turn for advice to family and friends who understand and sympathize with us. At the same time, we should be ready to listen to others and offer them advice when we can. As a good friend to others, we will not be afraid to offer them advice in situations when we feel they are making decisions that are not good for them or others.”
- Ask students: “As a young person, you are probably given a lot of advice by others. What are the most frequent suggestions given to you by people in your life?”
- Ask students: “Who are some of the people that give you advice?”
- Divide students into pairs and complete the two questions together and write the answers down in their notebooks.
- Afterwards, ask students to share with each other their thoughts on what makes some advice more useful and how we identify the right advice to follow.

Step 2 (15 mins)

Depending on the words we use, we can give good or bad advice to others. Which of the following are good advice?

____ Set clear goals and take small steps each day to achieve them.

____ Choose a job that will bring you the most money.

____ Choose a job that will help you serve the community and take care of the needs of your family at the same time.

____ If someone has upset you, it is best to just ignore them.

____ It is okay to make mistakes. Just learn from them and keep going.

____ Do not try something new if you are not sure you will succeed.

____ Don’t worry about what others think; focus only on your own happiness.

____ It is okay to tell a small lie once in a while.

____ Honesty is one of the most beautiful qualities we can have.

____ If you face a challenge, it is better to give up and move on to something easier.

____ If you face a challenge, rely on Divine help and make great effort to persevere.

Step 3 (20 mins)

- Divide students in groups of 3 or 4.
- Tell students: "The statements in your SAB are examples of bad advice. With your group, discuss some alternatives you would suggest for each. What advice would you give instead of this bad advice? How would you change it?"
- Facilitator note: For example, for point number one, students might decide to change the statement to: "There are many good people around us who are worthy of trust. We have to learn how to identify trustworthy people." Or: "You can always trust in God." Or: "You can trust in your own ability to learn and grow." Let the students discuss and decide, but if they get stuck, you can give them some suggestions.

1. Never trust anyone. There is no one who can be trusted in this life.

2. There is no need to work hard if your employer is not watching. Only do the minimum amount of work you need to do to keep your job.

3. We should only think about our own problems. Other people's problems do not concern us.

4. Don't listen to the advice of your elders. They don't know the world of today.

5. The most important thing in life is to have fun.

Step 4: Dialogue and Story (20 mins)

- Pair students up. Ask them: "What is the best advice you have ever received? Who gave you this advice?" Tell them to write it in their notebooks and share the story with their partner.
- While students are doing this, choose two students. One is Mohan, one is Ravi. Give each student a copy of the dialogue and give them 5 minutes to prepare the dialogue while the other students work in pairs.
- Ask 'Mohan' and 'Ravi' to perform the dialogue in the front of the class.

Dialogue:

Mohan: Ravi, your hair looks weak these days.
Ravi: Really?

Mohan: Also, your skin is not good.
Ravi: Hmm.

Mohan: You should take health supplements. I sell them.

(Next day)

Mohan: You look very tired today.
Ravi: Yes, I did not sleep well last night.

Mohan: You should buy this big supplement bundle. It will give you energy.
Ravi: It is very expensive.

Mohan: Yes, but it is very good. You should buy it.

(Stop the role play here.)

- Ask the students: "Is Mohan helping Ravi, or selling something?"
- Let students answer freely.
- Now tell students you will summarize the story (if there is a student with fluent reading and good pronunciation you can ask them to read the story aloud instead). Read aloud slowly:

Ravi stayed up late playing video games.
He did not sleep enough, so he looked tired.

Mohan did not advise Ravi to sleep early or rest.
He advised Ravi to buy his supplements.

Mohan makes money if Ravi buys them.

So we ask an important question:
Is the advice given because someone cares about you,
or because they benefit from it?

<u>The source of advice matters.</u>

Step 5: Source of Advice exercise (20 mins)

- Tell students: "The source of advice matters. To whose advice would you listen closely?"
- Read the following points one by one, or ask students to take turns reading them aloud, one by one, while the other students read along in the SAB.
- Ask students who would listen to that person's advice to raise their hands.
  After each point, briefly discuss why.

1. ____ Someone trying to sell you something
2. ____ Parents with great concern for your well-being
3. ____ A trusted friend who wants the best for you
4. ____ Someone who thinks only of their own interests
5. ____ A celebrity giving advice on social media
6. ____ A family member who does not fully understand your situation
7. ____ Someone who has made mistakes in the past and has learned from them
8. ____ Someone who is experienced in the field you are interested in
9. ____ A celebrity giving advice on social media
10. ____ A teacher who knows you well and wants you to succeed
11. ____ A stranger with no personal connection to you

- Conclude by asking students: “If Mohan really cared about Ravi, what advice should he give?” For example, students may suggest the advice to try to go to bed earlier, focus on studies, put away the video games, and so on.
- Conclude: “Good advice depends on who gives it and why.”

Day 212: Sharing Advice

Step 1: Sharing advice with friends (10 mins)

- Spend a few minutes recapping what you learned about receiving advice during the last Day. Then tell the students that today, you will learn about sharing advice.
- To warm up, ask students: "Think of a time a friend gave you advice. Did it help? Or did it make you angry?"
- Ask students to turn to a partner and share for 1 minute each.
- Now share with students: "Remember, part of being a good friend is not being afraid to offer advice when we see someone making decisions that are not good for them or others."
- Then ask: "Is giving advice always easy?"
- Let 2–3 students respond.

Step 2: Planning the conversation (20 mins)

- Ask students to think of a real situation from their lives: "Think of one person in your life and one important thing you want to say to them."
- Write prompts on the board:
    - Who is the person?
    - Why is this important?

- Ask students to write down answers in their notebooks.
- Now, ask the students: "Now think: how will you start?" Give them a moment to think, and then write the following questions on the board, and ask them to write down answers in their notebooks.

1. How will I begin?

2. Main idea

3. Second idea (if any)

4. How will I end?

- Now tell the students that it is time to think about the place or setting for the conversation. Ask: "Where is the best place to talk about this?"
- You can give some options:
    - At home

    - Walking
    - Private place
    - On the phone

- Now ask: “Will you speak the whole time, or will you stop and listen?” Ask students to raise their hands if they agree with the statements you read aloud:
    - I will mostly speak.
    - I will listen and speak.
    - I will mostly listen.
- Then ask a few students to explain their answers.
- Tell students: “Remember that a conversation is not a presentation. Conversation involves a back and forth exchange. At some points, you will need to stop and listen to the response.”
- Summarize by saying: “Conversation needs pauses. Advice works only when we listen.”

Step 3: Attitudes affect words (20 mins)

- Tell students: “When we speak, people feel our attitude. Some attitudes help. Some block our ideas.”
- Write on two sides of the board:

  E = Effective

  B = Blocking

- Read the below words aloud one by one. Explain each word if necessary. Students should stand up and move to the ‘E’ or ‘B’if they think the attitude will block their words or make them more effective.

____ Curiosity
____ Impatience
____ Agitation
____ Enthusiasm
____ Calm
____ Respect
____ Kindness
____ Frustration
____ Fear
____ Humor
____ Sarcasm

- After every 3–4 words, pause and ask: “Why E?” or “Why B?”
- At the end of the activity, ask them write the categories ‘Effective’ and ‘Blocking’ in their notebooks, and write the attitude words under the correct heading.
- Next, repeat the activity with statements instead of words. Tell students that these statements also show attitudes. Ask students to read each statement aloud, and then ask “Would this help or block the conversation?”
- Students should move to one side of the board as in the above activity.

____ “I need to educate Prashant and make sure they learn everything I teach them.”
____ “I am fortunate to have the opportunity to spend time with and learn from Prashant.”
____ “I hope it doesn’t take too long because I have other things to do.”
____ “These ideas are too difficult. I should just agree with them.”
____ “At their age, Prashant cannot learn much.”
____ “I am looking forward to hearing Prashant’s ideas.”
____ “They can read. I’ll just give them materials.”
____ “I will pause so Prashant can ask questions.”
____ “I hope I can speak without interruption and take questions at the end.”

- After every statement, pause and ask: “Why E?” or “Why B?”
- Conclude the activity and summarize by asking students “What makes advice easier to hear?”
- On the board, collect ideas. For example:
    - Respect
    - Calm
    - Listening
    - Kindness

- Tell students: “When you speak, you are not just sharing words, you also convey certain attitudes. Some attitudes will make your words effective. Others will block your ideas from being heard.”
- End with: “Good advice is not only about what we say, but how and why we say it.”

Step 4: AI Practice (15 mins)

- Help students log on to ChatGPT on their laptops.
- Tell students “Today, we will practice the art of conversation with someone who may not be giving us good advice, using ChatGPT. This conversation will be like a roleplay. We will first think of a time when we received advice from a close friend or relative which we felt may not be good advice to follow. We will ask ChatGPT to roleplay the situation and practice how to respond.”
- First, they need to tell ChatGPT what character to play. Then they need to tell ChatGPT who they are. After that, they can begin the conversation.
- They can type the following prompt into Chat GPT, using their own name, age, information, and story in the square brackets. Check to make sure students are inputting the correct prompt before they begin:
- “My name is [name], and I am a [age] year old [man/woman/student] living in [name of village] village in India. You are [name of person], my [friend/aunt/teacher/neighbor]. You gave me some advice, you told me [.....]. I feel this may not be good advice to follow, and want to pratice the art of conversation with you, to explain my thoughts and respond to your concern. Give brief responses, use short sentences and simple vocabulary. Let's begin.”
- Let the students come up with their own scenarios, but here is an example of what it might look like: “My name is Seema, and I am a 20 year old woman living in a village in India. I

have taken the IAS exam three times but have not passed it. You are Ranjeet, my teacher. You gave me some advice, you told me I should keep studying and try to pass the exam, instead of going outside the village to gain new skills and work in a company. You think the civil service is the only path for success in our village. I feel this may not be good advice to follow, and want to practice the art of conversation with you, to explain my thoughts and respond to your concern. Give brief responses, use short sentences and simple vocabulary. Let's begin."

- Students should complete 5-10 typed exchanges with ChatGPT.
- After the exercise, ask students to share in pairs, or with the whole class, how it went.

Finally, think together about a situation when you may receive advice from a close friend or relative which you feel may not be good advice to follow. Share these stories with each other and say how you approached the situation.

Step 5: Human Practice Role Play (30 mins)

- Tell students: "Today we will prepare for our next Human Practice. Before the next class, you will speak with an older person in your community whose profession you admire or hope to have one day. This could be a farmer, teacher, shop owner, health worker, mechanic, tailor, driver, government worker, or anyone whose work interests you.
  Your goal is to introduce yourself politely, ask about their work and life journey, and listen carefully to their advice. Today, we will practice how to do this respectfully and confidently."
- Pair students up and explain:
  "In this role play, one person will act as an *older community member with a profession*. The other person will act as *a student who wants to learn about that profession and ask for advice*. After one round, you will switch roles."
- Write on the board:

Role-play Scenario:

You meet an older member of your community whose work you admire. You want to introduce yourself politely, learn about their career, and ask for advice for your future.

Students should practice the following skills:

- Greeting elders politely
- Introducing themselves clearly
- Showing respect through words and tone
- Asking simple questions about work and experience
- Listening carefully without interrupting
- Thanking the person politely at the end

Conversation Prompts (Students may use some or all of these.)

<u>Greetings & Introduction</u>

- “Good morning / Good afternoon.”
- “Namaste.”
- “My name is ___.”
- “I am a student from this village / nearby.”

Career Questions

- “What work do you do?”
- “How long have you been doing this work?”
- “How did you start this work?”
- “What do you like most about your job?”
  “What challenges do you face in this work?”

Advice

- “I want to do this kind of work in the future.”
- “What advice would you give me?”
- “What skills are important for this job?”
- “Is there anything I can do now to prepare?”

Closing

- “Thank you for sharing your experience.”
- “It was very helpful to talk to you.”
- “Thank you for your time.”

Activity Flow

1. Preparation (5 minutes)
Students read the prompts, decide who will be the elder first, and think about how to speak respectfully and confidently.

2. Role Play (7 minutes)
Students act out the conversation in pairs.

3. Switch Roles (7 minutes)
Students switch roles and repeat the role play.

- Debrief with the whole class. Ask students:
  - “What was easy about talking to an older person?”
  - “What was difficult?”
  - “How did you show respect while speaking?”
  - “What kind of advice did you ask for?”
  - “How did it feel to talk about your future?”

- Summarize by saying:“People in our community have valuable experience. By speaking politely and listening carefully, we can learn from them and prepare for our future. Asking questions is a sign of interest and respect.”
- Tell students: “Now you are ready for Step 7. Before the next class, you will talk to a real person in your community whose work you admire. Remember to be polite, listen carefully, and take notes.”
- Ask students to write in their notebooks:

1. The name or description of the person they will talk to

2. The profession they are interested in

3. Two or three questions they plan to ask

Step 6: Human Practice (after class)

Before the next class, have a conversation with an older member of the community who has the profession that you hope to have one day. If you cannot identify such a person, you can find someone who has a profession you want to learn about. Ask them to share some advice for your career path. This could be anyone whose work you admire or are interested in. You may want to introduce yourself politely, ask them about their career journey, and ask them for advice for someone who wants to follow the same path. You could also ask whether there is anything you can do now to prepare. Remember that these conversations can be held in either Hindi or English to achieve the objective. Make sure you take notes of the conversation and are prepared to share your experience during the next class.

Day 213: Conversations within the Family

Reflection on Practice (10 mins)

Share your experiences together on your conversation with someone who has the profession you would like to have or learn about. What did you learn from them? How did the conversation go?

Step 1 (15 mins)

- Tell students: “Now that we have explored and practiced the Art of Conversation with classmates and community members, we will practice conversations in our own families.”
- Ask students: “What are the topics you talk to family members about? Write them down in your notebooks.”
- Ask students: “What are topics that you find it more challenging to talk to family members about? Write them down in your notebooks.”
- Discuss with students: “While families may be the people we have conversed with the most in our lives, we may not be skilled at having more serious or deep conversations with family members. This is a very important, but sometimes challenging, skill we will work on together.”

Step 2 (30 mins)

- Tell students that to explore this topic, we will work on a few scenarios together.
- First tell students you will share some guiding thoughts. They should read along in the SAB and answer the questions in their notebooks.
- Tell students: “When advice is coming from someone who wants the best for you, your responsibility is to listen respectfully, carefully consider and weigh that advice using your knowledge and beliefs. Some suggestions you may accept, others you may not agree with.”
- Ask students: “When those who love us give advice, do they want to harm us? No. Advice is usually well-intentioned. It is coming from the other person’s care for you. If the person didn’t care, they wouldn’t use energy to advise you, but would leave you alone.”
- You have choices in how to respond to the advice. You may follow some of the advice, or you may consult and explore together. There is always space for communication, mutual understanding and new ideas about what to do.
- Agreement depends on mutual understanding. Some actions can block mutual understanding, while other actions can promote it. One of the most powerful things you can do is understand the hopes and fears under someone’s suggestions, and do your best to acknowledge them.

Here is one helpful set of steps you can take:

🤔❓	Ask open-ended questions	Use questions that convey curiosity and openness

👂❤️	Listen with empathy	Find your inner empathy and listen closely to the intention behind the other person's words
🦜🗣️	Share what you heard	Repeat as closely and neutrally as you can what you heard the other person say
💝🙏	Acknowledge what you can	If there is anything positive you can acknowledge or agree with in what the person said, share it with the other person.

- Tell students that: "Going through these steps can open the other person's mind and heart to your ideas. But they will not work if you are not sincere—more important than the words you say are the attitudes you bring to the conversation." We discussed these attitudes in Day [1], you can review them now before you go through the scenarios below.

Scenario 1

You are considering moving away from home but you think your parents would not like this idea. You need to have a conversation with them about this.

Divide into teams of two or three and role play the scenario.

Negative role play:

- Tell your 'parents' your idea.
- Use 'yes or no' questions to get their feedback.
- Use facial expressions and body language that communicate that you are not interested in their opinion and your ideas are fixed.
- Respond with your opinions.

Positive role play:

- Think of some open-ended questions to start the conversation. Review the attitudes you will bring to the conversation.
- Start by asking your open-ended questions.
- Use facial expressions and body language that show empathy and listening.
- Acknowledge what you can about your parent's underlying hopes and fears, for example: 'I can see how much you care about my safety.'

Discussion:

How were the two types of conversations different? Which do you think was more effective?

The 'parents' in each role play can share how they felt during the role play. How open were they to hearing their child's opinion?

- Tell students: “Once you have prepared the earth using the above steps, you can plant the seeds of your own ideas. Just like when you plant seeds in a garden, you need to be thoughtful about how to share.”
- “Before sharing, you can think about which ideas you want to share, and the order in which you want to share them. You may need to prepare yourself with background information or examples. If what you want to share is important and complex, it may not happen in one session, but may take several conversations. For the biggest issues, you can think about an ongoing conversation that will unfold over several weeks or months.”
- Ask students to review the points you just shared: “How should you prepare yourself for sharing your ideas in the art of conversation?”

Step 3 (30 mins)

- Pair students up, with one student reading the scenario from the Student Activity Handbook and the other following along. During the dialogue, pairs can choose roles and take turns reading. You can choose pairs of students to come to the front of the room and practice the dialogue.

Scenario 2

Seema is a girl who has completed her 12th Standard and wants to continue her further studies in the university not in the nearest college of village. She wants to become a Radio Jockey for which she wants to pursue the bachelor’s in media and mass communication. However, her father is not in favor and wants her to pursue bachelors in Humanities from the nearby college which doesn’t have qualified teachers. Her father feels that a career like Radio jockey is not for a girl who has no exposure to city and urban areas. He thinks that girls should at most be teachers and get settled by getting married.

Part 1: Seema and her father sit outside their house. A cool breeze blows. Seema gives a cup to tea to her father and starts conversation:

Seema:
Babuji… I want to talk about my further studies.

Father:
What happened now, Seema? Tell fast, I have to go check the cows.

Seema:
After 12th class I want to take admission in City University. I want to pursue a Bachelor's in Media and Mass Communication. Fees is high but I will apply for scholarships

Father:
Media and… what? What kind of subject is this? What will you become after studying this?

Seema:
Babu ji, I want to be a Radio Jockey. You know, the people who talk on radio… they make people smile, tell stories, give messages. I listen every day on your transistor.

Father (disapprovingly):
You want to work in (city) and talk on mic all day? No Beta, such kind of jobs are not there for us. Teaching is the best job for girls.

Seema:
But Babuji, I do not want to be teacher. BMMC is a good career… and I will get scholarship also. I'll stay in University hostel, safe place. Teachers are good there.

Father (shaking head):
No, no. Girls from our house don't go to cities like that. What do we know of these modern jobs? You study Humanities here in nearby college, just like other girls. Simple life, safe life.

Seema:
But that college doesn't even have proper classes or teachers. I want to learn properly, Babuji. Please try to understand…

Father (firmly):
I have already spoken to Masterji there. You will take admission this week. I know some people there you will get good marks from there. I will talk to Principal there; he will get you a job as teacher in nearby school.

Enough of this Radio madness. Girls should study enough to become a teacher and then get married.

- Pair students up and have them read and discuss the following questions. They should write the answers in their student notebooks.

Discussion questions:

1. What outcome does Seema want? What do you think are her reasons for wanting this outcome?
2. What outcome does Seema's father want? What do you think are his reasons for wanting this outcome?
3. What does Seema want for herself? What does Seema's father want for her? Is there any similarity between the things they want?
4. Is it possible to say who is right, and who is wrong in this scenario?
5. What can Seema and her father learn from each other?

Part 2:

After discussing the questions with your partner, discuss and write a scenario for Part 2. What can Seema share with her father? How can she share it?

Step 4: Practice (10 mins)

Have students read the practice and prepare for it in class. They should write a plan and consult with the facilitator if they need hep.

Part 1: Have a conversation with a member of your family. Think about three questions you would like to ask them. The questions can be about their past, their choices, their dreams or their challenges. Use the conversation as a chance to learn about your family member.

Part 2: Think about an issue that is important to you, and that you want to communicate to the family member. How would you start the conversation? What are the main ideas you want to share? In what order? What would be the best setting for the conversation? Write down some of your ideas in your notebook.

Remember that a conversation is not a presentation. Conversation involves a back and forth exchange. At some points, you will need to stop and listen to the response.

New Teacher - Mid Cycle Days

Day 1: Warm Welcome

Objectives:

- Make students feel comfortable
- Build a happy classroom feeling
- Help students and teacher know each other

Materials Needed:

- Speaker/phone (for group song)
- Sweets (1 ladoo per student)

Step 1 – Greet the Class (10-20 mins)- TM conducts this step

- TM greets the students with a big smile and says:
- "Good to see you all! I'm really excited to be part of this classroom. This week is not about studies or pressure — it's about getting to know each other, having fun, and becoming a strong team."
- **Then the TM says something playful and open:**
- "I want this classroom to feel like your second home. No pressure, just joy, respect, and lots of teamwork. Are you ready to have a fun week together?"

Step 2 – Self-Introductions (20-30 mins)

- TM introduces the Teacher first. "We have an intelligent and caring teacher. His name is _____. I would request him to please introduce himself to the class."

  Teacher introduces: "My name is _____. I am from _____ In my family, I have _____ I wanted to be a teacher because_____ (tell your story in Hindi/English)

- Then the teacher asks each student to introduce themselves:

  "My name is ____. In my family, I have ____. I want to become a _____

- Encourage, smile, help shy students.

Step 3 – Group Bonding Song (15-25 mins)

- TM leads a simple group song (example: *We Shall Overcome* or *Hum Honge Kamyaab*).

- Tell students: “Sing together. Don’t worry about the voice. Just enjoy.
  Play music on speaker or sing together.

Step 4 – Sweet Distribution (20-30 mins)

- TM and the teacher distribute ladoos to all students.
- Say: “This sweet is for your welcome. We are happy you are here.” Let students relax and enjoy together.

Step 5 – Closing the Class (10-20 mins)

- Teacher says: “Thank you for coming. I am happy to be your teacher. We will grow and learn together.”
- Ask 2–3 students: “How are you feeling today?”
- End with a smile and positive energy. See off your students outside the class and welcome the next session with a smile.

End every Day with 10 minutes of student counseling: Please use the last 10 minutes of the session to conduct this step. **Only ask the ones to stay back who you are going to counsel in person.** All other students can take a leave. (A few students who wish to practice digital learning for some time can stay back.)

9. Prepare yourself by taking notes from student retention techniques documents.
10. Conduct 2-4 telephonic/In-person counselling sessions. (In-person for the irregular students or the students with behavioral issues. Telephonic counselling for the students who have been absent for 2 or more days, or once the date of follow-up or return is passed.)
11. Update the phone log with a follow-up date for each telephonic counselling.
12. Update the meeting log with a summary for each in-person counselling session.

Note: This step is compulsory.

XXXXX

Day 2: My Journey to Become a Teacher

Objective: Students see the teacher as a real person (not a replacement). Build emotional connection through honest sharing.

Materials needed: 5-Star chocolates (1 per student)

Step 1 – Warm Greeting & Check-In (10-15 mins)

- Teacher welcomes students with a big smile.

- Ask simple check-in questions:
  "How are you feeling today?"
  "What did you eat before coming here?"
  "Raise your hand if you are excited for today!"

Step 2 – Teacher's Storytelling (15-20 mins)

- Begin sharing your journey in a friendly and emotional tone.
- Suggested story flow:
  1. What kind of student I was in school?
  2. Any struggles with English or confidence.
  3. Important dreams I had (e.g., to help others, earn, teach).
  4. Challenges in life, studies, or job.
  5. How I found FEA and decided to become a teacher?
  6. What does this job mean to me?
  7. My hopes and dreams for my students.

- Use simple English + Hindi if needed.
- Add 1–2 funny or emotional stories to build connection.

Step 3 – Student Questions (10-20 mins)

- Say: "Now it's your turn. Ask me anything about my life, my struggles, my dreams!"
- Allow students 2-3 minutes to think of a question.
- Allow students to ask open questions (even in Hindi, it's fine).
- Respond openly and kindly — this is where connection grows.

Step 4 – Students Share Their Dreams (20-30 mins)

- Ask: "Now I want to know about you. Who wants to share their journey or dream?"
- A few students (3–5) share their own stories (2–3 mins each).
- Encourage and appreciate each speaker.

Step 5 – Thank You & Chocolates (15-25 mins)

- Teacher says:
  "Thank you for listening to my story. You are very special — the first students in my teaching journey. I will never forget this moment."
- Distribute 5-Star chocolates to everyone with a smile.
- Say: "This is the beginning of our journey together."

1. **End every Day with 10 minutes of student counseling:** Please use the last 10 minutes of the session to conduct this step. **Only ask the ones to stay back who you**

are going to counsel in person. All other students can take a leave. (A few students who wish to practice digital learning for some time can stay back.)

13. Prepare yourself by taking notes from student retention techniques documents.
14. Conduct 2-4 telephonic/In-person counselling sessions. (In-person for the irregular students or the students with behavioral issues. Telephonic counselling for the students who have been absent for 2 or more days, or once the date of follow-up or return is passed.)
15. Update the phone log with a follow-up date for each telephonic counselling.
16. Update the meeting log with a summary for each in-person counselling session.

Note: This step is compulsory.

XXXXX

Day 3: Goodbye to the Past

Objective: Help students express gratitude for the old teacher and emotionally open up to the new teacher.

Materials needed: 3 Highlighter pens per session (total 9 highlighters)

Step 1 – Warm Greeting & Mood Check (10-15 mins)

- Teacher greets everyone warmly. Ask:
  "How is your mood today — happy, okay, or sad?" (Show thumbs up/down/sideways)
  "What's one good thing that happened today?"

Step 2 – Let's Talk About the Past (5-10 mins)

- Say: "We had a great time with our past teacher. Today, we are going to write a small thank-you message to say goodbye to the old teacher. Writing thank-you messages helps us remember good things and move forward with peace."
- Before students begin to write: ask the class to share anything that they remember about their old teacher. Is there a moment of experience that you really liked? (Encourage responses in English or Hindi)

Step 3 – Thank You Note Writing (20-25 mins)

- Distribute small sheets of paper.
- Ask students to write a short note to their previous teacher. Prompts can be:
  "Thank you for…"
  "I learned…"
  "I will miss…"
- Help students with spelling or ideas, if needed. Allow students to write in English or Hindi.

Step 4 – (Optional) Note Reading (10-15 mins)

- Ask: "Would anyone like to read their thank-you note aloud?"

- Let 3–5 students share. Clap after each reading. Appreciate their courage.

Step 5 – Letter Collection (5 mins)

- Teacher collects and seals all the notes in an envelope or folder.
- Say: “These messages are full of love. I will keep them safe. You all did a wonderful job.”

Step 6 – Fun Quiz Time (20-30 mins)

- Conduct a **5-question quiz** based on **previous FEA Days**
- Keep it light and fun — students can answer in teams or individually.
- Announce that the top 3 performers in the game will get a prize each.
- Example questions:
    1. What are 3 ways to greet someone in English?
    2. What is the opposite of "difficult"?
    3. Make a sentence using “in the morning.”
    4. Make a sentence using the word “because”.
    5. What is one thing you learned last month?
    6. How will you introduce your new teacher to your parents?

Step 7 – Rewards & Closing (10-15 mins)

- **Give highlighter pens to the top 3 students** in the quiz.
- Applaud everyone’s efforts.
- Close by saying: “We will always respect and remember our old teacher. But now, we also begin a new journey together. I am so happy to be your new teacher.”
- The teacher also tells the class that there will be snacks in tomorrow’s session, so everyone should come and also remind their friends not to miss it.

2. **End every Day with 10 minutes of student counseling:** Please use the last 10 minutes of the session to conduct this step. **Only ask the ones to stay back who you are going to counsel in person.** All other students can take a leave. (A few students who wish to practice digital learning for some time can stay back.)
    17. Prepare yourself by taking notes from student retention techniques documents.
    18. Conduct 2-4 telephonic/In-person counselling sessions. (In-person for the irregular students or the students with behavioral issues. Telephonic counselling for the students who have been absent for 2 or more days, or once the date of follow-up or return is passed.)
    19. Update the phone log with a follow-up date for each telephonic counselling.
    20. Update the meeting log with a summary for each in-person counselling session.

    Note: This step is compulsory.

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Day 4: Our Childhoods

Objective: Build personal connection and trust by sharing light childhood memories.

Materials needed: Samosa (1 per student)

Step 1: Warm Greeting & Check-In (10 mins)

- Greet students with a smile and casual welcome.
- Ask: *"How are you feeling today?"* or *"What did you eat before class?"*
- Encourage quick responses from 4–5 students.
- Mention: *"Today is going to be full of fun and surprises from our childhoods."*

Step 2: Teacher Shares First (15-20 mins)

- Write on the board: "2 Truths and 1 Lie – Game"
- Say: *"I will tell you three things from my childhood. Two are true, and one is a lie. You have to guess the lie."*
- Give your 3 childhood statements (e.g., "I failed in Class 4, I had a pet rabbit, I was scared of teachers.")
- Ask students to raise their hands or call out which one they think is the lie.
- Reveal the correct answer.
- Laugh, explain the story briefly for each one (1 min each).

Step 3: Students Play (40 mins)

- Ask each student to prepare 3 short statements (2 truths, 1 lie) from their childhood in 2–3 minutes.
- Students come one by one and speak their 3 statements.
- The class guesses the lie by raising hands or saying the number.
- Encourage students to explain their stories briefly (1 min).
- Keep the environment light and friendly.

Tip: If students are shy, do this in pairs or small groups first before volunteering to share aloud.

Step 4: Reflection & Connection (10-15 mins)

- Ask:

- *"Which story made you laugh today?"*
- *"Did you find any similarities in your stories?"*
- *"What did you learn about each other?"*

- Share that the classroom is a space for trust, sharing, and learning together.

Step 5: Treat Time! (15-25 mins)

- Appreciate all students for participating.
- Distribute **samosas** to all as a small thank-you.
- Say: "Thank you for trusting each other and me. Let's keep growing together!"
- Teacher announces that a new member will join the branch tomorrow and stay with you all throughout the course. It might become your best friend in learning the English language.

3. **End every Day with 10 minutes of student counseling:** Please use the last 10 minutes of the session to conduct this step. **Only ask the ones to stay back who you are going to counsel in person.** All other students can take a leave. (A few students who wish to practice digital learning for some time can stay back.)

    21. Prepare yourself by taking notes from student retention techniques documents.
    22. Conduct 2-4 telephonic/In-person counselling sessions. (In-person for the irregular students or the students with behavioral issues. Telephonic counselling for the students who have been absent for 2 or more days, or once the date of follow-up or return is passed.)
    23. Update the phone log with a follow-up date for each telephonic counselling.
    24. Update the meeting log with a summary for each in-person counselling session.

    Note: This step is compulsory

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Day 5: The Best Teacher

Objective: To help students understand that every teacher is different and special in their own way. This Day will help students adjust to the new teacher and enjoy learning together.

Material needed: 1 Pocket Dictionary

Step 1: Warm Welcome & Introduction (10-20 mins)

- Greet students and share: "Who was your favourite teacher in school or tuition?"
  "What made them special?"

- Say: “Today, we’ll celebrate the great teachers we’ve had and talk about how learning works best for each of us.”

Step 2: Discussion – Favourite Teachers (30-40 mins)

- Ask each student to share:
    - One favourite teacher they remember
    - One quality or method that made that teacher special
- Encourage students to think of examples like:
    - Teacher used to explain with stories
    - Teacher gave fun activities
    - Teacher used board or drawings
- Write key qualities on the board (funny, strict, kind, explains well, tells stories, uses pictures, etc.)

Support weaker students by giving sentence starters:

- “My favourite teacher was… because…”
- “She/He used to…”

Step 3: Learning Styles Discussion (20-25 mins)-

Say: “There are different ways students learn best. These are called learning styles.”

- Write on the board:
    1. (learn by seeing)
    2. (learn by listening)
    3. (learn by doing)
- **Ask**:
  “Which one do you think you are?”
  “Can you give an example of how you learn better?”
- Students can answer in Hindi or English to help them speak openly.

Step 4: Teacher’s Style Introduction (10-15 mins)

- Share: “Every teacher is different. I am also different. Here is how I will teach you…”
  Examples:
    - “I love giving real-life examples.”
    - “I will do more group activities.”
    - “I may not shout or scold, but I like discipline.”

- I allow everyone to grow
- I will help everyone to become faratedar in English.

Step 5: Pocket Dictionary Introduction (5 mins)

- Bring out a pocket dictionary and show how it is used.
- Say:
  "This is a small gift to our classroom. You can use it anytime to check new words or during activities."
- Place the dictionary in a safe, visible spot.

Step 6: Quick Reflection Activity (5-10 mins)

- "What do you expect from me as your new teacher?"

Step 7: Closing (5 mins)

- Appreciate their honesty and participation.
- Say: "I'll try my best to match your learning style. And you try your best to learn, no matter who is teaching. Can we make this a Deal?"
- End with a positive sentence like: "Let's build something new and exciting together."

Note for the teacher: Please coordinate with your Territory Manager to be present at your branch in the next class.

4. **End every Day with 10 minutes of student counseling:** Please use the last 10 minutes of the session to conduct this step. **Only ask the ones to stay back who you are going to counsel in person.** All other students can take a leave. (A few students who wish to practice digital learning for some time can stay back.)

25. Prepare yourself by taking notes from student retention techniques documents.
26. Conduct 2-4 telephonic/In-person counselling sessions. (In-person for the irregular students or the students with behavioral issues. Telephonic counselling for the students who have been absent for 2 or more days, or once the date of follow-up or return is passed.)
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Note: This step is compulsory.

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Day 6: Promise Letter Day

Objective: To build trust between teacher and students by writing simple promises to each other.

Materials needed: One new notebook to every student.

Step 1: Warm Welcome by TM and Teacher (10 mins)

- TM and the teacher greet the students together.
- TM says a few words to appreciate the students' return and introduces the day's goal: "Today is about building trust and a strong team. You and your teacher will share promises to make this journey beautiful."

Step 2: Distribute New Notebooks (5 mins)

- TM and the teacher distribute new notebooks to each student.
- Teacher says: "This is your new notebook. On the first page, we'll write promises."

Step 3: Student Expectations from Teacher (20-30 mins)

- Ask: "What do you want your teacher to do to help you learn well?"
- **Give examples:**
    - "Explain clearly"
    - "Help when I'm stuck"
    - "Make class interesting"
- Students write 10 simple expectations on the first page. (caution: expectations to be aligned with classroom decorum).

Step 4: Share in Pairs (10-20 mins)

- Students share their lists with a partner.
- Encourage students to explain why they wrote certain points.

Step 5: Teacher's Expectations from Students (15-25 mins)

- Teacher writes **10 expectations** from students on the board while reading aloud, such as:
    - "Come on time"
    - "Respect everyone"
    - "Speak in English"
    - "Try your best"

- TM adds 1 or 2 points that are important for the FEA program (e.g., regular attendance, trust).

Step 6: Class Sharing & Signing Promises (15-25 mins)

- A few students share 1 or 2 of their promises aloud.
- All students write at the bottom of their page:
  "I promise to do my best in this class."
    - Then sign their name below.
- Teacher writes on the board:
  "I promise to support each of you every day."
    - Teacher and TM sign below.
    - Below this, draw a line labeled:
      Student Signatures
    - Invite each student to come forward and sign their name below the message.
    - Meanwhile the teacher signs every student's notebook
    - Once everyone has signed, take a photo of the board with all the signatures.

Step 7: TM Encouragement Talk (5-10 mins)

- TM gives a short motivational talk about teamwork and how this branch will grow stronger with shared responsibility.

Step 8: Class Photo & Closure (10 mins)

- Take a group photo holding up notebooks to celebrate the promises.
- Teacher thanks the students for being honest and hopeful.

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Note: This step is compulsory.

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Day 7: Our Journey Begins

Objective: To formally close the bonding week, build a sense of long-term commitment

Step 1: Greeting and Quick Review (10 mins)

- Greet students warmly and ask: "How are you feeling so far in this special week?"
- Let 2–3 students briefly share.
- Teacher gives a 2-minute recap of the week's highlights:

  "We played games, shared childhood memories, spoke about teachers, and made promises. Today, we'll begin our journey together."

Step 2: Teacher's Commitment Sharing (10 mins)

- The teacher shares sincerely: "This is not just a job for me. I want to grow with you, and I promise to be here for you till graduation day."
- Share 2–3 personal reasons why you chose to teach at FEA and what it means to you.

Step 3: Students Share Their Commitment (20-30 mins)

- Ask students: "What do you want to achieve at FEA?
- Pair up students to talk for 2 minutes about what they want from this course.
- Invite volunteers (5–6 students) to share in front of the class.

Step 4: Our Class Promise (20-30 mins)

- On the board, write the title: **"Our Class Promises"**
- Ask: "What should we all do to make this class great?"
- Collect 5–7 suggestions from students (e.g., "Be regular", "Speak English", "Help each other", etc.).
- Write them down and have students repeat the full list aloud together.

Step 5: Stand in a circle (15-20 mins)

- Ask each student to share :
  "1 thing they liked the most this week?"
  "What is one promise they are making to themselves for this journey?"

Step 6: Group Photo & Celebration (10 mins)

- With student's permission- take a group photo.
- Say: "Let's remember this day as the start of something beautiful."
- Ask the class : "Do you make the promise that you will continue till the end?"

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33. Prepare yourself by taking notes from student retention techniques documents.
34. Conduct 2-4 telephonic/In-person counselling sessions. (In-person for the irregular students or the students with behavioral issues. Telephonic counselling for the students who have been absent for 2 or more days, or once the date of follow-up or return is passed.)
35. Update the phone log with a follow-up date for each telephonic counselling.
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Note: This step is compulsory.

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F E A

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

Freedom Employability Academy is a project of AAM Foundation

India: Valmiki Temple One, Vasant Gaon, Near C 8/8 Vasant Vihar, New Delhi 110057
US: 7110 Redwood Boulevard, Suite A, Novato, CA 94945

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