



→ **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.

Note: This book is designed for use in both 100-minute and 140-minute sessions. For 140-minute classes, notes are included within each lesson to indicate which steps should be extended. In most cases, the presentation activities are extended to provide students with additional speaking and practice opportunities.

Lesson Guidelines

1. Please do not rush through the lessons,
2. Give students enough time for presentations and speaking activities.
3. Encourage students to speak in full sentences instead of one-word answers.
4. Give every student a chance to speak in every class.
5. Focus on communication and confidence first, not perfect grammar.
6. Use pair work and group discussions to increase speaking time.
7. Do not skip any speaking activities from the lesson.
8. Ask open-ended questions that require longer answers.
9. Praise effort and participation to build confidence.
10. Model correct pronunciation and clear speaking for students to imitate.
11. Give students preparation time before presentations or speaking tasks.
12. Ask follow-up questions to keep conversations going.
13. Encourage students to speak louder and more clearly.
14. If students need more time to understand or practice a lesson, repeat the lesson,
15. The goal is to help students improve their English skills, not just finish the book quickly.

AI Activity Guidelines

1. During AI activities, ensure students speak into the microphone and do not type their answers.
2. Encourage students to answer in full sentences during AI speaking practice.
3. Use earphones while talking to AI.
4. Ask students to sign in using their own Gmail account.
5. Ensure students sit in a zig-zag manner so that AI conversations are not interrupted by nearby voices.
6. Encourage students to speak loudly and clearly so that the AI can catch their voice properly.
7. Use Gemini or ChatGPT for AI conversations.
8. Every lesson includes an AI activity. First, give students a demo on how to copy the prompt from the AI document, paste it into the AI app, and start the conversation.
9. Paste stickers with the names of 3 students from 3 different sessions on each tablet so that the same students use the same tablet every day.
10. Give students enough time to practice and repeat responses during AI activities.
11. Ensure that students repeat and practice the sample responses given by the AI.

Structure of the Assessments- 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 150-151 (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 152 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

Note: If 75% enrolled students reach B1 before Lesson 150, please coordinate with your TM and schedule the interview earlier.

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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

Step 1. Strong Start (2 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."

Step 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

Step 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

Step 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 (40 mins)

(Note for 2-hour classes: Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

While the teacher enrolls students and creates Gmail IDs (see Step 5), students rotate through two 20-minute stations.

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/7YyRXoHveZI?si=rbOolv5syOJsAn6i>
- Students explore the tablet freely.

Note 1: After 20 minutes, ask groups to switch 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

Note: Use a tablet, not a laptop – laptops ask for a mobile number and involve too many extra steps during Gmail creation, but tablets skip all of this.

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

Email: firstname.lastname.branchcode@gmail.com

Example: rahul.kumar.713532@gmail.com

Password: firstname@branchcode

Example: rahul@713532

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 (40 mins)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (40 mins)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

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*)

Note: Use a tablet, not a laptop – laptops ask for a mobile number and involve too many extra steps during Gmail creation, but tablets skip all of this.

- Email: `firstname.lastname.branchcode@gmail.com` (*Example: rahul.kumar.713532@gmail.com*)
- Password: `firstname@branchcode` (*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

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?
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 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 (40 mins)

(Note for 2-hour classes: Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (40 mins)

(Note for 2-hour classes: Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

Read Along – Speak Aloud (30 mins)

Group Instructions

1. The teacher gives a demo first. The teacher must read loudly and clearly. Tell students that reading aloud is very important because it helps build confidence and improve pronunciation.
2. Show students how to use the app:
 - Click once on a word to hear the pronunciation.
 - Double-click on a word to hear slow pronunciation and see the Hindi meaning.
3. Call one volunteer to give a demo. If the student reads softly, stop and guide the student to read loudly. Remind students that reading aloud is very important.
4. Make groups of 3–4 students. Mix strong and weak readers in each group.
5. Open the [Read Along by Google](#) app on a tablet or phone.
6. Choose the correct level for the group:
 - Level 1 = easiest
 - Level 4 = hardest
7. Spread the groups around the room. If possible, keep each group 8–10 feet apart. Extra groups can stand outside the classroom.
8. Students take turns reading the full story aloud, one student at a time, while the others listen carefully.
9. If students find a difficult word:
 - Click once for pronunciation.
 - Double-click for slow pronunciation and Hindi meaning.
 - Repeat the word aloud.
 - Write the difficult word in the SAB.
10. At the end of the activity, each group shares the difficult words they found and explains the meanings to 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*)

Note: Use a tablet, not a laptop – laptops ask for a mobile number and involve too many extra steps during Gmail creation, but tablets skip all of this.

- Email: `firstname.lastname.branchcode@gmail.com` (*Example: rahul.kumar.713532@gmail.com*)
- Password: `firstname@branchcode` (*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
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.

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)

(Note for 2-hour classes: Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

(Note for 2-hour classes: Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 or Keyboarding, call each student one by one.

Gmail Creation (*use tablet, not laptop*)

Note: Use a tablet, not a laptop – laptops ask for a mobile number and involve too many extra steps during Gmail creation, but tablets skip all of this.

- Email: `firstname.lastname.branchcode@gmail.com` (*Example: rahul.kumar.713532@gmail.com*)
- Password: `firstname@branchcode` (*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?
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.

Read Along – Speak Aloud (30 mins)

Group Instructions

1. The teacher gives a demo first. The teacher must read loudly and clearly. Tell students that reading aloud is very important because it helps build confidence and improve pronunciation.
2. Show students how to use the app:
3. Click once on a word to hear the pronunciation.
4. Double-click on a word to hear slow pronunciation and see the Hindi meaning.
5. Call one volunteer to give a demo. If the student reads softly, stop and guide the student to read loudly. Remind students that reading aloud is very important.
6. Make groups of 3–4 students. Mix strong and weak readers in each group.
7. Open the Read Along by Google app on a tablet or phone.
8. Choose the correct level for the group:
9. Level 1 = easiest
10. Level 4 = hardest
11. Spread the groups around the room. If possible, keep each group 8–10 feet apart. Extra groups can stand outside the classroom.
12. Students take turns reading the full story aloud, one student at a time, while the others listen carefully.
13. If students find a difficult word:
14. Click once for pronunciation.
15. Double-click for slow pronunciation and Hindi meaning.
16. Repeat the word aloud.
17. Write the difficult word in the SAB.
18. At the end of the activity, each group shares the difficult words they found and explains the meanings to the class.

1. Recap (15 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 (5 mins)

Ask: आपको English सीखने में सबसे बड़ी कितना आती है?

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)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

Ask:

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

Duolingo Practice (15 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*)

Note: Use a tablet, not a laptop – laptops ask for a mobile number and involve too many extra steps during Gmail creation, but tablets skip all of this.

- Email: firstname.lastname.branchcode@gmail.com (*Example: rahul.kumar.713532@gmail.com*)
- Password: firstname@branchcode (*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?
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.

Read Along- Speak Aloud (30 mins) - Group Instructions- Read as loud as you can so that you develop confidence.

- The teacher gives a quick demo. The teacher must read loudly. Tell students that reading loudly is very important. Show how to click on the word to listen to the pronunciation and Hindi meaning.
- Call a volunteer and ask that student to show a demo. If a student reads softly, the teacher should interrupt and guide them to read aloud. (reading aloud is very important)
- Make groups of 3-4 students per group. Mix strong and weak readers in each group.
- Open the Read Along app on a tablet or phone: <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 stand outside.
- Take turns reading the entire story aloud — one student at a time, while the others listen.
- If you find a difficult word, click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud. Note the word in your SAB.
- At the end, each group shares the difficult words they found and their meanings with the class

1. Recap (15 mins)

(Note for 2-hour classes: Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (20 mins)

(Note for 2-hour classes: Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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.”

Duolingo Practice (15 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 or Keyboarding, call each student one by one.

Gmail Creation (*use tablet, not laptop*)

Note: Use a tablet, not a laptop – laptops ask for a mobile number and involve too many extra steps during Gmail creation, but tablets skip all of this.

- Email: `firstname.lastname.branchcode@gmail.com` (*Example: rahul.kumar.713532@gmail.com*)
- Password: `firstname@branchcode` (*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?
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.

Read Along- Speak Aloud (30 mins) - Group Instructions- Read as loud as you can so that you develop confidence.

- The teacher gives a quick demo. The teacher must read loudly. Tell students that reading loudly is very important. Show how to click on the word to listen to the pronunciation and Hindi meaning.
- Call a volunteer and ask that student to show a demo. If a student reads softly, the teacher should interrupt and guide them to read aloud. (reading aloud is very important)
- Make groups of 3-4 students per group. Mix strong and weak readers in each group.
- Open the Read Along app on a tablet or phone: <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 stand outside.
- Take turns reading the entire story aloud — one student at a time, while the others listen.
- If you find a difficult word, click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud. Note the word in your SAB.
- At the end, each group shares the difficult words they found and their meanings with the class

1. Recap (20 mins)

(Note for 2-hour classes: Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

(**Note for 2-hour classes:** Extend this activity to **25 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (10 mins)

(Note for 2-hour classes: Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

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: Choose One Based on Class Size

If less than 18 students

If 18 or more students move to Day 11

Go for Mobilization

Continue with Duolingo

Duolingo Practice (15 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).

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*)

Note: Use a tablet, not a laptop – laptops ask for a mobile number and involve too many extra steps during Gmail creation, but tablets skip all of this.

- Email: `firstname.lastname.branchcode@gmail.com` (*Example: rahul.kumar.713532@gmail.com*)
- Password: `firstname@branchcode` (*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?
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.

Read Along- Speak Aloud (30 mins) - Group Instructions- Read as loud as you can so that you develop confidence.

- The teacher gives a quick demo. The teacher must read loudly. Tell students that reading loudly is very important. Show how to click on the word to listen to the pronunciation and Hindi meaning.
- Call a volunteer and ask that student to show a demo. If a student reads softly, the teacher should interrupt and guide them to read aloud. (reading aloud is very important)
- Make groups of 3-4 students per group. Mix strong and weak readers in each group.
- Open the Read Along app on a tablet or phone: <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 stand outside.
- Take turns reading the entire story aloud – one student at a time, while the others listen.
- If you find a difficult word, click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud. Note the word in your SAB.
- At the end, each group shares the difficult words they found and their meanings with the class

Summary of Last Class – 15 mins

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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

Step 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

Step 3. Group Practice (10 mins)

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

The teacher walks around and helps.

Step 4. Speaking Practice (15 mins)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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

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.

Read Along- Speak Aloud (30 mins) - Group Instructions- Read as loud as you can so that you develop confidence.

- The teacher gives a quick demo. The teacher must read loudly. Tell students that reading loudly is very important. Show how to click on the word to listen to the pronunciation and Hindi meaning.
- Call a volunteer and ask that student to show a demo. If a student reads softly, the teacher should interrupt and guide them to read aloud. (reading aloud is very important)
- Make groups of 3-4 students per group. Mix strong and weak readers in each group.
- Open the Read Along app on a tablet or phone: <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 stand outside.
- Take turns reading the entire story aloud – one student at a time, while the others listen.
- If you find a difficult word, click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud. Note the word in your SAB.
- At the end, each group shares the difficult words they found and their meanings with the class

Recap (30 mins)

(Note for 2-hour classes: Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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

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

(Note for 2-hour classes: Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (Parallel Activity)

- 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 – 5 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.

Step 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

Step 2. Teacher Modeling – New Sentences (10 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

Step 3. Controlled Practice (10 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

Step 4. Pair Practice – Build Fluency (10 mins)

Task 1:

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

Task 2:

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

The teacher moves around and supports.

Step 5. Speaking Performance (10-15 mins)

(Note for 2-hour classes: Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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

Encourage:

- Speak loudly
- Don't worry about mistakes

Part 2: Option A: Mobilization (For Classes < 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.

Read Along – Group Instructions (30 mins)

(Note for 2-hour classes: Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

Read Along- Speak Aloud (30 mins) - Group Instructions- Read as loud as you can so that you develop confidence.

- The teacher gives a quick demo. The teacher must read loudly. Tell students that reading loudly is very important. Show how to click on the word to listen to the pronunciation and Hindi meaning.
- Call a volunteer and ask that student to show a demo. If a student reads softly, the teacher should interrupt and guide them to read aloud. (reading aloud is very important)

- Make groups of 3-4 students per group. Mix strong and weak readers in each group.
- Open the Read Along app on a tablet or phone: <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 stand outside.
- Take turns reading the entire story aloud – one student at a time, while the others listen.
- If you find a difficult word, click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud. Note the word in your SAB.
- At the end, each group shares the difficult words they found and their meanings with the class

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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
-

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)

(Note for 2-hour classes: Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (10 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 (15 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)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (10 mins)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

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

Objective:

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

Read Along- Speak Aloud (30 mins) - Group Instructions

- The teacher gives a quick demo. Show them how to read aloud, how to click on the word to listen to the pronunciation and Hindi meaning.
- Make groups of 3-4 students per group. Mix strong and weak readers in each group.
- Open the Read Along app on a tablet or phone: <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 stand outside.
- Take turns reading the entire story aloud — one student at a time, while the others listen.
- If you find a difficult word, click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud. Note the word in your SAB.
- At the end, each group shares the difficult words they found and their meanings with the class

Step 1: Discussion Questions: (15 mins)

(Note for 2-hour classes: Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 mins)

(Note for 2-hour classes: Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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: (15 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.**

Student Support & Counselling:

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

Note: This step is compulsory.

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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:

- 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)

Read Along- Speak Aloud (30 mins) - Group Instructions

- The teacher gives a quick demo. Show them how to read aloud, how to click on the word to listen to the pronunciation and Hindi meaning.
- Make groups of 3-4 students per group. Mix strong and weak readers in each group.
- Open the Read Along app on a tablet or phone: <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 stand outside.
- Take turns reading the entire story aloud — one student at a time, while the others listen.
- If you find a difficult word, click once to hear pronunciation, double-click for slow pronunciation + Hindi meaning. Repeat the word aloud. Note the word in your SAB.
- At the end, each group shares the difficult words they found and their meanings with the class

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 (30-40 mins)

Note: Use a tablet, not a laptop — laptops ask for a mobile number and involve too many extra steps during Gmail creation, but tablets skip all of this.

Instructions:

The teacher watches these videos on how to create G-mail id and help students. Students do not need to watch these videos

[Gmail sign-up video](#) on their laptops.

If students need to create a Gmail ID on their smartphone or tablet, teacher watches video 5

https://youtu.be/wmTBG_IvpQI?si=5p3cBcOqf7rb22n

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

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

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.

Student Support & Counselling:

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

Note: This step is compulsory.

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Day 14: Exploring ChatGPT

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

Note: Please remind the Full Sentence Cop to stay active.

Before Class: Teacher Preparation

Teacher must ensure:

- One device per student (student smartphone/tablet/laptop)
- 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)

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)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

Step 3: ChatGPT Home Page Introduction (10 mins)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 – 15 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.

Step 1: Video (10 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 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 mins)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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.

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:

- 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)

Teacher should ensure:

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

Note: Please remind the Full Sentence Cop to stay active.

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)

(Note for 2-hour classes: Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

(Note for 2-hour classes: Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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)

(Note for 2-hour classes: Extend this activity to **45 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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](#)

Student Support & Counselling:

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

Note: This step is compulsory.

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Day 16: Meet Claude AI

Objective: Students will be able to open and use Claude AI, explore its homepage, and compare it with ChatGPT and Gemini.

Teacher must ensure:

- 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)

Teacher should:

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

Write on board before the class:

ChatGPT Gemini Claude

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.

Note: Please remind the Full Sentence Cop to stay active.

Step 1: Introduction (10 mins)

Point to the board and tell students:

1. "You know this one — ChatGPT. You know this one — Gemini. Today we meet the third one — Claude." Underline the word Claude.
2. It is not Cloud (like sky). It is Claude." Say it slowly, ask students to repeat.

Ask the class:

3. "Have you heard the name Claude before?" Take 2–3 responses.
4. "Have you ever used it?" Take 2–3 responses. It's okay if no one has.

Step 2: Homepage Tour (10 mins)

(Note for 2-hour classes: Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

Ask all students to open Claude on their devices. Open the tablet and show it as a demo. Walk through the homepage together, pointing to each part. Ask students to find it on their own screen before you move to the next.

1. Open the menu at the top-left to reveal the sidebar.
2. Scan the sidebar: note New Chat, Old Chats, Projects, and Artifacts.
3. Scroll to the bottom of the sidebar and tap Settings.
4. Return to the main screen and find the central "Chat with Claude" typing box.
5. On the right side of that box, use the Mic button or select Live Chat for voice features.\

After the tour, ask: *"Can everyone see the mic button? Show me thumbs up."* Tell students: *"Today we will not type. We will speak. Use the mic button."*

Step 3: AI Spoken English Practice (30 mins) — Sign in using your own Gmail ID

Show a demo to students before beginning this activity.

1. Open Claude. Copy and paste the prompt below into the chat box. Press send. Claude will ask you questions. Use the mic button to answer each question.
2. After the demo, invite a volunteer student to the front. Open a new chat. Use the same prompt. Ask the student to answer Claude's questions.
3. Ask students to sit in a **zigzag pattern** across the classroom — so no two students are directly next to each other



Prompt: Copy Paste into Claude

I am a beginner English learner. I have been learning English for only 14 days. Please use very simple English with me. Ask me 5 questions one by one about my daily life — like my name, my family, my city, my food, my hobby. Ask one question. Wait for my answer. If my answer has a mistake, correct me gently and then ask the next question.

Step 4: The AI Verdict (5 mins)

Draw this on the board. Ask students to share their their rating:

My AI Rating:

ChatGPT → ___ / 5

Gemini → ___ / 5

Claude → ___ / 5

Ask:

1. *"Which one did you like most? Why?"*
2. Share with students: *"All three are free. All three can help your English."*

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.

Step 1: Video Introduction (20 mins)

(Note for 2-hour classes: Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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."

Have students repeat each sentence after you.

Step 2: Interactive Activity (15 mins)

(Note for 2-hour classes: Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

Ball-Passing Game:

Students pass a ball and introduce themselves to the next person aloud. Allow students to use the dialogue from the white board.

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:

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

- Refer to student retention techniques for guidance.
- 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 Meta AI

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

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

Teacher should:

- Identify students who still need Gmail creation support
- Students use the **same assigned device**

Write on the board before class: ChatGPT Gemini Claude **Meta 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.

Note: Please remind the Full Sentence Cop to stay active.

Step 1: Meta AI Introduction (5 mins)

Point to the board and tell students:

"You know this one — ChatGPT. You know this one — Gemini. You tried Claude yesterday. Today we use the fourth one — Meta AI." Underline Meta AI.

Ask the class:

- "Meta — have you heard this name before?" (Take 2–3 responses — students may connect it to Facebook, Instagram, WhatsApp.)

Quick homepage tour (2 mins): Ask all students to open meta.ai app on their device.

Show on the tablet:

1. The chat box in the centre — this is where you type or speak
2. The Mic button — for voice input

Step 2: Introduction to Today's Activity (2 mins)

Teacher says:

"Today you will use Meta 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 3: Teacher Demonstration (5 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 the App → go to **meta.ai**
2. Press the **Mic button** → copy the prompt clearly from AI speaking practice document

Step 4: Student Activity (20 mins)

- Students open browser → go to **meta.ai**
- 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
- Put on earphones
- 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 5: Sharing with the Class (20 mins)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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 4)

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

Gmail Creation (*use tablet, not laptop*)

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

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?
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: Present a short self-introduction confidently.

Step 1: Pair Practice (10 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 2: Present in Front of the Class (20 mins)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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.

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.

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

Note: Please remind the Full Sentence Cop to stay active.

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 “Personalisation” and then click on “Custom Instructions”.

Explain: This is where we tell ChatGPT about us.

Step 3: Explain the box – 5 minutes

Point to the “Custom Instructions” box and say: This box is for ChatGPT to understand my requirements.

Step 4: Fill the Box – 10 minutes

(Note for 2-hour classes: Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

Tell students to fill the 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.
I want to speak in English.

Click Save.

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

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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”

Part 2: Speaking and Presentation Practice

Objective:

By the end of the Day, students will be able to: Present a short self-introduction confidently.

Step 1: Pair Practice (5 mins)

- Students practice the dialogue in their SAB lesson 17 with their partners.
- Encourage them to speak naturally without looking into the book.

Step 2: Present in Front of the Class (25 mins)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

- Pick pairs who missed to present in the previous class.
- 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.

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.

Note: Please remind the Full Sentence Cop to stay active.

Step 1: Pair Work - Situation Practice (10 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)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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

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.

Note: Please remind the Full Sentence Cop to stay active.

Step 1: Presentation Time (50 minutes)

(**Note for 2-hour classes:** Extend this activity to **70 minutes** to provide additional speaking practice and participation opportunities for more students.)

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

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

(**Note for 2-hour classes:** Extend this activity to **10 minutes** to provide additional speaking practice and participation opportunities for more students.)

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.

Note: Please remind the Full Sentence Cop to stay active.

Step 1: Entry Check in: (20 mins)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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

Step 2: Activity: Find the Lie (20 mins)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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.

Read Along (20 mins)

(Note for 2-hour classes: Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 stand 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 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.

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

Note: Please remind the Full Sentence Cop to stay active.

Step 1.1: Entry Check In: (20 mins)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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

Step 1.2: 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.

Step 2: Read Along (20 mins)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for 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 stand 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 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 (10 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)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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

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

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

Objective:

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

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

Note: Please remind the Full Sentence Cop to stay active.

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)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

(**Note for 2-hour classes:** Extend this activity to **10 minutes** to provide additional speaking practice and participation opportunities for more students.)

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:

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 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.

Note: Please remind the Full Sentence Cop to stay active.

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)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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:

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 minutes)

(Note for 2-hour classes: Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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.

Note: Please remind the Full Sentence Cop to stay active.

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

(Note for 2-hour classes: Extend this activity to **45 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

(Note for 2-hour classes: Extend this activity to **45 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 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.

Note: Please remind the Full Sentence Cop to stay active.

Step 1: Instructions: (10 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)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (20 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 stand 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: Demo by Teacher – 5 minutes: The teacher opens Gemini on the tablet, demonstrates the full process live — from logging in to speaking the prompt — so students know exactly what to expect before they try. Then, a volunteer student repeats the same demo in front of the class.

1. Open the **Gemini** app on your tablet and log in with your Gmail account.
2. On the home screen, find **Live Conversation** and tap on it. On the next screen, look for the **video camera icon** at the bottom and tap it.
3. A screen will open asking for permission to use your camera and microphone — tap **Allow** for both. For first-time users only
4. Once the camera is on, **look directly into it** (not at yourself on screen).
5. When Gemini is ready, say this prompt clearly:

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

6. Wait for Gemini to respond and confirm it understood.
7. Now speak your 10 sentences about your daily routine — slowly and clearly.
8. After you finish, **listen carefully** to the feedback Gemini gives on your English and expressions.
9. Try again — this time using the feedback to improve.

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.

Note: Please remind the Full Sentence Cop to stay active.

Step 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.

Step 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

Step 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

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

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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

Step 5: Guided Full Speaking (15 mins)

(Note for 2-hour classes: Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

Students speak using all sentences first to their partner. After 5 minutes, tell students to find a new partner and speak.

Step 6: AI Activity (30 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

Note: Please remind the Full Sentence Cop to stay active.

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

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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: Class Cops (Monitors)- (5 mins)

Appoint 1 student monitors (weekly):

- English Only Cops - Ensures students speak in English Only

The classroom will have 4 official Cops:

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.
4. English Only Cops - Ensures students speak in English Only

Ask:

- What should each cop be responsible for?

Step 5: AI Activity (30 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:

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 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.

Note: Please remind the Full Sentence Cop to stay active.

Step 1: Dumb Charades! (15 minutes)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

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

(Note for 2-hour classes: Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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 _____.

Step 5: Class Cops (Monitors)- (5 mins)

Appoint 1 student monitors (weekly):

- English Only Cops - Ensures students speak in English Only

The classroom will have 4 official Cops:

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.
4. English Only Cops - Ensures students speak in English Only

Ask:

- What should each cop be responsible for?

Activity: Keyboarding + AI Speaking Practice (20 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.

AI Live Speaking Practice (Tablets) - 20 min

Demo by Teacher – 5 minutes: The teacher opens Gemini on the tablet, demonstrates the full process live – from logging in to speaking the prompt – so students know exactly what to expect before they try. Then, a volunteer student repeats the same demo in front of the class.

1. Open the **Gemini** app on your tablet and log in with your Gmail account.
2. On the home screen, find **Live Conversation** and tap on it. On the next screen, look for the **video camera icon** at the bottom and tap it.
3. A screen will open asking for permission to use your camera and microphone – tap **Allow** for both. For first-time users only
4. Once the camera is on, **look directly into it** (not at yourself on screen).
5. When Gemini is ready, say this prompt clearly:

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

6. Wait for Gemini to respond and confirm it understood.
7. Now speak your 10 sentences about your daily routine – slowly and clearly.
8. After you finish, **listen carefully** to the feedback Gemini gives on your English and expressions.
9. Try again – this time using the feedback 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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Class Presentation (60 mins)

(**Note for 2-hour classes:** Extend this activity to **90 minutes** to provide additional speaking practice and participation opportunities for more students.)

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**.

Step 1.1: 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!”

Step 1.2: 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**.

Step 1.3: 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**.

Step 1.4: 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!”

Step 1.5: 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.”

Step 1.6: Fun Awards

Give playful awards:

- ★ **Best Speaker**
 - ★ **Sequence Star**
 - ★ **Clear Voice Champion**
-

Step 2: AI Activity (30 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 100

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Introduction (20 mins)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (15 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 (25 mins)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (30 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 stand 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: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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: AI Live Speaking Practice (Tablets) - 30 min

Demo by Teacher – 5 minutes: The teacher opens Gemini on the tablet, demonstrates the full process live — from logging in to speaking the prompt — so students know exactly what to expect before they try. Then, a volunteer student repeats the same demo in front of the class.

1. Open the **Gemini** app on your tablet and log in with your Gmail account.
2. On the home screen, find **Live Conversation** and tap on it. On the next screen, look for the **video camera icon** at the bottom and tap it.
3. A screen will open asking for permission to use your camera and microphone — tap **Allow** for both. For first-time users only
4. Once the camera is on, **look directly into it** (not at yourself on screen).
5. When Gemini is ready, say this prompt clearly:

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

6. Wait for Gemini to respond and confirm it understood.
7. Now speak your 10 sentences about your daily routine — slowly and clearly.
8. After you finish, **listen carefully** to the feedback Gemini gives on your English and expressions.
9. Try again — this time using the feedback 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:  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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Game (60 mins)

(**Note for 2-hour classes:** Extend this activity to **90 minutes** to provide additional speaking practice and participation opportunities for more students.)

Instructions:

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 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.

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Let's talk about our FEA class (20 mins)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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.

Step 2: Circle Share — Who Can Say It Without Looking? (15 mins)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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.

Step 3: Understand FEA Pledge Poster (20 mins)

Ask students to click a photo of a FEA pledge poster using Gemini or ChaGPT camera and upload the image. Tell students to write in the text- explain the meaning of this image in Hindi. Read the meaning and share your understanding with the class.

Step 4: Practice with AI (30 mins)

Instructions:

1. Students open **Gemini/ChatGPT** on their device.
2. Copy and paste this prompt to start:

"I want to practice my English. I will speak about 2 topics one by one. For each topic, I will speak at least 40 words. After I finish a topic, please ask me 2 easy and simple follow-up questions one by one. I will answer each question using at least 20 words. Once we complete the questions for one topic, move to the next. After both topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: Introduce yourself and your family, and Tell me about your FEA class."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini/ChatGPT will then ask **2 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 2**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

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 step

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 stand 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

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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

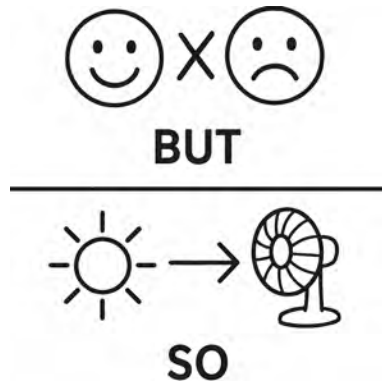
(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

(Note for 2-hour classes: Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

(Note for 2-hour classes: Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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.

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: But and So (10 mins)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

Make Sentences

Start the class by asking each student to share

- 2 sentences using “but”
- 2 sentences using “so”

Step 2: Pair and Share (30 mins)

(**Note for 2-hour classes:** Extend this activity to **45 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 Question 1, 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 3: Duolingo (20 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 4: AI Activity (30 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
-

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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

(**Note for 2-hour classes:** Extend this activity to **90 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (30 Minutes)- Sign in using your own Gmail Id

Step 1: AI Activity (30 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.

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 stand 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

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Introduction (15-20 mins)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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.

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Entry Check-in (15-20 mins)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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

Step 2: Asking Questions (20 mins)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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! (20 minutes)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

- Ask the students to share one sentence that they have learned about Malala Yousafzai.
- 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: Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about 2 topics one by one. For each topic, I will speak at least 40 words. After I finish a topic, please ask me 2 easy and simple follow-up questions one by one. I will answer each question using at least 20 words. Once we complete the questions for one topic, move to the next. After both topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: Introduce yourself and your family, and Tell me about your FEA class."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **2 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 2**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

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 stand 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

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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

(**Note for 2-hour classes:** Extend this activity to **50 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 Live Speaking Practice (Tablets)

Demo by Teacher – 5 minutes: The teacher opens Gemini on the tablet, demonstrates the full process live — from logging in to speaking the prompt — so students know exactly what to expect before they try. Then, a volunteer student repeats the same demo in front of the class.

1. Open the **Gemini** app on your tablet and log in with your Gmail account.
2. On the home screen, find **Live Conversation** and tap on it. On the next screen, look for the **video camera icon** at the bottom and tap it.
3. A screen will open asking for permission to use your camera and microphone — tap **Allow** for both. For first-time users only
4. Once the camera is on, **look directly into it** (not at yourself on screen).
5. When Gemini is ready, say this prompt clearly:

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

6. Wait for Gemini to respond and confirm it understood.
7. Now speak your 10 sentences about your daily routine — slowly and clearly.
8. After you finish, **listen carefully** to the feedback Gemini gives on your English and expressions.
9. Try again — this time using the feedback 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?

Objectives:

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 mins)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

Use 3 model questions:

- Teacher asks: When do you eat breakfast?
- The 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?

- The 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 mins)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 minutes) - Sign in using your own Gmail Id

Instructions:

1. Ask students to open their SRB 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.
4. 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.

5. AI will start asking questions one by one and give you a sentence starter.
6. Use mic during the activity.
7. After speaking, press the mute button.
8. 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?

Objectives:

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1- Activity: Quick Roleplay Practice (30 minutes)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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: Asking Questions (20 mins)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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: Circle Game – Ask and Pass (10 mins)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

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. Help and correct gently as needed

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

Instructions:

1. Ask students to open their SRB 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 the AI.
4. Focus on quality speaking, not finishing all questions. After 15 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.

5. AI will start asking questions one by one and give you a sentence starter.
6. Use mic during the activity.
7. After speaking, press the mute button.
8. 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 Parathe 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 Objectives

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

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Best Student Poster Discussion (15 mins)

Poster Ask students to click a photo of a 'Best Student' poster using Gemini or ChaGPT camera and upload the image. Tell students to write in the text- 'explain the meaning' of this image in Hindi. Read the meaning and share your understanding with the class.

Step 2: Teacher-Led Oral Recall (20 Minutes)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

The teacher starts by asking questions to the class. Ask one question from a few students.

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 3: Pair Ask (30 Minutes)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 4: Mingle Mingle Activity (10 Minutes)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

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?

Step 5: Read Along – Group Instructions (15 mins)- Objective- Read as loud as you can

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 stand 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

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Warm-up and Introduction (10 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)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 mins)

Teacher says: *"On Day 50, I will interview each of you — just like a real conversation. Today, practice those same topics with AI so you feel confident and ready."*

Students will copy paste the prompt from the AI document lesson 45 and get started. Sit in a zig zag pattern. Use earphones and use your own G-mail account.

Trios Speaking Activity (20 mins)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: SAB Exercise (15-20 mins)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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: AI Speaking Practice+Mock Interview (30 mins)

Prepare for Your Assessment with AI (30 mins)

Teacher says: *"On Day 50, I will interview each of you – just like a real conversation. Today, practice those same topics with AI so you feel confident and ready."*

Students will copy paste the prompt from the AI document lesson 46 and get started. Sit in a zig zag pattern. Use earphones and use your own G-mail account.

Mock Interview and More

While students are using the assessment link - 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.

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Read Along – Group Instructions (30 mins)- Read as loud as you can

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 stand 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 mins)

(Note for 2-hour classes: Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

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: AI Speaking Practice+Mock Interview (30 mins)

Prepare for Your Assessment with AI (30 mins)

Students will copy paste the prompt from the AI document lesson 47 and get started. Sit in a zig zag pattern. Use earphones and use your own G-mail account.

Mock Interview and More

While students are using the assessment link - 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.

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.

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Presentation and More (30 mins)

(**Note for 2-hour classes:** Extend this activity to **45 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

(**Note for 2-hour classes:** Extend this activity to **45 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 with AI (30 mins)

Students will copy paste the prompt from the AI document lesson 48 and get started. Sit in a zig zag pattern. Use earphones and use your own G-mail account.

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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)

(Note for 2-hour classes: Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

The teacher calls out tasks randomly.
Students respond immediately.
Focus on speed + full sentences.

Step 4 – Pair Mock Interview (20 mins)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 with AI (30 mins)

Practice *those same topics with AI so you feel confident and ready.* "Students will copy paste the prompt from the AI document lesson 49 and get started. Sit in a zig zag pattern. Use earphones and use your own G-mail account.

Step 6 – 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:

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

Note: This step is 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 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 mins)

Instructions:

Students will copy paste the prompt from the AI document lesson 50 and get started. Sit in a zig zag pattern. Use earphones and use your own G-mail account.

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)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 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

Focus this time:

- Improve weak answers
- Speak more clearly
- Try longer sentences

3. Re-attempt for Improvement (Strongly Recommended)

- Students redo AI Assessment
- 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 – Help students speak more (B1 level)- From this stage onwards, guide students to speak clearly and in detail:

- * try to make each sentence longer and more meaningful.
- * Add reasons to your ideas using words like because, so, and but.
- * Give examples to explain your point clearly (for example, from your life or village).
- * Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- * Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- * Add feelings and opinions (I think, I feel, I believe).

Students:

Use mic to answer

Repeat after correction

Get CEFR score

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Warm-up and Introduction (5 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 2 different partners. Use full sentences only."

Round 1: Partner Practice (10 mins)

Pair students. Each pair gets 5 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 (10 mins)

Same format:

1. Daily routine → Questions → Feedback
2. Introduction → Questions → Feedback

Round 3: Hot Seat Activity (30 mins)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (5 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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Warm-up and Introduction (5 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 (10 mins)

Pair students. Each pair gets 5 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 (10 mins)

Same format:

1. Daily routine → Questions → Feedback
2. Introduction → Questions → Feedback

Round 3: Hot Seat Activity (30 mins)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

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:

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 (5 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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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 (10 mins)

Pair students. Each pair gets about 5 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 (10 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 (20 mins)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

Select **5 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.

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)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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 (10 mins)

Pair students. Each pair gets about 5 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 (10 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 (20 mins)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

Select **5 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?”

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)

(Note for 2-hour classes: Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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 (10 mins)

Pair students. Each pair gets about 5 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 (10 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 (20 mins)

(Note for 2-hour classes: Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

Select **5 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)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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 3: Hot Seat Activity (20 mins)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

Choose **5 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)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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 (10 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 (10 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 (25 mins)

(**Note for 2-hour classes:** Extend this activity to **45 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (5 mins)

(**Note for 2-hour classes:** Extend this activity to **10 minutes** to provide additional speaking practice and participation opportunities for more students.)

Ask:

- “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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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 (10 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 (10 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 (25 mins)

(**Note for 2-hour classes:** Extend this activity to **45 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (5 mins)

(**Note for 2-hour classes:** Extend this activity to **10 minutes** to provide additional speaking practice and participation opportunities for more students.)

- “Which question word was easiest for you today – what, where, or who? 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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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 (10 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 (10 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 (25 mins)

(**Note for 2-hour classes:** Extend this activity to **45 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (5 mins)

(Note for 2-hour classes: Extend this activity to **10 minutes** to provide additional speaking practice and participation opportunities for more students.)

Ask:

- “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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Warm-up and Introduction (5 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 (10 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 (10 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 (20-25 mins)

(**Note for 2-hour classes:** Extend this activity to **45 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

(Note for 2-hour classes: Extend this activity to **15 minutes** to provide additional speaking practice and participation opportunities for more students.)

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- Help students speak more (B1 level)- From this stage onwards, guide students to speak clearly and in detail:

- * try to make each sentence longer and more meaningful.
- * Add reasons to your ideas using words like because, so, and but.
- * Give examples to explain your point clearly (for example, from your life or village).
- * Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- * Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- * Add feelings and opinions (I think, I feel, I believe).

Day 62: Describing Images

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

Before the class, write on the board

Describe the image: Hints

- 1- What can you see in the picture? (I see _____ and I see _____)
- 2- What are people doing?
- 3- What are they thinking?
- 4- I like this picture because _____
- 5- It reminds me of _____
- 6- How is the weather? Is it a city or 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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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 mins)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

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

<https://docs.google.com/presentation/d/1NxmpxIjfPK9DuIuBUUnBEIbUiGOCAR4no/edit#slide=id.p1>

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

Activity: AI Speaking Practice (30 mins)- Meta AI

Give a demo to students using Meta AI.

Copy paste this prompt on MetaAI

My English level is A1 on the CEFR scale. I want to improve my English. Give me one classroom safe image to describe. It can be of a train or bus station or it can be of a park or public place etc. I will describe the image in simple English. After I finish, correct my English, give me one better sample description, and ask me to repeat the corrected sentences. If I speak less than 50 words, ask me to add more details about the people, place, actions, colours, and objects in the image before moving to the next task. Give image 1. Do this for 3 images one by one.

Note for students: Just pick ONE image from the 4 above and describe that one.

You don't need to describe all 4. They're 4 versions of the same. Choose the one you like best and tell me about 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 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).

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1- 15 mins

(**Note for 2-hour classes:** Extend this activity to **25 minutes** to provide additional speaking practice and participation opportunities for more students.)

Ask students to read **Successful and Unsuccessful people posters**. Read and share your understanding with the class.

Step 2: 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 6-8 students.

Step 2: 11 questions (25 mins)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 3: Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about 2 topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 2 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After both topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: Describe your FEA classroom, and Why do you want to learn English."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **2 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Log out once the session is complete

Teacher Tip – Help students speak more (B1 level)-

- ★ Try to make each sentence longer and more meaningful.
- ★ Add reasons to your ideas using words like because, so, and but.
- ★ Give examples to explain your point clearly (for example, from your life or village).
- ★ Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- ★ Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- ★ Add feelings and opinions (I think, I feel, I believe).

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Warm-Up (10 min)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

(Note for 2-hour classes: Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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: Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about 2 topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 2 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After both topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: Describe your FEA classroom, and Why do you want to learn English."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **2 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Log out once the session is complete

Teacher Tip – Help students speak more (B1 level)-

- ★ Try to make each sentence longer and more meaningful.
- ★ Add reasons to your ideas using words like because, so, and but.
- ★ Give examples to explain your point clearly (for example, from your life or village).
- ★ Try to connect your sentences so your speaking sounds like one full idea, not separate lines.

- ★ Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- ★ Add feelings and opinions (I think, I feel, I believe).

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Warm-Up (10 min)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (20 minutes)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (15 minutes)

(**Note for 2-hour classes:** Extend this activity to **25 minutes** to provide additional speaking practice and participation opportunities for more students.)

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.

AI Speaking Practice (Tablets)- 30 mins

Prompt- Copy and Paste on ChatGPT

Tell students this lesson has 2 prompts. Prompt 1 is a revision of what they have learned so far. And prompt 2 is related to today's lesson. They should practice prompt 1 for 20 minutes and prompt 2 for 10 minutes. Ask students to open AI Speaking Practice Document to find the prompt.

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)

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Teacher-Led Oral Recall (10-15 Minutes)

(**Note for 2-hour classes:** Extend this activity to **25 minutes** to provide additional speaking practice and participation opportunities for more students.)

(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 (10-15 Minutes)

(**Note for 2-hour classes:** Extend this activity to **25 minutes** to provide additional speaking practice and participation opportunities for more students.)

The teacher writes on the board:

in, on, under, near, between, in front of

Individual work:

Students make one sentence for each of these words.

The teacher walks around and supports weak and new students.

Pair work (10 mins):

The teacher makes pairs.

- Student A reads one sentence
- Student B listens and corrects
- Student A repeats
- Switch roles
- The teacher gives oral corrections only.

Step 3: Mingle Mingle Activity (10 Minutes)

(Note for 2-hour classes: Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (30 mins)

1. Open AI doc → use your assigned tablet (with your name sticker)
2. Open Gemini → sign in with your Gmail account

Before starting: Practice saying the prompt aloud a few times, then say it to Gemini.

Prompt- I am learning English in an ESL class. I am from Rural India. I have attended 50+ days of class for 90 minutes every day. I have learned to answer simple questions using what, where, why, and when. Ask me 2 simple questions from each question word one by one. I will answer in at least 35 words. If I do not answer in 35 words, tell me to use more words to make it 35 words.

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Introduction (15-20 mins)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 Spoken English Practice (30 mins) — Sign in using your own Gmail ID

Show a demo to students before beginning this activity.

Open Meta AI

↓

Copy paste the prompt

↓

AI gives an image

↓
Type: “Ask me 5 questions about this image.”
↓
Answer all 5 questions in English
↓
Type: “Give me another image.”
↓
AI gives a new image
↓
Type: “Ask me 5 questions about this image.”
↓
Answer all 5 questions in English
↓
Type: “Give me another image.”
↓
AI gives the third image
↓
Type: “Ask me 5 questions about this image.”
↓
Answer all 5 questions in English
↓
Practice complete

If time allows generate and answer image 4 and 5

Prompt: Copy Paste on Meta AI

I learned simple prepositions today (between, in front of, in, under, on, below etc) in my English class. I want to practice describing the position of objects. Give me an image. Ask me 5 questions one by one from that image. Ask me where the object is. Accept only full sentence answers. If I answer incorrectly, tell me the correct answer in full sentence. Ask another question. After 5 questions, give another image and repeat. Do it like this for 3 images. Give an image and ask 5 questions one by one.

Activity: Getting to Know a Student while students are working on AI

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.

Step 4: Post-AI Questions (5-10 mins)

(Note for 2-hour classes: Extend this activity to **15 minutes** to provide additional speaking practice and participation opportunities for more students.)

Ask:

- Can you find something in this room that is **between** two other objects right now?
- What is the difference between saying the monkey is **near** the tree versus **on** the tree?
- If we didn't have words like *on*, *under*, or *between*, how would you tell your parents where your book is?

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: Group Mentality

Objective:

Students will understand the meaning of “Group Mentality” and develop awareness about independent thinking, decision-making, and positive peer influence through AI-based speaking practice and group discussion.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Introduction to Topic (5 minutes)

(**Note for 2-hour classes:** Extend this activity to **15 minutes** to provide additional speaking practice and participation opportunities for more students.)

- Write “Group Mentality” on the board.
- Ask students:
 - “What do you think this means?”
 - “Have you ever followed a group without thinking?”

Step 2: Explain the Activity (2 minutes)

- Tell students they will explore the topic using AI speaking practice.
- Ask students to open the AI Speaking Practice document.

Step 3: AI Speaking Practice (20-25 minutes)

- Instruct students to copy the prompt and paste it into Claude, Gemini, or ChatGPT.
- Ask them to start the conversation with the AI.
- Move around the class, support students, and help them continue the conversation.

Step 4: Whole Class Reflection (10 minutes)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

- Gather all students back together.
- Ask:
 1. “What did you learn from the AI conversation?”
 2. “Why can group mentality sometimes be dangerous?”
 3. “When can group mentality be positive?”
- Take responses from a few students.

Step 5: Small Group Sharing (10 minutes)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

- Divide students into small groups.
- Ask each student to share:
 1. One important learning
 2. One real-life example
 3. One way to think independently

Step 6: Teacher Closing (2 minutes)

- Conclude by saying:
 “It is good to learn from others, but we should also think independently and make wise decisions.”

Step 7: 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.

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 + AI Spoken Practice

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Let's Discover Harmanpreet Kaur (15-20 minutes)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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: Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about 2 topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 2 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After both topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: Describe your School or College, and What is group mentality."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.

5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Log out once the session is complete

Teacher Tip – Help students speak more (B1 level)-

- ★ Try to make each sentence longer and more meaningful.
- ★ Add reasons to your ideas using words like because, so, and but.
- ★ Give examples to explain your point clearly (for example, from your life or village).
- ★ Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- ★ Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- ★ Add feelings and opinions (I think, I feel, I believe).

Step 4: Post-AI Questions (5-10 mins)

(**Note for 2-hour classes:** Extend this activity to **15 minutes** to provide additional speaking practice and participation opportunities for more students.)

Ask:

- Did the AI give you a CEFR level? Was it A2, B1, or something else?
- Are you feeling confident about scoring B1? Why or why not?

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Yesterday Land (10 minutes)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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)

(Note for 2-hour classes: Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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 Spoken English Practice (30 mins) — Sign in using your own Gmail ID

Before starting:

- Students sit in a zig-zag pattern to reduce background noise
- Open ChatGPT or Gemini → sign in with your own Gmail account
- Use the mic button to speak — do not type your answers
- After speaking, press the mute button

Round 1 — Guided Practice with Sentence Starters (10 mins)

- Ask students to open their AI doc and find the 10 Questions for today's lesson
- Copy the 10 questions and paste them into ChatGPT → press Send
- Then copy paste this prompt using the mic:

"Ask me these questions one by one and give me a sentence starter. Ask me to answer in complete sentences and correct me. Do not accept my answer if it is less than 40 words. Tell me to complete my 40 words first. After my answer, give me a sample answer and ask me to repeat. Then move to the next question"

- AI will ask each question and provide a sentence starter
- Student speaks the answer using the mic, then presses mute

- Continue until all 10 questions are complete
-

Log out once the session is complete

Teacher Tip – Help students speak more (B1 level)-

- ★ Try to make each sentence longer and more meaningful.
- ★ Add reasons to your ideas using words like because, so, and but.
- ★ Give examples to explain your point clearly (for example, from your life or village).
- ★ Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- ★ Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- ★ Add feelings and opinions (I think, I feel, I believe).

Step 4: Post-AI Questions (5-10 mins)

Ask:

- Did the AI give you a CEFR level? Was it A2, B1, or something else?
- Are you feeling confident about scoring B1? Why or why not?

Activity: Getting to Know a Student while students are working on AI

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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

(**Note for 2-hour classes:** Extend this activity to **45 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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)

(Note for 2-hour classes: Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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 Spoken English Practice (30 mins) — Sign in using your own Gmail ID

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about 2 topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 2 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After both topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: My first day in FEA, and My last weekend."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **2 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Log out once the session is complete

Teacher Tip – Help students speak more (B1 level)-

- ★ Try to make each sentence longer and more meaningful.
- ★ Add reasons to your ideas using words like because, so, and but.
- ★ Give examples to explain your point clearly (for example, from your life or village).
- ★ Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- ★ Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- ★ Add feelings and opinions (I think, I feel, I believe).

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

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)- Read as loud as you can

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 stand 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

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Recap (30 mins)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

Activity: “Lucky Number Speaking”

1 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.
-

2) **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**

3) **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 Live Speaking Practice (Tablets)

Practice with AI (20 mins) — Sign in using your own Gmail ID

Before starting:

1. Students sit in a zig-zag pattern to reduce background noise
2. Open ChatGPT or Gemini → sign in with your own Gmail account
3. Use the mic button to speak — do not type your answers
4. Copy and paste the following prompts:

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

"I want to practice my English. I will speak about 2 topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 2 easy and simple follow-up questions one by one. I will answer each question using at least 30 words. Once we complete the questions for one topic, move to the next. After both topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: My first day in FEA, and My last weekend."

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

Objectives

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
-

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Teacher-Led Oral Recall (10 Minutes)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (20 Minutes)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

Teacher Setup

The teacher writes on the board:

Yesterday, I...

Writes 6–8 past verbs on the board. Ask 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)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about 2 topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 2 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After both topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: What I did yesterday, and My first day in FEA."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **2 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Log out once the session is complete

Teacher Tip – Help students speak more (B1 level)-

- ★ Try to make each sentence longer and more meaningful.
- ★ Add reasons to your ideas using words like because, so, and but.
- ★ Give examples to explain your point clearly (for example, from your life or village).
- ★ Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- ★ Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- ★ Add feelings and opinions (I think, I feel, I believe).

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.

Day 74: Life Yesterday

(If your students require more practice time, repeat this lesson)

Objective: Students will be able to identify common daily actions and learn their past forms (V2) to talk about yesterday using simple past tense sentences.

Video Follow-up (2 mins)

Ask:

- “Who watched the homework video?”
- “What do you remember?”

If students did not watch it, encourage them to watch it the next day.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

Ask students about their daily routine.

Example questions:

- “What time do you wake up?”
- “Do you eat breakfast?”
- “Do you study at night?”

Write common action words on the board:

- wake
- brush
- eat
- drink
- go
- study
- watch
- sleep
- write
- speak

Say:

“These are actions we do every day. Today we will learn how to talk about these actions in the past.”

Step 2: Learn V1 and V2 Forms (25 mins)

(Note for 2-hour classes: Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

Open SAB and show the V1–V2 table.

Teach only 12–15 verbs actively.

V1	V2	Sentence
wake	woke	I woke up at 6 a.m.
brush	brushed	I brushed my teeth.
eat	ate	I ate breakfast.
drink	drank	I drank milk.
go	went	I went to class.
study	studied	I studied English.
watch	watched	I watched TV.
sleep	slept	I slept at 10 p.m.

write wrote I wrote notes.

speak spoke I spoke to my friend.

do did I did my homework.

come came I came to the center.

Explain:

- “When we talk about the past, we use the second form of the verb.”
- “Some words add -ed.”
- “Some words change completely. These must be memorised.”

Practice:

- Teacher says V1 → students say V2
- Students repeat full sentences aloud
- Individual reading practice

Step 3: Pair Speaking Practice (10 mins)

Students work in pairs.

Student A listens and corrects.

Student B answers:

- “I watched TV.”
- “I studied English.”
- “I ate rice.”

Then switch roles.

Support weaker students by giving sentence starters.

Step 4: Memory Game (15 mins)

Explain sentence structure:

Subject + V2 + Object

Examples:

- I ate breakfast.
- I watched TV.

Game:

Students sit in a circle.

Student 1:

“Yesterday, I woke up.”

Student 2:

“I brushed my teeth.”

Student 3:

“I ate breakfast.”

Continue around the circle.

Help students remember past forms.

Encourage weaker students to repeat confidently.

Step 5: AI Speaking Practice (20 mins).

Prompt: “Today I learned about using simple past words. Ask me 3 questions about what I did yesterday one by one. I will speak in full sentences. Do not accept my answer if I speak less than 30 words. Correct my English after every answer and give me a short sample answer and ask me to repeat. After I repeat the sample answer ”

Students answer questions using simple past tense. Students repeat corrected answers

Student Support & Counselling (Last 10 mins)

Repeat counselling process:

- One-on-one discussions
- Attendance support
- Motivation support
- Goal setting
- Meeting log updates

Note: This step is compulsory.

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

Student Support & Counselling:

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

Note: This step is compulsory.

Day 75: Talking About Yesterday

Note: If you feel that students need more practice with past tense, continue revision and speaking activities the next day before moving to the next lesson.

Objective: Students will be able to use simple past tense sentences confidently to describe their yesterday routine.

Video Follow-up (2 mins)

Ask:

- “What did you learn from the TEDx video?”
- “What is one time management tip you remember?”

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Quick Revision Game (10 mins)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

Teacher says V1.

Students say V2.

Examples:

- go → went
- eat → ate

- sleep → slept

Then students make quick sentences.

Example:

Teacher:

“Eat”

Student:

“I ate breakfast.”

Step 2: Yesterday Timeline Activity (15 mins)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

Students describe their day in sequence.

Write prompts on board:

- woke up
- brushed teeth
- ate breakfast
- went to class
- studied
- returned home
- watched TV
- slept

Students speak:

- “I woke up at 7 a.m.”
- “I brushed my teeth.”
- “I went to class.”

Encourage complete sentences.

Step 3: Sentence Structure Practice (10 mins)

Teach:

Subject + V2 + Object

Examples:

- I watched TV.

- She cooked dinner.
- We studied English.

Board Practice:

Students create their own sentences.

Correct gently.

Step 4: Partner Interview Activity (15 mins)

Students ask each other:

- “What did you eat yesterday?”
- “What time did you sleep?”
- “Did you study yesterday?”
- “Did you watch TV?”

Partners answer in full sentences.

The teacher monitors pronunciation and grammar.

Step 5: AI Speaking Practice (30 mins)

Prompt:

“Today I learned about using simple past words. Ask me 3 questions about what I did yesterday one by one. I will speak in full sentences. Do not accept my answer if I speak less than 25 words. Correct my English after every answer and give me a short sample answer and ask me to repeat. After I repeat the sample answer ”

Students answer questions using simple past tense. Students repeat corrected answers

Homework

Write 10 sentences about your yesterday routine using past tense.

Example:

- I woke up at 6 a.m.
- I ate breakfast.
- I went to class.
- **Homework:** [The secrets of modern time management | Hitesh Choudhary | TEDxCITBengaluru](#)

Student Support & Counselling:

Use the last 10 minutes for in-person counselling.

Identify 2–4 students (irregular attendance / behavioral concerns) in advance.

Ask only selected students to stay back; others may leave.

Conduct brief, empathetic, and solution-focused one-on-one conversations.

Refer to student retention techniques for guidance.

Update the meeting log with key concerns, support provided, and next steps.

Note: This step is compulsory.

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Day 76 and 77: What Are You Doing Now?

(Conduct this topic over two days. This topic requires more practice time. On Day 2, focus more on Step 2.)

Objective: Students will be able to describe actions that are happening right now.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Look at me! (15 minutes)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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., cxd (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: Wheel of name (30 mins)

(Note for 2-hour classes: Extend this activity to **45 minutes** to provide additional speaking practice and participation opportunities for more students.)

How to Play: Present Continuous Speaking Game

1. The teacher opens the Wheel of Names link.- <https://wheelofnames.com/mj2-kvz>
2. All speaking topics are already added to the wheel.
3. The teacher spins the wheel.
4. One topic appears randomly.
5. The teacher chooses 3 students.
6. Each student speaks 3–5 sentences using present continuous (“is/am/are + ing”).
7. Students should try to speak only in present continuous tense.
8. After all 3 students speak, the teacher spins the wheel again for a new topic.
9. Continue for multiple rounds.
10. This lesson is to be conducted over 2 days. On day 2, assign one topic to each student and let them prepare at least 10 sentences. Next, ask them to practice with their partner. Now ask every student to come on stage one by one, and speak on the topic.

Example

Topic: “What are people doing in the market?”

Student answer:

- People are buying vegetables.
- Shopkeepers are selling fruits.
- Children are eating snacks.
- Some people are talking to friends.

Rules

- Speak in English only.
- Use present continuous sentences.
- Try to speak without stopping.
- Listen carefully when others are speaking.

(If the wheel of name link does not work, then use these questions)

1. What are you doing right now? 2. What are you wearing today? 3. What are your family members doing now? 4. What are students doing in your classroom? 5. What are people doing in the market? 6. What are you learning these days? 7. What are your friends talking about today? 8. What games are children playing outside? 9. What are you eating these days? 10. What are people doing on their phones nowadays? 11. What are your neighbours doing today? 12. What are you watching these days? 13. What are teachers doing in your school? 14. What are people celebrating in your area? 15. What are you

practicing these days? 16. What are your classmates discussing now? 17. What are people buying from shops today? 18. What are you doing to improve your English? 19. What songs are people listening to these days? 20. What are you planning and preparing for now?

Step 2: AI Spoken English Practice (30 mins)- Repeat this AI activity on day 2 for more practice

1. Open AI doc → use your assigned tablet (with your name sticker)
2. Open Gemini/ChatGPT → sign in with your Gmail account
3. Copy paste the prompt on AI and get started
4. Speak loudly and clearly so Gemini/ChatGpt can hear you

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

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 78: Consolidation: Practice Time

Objective:

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

Recap: What Are They Doing? (10 minutes)

- Show students images of people doing everyday actions (eating, running, sleeping, laughing, talking on a phone).



- Point to the first picture and ask: *"What is he/she doing?"*
- Students call out answers. Guide them toward the full sentence: *"She is eating."*
- After 2–3 pictures as a class, put students in pairs — one describes, one listens and mimes the action.
- Close by asking 3–4 students: *"What is your partner doing right now?"* → *"She is smiling."*

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Writing Activity (15 minutes)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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 (5 minutes)

- Students share their sentences with a partner.
- Partners listen and ask one follow-up question

Step 3: Presentation (30 minutes)

(**Note for 2-hour classes:** Extend this activity to **45 minutes** to provide additional speaking practice and participation opportunities for more students.)

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

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

Instructions:

- Ask students to open their AI book and find the 10 Questions.
- Ask them to copy the questions and paste them into ChatGPT and press Send.
- Say the following prompt to ChatGPT.

Prompt:

Prompt: "Ask me these questions one by one. Ask me to answer in complete sentences and correct me. Do not accept the answer if my answer is less than 30 words"

Answer each question in 5 sentences:

1. What did you do last Sunday? (Tell me in 5 sentences.)
2. What did you eat yesterday? (Tell me in 5 sentences.)
3. What did you do after school or college yesterday? (Tell me in 5 sentences.)
4. Tell me about a festival you celebrated last year. (Tell me in 5 sentences.)
5. Tell me about your daily routine. (Tell me in 5 sentences.)
6. Tell me about your childhood. (Tell me in 5 sentences.)
7. What is your father doing now? What are your friends doing now? (Tell me in 5 sentences.)
8. What did you do yesterday? (Tell me in 5 sentences.)
9. Tell me 3 things you are doing now. (Tell me in 5 sentences.)

10. Tell me about something new you learned last week. (Tell me in 5 sentences.)

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 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 (15 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 stand 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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: My To-do list! (30 minutes)

(**Note for 2-hour classes:** Extend this activity to **45 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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.*”
- Ask students to write a list of at least 10 things they plan to do tomorrow, then have them share their lists aloud.
- 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)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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

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

Instructions:

- Ask students to open their AI doc and find the 5 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. Ask me to answer in complete sentences and correct me."

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. **Video 10**
<https://www.youtube.com/watch?v=cYD8TEUtgo>

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Dream Walk! (20 minutes of activity + 10 minutes of singing)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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.
- **Optional-** As a class, enjoy singing this song together. (last 10 minutes of this activity)

Step 2: Watch & Discuss the Movie (60 mins)

(**Note for 2-hour classes:** Extend this activity to **80 minutes** to provide additional speaking practice and participation opportunities for more students.)

Watch the Movie — 30 mins (*Individual*)

- Students open **Terminal Part 1** on their tablets and watch quietly.
- Tell them to notice: the main characters, the story, and their favorite scene.

"Watch carefully. Think about what you liked — you'll talk about it soon."

Group Discussion — 30 mins (*Groups of 3–4*)

- Divide into small groups. Each group picks a **leader**.
- Leader's role: start the discussion, make sure everyone speaks, keep the group on track.

Discussion questions:

- Who is the main character?
- What is the story about?
- What is your favorite scene?
- The teacher announces the fun awards at the end.

Fun Awards 🎉 ★ Best Speaker | ★ Best Teamwork | ★ Best Movie Moment

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

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Watch & Discuss the Movie (60 mins)

(**Note for 2-hour classes:** Extend this activity to **80 minutes** to provide additional speaking practice and participation opportunities for more students.)

Watch the Movie — 30 mins (*Individual*)

- Students open **Terminal Part 2** on their tablets and watch quietly.
- Tell them to notice: the main characters, the story, and their favorite scene.

"Watch carefully. Think about what you liked — you'll talk about it soon."

Group Discussion — 30 mins (*Groups of 3-4*)

- Divide into small groups. Each group picks a **leader**.
- Leader's role: start the discussion, make sure everyone speaks, keep the group on track.

Discussion questions:

- Who is the main character?
- What is the story about?
- What is your favorite scene?

Encourage full sentences — *"My favorite scene is when _____."*

Group Presentation — 1-2 mins per group

Each group presents briefly. The leader introduces, then members share:

- A short story summary
- A favorite scene or moment

Fun Awards 🎉 ★ Best Speaker | ★ Best Teamwork | ★ Best Movie Moment

Part 2: Improve Your Spoken English with AI

Step 2: Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: Talk about your FEA journey, Describe your favorite family member, and Talk about your plans after completing FEA."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Introduction (10 minutes)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

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

Step 2: Story Video + Class Discussion (30 mins)

Watch the Video — 10 mins

- Students open **Video 11** on their laptops: [The Farmer and His Donkey](#)
- Tell them to think about: what happened in the story, and why everyone kept giving different opinions.

Think & Discuss — 20 mins

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

After the video, give students **1 minute of quiet thinking time.**

Write on the board: *"What did you learn from the story?"*

Remind them: the story is about **"Log kya kahenge?"** (*What will people say?*)

Pair Discussion — Students turn to their partner and share their thoughts. Both partners should speak.

Class Share — Invite a few students to share with the whole class in 2–3 sentences.

Close with a quick question to the class:

"Should we always listen to what people say?"

Fun Elements 🎉

👍 **Thumbs Up Game** — When someone shares a good lesson, the class gives a thumbs up. 🦉
Wise Owl Award — A small cheer for the student who explains the best lesson.

Step 3: Watch & Discuss the Movie (50 mins)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

Watch the Movie — 30 mins (*Individual*)

- Students open **Terminal Part 3** on their tablets and watch quietly.
- Tell them to notice: the main characters, the story, and their favorite scene.

"Watch carefully. Think about what you liked — you'll talk about it soon."

Group Discussion — 10–15 mins (*Groups of 3–4*)

- Divide into small groups. Each group picks a **leader**.
- Leader's role: start the discussion, make sure everyone speaks, keep the group on track.

Discussion questions:

- Who is the main character?
- What is the story about?
- What is your favorite scene?

Encourage full sentences — *"My favorite scene is when _____."*

Group Presentation — 1–2 mins per group

Each group presents briefly. The leader introduces, then members share:

- A short story summary
- A favorite scene or moment

Fun Awards 🎉 ★ Best Speaker | ★ Best Teamwork | ★ Best Movie Moment

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Prepare the Board (10 mins)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (20 mins)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

Students stand in a circle. Play music (play any music from YouTube without lyrics) while they pass the ball around. When the teacher says "**STOP**", the student holding the ball speaks.

The student shares 3 sentences:

- Yesterday I _____.
- Today I have _____.
- On Sunday I will _____.

If a student makes a mistake, gently correct by repeating it right:

Student: "*Yesterday I go market.*" Teacher: "*Good. Yesterday I went to the market.*"

After each student speaks, ask the class:

"What will she/he do on Sunday?" or "What did she/he do yesterday?"

This keeps everyone listening — not just the student with the ball.

Keep it fun 🎉

- 3 sentences → class claps 🙌

- Speaks confidently → class stands and claps 🙌

Continue until as many students as possible get a turn.

Step 3: Watch the movie (40 mins + 20 mins presentation)

(**Note for 2-hour classes:** Extend this activity to **70 minutes** to provide additional speaking practice and participation opportunities for more students.)

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. (20 mins)

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

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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 (10 minutes)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 minutes)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (10-15 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.

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

Step 4: Prepare for Your Assessment with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

Act as a formal examiner for an English proficiency assessment. This is a test, not a practice session. Rules for the Examiner: 1- No Feedback: Do not say 'Great job,' 'Well done,' or correct my English during the test. Simply acknowledge my input and move to the next question. 2. Strict Marking: Use the strict CEFR assessment criteria. Keep a count of repetitive vocabulary, basic sentence structures, and grammatical errors while giving the CEFR score. Do not inflate the score. Flow: I will provide my first topic (50+ words). You will ask 3 easy and simple follow-up questions one by one (I will answer each with 35+ words). Move to next question only after all 3 follow up questions. If my answers are less than number of words, do not move to the next question. At the end give my CEFR score. Final Evaluation Requirements: Overall CEFR Grade: (e.g., A0, A1 (or A1+), A2 (A2+), B1 or (B1+), B2). Skill Breakdown: Scores (1-10) for Grammar Accuracy, Vocabulary Range, and Coherence. Error Ledger: A table listing every error made during the test, the correction, and the level of severity (Minor/Major). My topics are: 1. Daily Routine of my father 2. Describe my village in a rainy season 3. My life after 2 years. I am ready. Please prompt me for Topic 1."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

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 85: Revision and Practice Day

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)

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Board Story + Time Hunt (20 Minutes)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

Setup

- The teacher gives half A4 sheets to students.
- The teacher writes the story on the board.

Story (mixed time)

Ramesh is sitting in the class now, but he is not fully awake. Yesterday, he woke up late and rushed to the market. He is thinking about that moment and smiling. He bought some fruits, but he forgot to buy vegetables. His mother was a little angry, but she is laughing about it now.

Tomorrow, Ramesh will go to the market again. He will not forget the vegetables this time. He will help his mother, and she will feel happy. In the class tomorrow, he will sit in the front and listen carefully. Right now, he is opening his notebook and writing fast because the teacher is watching him.

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

Step 2: Sentence Change Game (20 Minutes)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

Instructions

- Teacher says a base sentence (present form).
- Students change it as per teacher instruction.

Model Once

The sentence is “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.

Step 3: Error → Repair → Repeat (10 Minutes)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

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.

Part 2: Improve Your Spoken English with AI

Step 4: Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: Talk about your FEA journey, Describe your favorite family member, and Talk about your plans after completing FEA."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Step 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

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Short Speaking Challenge (60 minutes)

(Note for 2-hour classes: Extend this activity to **90 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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.
- After the speech, the teacher or other students must ask at least 1 question from the speaker
- 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

Step 2: Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: Talk about how you spend your free time, Describe your first day at FEA, and Talk about your plans after completing FEA."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1. Vocabulary Introduction (10-15 minutes)

(**Note for 2-hour classes:** Extend this activity to **25 minutes** to provide additional speaking practice and participation opportunities for more students.)

Goal: Introduce key health-related words

- Write these words on the board:
 - Headache
 - Fever
 - Cough
 - Dizziness
 - Stomach ache
 - Cold
 - Sore throat
- Pronounce each word slowly.
- Students repeat each word twice.
- Ask students to come up and read the words, too.

Step 2. Vocabulary Guessing Game (5 minutes)

- Act out each symptom one by one (hold head for headache, pretend to cough, sway for dizziness, etc.).
- Students guess the word: “*You have a cough!*” or “*It’s a headache!*”
- Repeat a few rounds with volunteers acting.

Step 3. Dialogue Reading Practice (10 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)

(**Note for 2-hour classes:** Extend this activity to **50 minutes** to provide additional speaking practice and participation opportunities for more students.)

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

Step 2: Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: Describe a visit to a doctor or clinic, Describe a hospital near your home, and Describe unhealthy habits students should avoid."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Log out once the session is complete

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1. Prep (10 minutes)

Ask groups to discuss and be ready for their roleplays.

Step 2: Group Performances (30-40 minutes)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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

Practice with AI (30 mins)

1. **Instructions:**
2. Students open **Gemini** on their device.
3. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: Talk about how English helps you, Describe a challenge you faced while learning English, and Talk about your future goals."

4. Use the **mic button** to speak — do not type answers.
5. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
6. Repeat the same for **Topic 2** and **Topic 3**.
7. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
8. Students **show the result to the teacher**.

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

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1. Storytelling – Renu’s Story (20-25 mins)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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

Prepare for Your Assessment with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

Act as a formal examiner for an English proficiency assessment. This is a test, not a practice session. Rules for the Examiner: 1- No Feedback: Do not say 'Great job,' 'Well done,' or correct my English during the test. Simply acknowledge my input and move to the next question. 2. Strict Marking: Use the strict CEFR assessment criteria. Keep a count of repetitive vocabulary, basic sentence structures, and grammatical errors while giving the CEFR score. Do not inflate the score. Flow: I will provide my first topic (50+ words). You will ask 3 easy and simple follow-up questions one by one (I will answer each with 35+ words). Move to next question only after all 3 follow up questions. If my answers are less than number of words, do not move to the next question. At the end give my CEFR score. Final Evaluation Requirements: Overall CEFR Grade: (e.g., A0, A1 (or A1+), A2 (A2+), B1 or (B1+), B2). Skill Breakdown: Scores (1-10) for Grammar Accuracy, Vocabulary Range, and Coherence. Error Ledger: A table listing every error made during the test, the correction, and the level of severity (Minor/Major). My topics are: 1. Describe your

school or college 2. Describe your favorite festival 3. Talk about FEA lessons you like and dislike and why. I am ready. Please prompt me for Topic 1."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Log out once the session is complete

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1. Student Presentations – Sharing Career Plans (50-60 mins)

(**Note for 2-hour classes:** Extend this activity to **80 minutes** to provide additional speaking practice and participation opportunities for more students.)

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: Closing Message (Say it clearly) (5 mins)

सपने अच्छे हैं, उड़ान भरते रहो,
लेकिन एक ही रास्ते पर मत ठहरो।

Plan A बनाओ, मज़बूत और सही,
Plan B भी रखो – बस ज़रूरत पड़े कभी।

कोई भी स्किल छोटा नहीं होता यहाँ,
स्किल है जो साथ देता, हर जगह, हर जहाँ।

Plans बदलें, रास्ते बदलें, ज़माना बदले चाहे,
Skills तुम्हें आगे ले जाएंगी – हर मोड़, हर राहे।

Part 2: Improve Your Spoken English with AI

Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: Talk about your career Plan A and your Plan B, Describe your life five years from now, and Which is better: a government job or a private job?."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Log out once the session is complete

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).

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Part 1: The Pair Interview (30 Minutes)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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...").

Part 2: Improve Your Spoken English with AI

Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: Describe a good student, Talk about your responsibilities at home, and Talk about your career Plan A and your Plan B."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Teacher Tip – Help students speak more (B1 level)

- ★ Try to make each sentence longer and more meaningful.
- ★ Add reasons to your ideas using words like because, so, and but.
- ★ Give examples to explain your point clearly (for example, from your life or village).
- ★ Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- ★ Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- ★ Add feelings and opinions (I think, I feel, I believe).

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: Students will work in small groups and share laptops for this Day. Divide the class into equal groups and assign one laptop per group.

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

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

Students have to share laptops for this exercise.

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, present and future
- B1: Can speak longer, gives reasons, fewer pauses, better vocabulary

Part 2: Improve Your Spoken English with AI

Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: Describe a good student, Talk about your responsibilities at home, and Talk about your career Plan A and your Plan B."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.

6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Log out once the session is complete

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Watch Graduate Videos (10 mins)

- Students watch short videos of 2 FEA graduates who completed their one-year course.
- These videos show how far students can come with consistent effort. **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 (10 mins)

Ask students:

- What did you understand from the videos?
- Do you think you can also improve like them?

Step 3: Create Your Own Script (20 mins)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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 (40 mins)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

- Invite students to come to the front one by one and share their journey. Ensure everyone gets the chance.
- 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 (10 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.

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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 (30 minutes)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

(Note for 2-hour classes: Extend this activity to **50 minutes** to provide additional speaking practice and participation opportunities for more students.)

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1 – Teacher Demo (15 mins)

(**Note for 2-hour classes:** Extend this activity to **15 minutes** to provide additional speaking practice and participation opportunities for more students.)

- Call one student.
- Write the 8 questions given below - on the board
- Ask 2–3 questions from the board. (Questions below)
- Show:
 - Full answers (not 1 word)
 - Add **reason** (because...)
 - Add **extra detail**

Step 2 – Pair Work (15 mins)

- Students work in pairs (A = interviewer, B = student)
- Ask all questions
- Then **change roles**

While students are interviewing announce the B1 Rule (Important)

Students must:

1. Speak **at least 3–4 sentences per answer**
2. Use **because / and / but**
3. Give reasons and examples

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?

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 4: 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 5: 15 mins – Personal Reflection - Comprehension Check

(**Note for 2-hour classes:** Extend this activity to **25 minutes** to provide additional speaking practice and participation opportunities for more students.)

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

Prepare for Your Assessment with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

Act as a formal examiner for an English proficiency assessment. This is a test, not a practice session. Rules for the Examiner: 1- No Feedback: Do not say 'Great job,' 'Well done,' or correct my English during the test. Simply acknowledge my input and move to the next question. 2. Strict Marking: Use the strict CEFR assessment criteria. Keep a count of repetitive vocabulary, basic sentence structures, and grammatical errors while giving the CEFR score. Do not inflate the score. Flow: I will provide my first topic (50+ words). You will ask 3 easy and simple follow-up

questions one by one (I will answer each with 35+ words). Move to next question only after all 3 follow up questions. If my answers are less than number of words, do not move to the next question. At the end give my CEFR score. Final Evaluation Requirements: Overall CEFR Grade: (e.g., A0, A1 (or A1+), A2 (A2+), B1 or (B1+), B2). Skill Breakdown: Scores (1-10) for Grammar Accuracy, Vocabulary Range, and Coherence. Error Ledger: A table listing every error made during the test, the correction, and the level of severity (Minor/Major). My topics are: 1. Talk about how you help your parents at home 2. Talk about why students should learn to save money 3. Describe a place in your village that needs to be cleaned. I am ready. Please prompt me for Topic 1."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Teacher Tip – Help students speak more (B1 level)

- ★ Try to make each sentence longer and more meaningful.
- ★ Add reasons to your ideas using words like because, so, and but.
- ★ Give examples to explain your point clearly (for example, from your life or village).
- ★ Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- ★ Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- ★ Add feelings and opinions (I think, I feel, I believe).

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Instructions: (45 mins)

(Note for 2-hour classes: Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (45 mins)

(Note for 2-hour classes: Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

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

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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)

(Note for 2-hour classes: Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

(Note for 2-hour classes: Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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

Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: Describe your school or college, Talk about your Sunday routine, and Talk about your plans for next week."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Teacher Tip – Help students speak more (B1 level)

- ★ Try to make each sentence longer and more meaningful.
- ★ Add reasons to your ideas using words like because, so, and but.
- ★ Give examples to explain your point clearly (for example, from your life or village).

- ★ Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- ★ Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- ★ Add feelings and opinions (I think, I feel, I believe).

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

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Jeopardy Game: 60 mins

(**Note for 2-hour classes:** Extend this activity to **90 minutes** to provide additional speaking practice and participation opportunities for more students.)

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

https://docs.google.com/presentation/d/1bUYL_47oyenbokb67kXxFRSJ7-iwrau3/e dit?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. What do you like to do in your free time?
2. What is your favorite food? Why do you like it?
3. Do you have a best friend? Tell me about them.
4. What time do you wake up every day?
5. What do you usually do after school or college?
6. Do you like watching movies or TV shows? Which ones?
7. What is your favorite place in your city? Why?
8. Do you like traveling? Where do you want to go?
9. What is your favorite subject? Why?
10. Do you play any sports? Which one?

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

Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: Talk about what you did yesterday, Describe a busy day in your life, and Talk about healthy habits."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Log out once the session is complete

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

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.


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 (20 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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Warm-up – Career Circle (10 minutes)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (10 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 (40 minutes)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 connectors like **because, but, so**
- Use **past (yesterday), present (now)** and **future (next week)**
- Speak 10 or more sentences

Step 4: Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: Describe a happy memory from childhood, Talk about what you did yesterday, and Describe your favorite family member."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Log out once the session is complete

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: Help me manage my time better

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

Objectives: Students will understand basic time management and:

- Identify one time-wasting habit
- Commit to one positive change (e.g., planning, reducing mobile use)

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Mindfulness (2 min)

- Deep breathing
- “Close your eyes... breathe in... breathe out... focus on today.”

Step 2: Topic Introduction (10 min)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

Teacher says:

“Today we have a very useful topic.”

Write on board:

Help me manage my time better

Ask:

- “What is time management?”
- “How do you waste your time?”

Take 2–3 responses.

Step 3: AI Prompt Introduction (10 min)

- Ask students to open AI Spoken English Document
- Show the prompt

Teacher actions:

- Everyone reads silently

Ask:

- “What will you learn from this?”

Take 2 responses.

Step 4: AI Practice Round 1 (20 min)

Students:

- Copy prompt
- Paste in Claude / Gemini
- Start speaking

Teacher:

- Walk around
- Help students:
 - speak in full sentences
 - stay focused
 - ask questions

Step 5: Regroup + Learning Check (10 min)

Ask:

- “What did you learn about time management?”
- What is a new word that you learned?

Step 6: AI Practice Round 2 (15 min)

Teacher says:

“Now continue the conversation with AI

Step 7: Wrap-Up- Personal Commitment (20 min)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

Ask students one by one:

- What did you learn from the class today?
- One thing you will change from today to manage your time better.

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: How can I become a Problem Solver

Students will:

- Build confidence to face problems
- Learn to think of solutions instead of giving up

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Mindfulness (2 min)

- Deep breathing
- “Close your eyes... breathe in... breathe out... stay calm and focused.”

Step 2: Topic Introduction (5 min)

(**Note for 2-hour classes:** Extend this activity to **10 minutes** to provide additional speaking practice and participation opportunities for more students.)

Teacher says:

“Today we have an important topic.”

Write on board:

Drive to solve problems

Ask:

- “What do you understand by the word problem?”

- “Do you face problems every day?”

Take 2–3 responses.

Step 3: Meaning Making (5 min)

(**Note for 2-hour classes:** Extend this activity to **10 minutes** to provide additional speaking practice and participation opportunities for more students.)

Ask:

- “What do you do when you have a problem?”
- “Do you try or give up?”

Elicit answers:

- Try
- Ask for help
- Ignore
- Feel scared

Then say:

“Drive means strong motivation to solve problems.”

Step 4: AI Prompt Introduction (10 min)

- Ask students to open **AI Spoken English Document**
- Show the prompt

Teacher actions:

- 2 students read aloud
- Everyone reads silently

Ask:

- “What will you do in this activity?”

Take 2 responses.

Step 5: AI Practice Round 1 (20 min)

Students:

- Copy prompt

- Paste in Claude / Gemini
- Start speaking

Teacher:

- Walk around
- Help students:
 - speak in full sentences
 - express ideas
 - build confidence

Step 6: Regroup + Learning Check (10 min)

Ask:

- “What did you learn about solving problems?”
- “What should we do when we face a problem?”

Write on board:

- Stay calm
- Think of solutions
- Try again
- Ask for help

Step 7: AI Practice Round 2 (15 min)

Teacher says:

“Now ask more questions about AI.”

Support questions:

- “How can I solve problems?”
- “What if I feel scared?”
- “How can I think better?”

Step 8: Pair Speaking Activity (10 min)

Activity: My Problem Story

Student A asks:

- “What problem did you face?”

Student B answers:

- “I had a problem with...”
- “I felt...”
- “I solved it by...”

Then switch.

Step 9: Wrap-Up (5-10 min)

(**Note for 2-hour classes:** Extend this activity to **15 minutes** to provide additional speaking practice and participation opportunities for more students.)

Ask:

- “What will you do next time you face a problem?”

End line:

“Face the problem, don’t fear it.”

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Ice-Breaker – “Fear to Fun” (10 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” (10 mins)

Start small before 1 minute.

Give easy topics:

- My name and my goal
- What I did yesterday
- My favorite food
- My village
- My daily routine
- My school life

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: Practice with AI (20 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:
3. Note: They can modify the prompt (Only the highlighted text) based on the topic they like to speak.

"I want to practice my English. I will speak about one topic: '**My school life**'

I will start by speaking at least 50 words on this topic. After I finish, please please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words.

After I have answered all three follow-up questions, please give me my CEFR level and a table of my mistakes.

4. Use the **mic button** to speak — do not type answers.
5. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
6. Repeat the same for **Topic 2** and **Topic 3**.
7. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.

8. Students **show the result to the teacher.**

Log out once the session is complete

Step 5: Main Event – 1-Minute Speaking Challenge (40 mins)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 6: Celebration & Reflection (5 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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Warm-Up (10 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 (10 mins)

Ask students to choose one topic and write 8–10 ideas to speak on.

Some optional topics (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

Step 3: Practice with AI (20 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:
3. Note: They can modify the prompt (Only the highlighted text) based on the topic they like to speak.

"I want to practice my English. I will speak about one topic: '**A day I will never forget**'

I will start by speaking at least 50 words on this topic. After I finish, please please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words.

After I have answered all three follow-up questions, please give me my CEFR level and a table of my mistakes.”

4. Use the **mic button** to speak — do not type answers.
5. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
6. Repeat the same for **Topic 2** and **Topic 3**.
7. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
8. Students **show the result to the teacher**.

Log out once the session is complete

Step 4: 1.5-Minute Stage Challenge (40 mins)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 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

Important: Please share this link with students over whatsapp and ask them to open and read.

Follow the FEA Growth Hub channel on WhatsApp:

<https://whatsapp.com/channel/0029Vb6CBaHDTkJujzVcTl1>

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

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more 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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1 – Review Yesterday’s Plan (20 mins)

- Students open their Career Plan Sheet in SAB.
- Practice sharing with their pair

Step 2 – Present (40 mins)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 5 Students present their findings to the class in their own words one by one.
- Remaining students present in groups.

Step 3- Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: Talk about your daily routine, Talk about your hobbies, and Talk about your plans for next week."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Log out once the session is complete

Teacher Tip – Help students speak more (B1 level)-

- ★ Try to make each sentence longer and more meaningful.
- ★ Add reasons to your ideas using words like because, so, and but.
- ★ Give examples to explain your point clearly (for example, from your life or village).
- ★ Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- ★ Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- ★ Add feelings and opinions (I think, I feel, I believe).

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: 1 hours 30 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 (15 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 (20 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.

- What does this person do?
- 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? (15 minutes)

Instruct students to watch the video (**Video**)

Discuss the questions given below: (10 minutes)

- o Which part of the video did you like the most?
- o Which career was suitable for the character in the video and which was not? Why?
- o What did you learn from the video?
- o 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 – 20 minutes

Teacher Instructions

- Instruct students to watch video (**Video**)- (5 minutes)

Teacher-Led Questions for Students (10 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 (5 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.

8. 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 a 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.)

Objectives:

- 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 (10 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:

- o What do you understand by the quote?
- o Why choosing a career considered one of most important decision in life.

3. RIASEC Assessment (40 minutes)

Teacher to introduce RIASEC Activity (interest based career test) to students and conducts RIASEC Test.

RIASEC video link to understand the instruction for teachers- [RIASEC Video Link](#)

RIASEC Test Link: <https://feaindia.org/MCOFEA/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 li
- After choosing either yes or no, students need to click on the submit button, once submitted, students will get the 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 the RIASEC Test from the Teachers Reference at the end of the lesson.
- 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
- The 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 have 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 the RIASEC result 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.
- Teacher will guide students to write their doubts/question about RIASEC Test/Report, so that they can ask Counsellor in VCC session.

4. Video of Career Counsellors (15 minutes)

Teachers instruct students to watch LN-108 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 counselors 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: (5min)

- Questions about right courses for the specific career (Student's career)
- What course I can pursue for my career_____?
- What scholarship can I apply if I am studying in class_____?
- I want to become_____, where can I 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.
- 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”.

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

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1. Sentence Starters (20 mins)

Ask students to open their SAB. Discuss the responses as a class and then ask students to fill out their SAB individually.

Step 2: Group Sharing – Round 1 (10 mins)

- Form pairs.
- Each student reads their story aloud to their partner.
- Encourage students to speak in full sentences.

Step 4: Class Presentation – Round 1 (30 mins)

(**Note for 2-hour classes:** Extend this activity to **50 minutes** to provide additional speaking practice and participation opportunities for more students.)

- Each student comes to the front and presents on their weekend.
- Encourage eye contact and a clear voice.

Step 5: Prepare for Your Assessment with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

Act as a formal examiner for an English proficiency assessment. This is a test, not a practice session. Rules for the Examiner: 1- No Feedback: Do not say 'Great job,' 'Well done,' or correct my English during the test. Simply acknowledge my input and move to the next question. 2. Strict Marking: Use the strict CEFR assessment criteria. Keep a count of repetitive vocabulary, basic sentence structures, and grammatical errors while giving the CEFR score. Do not inflate the score. Flow: I will provide my

first topic (50+ words). You will ask 3 easy and simple follow-up questions one by one (I will answer each with 35+ words). Move to the next question only after all 3 follow up questions. If my answers are less than the number of words, do not move to the next question. At the end give my CEFR score. Final Evaluation Requirements: Overall CEFR Grade: (e.g., A0, A1 (or A1+), A2 (A2+), B1 or (B1+), B2). Skill Breakdown: Scores (1-10) for Grammar Accuracy, Vocabulary Range, and Coherence. Error Ledger: A table listing every error made during the test, the correction, and the level of severity (Minor/Major). My topics are: 1. Describe your last weekend 2. Talk about your plans for next weekend 3. Describe your life five years from now. I am ready. Please prompt me for Topic 1."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Teacher Tip – Help students speak more (B1 level)

- ★ Try to make each sentence longer and more meaningful.
- ★ Add reasons to your ideas using words like because, so, and but.
- ★ Give examples to explain your point clearly (for example, from your life or village).
- ★ Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- ★ Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- ★ Add feelings and opinions (I think, I feel, I believe).

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 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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Introduction (10 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 minutes)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

Ask a few confident students to give their presentations. Encourage natural speaking.

Step 4: Pair Sharing – Round 1 (10 minutes)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

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: Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: Describe your village vegetable market, Describe your village festival, and Describe your village in the rainy season."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Log out once the session is complete

Teacher Tip – Help students speak more (B1 level)-

- ★ Try to make each sentence longer and more meaningful.
- ★ Add reasons to your ideas using words like because, so, and but.
- ★ Give examples to explain your point clearly (for example, from your life or village).
- ★ Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- ★ Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- ★ Add feelings and opinions (I think, I feel, I believe).

Step 7: Post AI Questions - Optional (5-10 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 lesson, students will be able to:

- Use the present simple tense to talk about daily routines and habits
- Perform a short role play using everyday present tense sentences
- Practice speaking with Gemini/ChatGPT (or any other AI) and receive corrections

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Warm-up + Daily Routine Speaking (15 mins)

(**Note for 2-hour classes:** Extend this activity to **25 minutes** to provide additional speaking practice and participation opportunities for more students.)

Teacher Interaction (5 mins)

Ask a few students:

- “What do you do every day between 9 AM to 1 PM?”

Explain:

“Today, we will practice speaking in the present tense about daily life and routines.”

Student Activity (10 mins)

Students write 4–5 sentences about their daily routine.

Example:

- I wake up at 6 AM.
- I go to work every day.
- I eat lunch at 1 PM.

If needed, write action words on the board:
wake up, brush, eat, go, work, study, play, sleep

Then students speak their sentences to one partner and get feedback.

Step 2: Role Play Preparation + Practice (25 mins)

Pair Activity (10 mins)

Make pairs. Write these topics on the board:

- A student and teacher talking about daily routines
- Two friends talking about weekdays
- A reporter interviewing a sports player

Pairs choose one topic and write a short dialogue using present simple tense.
Students may use AI to help create sentences.

Role Play Practice (15 mins)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

Pairs practice their role play in class or outside.

Encourage:

- Full sentences
- Clear voice
- Expressions and eye contact

Ask 2–3 pairs to present in front of class.

Step 3: Practice with AI (30 mins)

Instructions

Students open Gemini/ChatGPT (or any other AI).

Copy-paste this prompt:

“I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: Describe your village vegetable market, Describe your village festival, and Describe your village in the rainy season.”

AI Speaking Activity

- Use the mic button — do not type answers
- Speak on Topic 1
- Answer 3 follow-up questions one by one
- Repeat for Topics 2 and 3
- Show CEFR level and mistakes table to teacher
- Log out after completion

Teacher Tip – Help students speak more

Encourage students to:

- Use longer sentences
- Add reasons using because, so, but
- Give examples from life or village
- Connect ideas smoothly
- Add feelings and opinions:
 - I think
 - I feel
 - I believe

Step 4: Wrap-Up + Counselling (10 mins)

(**Note for 2-hour classes:** Extend this activity to **15 minutes** to provide additional speaking practice and participation opportunities for more students.)

Ask a few students:

- What did AI ask you?
- What mistake did AI 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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Talking About the Past – Revision (10 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 minutes)

- Ask the class: “Do you remember the role play dialogue from yesterday’s class?”
- Give each pair **10 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 (30 minutes)

(Note for 2-hour classes: Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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: Prepare for Your Assessment with AI (30 mins)

Copy-paste this prompt:

“I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: Why is learning AI important? , Which is better City or Village, and Describe how students can improve English speaking.”

(After students read their feedback, guide them to speak again)

Teacher Tip – Help students speak more (B1 level)

- ★ Try to make each sentence longer and more meaningful.
- ★ Add reasons to your ideas using words like because, so, and but.
- ★ Give examples to explain your point clearly (for example, from your life or village).
- ★ Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- ★ Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- ★ Add feelings and opinions (I think, I feel, I believe).

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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.

Resume
Name:
Email:
Phone:
Address:
<u>I am willing to relocate nationwide</u>
Objective:
Motivated and Adaptable Entry-Level Candidate with Fundamental Digital Skills, Communication skills and Life skills. Seeking an entry-level position where I can work hard and prove myself. I am motivated, a quick learner, and eager to gain practical experience.
Education:
2024: Bachelor of Arts
2021: Completed 12th Standard
Skills:
I have completed the FEA 1 year course where I learned:
<ul style="list-style-type: none">● Communication and English Language Skills● Work well independently and in teams● Adaptability and Enthusiasm to learn

- Digital skills including MS Word, Excel, E-mail, Google Docs, Online Research etc.
- Reliability, Dependability and Trustworthiness
- Entrepreneurship skills

Achievements:

- FEA certificate of completion
- If you have completed a MOOC course, include it in your achievements.
- If you have started a new business, include it here.

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)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1 – Warm-up Review (10 mins)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

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

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: Describe your village vegetable market, Describe your village festival, and Describe your village in a rainy season."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Log out once the session is complete

Teacher Tip – Help students speak more (B1 level)-

- ★ Try to make each sentence longer and more meaningful.
- ★ Add reasons to your ideas using words like because, so, and but.
- ★ Give examples to explain your point clearly (for example, from your life or village).
- ★ Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- ★ Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- ★ Add feelings and opinions (I think, I feel, I believe)

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)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Warm-up Discussion (5 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)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

(Note for 2-hour classes: Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

1. Call 4–5 students to present in front of class
2. 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 (15 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: Prepare for Your Assessment with AI (30 mins)

Prompt:

Act as an encouraging English coach for a practice session.

Flow of the session: I will pick one of the topics you give me and speak a paragraph (50+ words). 2. You will then ask me 3 simple follow-up questions, one by one. 3. For each follow-up question, I will reply with 35+ words. 4. If my answer is too short, remind me to speak more before moving to the next question. At the very end, give me a breakdown of my CEFR level (A1, A2, B1, etc.), my strengths, and a table of errors with corrections to help me improve. To start, please give me 3 random and simple topics to choose from: one about the present, one about the past, and one about the future. Start-

<https://docs.google.com/document/d/1QJP6lrDRwt8Y6gzhAVphgH81zu61693xXovLHOF4MeU/edit?usp=sharing>

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: 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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Introduction (10 mins)

Tell students:

“Today and tomorrow, we will practice job interviews. You will prepare answers, practice speaking, and improve your confidence.”

Explain:

- Interviews are about confidence and communication
- Mistakes are okay
- The goal is improvement, not perfection

Step 2: Interview Question Preparation (20–25 mins)

Teacher writes these 5 interview questions on the board:

1. Tell me about yourself.
2. What are your weaknesses?
3. What are your strengths?
4. What is your dream ?
5. Tell me about your family.

Student Task

Students prepare their answers individually.

Instructions:

- Write short points, not full memorized paragraphs
- Use simple English
- Try to speak for 30–60 seconds per answer
- Teacher walks around and helps students improve answers
- Guide students to talk to their partners

Step 3 & Step 4: Parallel Interview Practice (30-40 mins)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

Both activities happen at the same time.

One by one students give mock interviews to:

- Teacher or
- Guest interviewer or
- Senior students (optional)

Other students will practice mock interviews with AI on their devices using the same 5 questions prepared earlier. Guide them to copy paste the prompt on AI and get started.

Note (Very important) - Show a demo to students how to practice saying the sample answers given by AI

Step 3: Teacher-Led Mock Interviews

Call students one by one.

Each interview:

- 5–7 minutes
- Ask questions from the board

Teacher Guidelines:

- Keep language simple
- Encourage students to speak more
- Help nervous students
- Focus on confidence, not grammar perfection

After every interview give:

- 1 strength
- 1 improvement point

Example:

- “Your confidence was good.”
 - “Try to speak in longer sentences.”
-

Step 4: AI Mock Interview Practice Instructions for Students

1. Open Gemini or ChatGPT
 2. Use the mic button
 3. Copy and paste the prompt below
 4. Speak your answers — do not type
 5. Practice the same 6 interview questions from the board
 6. Listen carefully to corrections and sample answers
-

AI Prompt

I want to practice a mock interview in English. Ask me these interview questions one by one:

1. Tell me about yourself.
2. What are your weaknesses?
3. What are your strengths?
4. What is your dream ?
5. Tell me about your family.

After each answer:

1. Correct my mistakes in simple English
2. Show me a better sample answer
3. Ask me to repeat the sample answer.

Do not move to the next question until I answer.

Please keep the language simple because 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.

Day 118: Mock Interview Practice- Day 2

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Quick Revision (15-20mins)

Ask students:

- “Which question was difficult?”
- “What feedback did AI give you?”
- “What improvement did you make?”

Practice 2–3 answers as a class.

Step 2: Final Parallel Interview Practice (30 mins)

(**Note for 2-hour classes:** Extend this activity to **50 minutes** to provide additional speaking practice and participation opportunities for more students.)

Call the remaining students one by one for mock interviews. Guide other students to practice their interviews over AI using yesterday’s prompt.

Step 3: Peer Feedback Activity (15-20 mins)

Students work in pairs.

Each student:

- Asks 3 interview questions
- Gives 1 strength and 1 improvement to partner

Teacher monitors and supports.

Step 4: Reflection Activity (15-20mins)

Students answer:

1. Which interview question was easiest?
2. Which question was hardest?
3. What improvement did you make?
4. What will you practice more?

Optional speaking task:

Students speak for 1 minute:

“Why should a company hire me?”

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: What if I fail at what I am trying to do?

Objectives:

1. Speaking Confidence

Students will speak 5–7 simple sentences about failure using:

- “I failed in...”
- “I felt...”
- “I learned...”

2. Positive Mindset

Students will understand:

- Failure is normal
- We can learn and try again

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Mindfulness (2 min)

- Deep breathing
- “Close your eyes. Breathe in... breathe out... focus.”

Step 2: Topic Introduction (5 min)

(**Note for 2-hour classes:** Extend this activity to **15 minutes** to provide additional speaking practice and participation opportunities for more students.)

Teacher says:

“Today we have an interesting topic.”

Write on board:

“What if I fail at what I am trying to do?”

Ask:

- “What do you think this means?”
- “What is failure?”

Take 2–3 simple responses.

Step 3: Prompt Exposure (10 min)

- Ask students to open AI Spoken English Document
- Show the prompt

Teacher actions:

1. Ask 2–3 students to read aloud
2. Then say:

“Now read silently in your mind.”

Ask:

- “What did you understand?”

Take 2–3 responses (simple English only).

Step 4: AI Speaking Practice – Round 1 (20 min)

Teacher instruction:

- “Copy the prompt”
- “Paste in Claude / Gemini”
- “Start speaking and answering”

Teacher role:

- Walk around
- Help with:
 - forming sentences
 - confidence

Step 5: Regroup + Reflection (10 min)

Ask:

- “What did you learn?”
- “What did AI tell you about failure?”

Write simple points on board:

- Failure is normal
- We can try again

- We learn from mistakes

Step 6: AI Speaking Practice – Round 2 (15 min)

Instruction:

“Now go deeper. Interact with AI”

The teacher continues to support.

Step 7: Class Discussion (15-20 min)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

Bring students back.

Ask:

- “Is failure good or bad?”
- “Have you failed before?”
- “What did you learn?”

Encourage 1–2 sentence answers.

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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
- What is your career goal?
- What are your strengths?
- What are your weaknesses?
- Ask me a question

Teacher Role:

- Monitor and support
- Correct major mistakes gently

Step 3: Practice with AI (40 mins)

Instructions:

1. Students open **Gemini** on their device.

2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: Tell me about yourself?, Why do you want this job?, and Why should we hire you?"

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Step 4: Feedback and Reflection (10 mins)

(**Note for 2-hour classes:** Extend this activity to **15 minutes** to provide additional speaking practice and participation opportunities for more students.)

Instruction:

- Give quick feedback to students
- Ask: "What did you improve from Day 1?"

Teacher Role:

- Appreciate effort
- Highlight progress.

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 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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Talk for 10 Minutes – “Top 5 Things That Make You Happy”

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

Write on the board:

Talk for 10 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 10 minutes, but do not say anything. Let students do all the talking.

After 10 minutes:

- Ask each student:
“Tell me one thing you talked about that makes you happy.”

Step 2: Describe the Photo - (50 minutes)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 at least 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 (30 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

Prepare for Your Assessment with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

Act as a formal examiner for an English proficiency assessment. This is a test, not a practice session. Rules for the Examiner: 1- No Feedback: Do not say 'Great job,' 'Well done,' or correct my English during the test. Simply acknowledge my input and move to the next question. 2. Strict Marking: Use the strict CEFR assessment criteria. Keep a count of repetitive vocabulary, basic sentence structures, and grammatical errors while giving the CEFR score. Do not inflate the score. Flow: I will provide my first topic (50+ words). You will ask 3 easy and simple follow-up questions one by one (I will answer each with 35+ words). Move to next question only after all 3 follow up questions. If my answers are less than number of words, do not move to the next question. At the end give my CEFR score. Final Evaluation Requirements: Overall CEFR Grade: (e.g., AO, A1 (or A1+), A2 (A2+), B1 or (B1+), B2). Skill Breakdown: Scores (1-10) for Grammar Accuracy, Vocabulary Range, and Coherence. Error Ledger: A table listing every error made during the test, the correction, and the level of severity (Minor/Major). My topics are: 1. Describe how you use technology in daily life 2. Why is AI important in our life? 3. Describe a good student. I am ready. Please prompt me for Topic 1."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Teacher Tip – Help students speak more (B1 level)

- ★ Try to make each sentence longer and more meaningful.
- ★ Add reasons to your ideas using words like because, so, and but.
- ★ Give examples to explain your point clearly (for example, from your life or village).
- ★ Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- ★ Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- ★ Add feelings and opinions (I think, I feel, I believe).

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

Step 1: Prepare for Your Assessment with AI (60 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

Act as a formal examiner for an English proficiency assessment. This is a test, not a practice session. Rules for the Examiner: 1- No Feedback: Do not say 'Great job,' 'Well done,' or correct my English during the test. Simply acknowledge my input and move to the next question. 2. Strict Marking: Use the strict CEFR assessment criteria. Keep a count of repetitive vocabulary, basic sentence structures, and grammatical errors while giving the CEFR score. Do not inflate the score. Flow: I will provide my first topic (50+ words). You will ask 3 easy and simple follow-up questions one by one (I will answer each with 35+ words). Move to next question only after all 3 follow up questions. If my answers are less than number of words, do not move to the next question. At the end give my CEFR score. Final Evaluation Requirements: Overall CEFR Grade: (e.g., AO, A1 (or A1+), A2 (A2+), B1 or (B1+), B2). Skill Breakdown: Scores (1-10) for Grammar Accuracy, Vocabulary Range, and Coherence. Error Ledger: A table listing every error made during the test, the correction, and the level of severity (Minor/Major). My topics are: 1. Who is your best friend? Describe them. 2. What is your dream job and how will you achieve this? 3. Why do you want to learn English? I am ready. Please prompt me for Topic 1."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Teacher Tip – Help students speak more (B1 level)

- ★ Try to make each sentence longer and more meaningful.
- ★ Add reasons to your ideas using words like because, so, and but.
- ★ Give examples to explain your point clearly (for example, from your life or village).
- ★ Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- ★ Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- ★ Add feelings and opinions (I think, I feel, I believe).

Step 2: Class Presentations (30 mins)

(Note for 2-hour classes: Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

Call students one by one to present in front of class. Each student speaks for 1 minute (no reading)

1. What I did yesterday
2. My favorite food
3. My village
4. My daily routine
5. My school life

After each presentation:

- Ask 2 students to give feedback:
 - 1 good thing
 - 1 improvement

Teacher adds quick feedback:

- Focus on clarity, confidence, and 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.

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Day 123: Grit

Objective:

Students will understand the meaning of “Grit” and develop awareness about perseverance, consistency, hard work, and not giving up through AI-based speaking practice and group discussion.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Introduction to Topic (5 minutes)

(**Note for 2-hour classes:** Extend this activity to **10 minutes** to provide additional speaking practice and participation opportunities for more students.)

- Write “Grit” on the board.
- Ask students:
“What do you think grit means?” (do not tell what it means)
- Tell students they will explore the topic using AI speaking practice.
- Ask students to open the AI Speaking Practice document.

Step 2: AI Speaking Practice (20–25 minutes)

- Instruct students to copy the prompt and paste it into Claude, Gemini, or ChatGPT.
- Ask them to start the conversation with the AI.
- Move around the class, support students, and help them continue the conversation.

Step 3: Whole Class Reflection (10 minutes)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

- Gather all students back together.
- Ask:
“What did you learn from the AI conversation?”
“Why is grit important in life?”
“How can grit help someone achieve success?”
- Take responses from a few students.

Step 4: Small Group Sharing (10 minutes)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

- Divide students into small groups.
- Ask each student to share:
One important learning
One real-life example of grit
One situation where they did not give up

Step 5: Teacher Closing (2 minutes)

- Conclude by saying:

“Success does not come only from talent. People who keep trying, work hard, and do not give up often achieve great success.”

Step 6: AI practice (30 mins)

Open AI practice document and take your CEFR practice assessment.

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: Group Discussion

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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 (5-10 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 (5 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 (20 minutes)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 group chooses their topic and discuss in groups using phrases (I think.../In my opinion...) from board.

Step 6: Group Sharing (10 minutes)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

Each group presents:

“We discussed _____.”

“I think _____.”

“Some agreed and some disagreed.”

Step 7: Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: 1. Which is better: tea or coffee? 2. Is it better to buy clothes online or go to a market? Why? 3. Are smartphones making us smarter, or are they making us lazy?"

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Step 8: Post AI Questions (5 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.

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: Group Discussion – Part 2

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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 (5 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 (5-10 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 (20 minutes)

(Note for 2-hour classes: Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

(Note for 2-hour classes: Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

Each group presents:

“Our topic was _____.”

“I think _____.”

“Some agreed and some disagreed.”

Step 6: Practice with AI (20-30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: 1. Which is better: cities or villages? 2. Which is better: Small Govt job or High Paying Private Job? 3. Is it better to study in the morning or at night?"

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Step 7: Post AI Questions (5 mins)

1. Which phrase did you use the most?
2. 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 126: Real-Life Roleplays for Everyday English

Objective: Students practice speaking in real-life situations and confidently produce at least 10 sentences each in English during roleplays.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1 – Warm-Up (5 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 (20 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 (30 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 (5 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.”

Step 7: Practice with AI (20-30 mins)- (This is for a 140 minute session. 90 min session can skip this activity)

Instructions: Students open Gemini on their device. Refer to AI Speaking Practice Document.

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: Art of Conversation

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

Objective: Students practice the art of conversation by doing AI-assisted roleplays in real-life scenarios. They will initiate conversations, extend them, give appropriate responses, and learn from AI feedback.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1 – Recap (5 minutes)

Start the class with a quick recap of the previous lesson:

1. What did we learn last class?
2. What do you remember?

Step 2 – Today's Topic (5 minutes)

(**Note for 2-hour classes:** Extend this activity to **15 minutes** to provide additional speaking practice and participation opportunities for more students.)

Share today's topic: Art of Conversation. Ask the class:

1. Have you heard about the Art of Conversation?
2. Why is the Art of Conversation important to be successful?

Step 3 – Start AI Activity (15 minutes)

Students copy the prompt from their AI Speaking Practice Document and paste it into their AI platform. They begin interacting individually.

Prompt: Copy and Paste:

Help me improve my art of the conversation through roleplays. Give 5 scenarios one by one like being in a family event and interacting with family members, talking to parents about my career choice, initiating a conversation, extending a conversation etc. Give me feedback and sample response and ask me to repeat on what could be improved before moving to the next topic. Keep it in a mix of Hindi and English considering CEFR A2 level students. Have an extended conversation on each topic, at least 4–5 exchanges.

The AI will take students through these 5 scenarios one by one:

1. Being in a family event and interacting with family members
2. Talking to parents about a career choice
3. Initiating a conversation with someone new
4. Extending a conversation (keeping it going)
5. One additional scenario selected by the AI based on student responses

Teacher: Walk around the room. Check that every student has pasted the prompt correctly and that their AI has responded. Help anyone who is stuck on the platform.

Step 4 – Mid-Check (Regroup) (5 minutes)

Stop the class after 15 minutes of AI activity and bring everyone together.

First: Students discuss with their partner (1–2 minutes):

1. What have you done so far?
2. What did the AI ask you?
3. What did you answer?

Then: Take responses from 3–4 students and ensure everyone is on track.

Teacher: Check for students who are confused or have gone off-track. Use this moment to correct any misunderstandings before continuing.

Step 5 – Continue AI Activity (15 minutes)

Students go back to their AI conversation and continue from where they left off. They should aim to complete all 5 scenarios.

Teacher actions during this time:

1. Walk around the room
2. Check that students are getting AI feedback and attempting to improve their responses
3. Encourage students who finish early to redo a scenario with a better answer
4. Look for 1–2 strong student examples to share with the group at the end

Teacher's Activity

Students will perform mini-roleplays in groups to practice natural "Hinglish" conversation.

Step 1: Scenario Distribution (5 Minutes)

The teacher divides the class into groups of 3 or 4. Each group is assigned one of the following "Drama Cards" (print these or write them on the board):

- Group 1: The Wedding Feast. One person is a distant relative, others are students.
Challenge: Talk while pretending to eat dinner.

- Group 2: The Career Conflict. One person is a strict parent, one is a supportive sibling, one is the student who wants to start a business.
- Group 3: The Bus Stop. Three strangers waiting for a bus that is 20 minutes late. *Challenge:* Someone must "break the ice" (start the talk).
- Group 4: The Old Friend. Meeting a school friend after 2 years at a market.

Step 2: The "Hinglish" Rehearsal (15 Minutes)

- Groups move to different corners of the room.
- Teacher's Instruction: "You must have at least 5 exchanges (back-and-forth). Use the Add-on Rule (give details) and the Question Flip. Use English for greetings and simple facts, use Hindi for feelings."
- The teacher circulates and helps groups translate simple phrases.

Step 3: Action! Performance Phase (20 Minutes)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

- Each group comes to the front of the class to perform their scene (2-3 minutes each).
- The "Freeze" Rule: During the performance, the teacher can shout "FREEZE!" at any moment.
- When frozen, the teacher asks the class: "*How can they make this conversation better?*"
 - *Example:* "He only said 'Theek hai.' What detail can he add?"
- The students then "Unfreeze" and try the suggestion immediately.

Step 4: The "Sample Response" Wrap-up (5 Minutes)

The teacher provides a "Golden Script" for the most difficult scene (usually the Career Talk).

Student: "Papa, I want to start a small business."

Parent: "Pehle job dhoondo. Business is risky."

Student (Sample): "I understand it is risky, par main bina paise ke start kar raha hoon (I am starting with zero capital). It is a great learning chance. What do you think?"

Let's get ready to guide them!

To give your students the best sample, how would you respond to this tricky situation?

Scenario: You tell a relative you are learning English, and they say: "*English seekh kar kya karoge? (What will you do by 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 128: How to Apply for a Passport and a Visa?

(This lesson was previously lesson 123)

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

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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: Prepare Your 2-Minute Speech (10 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)

(Note for 2-hour classes: Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

- Call a few weaker 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?"*

Step 5: Practice with AI (20 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: What is grit? Explain with example, How to prepare for a job interview, and How to improve English?."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Log out once the session is complete

Teacher Tip – Help students speak more (B1 level)-

- ★ Try to make each sentence longer and more meaningful.
- ★ Add reasons to your ideas using words like because, so, and but.
- ★ Give examples to explain your point clearly (for example, from your life or village).
- ★ Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- ★ Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- ★ Add feelings and opinions (I think, I feel, I believe).

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: Making Simple Comparison

Students will be able to compare people, places, and things using:

- bigger / smaller
- taller / shorter
- faster / slower
- more / less

Video Follow-up (2 mins)

Ask: Did you watch the homework video? What did you learn from it?

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Classroom Comparison Game (15 mins)

(**Note for 2-hour classes:** Extend this activity to **25 minutes** to provide additional speaking practice and participation opportunities for more students.)

The teacher shows two classroom objects.

Examples:

- a big bag and a small pencil
- two students of different heights
- two bottles

Write on board:

- The bag is bigger than the pencil.
- Rahul is taller than Aman.
- This bottle is smaller than that bottle.

Ask students:

- Who is taller?
- Which object is heavier?
- Which fan is bigger?

Encourage full sentence answers only.

Step 2: Pair Speaking Practice (20 mins)

Students work in pairs.

Task:

Each pair makes 8 comparison sentences.

Examples:

- My bag is bigger than your bag.
- My village is quieter than Delhi.
- Tea is hotter than water.
- My brother is taller than me.

The teacher walks around and corrects gently.

Step 3: Comparison Challenge (20 mins)

(Note for 2-hour classes: Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

Divide class into 2 teams.

Teacher says a word:

- elephant / cat
- train / bicycle
- summer / winter
- river / pond

Teams must make comparison sentences quickly.

Example:

- An elephant is bigger than a cat.
- A train is faster than a bicycle.

One point for each correct sentence.

Step 4: Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: What is grit? Explain with example, How to prepare for a job interview, and How to improve English?."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Log out once the session is complete

Teacher Tip – Help students speak more (B1 level)-

- ★ Try to make each sentence longer and more meaningful.
- ★ Add reasons to your ideas using words like because, so, and but.
- ★ Give examples to explain your point clearly (for example, from your life or village).
- ★ Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- ★ Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- ★ Add feelings and opinions (I think, I feel, I believe).

Step 5: Wrap-Up (5 mins)

Ask:

- Who is taller in your family?
- Which season is hotter?
- Which subject is easier 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 130: Ask and Answer

Activity: Ask and Answer Chain

Setup:

1. 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

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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 (40 min)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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

AI Activity (30 mins)

Prompt: Copy and Paste

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: Describe a school in your village, Describe daily routine of your father, and Describe your village in winter season."

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

Objective:

- Practice speaking and listening skills
- Build vocabulary and teamwork
- Encourage speaking in full sentences

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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 - 30 mins.

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

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>

Step 3: AI Activity (25 mins)

“I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 2 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all two topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: Describe your classroom, Describe what you do on Sundays.”

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: Why is it important to have single pointed attention and not multi-task?

Students will:

- Understand importance of single-pointed attention
- Practice focusing on one task at a time

Step 1: Mindfulness (2 min)

- Deep breathing
- “Close your eyes... breathe in... breathe out...”
- “Now focus only on your breath.”

Step 2: Topic Introduction (5 min)

Teacher says:

“Today we have a very important skill.”

Write on board:

Single-Pointed Attention

Ask:

- What does it mean?

Take 2–3 responses.

Step 3: Meaning Making (5–7 min)

(**Note for 2-hour classes:** Extend this activity to **10 minutes** to provide additional speaking practice and participation opportunities for more students.)

Ask:

- “What distracts you?”
- “Mobile? Friends? Noise?”

Write on board:

- Mobile
- Talking
- Noise
- Thoughts

Then say:

“Single-pointed attention means focusing on ONE thing at a time.”

Step 4: AI Prompt Introduction (10 min)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

- Ask students to open AI Spoken English Document
- Show the prompt

Teacher actions:

- 2 students read aloud
- Everyone reads silently

Ask:

- “What will you practice today?”

Take 2 responses.

Step 5: AI Practice Round 1 (20 min)

Students:

- Copy prompt
- Paste in Claude / Gemini
- Start speaking

Teacher:

- Walk around
- Help students:
 - stay focused
 - avoid distractions
 - speak clearly

Step 6: Regroup + Learning Check (10 min)

(**Note for 2-hour classes:** Extend this activity to **15 minutes** to provide additional speaking practice and participation opportunities for more students.)

Ask:

- “What did you learn so far?”

Write on board:

- Better learning
- Faster work
- Fewer mistakes

Step 7: AI Practice Round 2 (15 min)

Teacher says:

“Now continue the conversation”

Step 8: Class Discussion (10 min)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

Ask:

- What did you learn from the AI conversation
- “How can we focus better?”

Encourage short answers.

Step 9: Wrap-Up- Personal reflection (5 min)

Ask:

- “One thing you will do to improve focus?”

End line:

“Focus on one thing, and you will improve faster.”

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:

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Think–Pair–Share

Time: 15 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: 15 minutes

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (15 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)

(**Note for 2-hour classes:** Extend this activity to **45 minutes** to provide additional speaking practice and participation opportunities for more students.)

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:

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Guided Discussion (10 -15 minutes)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (20 minutes)

(Note for 2-hour classes: Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)`

Divide the class into groups, one by one, each student presents their two-minute speech in thier groups.

Step 5: Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: My village Problems, My understanding about the topic "What People will say", and Describe how students can improve English speaking."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Log out once the session is complete

Teacher Tip – Help students speak more (B1 level)-

- ★ Try to make each sentence longer and more meaningful.
- ★ Add reasons to your ideas using words like because, so, and but.
- ★ Give examples to explain your point clearly (for example, from your life or village).
- ★ Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- ★ Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- ★ Add feelings and opinions (I think, I feel, I believe).

Step 6: Post AI Questions - Optional (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 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: 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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: What are 3 things you like about yourself, Talk about how you manage your time, and Why did you join FEA class?."

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Log out once the session is complete

Teacher Tip – Help students speak more (B1 level)-

- ★ Try to make each sentence longer and more meaningful.
- ★ Add reasons to your ideas using words like because, so, and but.
- ★ Give examples to explain your point clearly (for example, from your life or village).
- ★ Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- ★ Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- ★ Add feelings and opinions (I think, I feel, I believe).

Step 2: Exploring Google Docs (45 minutes)

(**Note for 2-hour classes:** Extend this activity to **70 minutes** to provide additional speaking practice and participation opportunities for more students.)

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)

(**Note for 2-hour classes:** Extend this activity to **15 minutes** to provide additional speaking practice and participation opportunities for more students.)

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: How to Improve my Presentation Skills?

AI Preference: Best: Claude, Second Best - Gemini, Third Best- ChatGPT

Objective: Students build presentation confidence by learning key skills — body language, voice, eye contact, structure, and closing — through an AI-guided story. They then practice by speaking in front of the class and in small groups.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1 – Recap (5 minutes)

Start the class with a quick recap of the previous lesson:

1. What did we learn last class?
2. What do you remember?

Step 2 – Today's Topic (5 minutes)

(**Note for 2-hour classes:** Extend this activity to **10 minutes** to provide additional speaking practice and participation opportunities for more students.)

Share today's topic: How to Improve my Presentation Skills?

Ask the class:

1. Do you think your presentation skills are strong? Why or Why not?
2. Why is it important to speak confidently in front of others to be successful?

Step 3 – Start AI Activity (15 minutes)

Students copy the prompt from their AI Speaking Practice Document and paste it into their AI platform. They begin interacting individually.

Prompt: Copy and Paste

"Act as a friendly mentor named Meera. I am a rural Indian learner at A2 English level. Teach me presentation skills through a simple story with two characters (Ravi and Meera).

Rules:

- Use simple English (short sentences, easy words).
- Teach one presentation skill at a time (like body language, voice, eye contact, structure, confidence, examples, closing).
- Show each skill through a small story scene (real-life situation like interview, meeting, or speaking in class).
- After each scene, ask me one question.
- Tell me to answer in full sentences.
- Wait for my answer before moving to the next skill.
- Correct my English gently and give me a better sample answer.
- After all the skills, take my mock interview and ask me 4–5 questions.

- Give me simple sample answers to practice speaking.

Goal: Help me speak clearly, confidently, and in full sentences."

Teacher: Walk around the room while students interact with the AI. Help anyone who is stuck on the platform.

Step 4 – Mid-Check (Regroup) (5 minutes)

(**Note for 2-hour classes:** Extend this activity to **10 minutes** to provide additional speaking practice and participation opportunities for more students.)

Stop the class after 15 minutes of AI activity and bring everyone together.

First: Students discuss with their partner (1–2 minutes):

1. What have you learned so far?
2. Which skill did Meera teach Ravi?
3. What answer did you give to the AI?

Take responses from 3–4 students and ensure everyone is on track.

Step 5 – Continue AI Activity (15 minutes)

Students go back to their AI conversation and continue. They should aim to complete all the presentation skills and attempt the mock interview at the end.

Teacher actions during this time:

1. Walk around the room
2. Check that students are attempting the mock interview section at the end
3. Encourage students who finish early to redo any skill they struggled with
4. Note 1–2 students who gave a confident response — invite them to share with the class

Teacher's Activity (30-40 minutes)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

Once students have completed the AI activity, move into live class practice:

1. **Board Discussion:** Ask the class to share the different techniques they learned. Write the most important ones on the board.
2. **Individual Speaking:** Invite 5 students, one by one, to speak for 1 minute on a topic of their choice. After each student, ask the class: Did the speaker use the techniques we learned?

3. **Group Practice:** Form small groups. Each student in the group speaks for 1 minute on a topic of their choice. The group supports the speaker and helps them apply the techniques.

Teacher: Keep the atmosphere encouraging. If a student freezes, give them a simple topic like "My favourite food" or "My village" to get started.

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Part 1 – Warm-up & Vocabulary (15 minutes)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

1. Icebreaker Discussion:

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:

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 – Guided Role Plays (45 minutes)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 3 – Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: 1. Useful expressions for everyday shopping. 2. Your favorite shop or market and 3. How you decide what to buy"

3. Explain the 3rd topic to students: **How you decide what to buy – comparing prices, checking quality, asking someone's opinion**
4. Use the **mic button** to speak — do not type answers.
5. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
6. Repeat the same for **Topic 2** and **Topic 3**.
7. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
8. Students **show the result to the teacher**.

Log out once the session is complete

Teacher Tip – Help students speak more (B1 level)-

- ★ Try to make each sentence longer and more meaningful.
- ★ Add reasons to your ideas using words like because, so, and but.
- ★ Give examples to explain your point clearly (for example, from your life or village).
- ★ Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- ★ Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- ★ Add feelings and opinions (I think, I feel, I believe).

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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 mins)

(Note for 2-hour classes: Extend this activity to 45 minutes to provide additional speaking practice and participation opportunities for more students.)

- 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)

(Note for 2-hour classes: Extend this activity to 10 minutes to provide additional speaking practice and participation opportunities for more students.)

- 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- AI time- 30 minutes

Guide students to start their AI activity. Students will sit in a zig zag manner. Give each one an earphone. Guide everyone to sign into their own account. Copy the prompt from the AI doc and paste on Gemini. Move around and help.

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1- Video: 10-15 mins.

Watch **video 5**. If required, play it twice. - [The basics of Zoom](#)

Step 2- Part 1 - Explore 20 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 (10 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: Hot Seat Activity (30 minutes)

(**Note for 2-hour classes:** Extend this activity to **50 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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 4: Reflection and Debrief (5 minutes)

(**Note for 2-hour classes:** Extend this activity to **10 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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: Giving Direction

Note for B1-Level Students:

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 be able to:

- **ask for directions**
- **give simple directions**
- **use left, right, straight, near, next to, opposite**

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Warm-Up (10 mins)

Teacher draws a simple map on the board:

- school
- hospital
- market
- bus stop
- park

Teach:

- go straight
- turn left
- turn right
- next to
- opposite

Examples:

- The hospital is next to the park.
- Turn left after the market.

Step 2: Teacher Demonstration (15 mins)

Teacher asks:

“How can I go to the hospital?”

Student answers:

“Go straight and turn right.”

Practice with 5–6 examples.

Step 3: Pair Roleplay (20 mins)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

Student A:

asks for directions

Student B:

gives directions

Example:

A: Excuse me, where is the bus stop?

B: Go straight and turn left. It is near the park.

Then switch roles.

Step 4: Mingle Activity (15 mins)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

Students walk around the classroom.

Teacher gives place cards:

- bank
- railway station
- school
- cinema
- restaurant

Students ask and answer directions with different classmates.

Step 5: AI Speaking Practice (30 mins)

Prompt:

“I am learning how to ask and give directions in English. Ask me 10 questions one by one about locations and directions. I will answer in complete sentences. Correct my grammar after every answer and give me one better sample answer.”

Step 6: Wrap-Up (5 mins)

(**Note for 2-hour classes:** Extend this activity to **10 minutes** to provide additional speaking practice and participation opportunities for more students.)

Quick questions:

- How do you go from your home to the market?
 - What is opposite your house?
 - Which shop is near your home?
-

Homework

Draw a simple map of your area and write 5 direction sentences.

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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 (10-15 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 – Thinking (10 mins)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 4: Explain: (10 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 5 – Group Activity: Problem to Business (15 mins)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 6: Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: 1. What a business is? 2. How business helps people 3. Is business about making money or solving problems? Why?"

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Log out once the session is complete

Teacher Tip – Help students speak more (B1 level)-

- ★ Try to make each sentence longer and more meaningful.
- ★ Add reasons to your ideas using words like because, so, and but.
- ★ Give examples to explain your point clearly (for example, from your life or village).
- ★ Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- ★ Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- ★ Add feelings and opinions (I think, I feel, I believe).

Step 8: Post AI Questions: 5-10 mins

1. What is one way a business helps the people in your village or town?
2. 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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Instructions:

Step 1: 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 (20 mins)- Make small groups of 3-4 students

(**Note for 2-hour classes:** Extend this activity to **45 minutes** to provide additional speaking practice and participation opportunities for more 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: 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 4 – Sharing (5-10 mins)

(Note for 2-hour classes: Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

Invite 5–6 students to share their ideas.

Encourage simple speaking.

Step 5: Practice with AI (20 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: 1. My small business idea? 2. How it will solve people's problems 3. How will I tell people about my business"

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Log out once the session is complete

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

(One of the following: Event Planner, Fashion Designer, Tour Guide)

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Instructions: (45 mins)

(Note for 2-hour classes: Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

1. Choose ONE career from the list given today.
2. Use Google or Gemini (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 (45 mins)

(Note for 2-hour classes: Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

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- Making Informed Choice

AI Platform: Best: Claude | Second Best: Gemini | Third Best: ChatGPT

Objective: Students learn to think carefully before making important life decisions — about career, family, marriage, and social pressure — by discussing real situations with AI and practicing opinion-sharing in class.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1 – Recap (5 minutes)

(**Note for 2-hour classes:** Extend this activity to **15 minutes** to provide additional speaking practice and participation opportunities for more students.)

Start the class with a quick recap of the previous lesson. Ask 3–4 simple questions:

1. What did we learn last class?
2. What do you remember?

Step 2 – Today's Topic (5 minutes)

Share today's topic: Making Informed Choices.

Ask the class:

1. Why is it important to think carefully before making a big choice to be successful in life?

Take 2–3 student responses.

Step 3 – Start AI Activity (15–20 minutes)

Students copy the prompt from their AI Speaking Practice Document and paste it into their AI platform. They begin interacting individually.

Prompt: Copy and Paste

You are a helpful teacher. Talk to me one situation at a time. Use simple English. After every situation, ask me questions and wait for my answer before moving to the next situation. For every difficult word, write the Hindi meaning in brackets like this: decision (फैसला). Ask questions in simple English and write the Hindi meaning in brackets. When I answer, encourage me, challenge me and help me make informed choices and then move to the next situation. Give scenarios and Ask questions one by one related to career, log kya kahenge, marriage, government job versus private job, dealing with relatives,. Remember my students are females and few males in rural India. All young adults. Accept a full sentence answer. End it by asking me what I learned. Give situations in very simple English and the Hindi translation in brackets). Ask me to answer in full sentences in English.

The AI will take students through real-life situations one by one, covering topics like:

1. Career choices and job decisions
2. Log kya kahenge (what will people say) — social pressure
3. Marriage and family expectations
4. Government job vs. private job
5. Dealing with relatives and their opinions

Teacher: Walk around the room while students interact. Help anyone who is stuck or unsure how to respond.

Step 4 – Mid-Check (Regroup) (5 minutes)

(**Note for 2-hour classes:** Extend this activity to **15 minutes** to provide additional speaking practice and participation opportunities for more students.)

Stop the class after 15 minutes of AI activity and bring everyone together.

First: Students discuss with their partner (1–2 minutes):

1. Which situation felt hardest?
2. What did the AI ask you to decide?
3. What did you answer?

Then: Take responses from 3–4 students and ensure everyone is on track.

Step 5 – Continue AI Activity (15–20 minutes)

Students go back to their AI conversation and continue. They should aim to complete all situations and reach the final question: "What did you learn?"

Teacher actions during this time:

1. Walk around the room
2. Check that students are writing full sentence answers
3. Encourage students who finish early to reflect on which choice was hardest and why and be ready with their answers
4. Note 1–2 interesting answers to bring into the Teacher's Activity discussion

Teacher: If a student says "I don't know what to write" — give them a simple starter: "I think... because..."

Step 6 –Teacher's Activity – Three Corners (30 minutes)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

Once students have completed the AI activity, do this opinion activity with the whole class.

Setup: Label three corners of the classroom:

- **Agree**
- **Disagree**
- **Not Sure**

How it works:

1. Read a statement aloud to the class.
2. Students move to the corner that matches their opinion.
3. In each corner, students discuss briefly (1–2 minutes) why they chose that position.
4. Invite 1–2 students from each corner to share their reasoning with the whole class.
5. Repeat the same process for the next statement.
6. **After all statements, ask the class:** *"What did you learn about making choices?"*

Statements to read aloud:

1. *"It is always better to take a job that pays more."*
2. *"Family matters more than money in making choices."*
3. *"Choosing a nearby job is safer than going far for more money."*
4. *"Joining a local training or course is more useful than just looking for a government job."*
5. *"Making a plan before acting is always better than acting immediately."*

Teacher: Keep energy high during the corner activity. No right or wrong answers — the goal is for students to think, talk, and hear different opinions. Celebrate all responses.

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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1: Form Filling Practice (30 mins)

(**Note for 2-hour classes:** Extend this activity to **45 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (30 mins)

(**Note for 2-hour classes:** Extend this activity to **45 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (20 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...*).
- Select weaker students to sit on hot chair first

Step 3: Practice with AI (20-30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: 1. Talk about your Sunday routine 2. Describe your neighborhood 3. Describe a happy memory from childhood

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Log out once the session is complete

Teacher Tip – Help students speak more (B1 level)-

- ★ Try to make each sentence longer and more meaningful.
- ★ Add reasons to your ideas using words like because, so, and but.
- ★ Give examples to explain your point clearly (for example, from your life or village).
- ★ Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- ★ Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- ★ Add feelings and opinions (I think, I feel, I believe).

Step 4: Post AI Questions: 5-10 mins

1. Which connector did you use (because, but, so)? Say one sentence again.
2. 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.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

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: Students Use AI (10 minutes)

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.
- Open Gemini/ChatGPT (Or any other AI) and type:

“Give me 5 simple sentences about common superstitions in my village or in India.”

- Walk around and help students:
 - Understand the meaning of each sentence.
 - Translate if needed.
 - Choose 2–3 interesting superstitions for their talk.

Step 3: Writing a Short Presentation (10-15 minutes)

Plan and write a 1-minute talk using AI sentences.

Instructions for Teachers:

- Write in SAB and refer the AI Speaking Practice Document
 - *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 (30 minutes)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

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.

Step 6: Practice with AI (20-30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 40 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 25 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: 1. My village's common superstitions 2. Talk about your favorite season 3. Talk about what you did yesterday

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Log out once the session is complete

Teacher Tip – Help students speak more (B1 level)-

- ★ Try to make each sentence longer and more meaningful.
- ★ Add reasons to your ideas using words like because, so, and but.
- ★ Give examples to explain your point clearly (for example, from your life or village).
- ★ Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- ★ Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- ★ Add feelings and opinions (I think, I feel, I believe).

Step 7: Post AI Questions: 5 mins

1. “Which superstition was new for you?”
2. “Do you believe any of the superstitions your classmates shared?”

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: Practice Day 1 Before the B1Assessment

Objectives: Students practice formal English speaking assessment using AI and teacher interviews. Students improve fluency, confidence, sentence length, and prepare to reach B1 level in Lesson 150 assessment.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1 (5 mins)

The teacher informs students that for the next 3 days, everyone will practice for assessment on Lesson 150. The target is to reach B1 level. Explain that students must try to speak in full sentences, give reasons, examples, and speak confidently. Tell students that these practice days will help them prepare for B1 assessment.

Step 2 (10–15 mins)

The teacher explains the structure of the day.

Everyone will practice speaking with AI. Students will copy the prompt from the AI document and paste it into Gemini. Gemini will give them 3 speaking topics. One topic will be in present tense, one in past tense, and one in future tense.

Students must:

- Speak at least 50 words on each topic
- Answer 3 follow-up questions asked by AI
- Give at least 35 words in every follow-up answer
- Use the mic button and speak instead of typing
- Try to speak as much as possible and not less than the required words

At the end, Gemini will give students a CEFR score and show mistakes. Students should carefully observe their score and corrections.

The teacher reminds students:

- Speak slowly and clearly
- Use connectors like because, but, so, then
- Give examples from life
- Use feelings and opinions
- Try to connect ideas naturally

Step 3 (45 mins)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

Get students started on AI practice.

While students are practicing with AI, the teacher calls one student at a time for a mini interview. The teacher asks 5 questions and gives a rough CEFR score based on:

- Fluency
- Confidence
- Sentence length
- Grammar
- Vocabulary
- Ability to answer follow-up questions

Students waiting for their turn should continue AI practice and repeat topics to improve their score.

Teacher Interview Questions- Use this link to interview students one by one- Ask any 5 questions

<https://docs.google.com/document/d/1Q.JP6lrDRwt8Y6gzhAVphgH81zu61693xXovLHOF4MeU/edit?usp=sharing>

Step 4 (15 mins)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

Ask students:

- How many students got B1?
- How many got A2?
- How many got A1?

Discuss common mistakes heard during interviews and AI practice. Encourage students to improve sentence length, grammar, and confidence before the final assessment.

Note:

Coordinate with your TM and plan the assessment date. If students need more practice time, discuss with your TM and decide the final assessment date together. Mark Lesson 150 and 151 on the day of assessment.

Day 148: Practice Day 2 Before the B1 Assessment

Objectives: Students improve speaking fluency and confidence through repeated AI and peer interview practice. Students strengthen their ability to answer follow-up questions using longer and more connected sentences.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1 (5 mins)

The teacher says:

“Today we will follow the same structure again. We will first practice with AI. Once everyone finishes AI practice, we will discuss our learnings. After that, you will interview one another in pairs and I will also call students one by one for interviews.”

Remind students:

- The target is to reach B1
- Speak in full sentences
- Give reasons and examples
- Avoid very short answers
- Try to improve from yesterday’s mistakes

Step 2 (40 mins)

Students open Gemini and paste the assessment prompt from the AI document.

Students complete:

- 1 present tense topic
- 1 past tense topic
- 1 future tense topic

Instructions:

- Speak minimum 50 words on each topic
- Answer all 3 follow-up questions
- Give minimum 35 words in every answer
- Use the mic button instead of typing
- Observe CEFR score carefully

Teacher moves around and:

- Supports weak students
- Encourages nervous students
- Helps students continue speaking longer
- Reminds students to use connectors and examples

Students note:

- Their CEFR score
- Repeated grammar mistakes
- Difficult questions
- Repeated vocabulary

Step 3 (10 mins)

Class Discussion and Reflection

Ask students:

- What score did you get today?
- What mistakes repeated?
- Which topic was easiest?
- Which topic was difficult?
- What helped you speak longer?

Teacher discusses common observations:

- Students should avoid repeating simple words again and again
- Students should connect ideas naturally

- Students should use present, past, and future examples together
- Students should explain feelings and opinions

Step 4 (25 mins)

(**Note for 2-hour classes:** Extend this activity to **50 minutes** to provide additional speaking practice and participation opportunities for more students.)

Peer Interview Practice

Make pairs.

One student becomes an interviewer and one student becomes a candidate.

Students ask speaking questions related to:

- daily life
- past experiences
- future plans
- studies
- family
- work goals

Instructions:

- Ask follow-up questions
- Encourage longer answers
- Switch roles after 10–12 minutes
- Change partners if possible

Meanwhile, the teacher calls students one by one for short interviews.

Teacher Interview Questions- Use this link to interview students one by one- Ask any 5 questions

<https://docs.google.com/document/d/1QJP6lrDRwt8Y6gzhAVphgH81zu61693xXovLHOF4MeU/edit?usp=sharing>

The teacher gives a rough CEFR estimate.

Step 5 – Wrap Up (10 mins)

Ask:

- Did your speaking improve from yesterday?

- What are you still struggling with?
- How can you move from A2 to B1?

Teacher says:

“Speaking improves with repetition and confidence. The more you speak, the easier it becomes to think in English. Tomorrow we will continue preparing for the final assessment. Try to speak longer, connect your ideas, and speak naturally.”

Day 149: Final Practice Before the B1 Assessment

Objectives: Students strengthen speaking fluency, confidence, and interview performance before the final assessment.

Students improve their ability to answer questions independently using connected and meaningful sentences.

Note: Please remind the English Only Cop and the Full Sentence Cop to stay active.

Step 1 (5 mins)

The teacher says:

“Today is our third practice day before the final assessment. We will follow the same structure again. First everyone will complete AI speaking practice. Then we will discuss our learning, practice peer interviews, and I will call students one by one for interviews.”

Remind students:

- The target is B1
- Speak confidently and naturally
- Give reasons, examples, and opinions
- Avoid very short answers
- Try to improve from the last two practice days

Step 2 (40 mins)

Students open Gemini and paste the assessment prompt from the AI document.

Students complete:

- 1 present tense topic
- 1 past tense topic
- 1 future tense topic

Instructions:

- Speak minimum 50 words on each topic
- Answer all 3 follow-up questions
- Give minimum 35 words in every answer
- Use the mic button instead of typing
- Try to improve previous CEFR score

Teacher moves around the classroom and:

- Helps weak students continue speaking
- Encourages students to add examples and reasons
- Reminds students to connect ideas smoothly
- Encourages use of past, present, and future naturally

Students note:

- CEFR score
- Grammar mistakes
- Repeated vocabulary
- Areas needing improvement

Step 3 (10 mins)

Class Discussion and Learning Reflection

Ask students:

- Did your score improve today?
- Which mistakes are still repeating?
- Which answers sounded strongest?
- What helped you speak longer and more naturally?

Teacher discusses common improvement points:

- Avoid memorized answers
- Speak naturally and clearly
- Use connectors:
 - because
 - but
 - so
 - after that
 - in future
- Add personal examples and feelings
- Try to continue speaking without stopping quickly

Step 4 (25 mins)

(**Note for 2-hour classes:** Extend this activity to **50 minutes** to provide additional speaking practice and participation opportunities for more students.)

Peer Interviews + Teacher Interviews

Make student pairs.

One student becomes an interviewer and one becomes a candidate.

Students ask questions related to:

- family
- daily routine
- village
- studies
- past experiences
- future goals
- career plans

Instructions:

- Ask follow-up questions
- Encourage detailed answers
- Switch roles after 10–12 minutes
- Change partners if possible

Meanwhile, the teacher calls students one by one and conducts short interviews. - Teacher Interview Questions- Use this link to interview students one by one- Ask any 5 questions

<https://docs.google.com/document/d/1QJP6lrDRwt8Y6gzhAVphgH81zu61693xXovLHOF4MeU/edit?usp=sharing>

- fluency
- grammar
- sentence connection
- confidence
- vocabulary range
- ability to continue speaking

The teacher gives a rough CEFR estimate and notes students needing support before final assessment.

Step 5 – Wrap Up (10 mins)

Ask students:

- How confident do you feel for the final assessment?
- What is your biggest improvement?
- What do you still need to practice?

Day 150- 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: 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)

Instructions:

- a. Students open **Gemini/or ChatGPT** on their device.
- b. Copy and paste this prompt to start

Act as a formal examiner for an English proficiency assessment. This is a test, not a practice session. Rules for the Examiner: 1- No Feedback: Do not say 'Great job,' 'Well done,' or correct my English during the test. Simply acknowledge my input and move to the next question. 2. Marking: Use the CEFR assessment criteria. Keep a count of repetitive vocabulary, basic sentence structures, and grammatical errors while giving the CEFR score. Do not inflate the score. Flow: I will provide my first topic (50+ words). You will ask 3 easy and simple follow-up questions one by one (I will answer each with 35+ words). Move to the next question only after all 3 follow up questions. If my answers are less than the number of words, do not move to the next question. At the end give my CEFR score. Final Evaluation Requirements: Overall CEFR Grade: (e.g., A0, A1 (or A1+), A2 (A2+), B1 or (B1+), B2). Skill Breakdown: Scores (1-10) for Grammar Accuracy, Vocabulary Range, and Coherence. Error Ledger: A table listing error made during the test, the correction, and the level of severity (Minor/Major). -Choose one topic based in the present

tense, one based in the past tense, and one based in the future tense (e.g., plans, predictions, or upcoming changes). Give me 3 topics from this link-
https://docs.google.com/document/d/1QJP6lrDRwt8Y6gzhAVphgH81zu61693xXo_vLHOF4MeU/edit?usp=sharing

- c. Use the **mic button** to speak — do not type answers.
- d. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
- e. Repeat the same for **Topic 2** and **Topic 3**.
- f. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
- g. Students **show the result to the teacher**.

Teacher Tip – Help students speak more (B1 level)

- ★ Try to make each sentence longer and more meaningful.
- ★ Add reasons to your ideas using words like because, so, and but.
- ★ Give examples to explain your point clearly (for example, from your life or village).
- ★ Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- ★ Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- ★ Add feelings and opinions (I think, I feel, I believe).

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)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

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- Use this link to interview students one by one

<https://docs.google.com/document/d/1QJP6lrDRwt8Y6gzhAVphgH81zu61693xXovLHOF4MeU/edit?usp=sharing>

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: 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)

AI Interview Assessment (30–40 mins)

1. Instructions:

- a. Students open **Gemini** on their device.
- b. Copy and paste this prompt into Gemini to start:

Act as a formal examiner for an English proficiency assessment. This is a test, not a practice session. Rules for the Examiner: 1- No Feedback: Do not say 'Great job,' 'Well done,' or correct my English during the test. Simply acknowledge my input and move to the next question. 2. Strict Marking: Use the strict CEFR assessment criteria. Keep a count of repetitive vocabulary, basic sentence structures, and grammatical errors while giving the CEFR score. Do not inflate the score. Flow: I will provide my first topic (50+ words). You will ask 3 easy and simple follow-up questions one by one (I will answer each with 35+ words). Move to next question only after all 3 follow

up questions. If my answers are less than the number of words, do not move to the next question. At the end give my CEFR score. Final Evaluation Requirements: Overall CEFR Grade: (e.g., A0, A1 (or A1+), A2 (A2+), B1 or (B1+), B2). Skill Breakdown: Scores (1-10) for Grammar Accuracy, Vocabulary Range, and Coherence. Error Ledger: A table listing every error made during the test, the correction, and the level of severity (Minor/Major). My topics are: 1. Who is your best friend? Describe them. 2. What is your dream job and how will you achieve this? 3. Why do you want to learn English? I am ready. Please prompt me for Topic 1."

- c. Use the **mic button** to speak — do not type answers.
- d. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
- e. Repeat the same for **Topic 2** and **Topic 3**.
- f. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
- g. Students **show the result to the teacher**.

Teacher Tip – Help students speak more (B1 level)

- ★ Try to make each sentence longer and more meaningful.
- ★ Add reasons to your ideas using words like because, so, and but.
- ★ Give examples to explain your point clearly (for example, from your life or village).
- ★ Try to connect your sentences so your speaking sounds like one full idea, not separate lines.
- ★ Use past, present, and future (yesterday, today, tomorrow) in your speaking.
- ★ Add feelings and opinions (I think, I feel, I believe).

TM Role:

Allow re-attempts

Record best (final) CEFR score

Step 4 – Teacher Interviews Continue (60 mins, parallel)

Call remaining students

Teacher Interview Questions- Use this link to interview students one by one

<https://docs.google.com/document/d/1Q.JP6lrDRwt8Y6gzhAVphgH81zu61693xXovLHOF4MeU/e/dit?usp=sharing>

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.”

- 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 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 (20 minutes)

(Note for 2-hour classes: Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (5 minutes)

(**Note for 2-hour classes:** Extend this activity to **10 minutes** to provide additional speaking practice and participation opportunities for more students.)

Ask 1–2 moderators to demonstrate:

“Let’s start. Our topic is _____.”

“Our topic was _____.”

“I think _____.”

“Some agreed and some disagreed.”

Step 6: Practice with AI (20-30 mins)**Instructions:**

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: 1. Who is more intelligent: boys or girls? 2. Which is better: mobile or laptop? 3. Which season is the best?"

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Step 7: Post AI Questions (5 mins)

1. Were you able to act like a moderator?
2. Which moderator phrase did you use?

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 (50 minutes)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

Group Setup:

Divide class into groups of 4.

Each round: 10 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 (10 minutes)

(**Note for 2-hour classes:** Extend this activity to **20 minutes** to provide additional speaking practice and participation opportunities for more students.)

2 moderators share at the end:

“We discussed _____.”

“Some agreed, some disagreed.”

“In the end, we think _____.”

Step 5: 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 (15-20 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 (30 minutes)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

Each group comes forward and performs.

After each performance, ask:

What did you like?

Can you repeat one sentence?

Step 4: Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: 1. Which is better: books or movies? 2. Is it better to travel by train or bus? 3. Which is better: city life or village life?"

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

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)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (20 mins)

(**Note for 2-hour classes:** Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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: Practice with AI (20 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: 1. Should schools have uniforms? 2. Should kids play outside or on mobiles? 3. Which is better: city life or village life?"

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Step 5: Post AI Questions (5 mins)

(Note for 2-hour classes: Extend this activity to **10 minutes** to provide additional speaking practice and participation opportunities for more students.)

1. Are you feeling confident about scoring B1? Why or why not?

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: Getting Ready for the B1 Interview

Note for B1-Level Students:

From Day 150 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 (5 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 (25 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)

(**Note for 2-hour classes:** Extend this activity to **50 minutes** to provide additional speaking practice and participation opportunities for more students.)

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: Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: 1. Describe an FEA classroom 2. 5 things you did last weekend? 3. What will you do next Sunday?"

3. Use the **mic button** to speak – do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** – answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

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- Speaking Practice for the B1 Interview

Objective: Students confidently answer and ask questions in a one-on-one setting.

Step 1: Warm-up (5 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. After 30 minutes, students will practice with AI.

Step 3: Teacher Interviews (40 mins)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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

Step 4: Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: 1. Describe an FEA classroom 2. 5 things you did last weekend? 3. What will you do next Sunday?"

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Step 4: Reflection & Sharing (10 mins)

After all interviews, the teacher asks:

1. “What was easy?”
2. “What was difficult?”
3. “Which answers do you want to improve?”

The teacher gives positive feedback and shares good examples heard during interviews.

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? (5 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 (10 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 (20 mins)

(Note for 2-hour classes: Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 – Presenting (20 mins)

(**Note for 2-hour classes:** Extend this activity to **40 minutes** to provide additional speaking practice and participation opportunities for more students.)

Call a few interested students one by one to present their findings. Pick a few weak students first.

Step 5: Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.
2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: 1. Share about a business you can start with NO money 2. What skill is needed? 3. How will people know about your service?"

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

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 (45 mins)

(Note for 2-hour classes: Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 (45 mins)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

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

Step 1: Listen and Draw (20 minutes)

(Note for 2-hour classes: Extend this activity to **30 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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 minutes)

(Note for 2-hour classes: Extend this activity to **45 minutes** to provide additional speaking practice and participation opportunities for more students.)

- Play **video 7** (Shashi improving her English).-

Ask:

- What role did listening play in her learning?

Step 3: Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.

2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: 1. Share about a business you can start with NO money 2. What skill is needed? 3. How will people know about your service?"

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

Step 4: Post AI Questions (10 mins)

1. Are you feeling confident about scoring B1? Why or why not?
2. 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.”)

Preparation (45 min)

1. Topic Introduction & Brainstorm (10 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 (15 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 (15 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?).

Delivery (40 min)

(Note for 2-hour classes: Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

1. Warm-up & Rules

- 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 (40 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 min)

(Note for 2-hour classes: Extend this activity to **10 minutes** to provide additional speaking practice and participation opportunities for more students.)

- **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.

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Day 162 - Presenting: Career Research

(One of the following: Sales Development Representative, Reporter, Cruise Ship Housekeeping Staff)

Step 1: Instructions (45 mins)

(Note for 2-hour classes: Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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 (45 mins)

(Note for 2-hour classes: Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

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 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 (5 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.

Pair Practice:

- Students who have completed their stories will start sharing them with a partner.
- Partners listen, suggest corrections, and encourage each other to add details.

Step 4 – Class Sharing (30 mins)

(**Note for 2-hour classes:** Extend this activity to **60 minutes** to provide additional speaking practice and participation opportunities for more students.)

- 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: Practice with AI (30 mins)

Instructions:

1. Students open **Gemini** on their device.

2. Copy and paste this prompt into Gemini to start:

"I want to practice my English. I will speak about three topics one by one. For each topic, I will speak at least 50 words. After I finish a topic, please ask me 3 easy and simple follow-up questions one by one. I will answer each question using at least 35 words. Once we complete the questions for one topic, move to the next. After all three topics and all answers are finished, give me my CEFR level and a table of my mistakes. My topics are: 1. My FEA Experience 2. My Career Goal & Plan B 3. The next skill I want to learn

3. Use the **mic button** to speak — do not type answers.
4. Speak on **Topic 1**. Gemini will then ask **3 follow-up questions** — answer each one by one using the mic.
5. Repeat the same for **Topic 2** and **Topic 3**.
6. At the end, Gemini will show a **CEFR level** and a **table of mistakes**.
7. Students **show the result to the teacher**.

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 164 to 194: 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.

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.

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.



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

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