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.



FEA classes are completely free of cost for students

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.

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.

Please note: Student Enrollment Deadline – Lesson 80

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. 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. (Refer to the video 0 0)
8. 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.
9. Give students enough time to practice and repeat responses during AI activities.
10. Ensure that students repeat and practice the sample responses given by the AI

Students Support Session: (Last 15 Minutes)

Use **15 minutes** after every class to provide focused support to students who need additional attention.

Weekly Focus
Each day has a fixed priority group so that teachers always know which students to focus on, even when the class has a mix of new, irregular and extra-attention students.

Day	**Priority Group**
Monday	New students
Tuesday	Extra-attention students
Wednesday	Extra-attention students
Thursday	Irregular students
Friday	Extra-attention students
Saturday	Irregular students

Exception: If there are no new students to welcome on Monday, the teacher should work with extra-attention or irregular students instead.

Before the class ends:

- Identify up to 4 students from the day's priority group who would benefit from individual or group support.
- Announce the names of the selected students before dismissing the class.
- All other students should leave after taking the pledge.

During the Support Session

Invite students one-by-one or in groups to provide support based on their needs.

If the student is new:

- Welcome the students and help them feel comfortable.
- Check whether they understand how the programme and classroom work.
- Clarify any doubts about the day's lessons.
- Encourage them to attend regularly during the first few weeks.

If the student is irregular:

- Understand the reason for their irregular attendance by asking open-ended questions.
- Listen without judging and acknowledge their concerns.
- Work with the student to identify practical solutions to improve attendance.
- Reinforce how regular attendance will help them achieve their goals.
- Agree on one or two clear commitments before the student leaves.

If the student needs extra attention:

- Identify the specific concept or skill the student is finding difficult.
- Re-teach or explain the concept using a different approach or simpler examples.
- Ask the student to practise and confirm that they have understood.
- Identify what the student should revise or practise before the next class.
- Appreciate their effort and encourage them to keep asking for help whenever needed.

Note: This student's support activity is compulsory after every class. The teacher should follow the day's priority group while ensuring that students with urgent or immediate support needs are not overlooked.

English FlexiBook – CEFR Journey

Days	CEFR Level	Focus Areas
Days 1–30	Pre-A1/A1	• Introduce self • Talk about family/home • Make simple sentences • Ask simple questions
Days 31–80	A1 → A2	• Describe routines • Ask and answer questions • Talk about present/past/future • Give simple reasons • Participate in short conversations
Days 81–120	Strengthening A2	• Describe places and experiences • Sustain conversations • Give short presentations • Express opinions • Handle everyday situations
Days 121–180	A2 → B1	• Group discussion • Explain reasons • Solve problems • Present information • Interviews
Days Beyond 181	Moving towards B1 if not already achieved	• Extended speaking • Interviews • Group discussions • Opinions and arguments • B1 assessment preparation

Structure of the Assessments

Checkpoint	Category	Details
Checkpoint 1: Days 80–81 (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 83–93 and move directly to Day 94 • If less than 75% enrolled students reach A2 → Complete Days 83–93 (Revision Days), then continue to Day 94 • If some students achieve B1, they should be encouraged to achieve B2
Checkpoint 2: Days 180–181 (B1 Assessment)	Students participate in	• AI-based speaking interviews to assess their CEFR level • Teacher-led group discussion (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 → Conduct the Graduation lesson and mark G in the LMS • If less than 75% enrolled students reach B1 → Continue with further until students reach B1 • Students who have reached B1 should aim for B2 and also help other students in the class to reach B1. • 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	Branches graduate only after the final CEFR assessment at Lesson 180. Even if students have reached B1 earlier, the branch must not graduate early, and early graduation or an early final assessment must not be requested. ● **Final assessment:** Every active student must be assessed at Lesson 180, including students who reached B1 or above in an earlier assessment. Scores recorded before Lesson 180 do not count as final scores. ● **Absentees and reassessments:** Students who were absent, or who have not yet reached B1, will be assessed or reassessed later. Record the actual lesson number reached on the day of the assessment (for example, Lesson 181 or 204). Do not enter Lesson 180 again.

		• **TM presence:** The TM must be present for the final assessment and any reassessment. Please coordinate the dates with your TM. TMs enter the CEFR scores on the dashboard, not teachers.

Activity: Getting to Know a Student: 15 Minutes One-on-one (while students are practicing AI)

Objective:
Help every student feel that their teacher cares about them and is always ready to support them. When students feel connected to their teacher, they are more likely to attend classes regularly and openly share their problems.

Time: 10–15 minutes per student
While students work independently on their AI activity, invite one student at a time for a relaxed conversation.

Instructions:

- Speak mostly in Hindi so the student feels comfortable.
- Try to have your first conversation with every new student within 7–10 days of enrolment.
- Aim to speak with 2 students in each session.
- Keep everything the student shares private.

How to Have the Conversation:

This is not an interview. It is simply a friendly conversation to get to know the student better.

- You do not need to ask every question.
- Pick only a few questions that feel natural.
- Listen more than you speak.
- Ask another question based on what the student just shared.
- If a student seems uncomfortable, simply change the topic. You can always ask personal questions another day.
- It is okay if the conversation is mostly about everyday life. The goal is to build trust, not collect information.
- End the conversation by thanking the student for talking with you.

Remember: *The student should leave feeling, "My teacher enjoys talking to me."*

Conversation Starters (Choose only a few)

- परिवार
    - अपने परिवार के बारे में बताइए।
    - घर में कौन-कौन हैं?
    - घर में आप सबसे ज़्यादा किसके करीब हैं?
    - मम्मी-पापा क्या करते हैं?
- रोज़मर्रा की ज़िंदगी
    - आपका दिन कैसे शुरू होता है?
    - क्लास के बाद आप क्या करते हैं?
    - घर पर आप कौन-कौन से काम करते हैं?
- दोस्त
    - आपके अच्छे दोस्त कौन हैं?
    - आपको उनके साथ क्या करना अच्छा लगता है?
- खुशी और पसंद
    - आपको सबसे ज़्यादा खुशी किस बात से मिलती है?
    - आपको क्या करना सबसे अच्छा लगता है?
    - ऐसी कौन-सी बात है जिस पर आपको अपने ऊपर गर्व होता है?
- अगर छात्र सहज महसूस करे**...**
    - क्या कभी आपका मन उदास होता है? किस वजह से?
    - क्या आजकल कोई बात आपको परेशान करती है?
    - जब आपको कोई परेशानी होती है, तो आप किससे बात करते हैं?
    - क्या आपको लगता है कि ज़रूरत पड़ने पर कोई आपकी मदद करता है?
    - क्या ऐसी कोई बात है जिसमें आपको मदद चाहिए?
- पढ़ाई और भविष्य
    - पढ़ाई कैसी चल रही है?
    - आपको कौन-सा विषय सबसे अच्छा लगता है?
    - बड़े होकर आप क्या बनना चाहते हैं?

Note:

- Once you have spoken to all new students, continue these conversations with students who may need more support, such as those who seem quiet, miss classes often, have low confidence, or are going through difficulties.
- Every conversation does not have to be the same. Talk about what feels natural, ask follow-up questions and continue the conversation over the coming weeks.

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Module 1: Foundations & Digital Onboarding (Days 1–14)

- **CEFR Level:** Pre-A1 / A0
- **Core Theme:** Breaking hesitation, digital tools setup, and basic exposure.
- **Key Focus Areas:**
    - Basic 2–3 sentence spoken introductions and core vocabulary.
    - Gmail ID creation, LMS enrolment, and device familiarization.
    - Introduction to foundational apps like Duolingo and Read Along
    - Introduction to AI tools
    - Teacher-student rapport building via daily one-on-one check-ins.

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

Step 1 (15 mins)

Teacher walks into the class with a smile and says:

“Good morning, everyone!”

Students: “Good morning!”

Teacher: “Bahut badhiya! Ek baar aur, thoda loud!”

Students: “GOOD MORNING!”

Teacher: “Wow! Ab toh class mein energy aa gayi!”

Teacher points to themselves:

“My name is Ravi.”

Then points to themselves again:

“My name is Ravi.”

“Simple hai na? Ab aapki baari!”

Teacher points to one student:

“What is your name?”

Student says their name.

Teacher: “Excellent! Ab English mein bolenge—‘My name is…’”

Student: “My name is Sita.”

Everyone claps.

Teacher: “Very good! Aaj se aap English bolne wale ho!”

Teacher turns to the class:

“Kaun-kaun English bolna chahta hai?”

Students raise their hands.

Teacher: “Wah! Sabko English bolni hai!”

“Lekin ek rule hai…”

Pause.

“Galti karna allowed hai!”

Students laugh. @

“English mein galti hogi?”

Students: “Yes!”

Teacher: “Koi problem?”

Students: “No!”

Teacher: “Phir toh English seekhna easy hai!”

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

Teacher writes on the board:

My name is _____.
I am from _____.
I like _____.

Teacher says:

“Aaj sirf teen sentences. Bas teen!”

“Naam batao. Kahan se ho batao. Aur kya pasand hai batao.”

Teacher models:

“My name is Ravi.
I am from Delhi.
I like cricket.”

Then smiles and says:

“Dekha? Main English bol raha hoon!”

“Ab aap bolenge!”

“Ready?”

Students: “Yes!”

Teacher:

“Let's speak English!”

After each student → clap

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

Call 1 student in front.

Teach:
“My name is _____. I am from _____. I like

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

Ask - aur kaun aage aake bolna chahega. (Clap for volunteers)

Step 4. Teacher Introduction (10-15 mins) — Fun & Personal

The teacher starts with a funny or relatable story about their own English-learning experience.

Say:

> “Aapko lagta hai ki mujhe hamesha se English aati thi?”

Students: “Yes/No!”

Teacher laughs:

> “Bilkul nahi! Main bhi pehle English bolte time nervous hota/hoti tha.”

Share one funny real-life mistake you made while speaking English. For example:

"Ek baar maine English mein kuch bola aur saamne wale ne bilkul alag samajh liya!"

Then ask:

"Aapke saath bhi kabhi aisa hua hai?"

Let 2–3 students share their experiences in Hindi.

Then say:

"Toh yahan ek important rule hai…"

Pause and ask:

"English bolte time galti ho gayi toh?"

Students: "Koi problem nahi!"

Teacher:

"Bilkul nahi! Yahan galti karna allowed hai."

Then make it fun:

"Galti karoge → seekhoge → phir dobara bologe → aur dheere-dheere English aa jayegi!"

Ask students to repeat:

"I can make mistakes!"

Then:

"I can learn!"

Finally, build excitement:

"FEA mein hum sirf book nahi padhenge. Hum English bolenge, games khelenge, ek-doosre se baat karenge, AI ke saath practice karenge aur apni English improve karenge."

End with:

"Aaj 2–3 sentences."
"Kuch din baad aur sentences."
"Aur ek din aap bina dare English mein baat karoge!"

Then ask:

"Ready?"

Students:

"READY!"

Teacher:

"Then let's begin!"

Step 5: Station Rotation (40 mins)

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 – - (20 mins)

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

Station 2 – Tablet Exploration (20 mins)

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

Note 1: After 20 minutes, ask 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:

Note: While filling in their details, use a dummy ID — "Nogmail@gmail.com" — in place of their Gmail ID to complete the enrollment. Now go to Part A and create a Gmail ID in the format given and update the student's correct email id on the LMS. Students can use their existing Gmail ids as well if they remember the details.

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.FEAID@gmail.com

Example: rahul.kumar.713532@gmail.com

Password: firstname@FEAID

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:

1. What is your name?

आपका नाम क्या है?

2. Where do you live?

आप कहाँ रहते/रहती हैं?

3. What do your parents do?

आपके माता-पिता क्या करते हैं?

4. What are you currently doing — are you working, studying, or doing something else?

आप अभी क्या कर रहे/रही हैं — नौकरी कर रहे/रही हैं, पढ़ाई कर रहे/रही हैं या कुछ और?

5. Why do you want to learn English?

आप अंग्रेज़ी क्यों सीखना चाहते/चाहती हैं?

6. For the next year, how will you make sure that you attend your 2-hour classes every day?

अगले एक साल तक आप यह कैसे सुनिश्चित करेंगे/करेंगी कि आप रोज़ 2 घंटे की कक्षा में उपस्थित रहें?

7. We have limited seats in the course. If you drop out, do you understand that you may not be able to rejoin the course?

हमारे कोर्स में सीटें सीमित हैं। अगर आप कोर्स बीच में छोड़ देते/देती हैं, तो क्या आप समझते/समझती हैं कि आपको दोबारा इस कोर्स में प्रवेश नहीं मिल सकता?

8. You can invite your mother or father to visit the branch so that they know where you are studying and what you are learning.

आप अपनी माँ या पिता को शाखा में आने के लिए आमंत्रित कर सकते/सकती हैं, ताकि उन्हें पता हो कि आप कहाँ पढ़ रहे/रही हैं और क्या सीख रहे/रही हैं।

9. Did you face any challenges or feel hesitant while learning today? If you face any difficulty or hesitation in the future, you can always talk to me about it.

आज सीखते समय आपको किसी तरह की परेशानी या झिझक महसूस हुई? अगर भविष्य में भी आपको कोई परेशानी या झिझक महसूस हो, तो आप बेझिझक मुझसे बात कर सकते/सकती हैं।

10. This is my number. You can also share it with your parents. Please feel free to reach out to me if you need any help.

यह मेरा नंबर है। आप इसे अपने माता-पिता के साथ भी साझा कर सकते/सकती हैं। अगर आपको किसी भी तरह की मदद की ज़रूरत हो, तो आप बेझिझक मुझसे संपर्क कर सकते/सकती हैं।

अंत में आप कह सकते हैं:
“बहुत अच्छा। आप regular class attend करेंगे तो आपकी English धीरे-धीरे बहुत improve होगी। बस practice करते रहिए और hesitate मत कीजिए।”

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

How to Initiate Conversations during mobilisation

Many new teachers hesitate while approaching villagers. These opening lines can help:

Friendly Openers

- नमस्ते, हमने पास में एक नया ट्रेनिंग सेंटर शुरू किया है।”
- “हम गांव के परिवारों से मिलकर समझने की कोशिश कर रहे हैं कि हम यहां के युवाओं की कैसे मदद कर सकते हैं।”
- “क्या आपके घर या रिश्तेदारी में 18 साल से ऊपर के बच्चे हैं?”
- “क्या यहां ऐसे छात्र हैं जो नौकरी या स्किल ट्रेनिंग की तलाश में हैं?”
- “आजकल कई छात्र स्कूल या कॉलेज के बाद करियर को लेकर परेशान रहते हैं। हम ऐसे छात्रों को मार्गदर्शन और ट्रेनिंग देने की कोशिश कर रहे हैं।”

Foundation Lesson Mobilization Strategy

During foundation lessons:

- Encourage students to bring friends or cousins.
- Ask every student to share 2–3 references.
- Appreciate students publicly for participation.
- Make the environment energetic and welcoming.

Foundation Day 2

Word of the Day: Feel

Meaning: To say how you are or what emotion you have.

Example: “I feel happy today.”

Objectives:

- Create a fun and safe classroom environment
- Review and extend self-introductions
- Help students talk about themselves and their families
- Introduce Duolingo as a fun way to practise English
- Begin basic digital learning and -

Materials: Paper, pencils, soft ball, tablets/laptops

Before class: Assign tablets to students who arrive early. Let them explore the games already installed on their tablets.

Part 1: Teacher-Led Classroom

Mindfulness — 2-3 mins

Say:

> “Sit comfortably. Take a deep breath in… and slowly breathe out.”

Repeat twice.

Then say:

> “Today we will speak English, play a game and learn something new.”

Ask:

> “Are you ready?”

Students:

> “Yes!”

---

1. Let's Remember! — 10 mins

Say:

> "Kal humne teen English sentences seekhe the. Dekhte hain kiski memory sabse strong hai!"

Write on the board:

- My name is _____.
- I am from _____.
- I like _____.

Show students the ball.

Say:

> "Jiske paas paper ball, uski English!"

Throw the ball to a student.

Student says:

> "My name is _____."

The student throws the ball to another student.

That student says:

> "I am from _____."

Continue.

Then make it harder:

> "Ab ek student teenon sentences bolega!"

Student:

> "My name is Ravi. I am from Bapoli. I like cricket."

Everyone claps.

If a student gets stuck, say:

> "No problem! Class, help!"

The whole class says the sentence together.

---

2. Build Your Introduction — 15 mins

Say:

> "Ab hum apne introduction mein thoda aur add karenge."

Write:

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

Teacher models:

> "My full name is Ravi Kumar."
> "I am from Bapoli."
> "I am 35 years old."

Ask the class to repeat each sentence.

Then say:

> "Ab partner ke saath practice!"

Then switch roles.

Walk around and encourage students:

> "Very good!"
>
> "Try again!"
>
> "Excellent!"

---

3. Guess the Job! — 10 mins

Say:

> "Ab family ke baare mein English bolenge. Lekin pehle ek game!"

Act out a job without speaking.

For example, pretend to teach.

Students guess:

> "Teacher!"

Say:

"Yes! Teacher!"

Do the same for:

- Farmer
- Doctor
- Police officer
- Shopkeeper
- Mechanic

Write:

My father is a _____.
My mother is a _____.

Model:

"My father is a farmer."
"My mother is a teacher."

Students repeat.

Ask:

"Who has a farmer in the family?"

Students raise their hands.

"Who has a teacher?"

"Who has a shopkeeper?"

Then ask a few students:

"What does your father do?"

Help them answer:

"My father is a _____."

Repeat with the mother.

---

4. Feel — 5 mins

Say:

"Today's word is **FEEL**."

Write: FEEL = how you are / what emotion you have

Write:

😊 I feel happy.
😢 I feel sad.
😴 I feel tired.
😡 I feel angry.

Act out each emotion.

Students copy your action and sentence.

Then make it a quick game.

Say:

"Happy!"

Students:

"I feel happy!"

Say:

"Tired!"

Students:

"I feel tired!"

Say:

"Angry!"

Students:

"I feel angry!"

Then ask:

"How do you feel today?"

Students answer:

"I feel happy."

or

"I feel good."

Part 2: Digital Learning

1. English Game Time! — 8 mins

Show Duolingo.

Say:

> **"Ab English ka game khelne ka time!"**

Ask:

> "Kya kisi ne ye app pehle dekha hai?"

Let students respond.

Say:

> "Ye Duolingo hai. Ye aapka English practice partner hai. Aaj hum iska first lesson karenge."

Show the teacher's screen and demonstrate the signup process **one step at a time**.-
duolingo account kaise banaye | duolingo ka I'd kaise banaye |how to make account on duolingo | …

Tell students:

> "Pehle sirf dekho. Phir aap karoge."

---

2. Let's Get Started — 10 mins

Students open Duolingo on their tablets.

Say:

> "Ab aapki baari!"

Help students create/sign into their accounts.

Tell students:

> "Agar aapko problem aaye, haath uthao. Problem aana bilkul okay hai."

Students who finish early can help classmates.

Say:

> **"Aaj hum sab ek team hain. Jo seekh gaya, woh doosre ki help karega."**

---

3. Your First English Lesson — 15 mins

Once students are ready:

> "Ab apna first English lesson start karo."
>
> "Dekho, suno, answer karo aur enjoy karo!"

Walk around the classroom and support students.

Ask:

> "What are you doing?"
>
> "Can you show me?"
>
> "What English word did you learn?"

When a student completes the first lesson:

> "Excellent! Your first English lesson is complete!"

Ask the class to clap.

Students continue independently.

---

4. Digital Helpers — 7 mins

Ask students who are comfortable using the tablet:

> "Who can help a friend?"

Pair confident students with students who need help.

Give one rule:

> **"Help your friend. Don't take the tablet away."**

Students explain where to click and help their partners.

Use any remaining time to support **Gmail creation and LMS enrollment**.

End by asking:

> "Aaj humne kya kiya?"

Take answers:

> "English bola!"

"Introduction diya!"

"Feel seekha!"

"Duolingo use kiya!"

Finish with:

"Very good! Kal phir milenge. Aur kal aur English bolenge!"

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

Note: While filling in their details, use a dummy ID — "Nogmail@gmail.com" — in place of their Gmail ID to complete the enrollment. Now go to Part A and create a Gmail ID in the format given and update the student's correct email id on the LMS. Students can use their existing Gmail ids as well if they remember the details.

Once students are independently working on Duolingo or -, 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.FEAID@gmail.com *(Example: rahul.kumar.713532@gmail.com)*
- Password: firstname@FEAID *(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. What is your name?
आपका नाम क्या है?

2. Where do you live?
आप कहाँ रहते/रहती हैं?

3. What do your parents do?
आपके माता-पिता क्या करते हैं?

4. What are you currently doing — are you working, studying, or doing something else?
आप अभी क्या कर रहे/रही हैं — नौकरी कर रहे/रही हैं, पढ़ाई कर रहे/रही हैं या कुछ और?

5. Why do you want to learn English?
आप अंग्रेज़ी क्यों सीखना चाहते/चाहती हैं?

6. For the next year, how will you make sure that you attend your 2-hour classes every day?
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9. Did you face any challenges or feel hesitant while learning today? If you face any difficulty or hesitation in the future, you can always talk to me about it.
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10. This is my number. You can also share it with your parents. Please feel free to reach out to me if you need any help.
यह मेरा नंबर है। आप इसे अपने माता-पिता के साथ भी साझा कर सकते/सकती हैं। अगर आपको किसी भी तरह की मदद की ज़रूरत हो, तो आप बेझिझक मुझसे संपर्क कर सकते/सकती हैं।

अंत में आप कह सकते हैं:
“बहुत अच्छा। आप regular class attend करेंगे तो आपकी English धीरे-धीरे बहुत improve होगी। बस practice करते रहिए और hesitate मत कीजिए।”

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- “आजकल कई छात्र स्कूल या कॉलेज के बाद करियर को लेकर परेशान रहते हैं। हम ऐसे छात्रों को मार्गदर्शन और ट्रेनिंग देने की कोशिश कर रहे हैं।”

Foundation Lesson Mobilization Strategy
During foundation lessons:

- Encourage students to bring friends or cousins.
- Ask every student to share 2–3 references.
- Appreciate students publicly for participation.
- Make the environment energetic and welcoming.

Foundation Day 3

Word of the Day: Read

Meaning: To look at words and say them aloud or understand them.

Example: "I read a story in class."

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.

---

1. English Memory Challenge — 10 mins

Say:

> "Day 1 aur Day 2 mein humne bahut English seekhi. Aaj dekhte hain kiski memory sabse strong hai!"

Write only the beginnings of the sentences on the board:

- My full name is...
- I am from...
- I am...
- My father is...
- My mother is...
- I feel...

Tell students:

> "Main sentence start karunga. Aap complete karoge!"

Teacher:

> "My full name is..."

Students complete it.

Teacher:

> "I am from..."

Students:

"Bapoli!"

Teacher:

"I feel…"

Students:

"Happy!"

Then make it a **ball game**.

Throw the ball to a student and say:

"My mother is…"

The student completes the sentence.

That student throws the ball to someone else.

Continue with different sentence beginnings.

If someone gets stuck:

"No problem! Class, help!"

Everyone helps.

Then say:

"Excellent! Ab hum aur English seekhenge!"

---

2. Who Am I? — 10 mins

Tell students:

"Ab ek guessing game!"

Ask 4 students to come outside the class. Choose one student secretly.

Ask them three simple questions:

"What is your favourite food?"

"What is your hobby?"

"What do you want to become?"

Help the student answer:

> "My favourite food is biryani."
>
> "I like cricket."
>
> "My goal is to be a police officer."

Then all 4 students and teacher enters the class, The teacher asks the class to guess

> **Teacher says- This person likes cricket, his favourite food is chole bhature and his goal is to be a businessman. Guess this person.**

Students guess. Say students to speak in full sentence (this person is _____)

Reveal the student.

Everyone claps.

Do this 4-5 rounds

This gives students a reason to **listen to English**, not just repeat it.

---

3. My Life, My Sentences — 15-25 mins

Say:

> "Ab aap apne baare mein aur interesting baatein bataoge."

Write:

I have ____ brothers and ____ sisters.

I am a student

I like ____.

My favourite food is ____.

My favourite place is ____.

My goal is to be a ____.

Don't teach all six sentences at once.

Build them one by one.

For example:

> "I like…"

Ask:

"What do you like?"

Students give answers in Hindi if needed.

Convert them into English:

"I like cricket."

"I like cooking."

"I like singing."

Then everyone repeats.

Do the same with favourite food.

Ask:

"Who likes samosa?"

Hands go up.

"Say: **My favourite food is samosa.**"

Everyone repeats.

Then ask:

"Who likes biryani?"

Repeat.

Make it playful by asking students to **stand if they like something**.

For example:

"Stand up if you like cricket!"

"Stand up if you like music!"

"Stand up if you like biryani!"

Then:

"Now tell your partner!"

Students turn to a partner and say:

"I like cricket."

"My favourite food is biryani."

---

4. My Future — 5 mins

Write:

My goal is to be a _____.

Say:

"Ab future ki baat!"

Ask:

"Aap bade hokar kya banna chahte ho?"

Take different answers:

"Teacher!"

"Police officer!"

"Businessman!"

"Nurse!"

"Driver!"

"Computer operator!"

Give them the English sentence:

"My goal is to be a teacher."

Students repeat.

Then ask 3–4 volunteers to stand and say:

"My goal is to be a _____."

Clap after every student.

Finish with:

"Aaj humne sirf apna naam nahi bataya. Aaj humne apni life aur apne dreams ke baare mein English mein baat ki!"

Part 2: Digital Learning

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: While filling in their details, use a dummy ID — "Nogmail@gmail.com" — in place of their Gmail ID to complete the enrollment. Now go to Part A and create a Gmail ID in the format given and update the student's correct email id on the LMS. Students can use their existing Gmail ids as well if they remember the 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.FEAID@gmail.com *(Example: rahul.kumar.713532@gmail.com)*
- Password: firstname@FEAID *(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 some of these questions

1. What is your name?
आपका नाम क्या है?

2. Where do you live?
आप कहाँ रहते/रहती हैं?

3. What do your parents do?
आपके माता-पिता क्या करते हैं?

4. What are you currently doing — are you working, studying, or doing something else?
आप अभी क्या कर रहे/रही हैं — नौकरी कर रहे/रही हैं, पढ़ाई कर रहे/रही हैं या कुछ और?

5. Why do you want to learn English?
आप अंग्रेज़ी क्यों सीखना चाहते/चाहती हैं?

6. For the next year, how will you make sure that you attend your 2-hour classes every day?
अगले एक साल तक आप यह कैसे सुनिश्चित करेंगे/करेंगी कि आप रोज़ 2 घंटे की कक्षा में उपस्थित रहें?

7. We have limited seats in the course. If you drop out, do you understand that you may not be able to rejoin the course?
हमारे कोर्स में सीटें सीमित हैं। अगर आप कोर्स बीच में छोड़ देते/देती हैं, तो क्या आप समझते/समझती हैं कि आपको दोबारा इस कोर्स में प्रवेश नहीं मिल सकता?

8. You can invite your mother or father to visit the branch so that they know where you are studying and what you are learning.
आप अपनी माँ या पिता को शाखा में आने के लिए आमंत्रित कर सकते/सकती हैं, ताकि उन्हें पता हो कि आप कहाँ पढ़ रहे/रही हैं और क्या सीख रहे/रही हैं।

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आज सीखते समय आपको किसी तरह की परेशानी या झिझक महसूस हुई? अगर भविष्य में भी आपको कोई परेशानी या झिझक महसूस हो, तो आप बेझिझक मुझसे बात कर सकते/सकती हैं।

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How to Initiate Conversations during mobilisation

Many new teachers hesitate while approaching villagers. These opening lines can help:

Friendly Openers

- नमस्ते, हमने पास में एक नया ट्रेनिंग सेंटर शुरू किया है।"
- "हम गांव के परिवारों से मिलकर समझने की कोशिश कर रहे हैं कि हम यहां के युवाओं की कैसे मदद कर सकते हैं।"
- "क्या आपके घर या रिश्तेदारी में 18 साल से ऊपर के बच्चे हैं?"
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- "आजकल कई छात्र स्कूल या कॉलेज के बाद करियर को लेकर परेशान रहते हैं। हम ऐसे छात्रों को मार्गदर्शन और ट्रेनिंग देने की कोशिश कर रहे हैं।"

Foundation Lesson Mobilization Strategy

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- Appreciate students publicly for participation.
- Make the environment energetic and welcoming.

Foundation Day 4

Word of the Day: Sentence

Meaning: A group of words that gives a complete meaning.

Example: "I make a simple sentence."

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.

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Part 1: Teacher-Led Classroom

Mindfulness — 2 mins

Say:

"Sit comfortably. Take a deep breath in… and breathe out."

Repeat twice.

Then say:

"Today we will speak, move and play a game."

"Ready?"

Students:

"Ready!"

---

1. Sentence Memory Game — 10 mins

Don't write all the sentences from Days 1–3 on the board immediately.

Say:

"Aaj dekhte hain board ke bina kitni English yaad hai!"

Point to yourself and say:

"My name is…"

Students complete:

"My name is…"

Point to a student:

"I am from…"

Student completes the sentence.

Continue with:

"I like…"

"I feel…"

"My favourite food is…"

"My goal is…"

Now turn it into a **team game**.

Divide the class into two teams.

Say:

"Team A, I start the sentence. You finish it!"

"My favourite food is..."

Team A answers.

Then:

"Team B!"

"My goal is..."

Team B answers.

Give a clap for every correct answer.

Don't keep a complicated score; the purpose is excitement, not competition.

---

2. Human Line-Up — 10 mins

Tell students:

"Ab sab khade ho jao!"

Say:

"Main ek sentence bolunga. Agar aapke liye true hai, stand here. Agar nahi hai, stand there."

Start with something easy:

"I like cricket."

Students move according to their answer.

Then ask both groups to say:

"I like cricket."

Next:

"I like music."

Then:

"My favourite food is rice."

Then:

"I like watching movies."

Then:

“I want to start a business.”

After each one, ask:

“Kitne logon ko same cheez pasand hai?”

This creates laughter and shows students:

“Hum sab mein kuch same hai aur kuch different.”

---

3. My Likes and Dislikes — 15 mins

Write:

I like _____.
I don't like _____.

Then:

“Aaj hum sirf ek cheez nahi bolenge. Teen!”

Write:

Three things I like are:

1. _____
2. _____
3. _____

And:

Three things I don't like are:

1. _____
2. _____
3. _____

Model something funny and relatable:

“Three things I like are cricket, samosa and music.”

Then:

“Three things I don't like are waking up early, traffic and mosquitoes!”

Students will usually react to this because the examples are familiar.

Ask:

"Aapko kya pasand hai?"

Take answers in Hindi if necessary and help students convert them into English.

Then give students **1 minute to think**.

Students practise with a partner.

Partner A:

"Three things I like are…"

Partner B:

listens.

Then switch.

---

4. Same or Different - Energiser ? — 5 mins

Ask students to find someone who has **one thing in common** with them.

For example:

"Find someone who likes the same food as you."

Students move around and ask:

"What is your favourite food?"

If they have the same answer:

"Me too!"

Then:

"Find someone who likes the same hobby."

Students ask:

"What do you like?"

"I like cricket."

"Me too!"

Finish by asking:

"Who found someone with the same favourite food?"

Take 2–3 responses.

End with:

"Very good! Ab aap sirf words nahi bol rahe. Aap sentences bana rahe ho!

Part 2: Digital Learning (45 mins)

Duolingo Practice (30 mins)

- Students open Duolingo on their tablets and sign in to their accounts.

- Continue from where they left off in the last class.
- Students practice independently.

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

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

> **Note**: While filling in their details, use a dummy ID — "Nogmail@gmail.com" — in place of their Gmail ID to complete the enrollment. Now create a Gmail ID in the format given and update the student's correct email id on the LMS. Students can use their existing Gmail ids as well if they remember the details.

Once students are independently working on Duolingo or -, 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.FEAID@gmail.com *(Example: rahul.kumar.713532@gmail.com)*
- Password: firstname@FEAID *(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 some of these questions

1. What is your name?

आपका नाम क्या है?

2. Where do you live?

आप कहाँ रहते/रहती हैं?

3. What do your parents do?

आपके माता-पिता क्या करते हैं?

4. What are you currently doing — are you working, studying, or doing something else?

आप अभी क्या कर रहे/रही हैं — नौकरी कर रहे/रही हैं, पढ़ाई कर रहे/रही हैं या कुछ और?

5. Why do you want to learn English?

आप अंग्रेज़ी क्यों सीखना चाहते/चाहती हैं?

6. For the next year, how will you make sure that you attend your 2-hour classes every day?

अगले एक साल तक आप यह कैसे सुनिश्चित करेंगे/करेंगी कि आप रोज़ 2 घंटे की कक्षा में उपस्थित रहें?

7. We have limited seats in the course. If you drop out, do you understand that you may not be able to rejoin the course?

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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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Many new teachers hesitate while approaching villagers. These opening lines can help:

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Foundation Day 5

Word of the Day: Watch

Meaning: To look at something carefully, like a video.

Example: "I watch a video in class."

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

Mindfulness (2 mins)

Lead students in a short breathing exercise to build focus.

Word of the Day: The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

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.

Recap — 15 mins: "English Challenge"

Say:

"Aaj ek test nahi hoga. Aaj ek challenge hoga!"

"Pehle din aap kitni English bolte the?"

Let students respond.

"Aur aaj?"

Write on the board:

DAY 1 → 3 sentences
DAY 5 → 10+ sentences!

Then say:

"Dekhte hain kaun bina board dekhe English bol sakta hai!"

Ask 5 students to come forward one at a time and give a short introduction using the sentences they have learned.

After each student:

"Class, one big clap!"

Then say:

"Ab ye 5 students teacher banenge!"

Pair each confident student with 2–3 classmates. Give them 3–4 minutes to practise the introduction together.

Tell the 5 students:

"Aap answer mat bolo. Sirf apne partner ko help karo."

Then switch:

"Ab partner bhi apna introduction bolega."

This makes the students stronger supporters, rather than performers.

Discussion — 10 mins: "What's Your English Problem?"

Instead of simply asking the question to the whole class, make it a show-of-hands activity.

Say:

"English seekhte time sabse badi problem kya hoti hai?"

Write:

A. 😨 I feel shy
B. 🧠 I forget words
C. 👂 I don't understand English

D. 🗣️ I am afraid of making mistakes
E. 📱 I find the tablet difficult

Say:

> "Agar A hai, hand up!"

Then B, C, D and E.

Students can see that many classmates have the same problem.

Then say:

> "Aap akela nahi ho. Sabko starting mein problem hoti hai."

Point to the board:

> Day 1: 3 sentences
>
> Day 5: 10+ sentences

Then:

> "Agar 5 din mein itna ho sakta hai, toh practice karte rahe toh aur kitna ho sakta hai?"

Let students guess.

Finish:

> "English ek din mein nahi aati. Roz thodi-thodi practice se aati hai."

Watch Video — 20 mins: "Video Detective"

Before playing the video, don't tell students simply to watch it.

Say:

> "Ab aap video dekhenge. Lekin aaj aap normal audience nahi ho."
>
> "Aap English Detective ho!"

Write three things on the board:

🔍 What helped him?
💪 What problem did he face?
🎯 What did he do to succeed?

Tell students:

> "Video dekhte time in teen cheezon ko dhyaan se dekhna."

Then teach the tablet/earphone steps quickly:

> "Earphones kaise lagane hain?"

Demonstrate.

> "Video kaise play karna hai?"

Demonstrate.

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.

If the video is long, you can pause at a natural point and ask:

"Ab tak kya samjha?"

Take 2–3 quick answers and continue.

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: While filling in their details, use a dummy ID — "Nogmail@gmail.com" — in place of their Gmail ID to complete the enrollment. Now go to Part A and create a Gmail ID in the format given and update the student's correct email id on the LMS. Students can use their existing Gmail ids as well if they remember the details.

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

Gmail Creation *(use tablet, not laptop)*

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

Enrollment *(5–7 mins per student)*

Ask some of these questions

1. What is your name?
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2. Where do you live?
आप कहाँ रहते/रहती हैं?
3. What do your parents do?
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4. What are you currently doing — are you working, studying, or doing something else?
आप अभी क्या कर रहे/रही हैं — नौकरी कर रहे/रही हैं, पढ़ाई कर रहे/रही हैं या कुछ और?
5. Why do you want to learn English?
आप अंग्रेज़ी क्यों सीखना चाहते/चाहती हैं?
6. For the next year, how will you make sure that you attend your 2-hour classes every day?
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- “हम गांव के परिवारों से मिलकर समझने की कोशिश कर रहे हैं कि हम यहां के युवाओं की कैसे मदद कर सकते हैं।”
- “क्या आपके घर या रिश्तेदारी में 18 साल से ऊपर के बच्चे हैं?”
- “क्या यहां ऐसे छात्र हैं जो नौकरी या स्किल ट्रेनिंग की तलाश में हैं?”
- “आजकल कई छात्र स्कूल या कॉलेज के बाद करियर को लेकर परेशान रहते हैं। हम ऐसे छात्रों को मार्गदर्शन और ट्रेनिंग देने की कोशिश कर रहे हैं।”

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- Appreciate students publicly for participation.
- Make the environment energetic and welcoming.

Foundation Day 6

Word of the Day: Share

Meaning: To tell others your ideas or thoughts.

Example: "I share my answer with the class."

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.

Word of the Day: The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

Read Along- Speak Aloud 20 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: "10-Sentence Challenge"

Say:

"Aaj dekhte hain 5 din ki English kitni yaad hai!"

Give students 3 minutes, not 10, to write as many English sentences as they remember.

Tell them:

"Board nahi dekhna. Jo yaad hai, woh likho."

After 3 minutes:

"Pen down!"

Ask:

"Kisne 5 sentences likhe?"

Then:

"8?"

"10?"

Celebrate the students.

Now call 5 new volunteers—not the same confident students from previous days.

Each student chooses any 5 sentences from their list and speaks them.

After each student:

"Class, what did you hear?"

For example:

Student says:

"I like cricket."

Teacher:

"What does Ravi like?"

Class:

"He likes cricket!"

This makes the class listen, rather than simply waiting for their turn.

Then make pairs.

Tell the 5 students:

"Ab aap English buddies ho. Apne partner ko sentences bolne mein help karo."

Give partners 5 minutes to practise.

---

2. "Find Someone Who..." — 10 mins

Tell students:

"Ab seat par nahi baithna. Thoda walk karenge!"

Write:

Find someone who...

- likes cricket
- likes music
- likes tea
- has a brother
- wants to become a _____

Model:

Teacher asks a student:

"Do you like cricket?"

Student:

"Yes, I like cricket."

Teacher:

"Great! I found someone!"

Now students move around the room and ask classmates.

Keep the English very simple:

"Do you like cricket?"

"Do you like music?"

"Do you have a brother?"

"What is your goal?"

Students can help each other.

After 5 minutes, ask:

"Who found someone who likes the same thing?"

Take a few answers.

This gets everyone moving, speaking and listening.

---

3. Personal Sharing — "My Story in 3 Levels" — 20 mins

Instead of asking everyone 8–10 questions one by one, make it progressive.

Say:

"Ab hum ek doosre ko thoda aur jaanenge."

"Lekin ek rule hai—answer short hoga. Sirf 1–2 sentences."

"Aur agar answer nahi dena hai, simply bolo PASS. No problem."

Teacher models first.

"My name is Avishek. I am from Delhi. I like cricket."

Then say:

"Easy questions se start karenge."

Level 1 — Easy

Ask:

"Aap kahan se ho?"

"Aap kya karte ho?"

"Aapko kya pasand hai?"

After each answer, the class gives:

"Thank you!"

This prevents awkward applause after every answer.

Level 2 — Interesting

Say:

"Ab thoda interesting!"

Ask:

"Free time mein aap kya karte ho?"

"Aapko kis cheez se khushi milti hai?"

"Aapka favourite day kaunsa hai?"

After a student answers, ask one natural follow-up:

Student:

"I like watching movies."

Teacher:

> “Which movie?”

Student answers.

Now it becomes a conversation, not an interview.

Level 3 — Dreams

Say:

> “Ab last level. Dream questions!”

Ask:

> “Aapka goal kya hai?”
>
> “Aap future mein kya karna chahte ho?”
>
> “Aap apni life mein kya improve karna chahte ho?”

---

4. Surprise Ending — “One Thing I Discovered” — 5 mins

At the end, say:

> “Aaj aapne apne classmates ke baare mein kuch naya jaana.”

Ask students to turn to their partner.

> “Partner ke baare mein ek cheez batao jo aaj aapne discover ki.”

For example:

> “Ravi likes cricket.”
>
> “Sita wants to become a teacher.”
>
> “Amit likes cooking.”

Take 3–4 answers.

End with:

> “Dekha? English sirf book mein nahi hai. English se hum logon ko jaan sakte hain, baat kar sakte hain aur apni story bata sakte hain.”

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: While filling in their details, use a dummy ID — "Nogmail@gmail.com" — in place of their Gmail ID to complete the enrollment. Now go to Part A and create a Gmail ID in the format given and update the student's correct email id on the LMS. Students can use their existing Gmail ids as well if they remember the details.

Once students are independently working on Duolingo or -, 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.FEAID@gmail.com *(Example: rahul.kumar.713532@gmail.com)*
- Password: firstname@FEAID *(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. What is your name?
आपका नाम क्या है?

2. Where do you live?
आप कहाँ रहते/रहती हैं?

3. What do your parents do?
आपके माता-पिता क्या करते हैं?

4. What are you currently doing — are you working, studying, or doing something else?
आप अभी क्या कर रहे/रही हैं — नौकरी कर रहे/रही हैं, पढ़ाई कर रहे/रही हैं या कुछ और?

5. Why do you want to learn English?
आप अंग्रेज़ी क्यों सीखना चाहते/चाहती हैं?

6. For the next year, how will you make sure that you attend your 2-hour classes every day?
अगले एक साल तक आप यह कैसे सुनिश्चित करेंगे/करेंगी कि आप रोज़ 2 घंटे की कक्षा में उपस्थित रहें?

7. We have limited seats in the course. If you drop out, do you understand that you may not be able to rejoin the course?
हमारे कोर्स में सीटें सीमित हैं। अगर आप कोर्स बीच में छोड़ देते/देती हैं, तो क्या आप समझते/समझती हैं कि आपको दोबारा इस कोर्स में प्रवेश नहीं मिल सकता?

8. You can invite your mother or father to visit the branch so that they know where you are studying and what you are learning.
आप अपनी माँ या पिता को शाखा में आने के लिए आमंत्रित कर सकते/सकती हैं, ताकि उन्हें पता हो कि आप कहाँ पढ़ रहे/रही हैं और क्या सीख रहे/रही हैं।

9. Did you face any challenges or feel hesitant while learning today? If you face any difficulty or hesitation in the future, you can always talk to me about it.
आज सीखते समय आपको किसी तरह की परेशानी या झिझक महसूस हुई? अगर भविष्य में भी आपको कोई परेशानी या झिझक महसूस हो, तो आप बेझिझक मुझसे बात कर सकते/सकती हैं।

10. This is my number. You can also share it with your parents. Please feel free to reach out to me if you need any help.
यह मेरा नंबर है। आप इसे अपने माता-पिता के साथ भी साझा कर सकते/सकती हैं। अगर आपको किसी भी तरह की मदद की ज़रूरत हो, तो आप बेझिझक मुझसे संपर्क कर सकते/सकती हैं।

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

How to Initiate Conversations during mobilisation

Many new teachers hesitate while approaching villagers. These opening lines can help:

Friendly Openers

- नमस्ते, हमने पास में एक नया ट्रेनिंग सेंटर शुरू किया है।"
- "हम गांव के परिवारों से मिलकर समझने की कोशिश कर रहे हैं कि हम यहां के युवाओं की कैसे मदद कर सकते हैं।"
- "क्या आपके घर या रिश्तेदारी में 18 साल से ऊपर के बच्चे हैं?"
- "क्या यहां ऐसे छात्र हैं जो नौकरी या स्किल ट्रेनिंग की तलाश में हैं?"
- "आजकल कई छात्र स्कूल या कॉलेज के बाद करियर को लेकर परेशान रहते हैं। हम ऐसे छात्रों को मार्गदर्शन और ट्रेनिंग देने की कोशिश कर रहे हैं।"

Foundation Lesson Mobilization Strategy
During foundation lessons:

- Encourage students to bring friends or cousins.
- Ask every student to share 2–3 references.
- Appreciate students publicly for participation.
- Make the environment energetic and welcoming.

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

Mindfulness (2 mins)

Begin with a short breathing exercise.

Read Along- Speak Aloud (20 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: "Pass the Story"

Say:

> "Pichhle kuch din mein humne bahut English sentences seekhe. Aaj dekhte hain kitna yaad hai!"

Ask students to stand in a circle.

Teacher starts:

> "My name is _____."

Pass the ball.

The next student adds one sentence:

> "I am from _____."

Pass again.

> "I like _____."

Continue with:

> "I am _____ years old."

> "My goal is to be _____."

> "I feel _____."

If someone forgets:

> "No problem! Ask a friend!"

After 5–6 students, stop.

Say:

> "Ab pairs mein jao."

Each student gives a short introduction to their partner.

The 5–6 students who are more confident can become **English buddies** and help classmates who are struggling.

---

2. Story Challenge — 10 mins

Don't tell students the whole story immediately.

Say:

> **"Aaj main aapko ek real story sunane wala hoon."**

Pause.

> "Lekin aaj sirf story sunni nahi hai. Aapko decisions bhi lene hain."

Ask:

> **"Ready?"**

Students:

> "Yes!"

Part 1 — The Dream

Say:

> "Jab Deepak teenager the, woh school jaate the. School ke raaste mein woh ek aisa area dekhte the jahan kuch log bahut mushkil conditions mein rehte the."

Ask:

> "Agar aap unki jagah hote, toh kya karte?"

Give three options:

A. Ignore karte
B. Help karne ke baare mein sochte
C. Kuch nahi kar sakte, aisa sochte

Students raise their hands.

Take 2–3 quick answers.

Then reveal:

> "Deepak ne decide kiya ki ek din woh in logon ki help karenge."

Say:

> "Lekin pehle unhe apni life mein ek challenge face karna tha."

Part 2 — The Big Decision (5 mins)

Tell them:

> "Deepak IIT jaana chahte the. Lekin woh class ke top student nahi the."

Ask:

> **"Agar aapko koi bahut difficult goal chahiye, lekin aap abhi best student nahi ho, toh kya karoge?"**

Let students answer.

Then say:

> "Deepak ne decide kiya—**main aur mehnat karunga.**"

Write on the board:

GOAL → HARD WORK → CHANGE

Part 3 — Guess What He Did! (10 mins)

Now make it interactive.

Say:

"Ab guess karo—unhone kya kiya?"

Give options:

A. Roz zyada TV dekha
B. Subah jaldi uthkar padhai ki
C. Padhai chhod di

Students vote.

Then reveal:

"Unhone TV dekhna kam kar diya."

"Woh subah 4:30 baje uthte the."

"Do ghante travel karke Maths teacher se padhne jaate the."

Pause.

Ask:

"Aap subah 4:30 baje uth sakte ho?"

Students react.

Smile and say:

"Main bhi soch raha hoon—mujhse toh nahi hoga!"

This keeps the story human rather than preachy.

Continue:

"Unhone holidays mein bhi hard work kiya."

Then ask:

"Aapke hisaab se kya woh IIT mein pahunch paye?"

Students:

"Yes!"

Say:

"Yes! Ek saal ki mehnat ke baad unka selection IIT mein ho gaya."

Part 4 — Connect It to FEA (2 mins)

Say:

"Unhone ek important cheez seekhi."

"Unhone socha—agar education ne meri life badli, toh doosre young people ko bhi aisa opportunity milna chahiye."

Then reveal:

“Isi soch se FEA ki journey shuru hui.”

Pause and look around the class.

“Aur aaj aap yahan ho.”

This is the emotional connection you want.

---

3. “What Would You Do?” — 15 mins

Give students three situations from the story.

Ask them to discuss with their partner:

1. “Agar goal difficult hai, kya aap try karoge?”

2. “Agar aapko English difficult lagti hai, kya karoge?”

3. “FEA mein milne wale opportunity ka aap kaise use karoge?”

Give them 2 minutes.

Then take 2–3 answers.

Help them use simple English where possible:

“I will practise English.”

“I will attend class.”

“I will use Duolingo.”

“I will speak English.”

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 (20 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: While filling in their details, use a dummy ID — "Nogmail@gmail.com" — in place of their Gmail ID to complete the enrollment. Now go to Part A and create a Gmail ID in the format given and update the student's correct email id on the LMS. Students can use their existing Gmail ids as well if they remember the 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.FEAID@gmail.com *(Example: rahul.kumar.713532@gmail.com)- If this username is already used, put an extra letter or number at the end of your FEAID*
- Recommended Password format: firstname@FEAID *(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. What is your name?

आपका नाम क्या है?

2. Where do you live?

आप कहाँ रहते/रहती हैं?

3. What do your parents do?

आपके माता-पिता क्या करते हैं?

4. What are you currently doing — are you working, studying, or doing something else?

आप अभी क्या कर रहे/रही हैं — नौकरी कर रहे/रही हैं, पढ़ाई कर रहे/रही हैं या कुछ और?

5. Why do you want to learn English?

आप अंग्रेज़ी क्यों सीखना चाहते/चाहती हैं?

6. For the next year, how will you make sure that you attend your 2-hour classes every day?

अगले एक साल तक आप यह कैसे सुनिश्चित करेंगे/करेंगी कि आप रोज़ 2 घंटे की कक्षा में उपस्थित रहें?

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Foundation Lesson Mobilization Strategy
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- Appreciate students publicly for participation.
- Make the environment energetic and welcoming.

Foundation Day 8

Word of the Day: Practice

Meaning: To do something again and again to improve.

Example: "I practice speaking English."

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.

Word of the Day: The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

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. Quick Recap — 10 mins: "Introduce Yourself!"

Say:

> "Kaun bina board dekhe apna introduction de sakta hai?"

Invite 3–4 volunteers.

After each student:

> "Very good! Class, clap!"

Then make it a quick partner challenge.

> "Ab 2 minutes mein apne partner ko introduction do."

Student A speaks.

Student B listens.

Then switch.

Say:

> "Aaj hum introduction ke baad ek aur cheez karenge—**apne village ke baare mein English mein baat karenge!**"

---

2. Guess My Village — 5 mins

Say:

> "Main kuch cheezein bolunga. Aap guess karo main kis jagah ki baat kar raha hoon."

Say:

> "There are many farms."

Students:

> "Village!"
>
> "There are many trees."
>
> "Village!"
>
> "People know each other."
>
> "Village!"

Then say:

> **"Yes! Today we are going to talk about our village."**

---

3. Teacher's Village Tour — 10 mins

Instead of simply writing seven sentences and drilling them, draw a **very simple village picture** on the board:

houses
trees
school

farms
road

Point to each thing.

Ask:

"What is this?"

Students answer if they know.

Then teach:

"There are many trees."

Students repeat.

Point to the school:

"There is a school."

Point to the farms:

"There are farms."

Then add:

"The village is clean."

"People are friendly."

"The air is fresh."

Use gestures and the picture throughout.

---

4. True or False? — 10 mins

Now make students **listen and think**, rather than just repeat.

Say:

"Ab ek game!"

"Agar sentence true hai, thumbs up . Agar false hai, thumbs down ."

Say:

"There are many trees in the village."

Students show thumbs up.

"There is an airport in the village."

Students show thumbs down.

"There are farms."

"There are 100 shopping malls.

Then ask volunteers to make their own true/false sentences.

This will usually get some laughs while giving students repeated exposure to the sentence structures.

---

5. My Village — Partner Challenge — 15 mins

Write these sentence frames:

I live in _____.
There are many _____.
There is a _____.
People are _____.
The air is _____.

Tell students:

> "Aapko sab sentences yaad karne ki zaroorat nahi hai. Sirf 3 sentences choose karo."

Give them one minute to think.

Then Partner A speaks:

> "I live in Bapoli. There are many trees. There is a school."

Partner B says:

> "Very good!"

Then switch.

Walk around and help.

---

6. Village Reporter — 15 mins

Say:

> **"Ab aap village reporter ho!"**

Give students a simple imaginary microphone—your hand can be the microphone.

Ask one student:

> "Welcome to your village! Tell us about your village."

Student:

> "I live in Bapoli. There are many farms. There are many trees."

Ask:

> "Is there a school?"

Student:

> "Yes, there is a school."

Ask:

> "Are people friendly?"

Student:

> "Yes, people are friendly."

Do this with 4–5 students.

Don't insist on 5 sentences from everyone. **Three good sentences are better than five memorised sentences.**

---

7. Final Challenge — 10 mins

Say:

> "Ab board dekhe bina!"

Erase or cover the sentence frames.

Ask:

> "Who can tell me three things about their village?"

Invite 2–3 volunteers.

After each one:

> **"Excellent! You just described your village in English!"**

End with:

> **"English sirf book ki cheez nahi hai. Aap apne ghar, apne village aur apni life ke baare mein bhi English mein baat kar sakte ho."**

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

Word of the Day: Listen

Meaning: To hear carefully and understand.

Example: "I listen to my teacher."

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.
- Students learn how the device — tablet and laptop — functions, and get hands-on practice using it.

Mindfulness — 2 mins

Say:

> "Aaj hum ek important skill practice karenge—**listening**."
>
> "Close your eyes. Listen carefully."

Stay silent for 20–30 seconds.

Then ask:

> "What did you hear?"

Take answers: fan, birds, people, vehicles, etc.

Say:

> **"Good listening means we notice things."**

Step 1. Word of the Day — 5 mins

Write:

LISTEN

Say:

> "Listen."

Students repeat.

Say:

"I listen to my teacher."

Students repeat.

Then play a quick game.

Tell students:

"Jab main **Listen** bolun, aap bilkul silent."

"Jab main **Speak** bolun, aap bolo: 'Good morning!'"

Alternate quickly:

"Listen!"

Silence.

"Speak!"

"Good morning!"

"Listen!"

"Speak!"

"Good morning!"

Then say:

"Very good! Aaj hum listening aur reading dono practise karenge."

Step 2. Read Along Challenge - 5 mins

First: Teacher's Funny Demo

Open Read Along.

Say:

"Aaj main bhi student hoon. Dekhte hain main kitna achchha reader hoon!"

Read one sentence **too softly**.

Ask:

"Kya aapko sunai diya?"

Students:

"No!"

Say:

"Exactly! Isliye hum **loud and clear** read karenge."

Read the same sentence loudly.

Then deliberately make a mistake.

Students may correct you.

Say:

> “Arre! Teacher se bhi mistake hoti hai!”
>
> **“Mistake is okay. We try again.”**

Demonstrate clicking a difficult word once for pronunciation and twice for slow pronunciation/meaning.

Group Reading — 15 mins

Make groups of 3–4.

Tell them:

> “Aaj aap ek team ho.”

Give each group a simple rule:

One person reads.
Everyone listens.
Help, don't laugh.

Students take turns reading.

When someone gets stuck, they can say:

> **“Help, please.”**

Another student helps them.

When they finish a difficult word:

> “Good! Try again.”

This introduces a useful classroom English phrase naturally.

Step 3. Reading Detective — 10 mins

Tell students:

> **“Ab aap Reading Detectives ho!”**

Each group has to find **3 difficult or new words**.

They use Read Along to hear the pronunciation and meaning.

Then each group shares:

> “Our word is _____.”
>
> “It means _____.”

The class repeats the word together.

Give a big clap after each group.

Step 4. "Popcorn Introduction" — 15 mins

Say:

> "Ab dekhte hain kitna yaad hai!"

Students sit in a circle.

Explain:

> "Main ek student ka naam lunga. Woh 3 sentences apne baare mein aur 2 sentences apne village ke baare mein bolega."

For example:

> "My name is Ravi."
>
> "I am from Bapoli."
>
> "I like cricket."
>
> "There are many trees in my village."
>
> "There is a school in my village."

After speaking, that student chooses the next person:

> **"Now, Priya!"**

This keeps students listening because they don't know who will be called next.

After each student:

> **"Great! One clap!"**

If someone gets stuck:

> "No problem. Ask your friend."

Step 5. Contact Information Game — 10 mins

Introduce simple sentences:

What is your phone number?

My phone number is _____.

What is your email address?

My email address is _____.

Don't ask students to announce their real phone numbers to the entire class.

Instead, teacher models with a **fake number/email**.

Then students practise in pairs using a pretend number:

> "What is your phone number?"
>
> "My phone number is 98765 43210."

Then:

> "What is your email address?"
>
> "My email address is ravi123@gmail.com."

Tell students:

> **"Real phone number class ke saamne nahi bolna hai."**

This gives them useful English without unnecessarily sharing personal information.

Step 6. Device Practice – Tablet & Laptop — 30-40 mins

1. Divide the class into two groups and seat them separately.
One group sits at the table with the laptops. The second group sits behind or outside this group with the tablets. Make sure each student uses only one device at a time.

2. Give instructions to one group first, then the other.

Laptop group — cover these one by one:

- Power on/off, checking if the laptop is charged (battery icon, charging light) before starting
- Volume/brightness basics
- Mouse/trackpad use, single click vs double-click (single click selects/opens a highlighted icon, double-click opens the app/file)
- Click-and-hold with drag to select text (mouse button stays pressed while dragging, then release)
- Copy-paste — right-click (or two-finger tap on trackpad) to open the copy/paste menu, or Ctrl+C / Ctrl+V if you want to introduce shortcuts
- Physical keyboard basics — finding Enter, Backspace, Spacebar
- Opening and closing apps, closing a window vs minimizing it (so they don't accidentally exit the lesson app)

Tablet group — cover these one by one:

- Power on/off, checking if the tablet is charged before starting
- Volume/brightness basics
- Tap to select an app, tap and hold to select text
- Copy-paste — tap "copy," then tap and hold in the target field to "paste"

- Swipe navigation, back gesture/button
- On-screen keyboard, switching language layout if needed
- Basic AI mic use — tapping to start, speaking clearly, waiting for the response

3. Let students practise each instruction immediately.
Do not only demonstrate. Ask students to do the action themselves while the teacher moves around and checks whether they are able to follow the instructions correctly. Remind them:

- To ask the teacher if something freezes or stops working, instead of randomly clicking or tapping
- One device per student — no sharing without permission, no wandering into other apps

4. Switch the groups.
Ask students to change their seating so that the laptop group moves to tablets and the tablet group moves to laptops. Repeat the same instruction-and-practice process, with the teacher monitoring and helping students who need support.

5. Repeat if needed.
If the number of laptops and tablets is unequal, create a third rotation if time allows, so that as many students as possible get practice on both devices.

Teacher reminder: Keep the focus on hands-on practice, not explanation. Students should leave the activity confident enough to independently use the device for their lessons and AI practice.

Step 7. Wrap-Up — 5 mins

Ask:

> **“Aaj aapne kya seekha?”**

Give options:

> “Reading?”
>
> “Listening?”
>
> “Tablet?”
>
> “Typing?”
>
> “English?”

Then ask:

> **“Aaj sabse maza kis cheez mein aaya?”**

Take 3–4 responses.

Finish with:

> **“Aaj humne ek important cheez seekhi—jab hum ek doosre ko listen karte hain, toh hum ek doosre ko help bhi kar sakte hain.”**

Then recite the **FEA pledge** together.

Foundation Day 10

Word of the Day: Speak

Meaning: To say words using your voice.

Example: "I speak in English."

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

Mindfulness — 2 mins

Say:

> "Today we are going to speak English. Sit comfortably and take a deep breath."

Breathe in and out twice.

Then say:

> **"Today, no fear. Today, we SPEAK!"**

Students repeat:

> **"I speak in English!"**

Word of the Day — 5 mins

Write:

SPEAK 🗣️

Say:

> "I speak in English."

Students repeat.

Then make it a quick action game.

Say:

> "Speak!"

Students say:

> "I speak in English!"

Say:

> "Listen!"

Students stay silent and point to their ears.

Say:

> "Speak!"
>
> "I speak in English!"

Do it faster and faster.

Finish:

> **"Excellent! Aaj hum bahut English speak karenge."**

---

1. Duolingo Challenge — 20 mins

Don't introduce this as another routine Duolingo session.

Say:

> **"Aaj ka English Challenge!"**
>
> "Aapke paas 15–20 minutes hain. Dekhte hain aaj aap kitna independently kar sakte ho."

Students open Duolingo and practise.

Tell them:

> "Sirf lesson finish nahi karna hai. Jo naya word mile, usko samajhna hai."

Give them a small mission:

Find one new English word.

Find one sentence you can say aloud.

Walk around and support students.

After the practice, ask:

> "Who learned a new word?"

Take 3–4 answers.

Students say the word aloud.

Then ask:

> "Who can make a sentence with it?"

---

2. Village Memory Challenge — 10 mins

Say:

> "Pichhle din humne apne village ke baare mein English seekhi thi."
>
> "Aaj board dekhe bina kitna yaad hai?"

Ask students to stand.

Say:

"When I point at you, say **one sentence about your village**."

Point to different students.

Student:

"There are many trees."

Another:

"There is a school."

Another:

"People are friendly."

Another:

"The air is fresh."

Don't correct every mistake immediately.

Say:

"Good!"

"Try again."

"Very good!"

Then say:

"Ab hum isko aur bada karenge."

---

3. Build a Village — 10 mins

Draw a simple village on the board:

Houses, trees, school, hospital, farms, river, open area

Ask:

"What can you see?"

Students answer in English if they can.

Now introduce the new sentences **through the picture**, rather than just writing eight sentences.

Point to the houses:

"There are many houses in my village."

Point to the hospital:

"There is a government hospital in my village."

Point to the river:

“There is a river near the village.”

Point to children:

“Children play in the open area.”

Then teach:

“My village is beautiful.”

“People help each other.”

“The village is peaceful.”

“I love my village.”

Students repeat each sentence once or twice.

---

4. Village Tour Guide — 20 mins

Now make the students the teachers.

Say:

“Ab aap Village Tour Guide ho!”

Tell students:

“Imagine ek guest aapke village mein aaya hai. Aapko usko apna village dikhana hai.”

Write:

Welcome to my village!

There are many _____.

There is a _____.

People _____.

The village is _____.

I love my village.

Model:

> “Welcome to my village! There are many trees. There is a school. People are friendly. The village is clean. I love my village.”

Students practise in pairs.

Partner A = **Village Guide**

Partner B = **Visitor**

Then switch.

The visitor can ask:

"Is there a school?"

Guide:

"Yes, there is a school."

Visitor:

"Is there a river?"

Guide:

"Yes, there is a river."

This adds **real communication** instead of simple repetition.

---

6. Village Speaker Challenge — 10 mins

Say:

"Aaj ka final challenge!"

"Who can speak for 30 seconds about their village?"

Invite 5–6 volunteers.

Don't force everyone to come to the front. Students can speak **from their place** or stand beside their chair.

Each student speaks 5–8 sentences.

After each student, ask the class one listening question.

For example, if Ravi says:

"There is a river near my village."

Ask:

"What is near Ravi's village?"

Class:

"A river!"

This is important because now **everyone has a reason to listen** while one student speaks.

Clap after each speaker.

For nervous students:

"You can look at the board."

For confident students:

"Now try without looking!"

---

7. Final Celebration — 3 mins

Say:

> "Day 1 par humne kya bola tha?"

Students:

> "My name is…"

Then:

> "Aur aaj?"

Students can say:

> "I can speak about my village!"

Write:

DAY 1 → My name

DAY 10 → My story

Say:

> **"Ten days ago, you were learning your first English sentences. Today you can speak about your village."**

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- Speak Aloud- 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

Foundation Day 11

Word of the Day: Follow

Meaning: To do what is told or required.

Example: "I follow the classroom rules."

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

---

Mindfulness (2 mins)

Begin with a short breathing exercise.

Word of the Day: The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

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 **20 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)

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.

Foundation Day 12

Objective: Students understand that their effort, attendance, behaviour and participation help them succeed at FEA.

Mindfulness — 2 mins

Say:

"Close your eyes. Take a deep breath in… and breathe out."

Then say:

"Today is a special day. This is not just the teacher's classroom. This is our classroom."

Word of the Day — 5 mins: "Ask Me!"

Write:

ASK

Say:

"I ask my teacher for help."

Students repeat.

Then ask:

"Agar aapko English samajh nahi aa rahi, kya karoge?"

Students:

"Ask!"

"Agar laptop mein problem hai?"

"Ask!"

"Agar aapko koi doubt hai?"

"Ask!"

Then teach:

"Can you help me?"

Students repeat.

"I have a question."

Students repeat.

"I don't understand."

Students repeat.

Finish:

"FEA mein question poochna allowed hai!"

---

1. Certificate Detective — 15 mins

Instead of simply showing the certificate and explaining it, turn students into detectives.

Show an FEA certificate.

Say:

> "Aaj aap Certificate Detective ho. Is certificate mein kya-kya dikh raha hai?"

Let students look carefully.

Ask:

> "What do you see?"

Students may notice:

- Name
- FEA
- QR code
- Date
- Attendance

Ask:

> "QR code kyun ho sakta hai?"

Take guesses before explaining.

Then ask:

> "Agar aapko ye certificate mile, aap ise kahan use kar sakte ho?"

Take answers.

Then explain simply:

> "Certificate sirf ek paper nahi hai. Ye dikhata hai ki aapne programme complete kiya, regular rahe aur skills develop ki."

Ask:

> "Aapko certificate kab milega?"

Students:

> "If we work hard!"

Say:

> "Exactly!"

Write:

ATTEND → PRACTISE → LEARN → CERTIFICATE

Then ask: "Inmein sabse important kya hai?"

Let students discuss.

---

2. “Our Perfect Class” Challenge — 15 mins

Don't start by giving them rules.

Say:

> “Imagine karo—hamari class perfect hai. Yahan sabko maza aata hai aur sab seekhte hain. Aisi class mein students kya karenge?”

Make groups of 3–4.

Give them 3 minutes.

Ask each group to suggest two rules.

For example:

> “Come on time.”
>
> “Respect everyone.”
>
> “Take care of laptops.”
>
> “Listen when someone speaks.”
>
> “Help your friends.”

Write every suggestion on the board.

Then ask:

> “Teacher ki bhi responsibilities honi chahiye?”

Students will suggest things such as:

> “Teacher should help us.”
>
> “Teacher should listen.”
>
> “Teacher should explain.”

Say:

> “Bilkul. Contract sirf students ke liye nahi hai. Teacher bhi sign karega.”

Now create the final Class Contract together.

Choose 6–8 rules from the students' suggestions.

---

3. Contract Vote — 5 mins

Read each proposed rule.

For example: “Come on time.”

Ask:

> “Agree?”

Students give thumbs up 👍.

> “Help each other.” 👍
>
> “Listen when someone is speaking.” 👍

If there is disagreement, briefly discuss it.

Then say:

> "These are OUR rules, not my rules."

Everyone signs the contract.

Put it on the wall.

---

4. Class Leaders — 5 mins

Say:

> "Ab humein kuch Class Leaders chahiye."

Choose three students for the week:

SAB Leader
Checks that SABs are present and cared for.

Laptop Leader
Helps check that laptops are safely returned.

English Leader
Reminds the class:

> "Full sentence, please!"

Make it clear:

> "Leader kisi ko order nahi karega. Leader help karega."

Ask:

> "What should a good leader do?"

Take 2–3 answers.

---

5. English Confidence Challenge — 20 mins

Say:

> "Ab dekhte hain aapki English kitni improve hui hai!"

Invite volunteers to speak 5–6 sentences about themselves or their village.

But make the audience active.

Before each student speaks, tell the class:

> "Listen carefully. After they finish, I will ask you one question about what they said."

Student:

> "My name is Ravi. I am from Bapoli. I like cricket…"

Afterwards ask:

> "Where is Ravi from?"

Class:

"Bapoli!"

Or:

"What does Ravi like?"

Class:

"Cricket!"

Now students have a reason to listen.

After each speaker:

"Give them a big clap!"

For a particularly confident speaker:

"Standing ovation!"

---

6. Praise & Pledge — 3 mins

Say:

"Aaj aapne sirf English nahi seekhi. Aaj humne apni class banayi."

Ask:

"Who helped someone today?"

Hands up.

"Who asked a question?"

Hands up.

"Who wants to improve their English?"

Hands up.

Then:

"Very good. Keep asking, keep practising and keep helping each other."

Recite the FEA pledge together, with hands down.

Special Lesson: (Floating lesson)- Mark SL in the LMS

Skip this lesson if you have created the G-Mail id for all the students

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)

Mindfulness (2 mins)

Begin with a short breathing exercise.

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=5p3cBc0qf7rb22n

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

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

Day 13: Meet ChatGPT — Sign In & First Conversation

Word of the Day: AI

Meaning: Artificial Intelligence — technology that can help computers do tasks that usually need human thinking.

Example: “I use AI to improve my English.”

Objective: Every student signs in to ChatGPT, understands the basic buttons, and has a short first conversation with AI.

---

1. Mindfulness — 2–3 mins

Say: “Aaj hum ek nayi cheez seekhne wale hain.” “Pehle ek deep breath.”

Pause.

Ask: “Kya aapne kabhi computer ya phone se baat ki hai?”

Take 2–3 answers.Say: “Aaj aap AI se baat karoge!”

---

2. Word of the Day — 2–3 mins

Write:

AI

Ask:

“AI kya ho sakta hai?”

Take guesses.

Explain simply:

“AI ek technology hai jo questions samajhne aur answers dene mein help kar sakti hai.”

Say:

“Aaj hum AI se English seekhenge.”

---

3. Meet Your New English Practice Partner — 5 mins

Open ChatGPT on the teacher's device.

Say:

> “Class, aaj main aapko ek naye English practice partner se milwa raha hoon.”

Ask ChatGPT:

> “Hello! My name is FEA. Can you say hello to my students?”

Let students hear the response.

Ask:

> “Kya aap AI se baat karna chahoge?”

Students:

> “Yes!”

---

4. Demo Video — 10–15 mins

Say: "One of your fellow FEA students has created a video to help us understand how to do this AI exercise — including how to use ChatGPT, log in, and log out. Let's watch it together two to three times."

Play Video 0 for the class once. Afterward, ask each student to open the video individually using the link below and watch it on a tablet or phone. Allow them to pause or rewind the video to learn and understand better.

0

---

5. Login Mission — 30 mins

Say:

> “Ab aapka first mission hai: Meet ChatGPT!”

Show the process **slowly, one step at a time**.

Students:

1. Open ChatGPT.
2. Log in with their Gmail account.

3. Check that ChatGPT opens.
4. Put on earphones.

Students who finish early become **Tech Helpers**.

Say:

> "Teach Helper doosre student's phone/tablet khud nahi chalaye. Sirf bataaye ki kya click karna hai."

With the help of a student paste the name 3 students on one Tab. Say- aaj se aap sab apne assigned tabs hi use karenge

---

6. Find the Buttons — 5-10 mins

Make this a quick game.

Show ChatGPT on the board.

Ask:

> "Where do we type?"

Students point.

> "Where do we send?"

Students point.

> "Where do we speak?"

Students point.

> "Where do we hear?"

Students point.

Say:

> "Very good! Ab aap ChatGPT ke important buttons pehchan sakte ho."

Don't explain every feature. Only teach what they need today.

---

7. Hello, AI! — 15 mins

Say:

"Ab sab apne AI partner ko hello bolenge."

Demonstrate:

"Hello ChatGPT. My name is Ravi."

Students try:

"Hello ChatGPT. My name is _____."

When ChatGPT responds, students raise their hands.

Say:

"Mission 1 complete! 🎉"

---

8. Little Practice — 15 mins

Now students ask a few **simple questions**.

Write on the board:

"What is your name?"

"How are you?"

"What is your favourite colour, food pasttime?"

Students choose **one question** and ask ChatGPT.

They listen to the answer.

Then ask:

"Aapne AI se kya poocha?"

Take 2–3 answers.

---

9. Day 1 Celebration — 5 mins

Ask:

"Aaj kisne pehli baar AI se baat ki?"

Hands up.

Ask:

> “Kaisa laga?”

Then everyone says:

> **“I can talk to AI!”**

Stop here.

Don't introduce the full AI Speaking prompt today. The main goal is that **every student successfully logs in and feels comfortable talking to ChatGPT.**

Day 14: Learn English with ChatGPT

Word of the Day: Prompt
Meaning: An instruction or question that we give to AI.
Example: “I give ChatGPT a prompt.”

Objective: Students use a simple prompt, practise English with ChatGPT, and have a short AI conversation independently.

---

1. Quick Recap — 5 mins

Ask:

“What did we learn yesterday?”

Help students remember:

“AI”

“ChatGPT”

“How to log in”

“How to speak to AI”

Ask:

“Who remembers how to say: My name is…?”

Students say:

“My name is _____.”

---

2. Meet the Prompt — 5 mins

Say:

“Yesterday we talked to AI. Today we will teach AI how to help us learn English.”

Write:

Prompt

Explain:

“Prompt means instruction.”

“Hum AI ko batate hain ki humein kya karna hai.”

Say:

“Today, we will give ChatGPT an English-learning prompt.”

---

3. Open the AI Speaking Document — 10 mins

Guide students to:

FEA Resources

Say:

> “Apna AI Speaking document kholo.”

Together, read the prompt.

Don't ask students to copy it immediately.

First say:

> “Ye prompt AI ko kya bata raha hai?”

Explain the important idea:

> “We are telling AI: Teach me English.”

Have students read the prompt together once slowly and once normally.

---

4. Teacher Demonstration — 10 mins

Teacher demonstrates the complete interaction first.

Say to ChatGPT:

> “I am learning English. Please teach me 5 easy introductory sentences. Say one sentence at a time. I will repeat.”

AI gives Sentence 1.

Teacher repeats it.

Then:

> “Give me sentence 2.”

Repeat.

Show students how the conversation continues.

Then say:

> “Ab aap try karoge.” Lekin hum in 4 cheezon ka dhyan denge

1. Sabse pehle hum sab **zig-zag pattern** mein baithenge.
2. Hum dhyan denge ki hum **apne assigned tab** ka hi use kar rahe hain.
3. Agar aapke paas **mobile phone** hai, toh aap **apna khud ka phone** use kar sakte hain.
4. Hum **apne account se login karke hi baat karenge**, kyunki isse AI ko pata rahega ki aap kaun hain aur woh aapko aapke hisaab se better support kar payega.

---

5. Mission 1: Learn 5 Sentences — 15-20 mins

Students use the prompt.

Their task:

Mission 1

Ask AI for **5 easy sentences**.

Mission 2

Listen to each sentence.

Mission 3

Repeat each sentence aloud.

Guide students that - Agar AI next sentence automatically nahi deta hai to aap use bol sakte ho

> “Give me sentence 2.”
>
> “Give me sentence 3.”

---

6. Mission 2: Make AI Easier — 10 mins

Teach students one very useful instruction:

> **“Say it in simple English.”**

Tell them:

> “Agar AI ka answer difficult hai, don't worry.”
>
> “Ask AI: Say it in simple English.”

Students practise this once.

---

7. Mission 3: Start a Conversation — 15-20 mins

Now move from **practice** to **conversation**.

Students tell AI:

> “Ask me one question.”

AI asks a question.

Student answers.

Then:

> “Ask me another question.”

Student answers again.

Give examples of possible questions:

> “What is your name?”

"Where do you live?"

"What do you like?"

"What is your favourite food?"

---

9. AI Celebration — 5 mins

Bring everyone back together.

Ask:

"Aaj hum AI se kya-kya kar sakte hain?"

Help students say:

- Learn English
- Practise speaking
- Learn new words
- Ask questions
- Have a conversation

Module 2: A1 Sentence Building & Personal Life (Days 15–30)

- CEFR Level: Pre-A1 → A1
- Core Theme: Basic sentence structures, and everyday routines.
- Key Focus Areas:
    - Everyday greetings and introducing oneself/partners.
    - Subject pronouns (*I, You, He, She, It, We, They*) combined with basic action verbs.
    - Constructing simple sentences using the Person + Action + Object framework.
    - Talking about: home, family members, neighbourhood, likes, and dislikes.
    - Using sequence words (*first, then, next, after that, finally*) to share daily routines.

Day 15: Greetings

Word of the Day: Greet

Meaning: To say hello to someone.

Example: “I greet my teacher every morning.”

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.

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

Mindfulness (2 mins)

Begin with a short breathing exercise.

Start the day with Duolingo Practice (20 mins) - (Note: While students are practicing on Duolingo, if new students have joined, enroll them. If new students don't have Gmail IDs, create Gmail IDs for them and write the Gmail ID in the laptop register. If students forget their ID or password, help them.)

The teacher gives a demo to students on how to sign into Duolingo. Ask one student to come on the stage and repeat the demo after the teacher has given the demo.

Teacher Instructions:

- Ask students to open **Duolingo** and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and **sit with students individually or in small groups** to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to **learn from their mistakes** rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand **how to use the activity**, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is **meaningful language practice and learning**.
- Before ending the activity, ask a few students to share **one new word, sentence, or language point** they learned.

- Note students who need additional support and follow up with them during the next practice session.

Step 1: Video (20 mins): Introduce the video

- Call 2 volunteers - Ask them to greet one another in English. Let them try. Call the next 2 volunteers. Ask them to greet one another in English.
- Now say- "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.

Ravi and Maya are FEA students. They are meeting for the first time in an FEA classroom.

- Ravi: Hello!
- Maya: Hello!
- Ravi: How are you?
- Maya: Fine. How about you?
- Ravi: 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 (10 mins)

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

Step 4: Pair Practice (15-20 mins)

- Students practice the dialogue with their partners. Write the dialogue on the board. Encourage them to speak naturally without looking at the board.
- Call a few students to present in front of the class.

Step 5: AI Activity (20-25 Minutes)

1. Open ChatGPT
Say:

"Open ChatGPT and find yesterday's conversation."

2. Read Your Chat
Ask students to read yesterday's answers quietly once or twice.

3. Pair Practice
Students read their five introduction sentences to their partner. Open AI document for the prompt.

4. Share with the Class
Invite 3-4 volunteers to stand up and read their sentences aloud.

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

XXXXX

Day 16: Meeting and Greeting

Word of the Day: Meet and Greet
Meet: To see someone and talk to them.
Example: “I meet my friends after class.”

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.

Duolingo Practice (20 mins) - (Note:

While students are practicing on Duolingo, if new students have joined, enroll them. If new students don't have Gmail IDs, create Gmail IDs for them and write the Gmail ID in the laptop register. If students forget their ID or password, help them.)

The teacher gives a demo to students on how to sign into Duolingo. Ask one student to come on the stage and repeat the demo after the teacher has given the demo.

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.

- Note students who need additional support and follow up with them during the next practice session.

Step 1: Video Introduction (20 mins)

- Ask the class- kya aapko apne greetings me aur sentences add karne hai. Chaliye seekhthe hain ki aur kya add kar sakte hain greetings me. Let us watch a video.
- Play a short video on introducing yourself in English. If required, play twice. **Watch video 4 (students should watch the video individually on their own tablets, smart phones or laptops)**

  Lesson 6 - Introducing Yourself - Learn English with Jennifer
- While students watch, write a simple dialogue on the board:

  A: "Hello, my name is Rohit Kumar. What's your name?"

  B: "Hi Rohit, I'm Priya Mathur. Nice to meet you!"

  A: "Nice to meet you, too! Where are you from?"

  B: "I am from Behta, Lucknow. It is famous for Biryani. Where are you from?"

  A: "I'm from Malihabad, Lucknow. It is famous for Mangoes."

Step 2- Practice (10 mins)

Have students repeat each sentence after you. Repeat 2-3 times

Step 3- Interactive Activity (30 mins)

Call pairs on stage one by one. Ask them to present. Support them. Make students present a few times until they can speak confidently.

Step 4- AI Activity (20 mins)

The teacher asks everyone to open the AI speaking document. The teacher shows the AI prompt to everyone. - Write the prompt on the board -

Prompt Click on mic and speak (do not type): **Chalo English me greetings practice karte hain, bahut simple English me.**

Tell them in Hindi, "aaj ka prompt aapko ChatGPT mic me bolna hai. Fir AI aapko sikhayega aur English me baat karne me madad karega. Kya aap dekhna chaogey ise kaise karna hai. Chaliye mai aapko dikhata hu ise kaise karna hai.

The teacher shows a demo.

Instructions:

- Open ChatGPT. Log in.
- Click on the mic. Speak the prompt- **Chalo English me greetings practice karte hain, bahut simple English me. (do not type the prompt. Speak in Hindi)**
- Press Send
- Read the answer

- 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

Before starting:

- Ask students to sit in a zig-zag pattern to avoid background noise from partners
- Then ask everyone to log in to their ChatGPT account and get started.
- Teachers must move around to help students.

The teacher shows a demo to students. Click on mic and say the prompt. Read the AI's response aloud. Now ask students to login to their ChatGpt and say the prompt. Move around and help students interact with ChatGPT.

Day 17: I, You, He, She, It, We, They + Action Word

Objective: By the end of the lesson, students can say:

- I am Ravi.
- You are Neha.
- He is Amit.
- She is Rani.
- It is a cat.
- We are friends.
- They are students.

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

Mindfulness (2 mins)

Begin with a short breathing exercise.

Recap (15 mins)

Ask a few pairs to come on stage and greet one another. They should use the sentences they learned in yesterday's class.

Step 1: Start with Real People (20 minutes)

Point to yourself.

👦 Teacher:

I.

Point to yourself again.

I am Maya.

Students repeat.

Point to one student.

You.

You are Rani.

Ask everyone to repeat.

Do not explain grammar.

Now say to students- Chalo ek video se ise samajhte hain. Video dekhne ke baad hum sab I, you, he, she, it, they aur we se sentence banayenge.

Subject Pronouns (Beginner, Level 1) - (Play or teacher's laptop if the video is not installed on devices)

Step 2: Introduce (15 minutes)

Point to students or objects (or draw on the board)

👦 Boy

Teacher:

He.

He is Rahul.

Repeat.

👧 Girl

She.

She is Anita.

🐶 Dog

It.

It is a dog.

👨👩 (Teacher + student)

We.

We are friends.

👨👩👦👧 Group

They.

They are students.

Students repeat several times.

Step 3: TPR Game (Total Physical Response) (10 minutes)

Teacher says:

I

Students point to themselves.

Teacher says:

You

Students point to their partner.

Teacher says:

He

Students point to a boy.

Teacher says:

She

Students point to a girl.

Teacher says:

It

Students point to an object.

Teacher says:

We

Students join hands with partner.

Teacher says:

They

Students point to another group.

No writing yet.

Step 4: Duolingo (20 mins) - Note: While students are practicing on Duolingo, if new students have joined, enroll them. If new students don't have Gmail IDs, create Gmail IDs for them and write the Gmail ID in the laptop register. If students forget their ID or password, help them.)

The teacher gives a demo to students on how to sign into Duolingo. Ask one student to come on the stage and repeat the demo after the teacher has given the demo.

Teacher Instructions:

- Ask students to open **Duolingo** and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and **sit with students individually or in small groups** to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to **learn from their mistakes** rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand **how to use the activity**, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is **meaningful language practice and learning**.
- Before ending the activity, ask a few students to share **one new word, sentence, or language point** they learned.
- Note students who need additional support and follow up with them during the next practice session.

Step 5: (30 mins)

Ask everyone to open the Student Activity Book. Practice making sentences along with students. Ask a few students to share some sentences that they prepared with the class. Teacher should walk around and monitor students while they are practicing.

Day 18: I, You, He, She, It, We, and They

Word of the Day: Pronoun

Meaning: A word used instead of a noun (he, she, it, they).

Example: "He is a pronoun."

Objective:

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

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

Mindfulness (2 mins)

Begin with a short breathing exercise.

Recap (25 mins)

Call 2 students. Ask them to make sentences using I am. You are, he is, she is, it is, they are and we are

Now make small groups. Ask everyone to make 2 sentences using these words. Move around and help students make their sentences.

Step 1 - Game (20 mins)

Ask Game: Pass the Ball + Pronoun Challenge

Materials:

- A soft ball
- Music

How to Play

1. Students stand in a circle.
2. They pass the ball while the music plays.
3. When the music stops, the student holding the ball looks at the board.
4. The teacher writes
    - He + hungry (or just write the pronoun - He)
5. The student must make the sentence:
    - "He is hungry."

Step 2: Describe the picture (10-15 mins)

Make trios. Ask students to look into the picture in their SAB.

Teams make as many correct sentences as possible in 2 minutes:

- "He is reading."
- "She is cooking."
- "They are playing football."
- "We are looking at the picture."

Call a few trios to share their sentences.

Step 3: AI Activity (30 mins)

Get students started with AI. Ask everyone to open an AI speaking document. Open lesson 18. Ask one student to read the prompt aloud. Ask students- kaun iska matlab samjha sakta hai.

Once everyone understood the prompt, show a demo how to copy paste the prompt and how to use the mic to speak their answer. Once everyone understands, get started.

Sit in a zig zag manner. The teacher must sit with 3-4 students for 5 minutes each.

Note: If your students are at A0 or A1 level, or are finding it difficult to form sentences or hold live conversations on AI, have those students practice Duolingo instead, while the rest continue with AI.

Step 4: Duolingo Practice (30 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

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

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

Mindfulness (2 mins)

Begin with a short breathing exercise.

Recap: (10 mins)

Entry check in - As students enter, give them a word (I, you, we, he, she, it, they) and ask them to make a sentence

Step 1: Read Along – Group Instructions (20 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.

Step 2: Speaking Practice (30 minutes)

Tell students: Aaj hum apne baare me 17 sentences bolna seekhenge. Kya aap taiyar hain?

Open SAB. The teacher reads and students repeat

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

The teacher gives a demo, and students repeat.

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

The teacher gives a demo, and students repeat

Final set of sentences

- 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 _____.
- My father's name is _____
- He is a _____
- My mother's name is _____
- My mother's maiden name is _____ (maiden means name before marriage)
- She is a _____
- We are a happy family.

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

Step 3: SAB Exercise (15 mins)

Ask students to finish their SAB exercise.

Step 4: Read and Listen (20 mins)

Read and Listen

1. Sit with a partner.
2. Read your worksheet aloud.
3. Your partner follows along and listens.
4. Switch roles.
5. After one round, ask partners to introduce without looking into the workbook

Step 5: Checkout (10 mins)

Ask everyone to stand up. Ask everyone to say one sentence about themselves, but they can not repeat the same sentence already said by someone else.

Sample 30-second closing

Coming Next! 🌟

"Today you introduced yourself. In the next few days, you'll learn to introduce your friends and family, talk about your neighborhood, and speak in longer English sentences. Soon, you'll be able to have real conversations in English. Are you ready?"

Day 20: Speaking and Presentation Practice

Objectives:

By the end of the Day, students will be able to confidently introduce themselves using complete sentences. Students will also learn how the device — tablet and laptop — functions, and get hands-on practice using it.

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

Mindfulness (2 mins)

Begin with a short breathing exercise.

Step 1: Recap Game (30-40 mins)

How to Play

1. Ask all students to stand in a circle or beside their desks.
2. Everyone raises both hands.
3. Explain the rule:
   "You can put one hand down only if you answer in a complete sentence."
4. The teacher asks one student a question.
5. If the student answers correctly, they put one hand down.
6. Students with both hands down stay standing and become helpers. They may help classmates only if the teacher asks them.
7. Continue until everyone has both hands down.

Question Bank

Mix the questions randomly so students stay alert.

About Me

- What is your full name?
- How old are you?
- Where do you live?
- Where are you from?
- What do you like?
- What don't you like?
- What are your hobbies?
- What is your favorite food?
- Do you live in a joint or nuclear family?
- How many siblings do you have?
- What does your father do?

- What does your mother do?

Grammar

- Make a sentence using **I**.
- Make a sentence using **He**.
- Make a sentence using **She**.
- Make a sentence using **We**.
- Make a sentence using **They**.
- Make a sentence using **It**.

Speaking

- Introduce yourself in **2 sentences**.
- Introduce yourself in **3 sentences**.
- Greet your friend using **4 sentences**.

Bonus Challenges

After every **5 questions**, announce a **Bonus Challenge**.

Examples:

- Say **three sentences** about yourself.
- Make **one sentence with I, one with We, and one with They**.
- Tell us your name, age, and favorite food.
- Introduce yourself without looking at your worksheet.

A correct Bonus Challenge lets the student put **both hands down at once**.

Teacher Rules

- Accept **only complete sentences**.
    - ❌ "Eighteen."
    - ✅ "I am eighteen years old."
- If a student is unsure, give them one chance to think.
- If they still cannot answer, invite the class to help. Then return to that student with a different question later.

Winning the Game

The challenge ends when **every student has both hands down**.

Celebrate with a class cheer:

> **"We did it!"**

Step 2: AI Time (30 mins)

The teacher asks everyone to open the AI speaking document. The teacher shows the AI prompt to everyone. Tell them, “aaj ke prompt me 30 questions hain. Aapko ye 30 questions copy paste karna hai ChatGPT me aur fir send button dabana hai. Fir AI aapse ye questions ek ek karke poochega aur aapko sentence starter bhi dega. Ye ek bahut achaa tarika hai English seekhne ka. Kya aap dekhna chaogey ise kaise karna hai. Chaliye mai aapko dikhata hu ise kaise karna hai.

The teacher shows a demo.

Instructions:

- Copy the prompt from AI speaking document 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

Before starting:

- Ask students to sit in a zig-zag pattern to avoid background noise from partners
- **Then ask everyone to log in to their ChatGPT account and get started.**
- **Teachers must move around to help students.**

Step 3. Device Practice – Tablet & Laptop — 30 mins

1. Divide the class into two groups and seat them separately.
One group sits at the table with the laptops. The second group sits behind or outside this group with the tablets. Make sure each student uses only one device at a time.

2. Give instructions to one group first, then the other.

Laptop group — cover these one by one:

- Power on/off, checking if the laptop is charged (battery icon, charging light) before starting
- Volume/brightness basics
- Mouse/trackpad use, single click vs double-click (single click selects/opens a highlighted icon, double-click opens the app/file)
- Click-and-hold with drag to select text (mouse button stays pressed while dragging, then release)
- Copy-paste — right-click (or two-finger tap on trackpad) to open the copy/paste menu, or Ctrl+C / Ctrl+V if you want to introduce shortcuts
- Physical keyboard basics — finding Enter, Backspace, Spacebar

- Opening and closing apps, closing a window vs minimizing it (so they don't accidentally exit the lesson app)

Tablet group — cover these one by one:

- Power on/off, checking if the tablet is charged before starting
- Volume/brightness basics
- Tap to select an app, tap and hold to select text
- Copy-paste — tap "copy," then tap and hold in the target field to "paste"
- Swipe navigation, back gesture/button
- On-screen keyboard, switching language layout if needed
- Basic AI mic use — tapping to start, speaking clearly, waiting for the response

3. Let students practise each instruction immediately.
Do not only demonstrate. Ask students to do the action themselves while the teacher moves around and checks whether they are able to follow the instructions correctly. Remind them:

- To ask the teacher if something freezes or stops working, instead of randomly clicking or tapping
- One device per student — no sharing without permission, no wandering into other apps

4. Switch the groups.
Ask students to change their seating so that the laptop group moves to tablets and the tablet group moves to laptops. Repeat the same instruction-and-practice process, with the teacher monitoring and helping students who need support.

5. Repeat if needed.
If the number of laptops and tablets is unequal, create a third rotation if time allows, so that as many students as possible get practice on both devices.

Teacher reminder: Keep the focus on hands-on practice, not explanation. Students should leave the activity confident enough to independently use the device for their lessons and AI practice.

Step 4: Reflective (10 mins)

After presentations, ask students to share with their partners.

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

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

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.

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

Mindfulness (2 mins)

Begin with a short breathing exercise.

Step 1: Entry Check in: (20 mins)

Speed Introductions: Students have 1 minute each to introduce themselves to a partner, then switch partners every minute.

After both partners have introduced one another, say mingle mingle and choose a new speaking partner. Students have 1 minute each to introduce themselves to a partner, then switch partners every minute. Repeat it 3 times so that each one introduces to 3 new partners.

Step 2: Read Along - Energiser (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.

Step 3: 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 4: Stage Presentation (30-40 mins)

Call 5 to 7 students one by one to Introduce themselves. If they struggle- ask other students to help them. If time allows, ask more students to come and introduce themselves.

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

Day 22: Introduce your Partner

Objectives: Students can introduce others in the class

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

Mindfulness (2 mins)

Begin with a short breathing exercise.

Step 1: Entry Check In: (25 mins)

- The teacher stands at the entrance. As students enter the class, form a queue. Ask them to introduce themselves in a few sentences. Those who answer, enter and begin Duolingo.

Step 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.

Step 3: Teacher Demo (5 mins)
Write these questions on whiteboard. Call one student to the front of the class. Ask them a few simple questions from the white board:

- What's your name?
- Where are you from?
- How old are you?

- What do you like?
- What do you dislike?
- What's your favourite colour?
- What's your favourite food?

Then model the introduction for the class:

"This is Rahul. He is from Lucknow. He is 10 years old. He likes cricket. He dislikes reading. His favourite colour is blue. His favourite food is biryani."

Ask the class to repeat the introduction after you.

Step 4: Teach the Structure (20 mins)
Refer Student Activity Book

- My friend's name is _____.
- He/She is from _____.
- He/She is _____ years old. *(optional)*
- He/She likes _____.
- He/She dislikes _____.
- His/Her favourite colour is _____.
- His/Her favourite food is _____.
- His/Her favourite game is _____.
- He/She can _____.
- He/She cannot _____.
- We like to _____ together.
- He/She is kind/funny/helpful/friendly.
- I like my friend because _____.

Teacher Instructions:

- Read each sentence aloud.
- Ask students to repeat after you.
- Model the activity using your own example.
- Let students fill in the blanks about their own friend.
- Have students practise reading their sentences with a partner before sharing with the class.

Step 5: Pair Interview and Practice (25 mins)
Students work in pairs and interview each other using the questions from the whiteboard. Encourage them to ask follow-up questions where possible and note down their partner's answers.

After both students have completed the interview, they use the sentence frame to prepare a short introduction about their partner. Walk around the classroom, providing support with vocabulary, pronunciation, and sentence formation.

Step 6: Class Presentations (25 mins)
Invite 6–8 students to introduce their partner to the class.

Example:

"This is Riya. She is from Kanpur. She is 11 years old. She likes dancing. She dislikes spicy food. Her favourite colour is pink. She is kind and helpful. I like my friend because she always helps me."

After each presentation, acknowledge the student's effort and provide brief corrective feedback where needed. Encourage the audience to listen attentively.

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

Day 23: My Home

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

- Name the rooms in a house.
- Describe their home and bedroom using simple sentences.
- Ask and answer basic questions about where things are.
- Speak about their room using familiar vocabulary.

Mindfulness (2 mins)

Begin with a short breathing exercise.

Ask students to sit comfortably, close their eyes if they wish, and take three slow, deep breaths. Encourage them to relax and get ready for learning.

Step 1: Entry Check-In (20 mins)

As students enter the classroom, ask each student to introduce their friend in 5–6 sentences using the previous lesson's speaking structure.

Students who are waiting for their turn should begin their Duolingo practice.

Step 2: Warm-up – Duolingo Practice (Parallel to Entry Check-In)

Students open Duolingo on their tablets and sign in to their accounts.

They continue from where they stopped in the previous lesson and practise independently.

Teacher Tip: Ensure that all students are successfully logged in and working at their own level. During the last few minutes, invite a few students to share one new word or sentence they learned on Duolingo.

Step 3: Vocabulary Introduction – My Dream House (20 mins)

Ask:

1. Do you have a dream job? What job do you want in the future?
2. Maybe you want to be a teacher, a manager in an MNC, a police officer, a counselor, or a writer or something else.

When you have your dream job, you can earn money. You can buy a nice house.

3. Have you ever thought about your dream house?
4. What does your dream house look like? Is it big or small? How many rooms does it have?

Let's learn some new words to talk about your **dream house**!

Teach the following vocabulary:

- House
- Living room
- Bedroom
- Kitchen
- Bathroom
- Dining room
- Balcony
- Garden

Ask students to repeat each word after you.

Then ask simple questions:

- Which room do you sleep in?
- Which room do you cook in?
- Which room do you watch TV in?

Students answer with one-word or short-phrase responses.

Step 4: Teach the Structure (20 mins)

Open SAB and go through the sentences with students.

1. My home is in _____. *(village / city / town)*
2. I live with my _____. *(family / parents)*
3. There are _____ people in my family. *(number)*
4. My home is _____. *(small / big / clean / beautiful)*
5. My home has _____ room(s). *(number)*

6. My home has a door and _____ window(s). *(number)*
7. *We cook in the _____. (room name)*
8. *We sleep in the _____. (room name)*
9. *I help my family at home.*
10. *I like my home because _____. (it is warm / it is nice / I love my family)*

Teacher Instructions:

- Read each sentence aloud.
- Ask students to repeat after you.
- Model your own example.
- Ask students to complete the sentences about their own home.

Step 5: Pair Speaking Activity – Tell Your Partner About Your Room (15 mins)

Students work in pairs.

They take turns describing their room using the sentence frames. The teacher moves and helps different pairs.

Encourage them to include at least four sentences.

Example:

My home has 2 rooms.
I have my own bedroom.
In my room, there is a bed and a table.
I like my room because it is comfortable.

Walk around the classroom and help students with vocabulary and pronunciation.

Step 6: Class Sharing and Wrap-up (30 mins)

Invite 5 students to describe their room to the class.

After each presentation, ask one simple follow-up question, such as:

- What colour is your room?
- Do you have a study table?
- Who shares your room?

Day 24: My Neighbourhood

Learning Objectives

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

- Identify common places in their neighbourhood.
- Ask and answer simple questions about where they live.
- Describe their neighbourhood using simple sentences.
- Speak about familiar places using basic vocabulary.

Mindfulness (2 mins)

Begin with a short breathing exercise.

Ask students to sit comfortably, close their eyes if they wish, and take three slow, deep breaths. Encourage them to notice the sounds around them and prepare for the lesson.

Step 1: Entry Check-In (20 mins)

As students enter the classroom, ask them to introduce their friend in 5–6 sentences using the structure from the previous lesson.

Students waiting for their turn should begin Duolingo.

Step 2: Read Along - Parallel to Step 1

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.

Step 3: Vocabulary Introduction (10 mins)

Refer to the picture in SAB of common places in a neighbourhood. Ask students what they see in picture?

Teach the following words:

- House
- School
- Road
- Shop
- Market

- Temple/Mosque/Church (as appropriate)
- Park
- Tree
- Bus stop
- Pond/River (if common locally)

Ask students to repeat each word after you.

Ask simple questions:

- Where do you buy food?
- Where do you study?
- Where do you play?
- Which place do you visit every day?

Step 4: Teach the Structure (20 mins)

Go through these sentences from the SAB.

1. I live in _____. *(a village / a town)*
2. My neighbourhood is _____. *(small / big / clean / busy / quiet)*
3. There is a _____ near my home. *(school / temple / shop / park)*
4. There are _____ in my neighbourhood. *(trees / fields / cows / houses)*
5. I go to the _____. *(school / playground / market)*
6. I like _____. *(people / green fields / birds)*
7. My favourite place is _____. *(the playground / my friend's house / the farm)*
8. I like my neighbourhood because _____. *(it is clean / it is quiet / my friends live here)*

Teacher Instructions:

- Read each sentence aloud.
- Ask students to repeat after you.
- Model the sentences using your own example.
- Encourage students to complete the sentences about their own neighbourhood.

Step 5: Pair Speaking Activity (20 mins)

Students work in pairs.

Each student tells their partner about their neighbourhood using at least four of the sentence frames. Teacher visits different pairs and support them to make sentences

Example:

I live in Rampur.
My neighbourhood is quiet.
There is a school near my home.
There are many trees.
My favourite place is the playground because I play there with my friends.

Walk around the classroom, helping students with pronunciation and vocabulary.

Step 6: Class Sharing (30 mins)

Invite 5-6 students to describe their neighbourhood to the class.

Ask one simple follow-up question after each presentation.

Examples:

- Is there a school near your home?
- Do you have a market nearby?
- What is your favourite place?

Praise students for using complete sentences.

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

Mindfulness (2 mins)

Begin with a short breathing exercise.

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

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

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

   Images Making sentences.pdf

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

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

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

Answers: ‘The boy is playing football.” "The girl is reading a book." “The boy is riding a cycle”,

“ The man is drinking coconut water.”, "The farmer is driving a tractor”. A boy is watching TV, a man is climbing a tree, and a man is washing clothes.

Step 2: Making Sentences (30 mins)

1. Ask students to prepare 10 sentences using Person + is + Action + Object. Give them an example: "The boy is playing football."
2. 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.

Step 3: AI Activity (30 minutes)

Instructions:

- Ask students to open their AI document 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.

Note: If students finish the AI activity early, ask them to practice on Duolingo. If students are struggling to form sentences or have trouble using AI, ask them to switch to Duolingo instead. Duolingo should only be used when a student is unable to do the AI activity. For students who need extra help (EA – Extra Attention students), at the end of the class, spend 15 minutes teaching them how to use the AI exercise.

Duolingo Practice (30 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Activity: Getting to Know a Student: 15 Minutes One-on-one (while students are practicing AI)

Objective:
Help every student feel that their teacher cares about them and is always ready to support them. When students feel connected to their teacher, they are more likely to attend classes regularly and openly share their problems.

Time: 10–15 minutes per student
While students work independently on their AI activity, invite one student at a time for a relaxed conversation.

Instructions:
- Speak mostly in Hindi so the student feels comfortable.
- Try to have your first conversation with every new student within 7–10 days of enrolment.
- Aim to speak with 2 students in each session.
- Keep everything the student shares private.

How to Have the Conversation:
This is not an interview. It is simply a friendly conversation to get to know the student better.

- You do not need to ask every question.
- Pick only a few questions that feel natural.
- Listen more than you speak.
- Ask another question based on what the student just shared.
- If a student seems uncomfortable, simply change the topic. You can always ask personal questions another day.
- It is okay if the conversation is mostly about everyday life. The goal is to build trust, not collect information.
- End the conversation by thanking the student for talking with you.

<u>*Remember*</u>: *The student should leave feeling, "My teacher enjoys talking to me."*

<u>Conversation Starters (Choose only a few)</u>

- परिवार
  - अपने परिवार के बारे में बताइए।
  - घर में कौन-कौन हैं?
  - घर में आप सबसे ज़्यादा किसके करीब हैं?
  - मम्मी-पापा क्या करते हैं?
- रोज़मर्रा की ज़िंदगी
  - आपका दिन कैसे शुरू होता है?
  - क्लास के बाद आप क्या करते हैं?
  - घर पर आप कौन-कौन से काम करते हैं?
- दोस्त
  - आपके अच्छे दोस्त कौन हैं?
  - आपको उनके साथ क्या करना अच्छा लगता है?
- खुशी और पसंद
  - आपको सबसे ज़्यादा खुशी किस बात से मिलती है?
  - आपको क्या करना सबसे अच्छा लगता है?
  - ऐसी कौन-सी बात है जिस पर आपको अपने ऊपर गर्व होता है?
- अगर छात्र सहज महसूस करे...
  - क्या कभी आपका मन उदास होता है? किस वजह से?
  - क्या आजकल कोई बात आपको परेशान करती है?
  - जब आपको कोई परेशानी होती है, तो आप किससे बात करते हैं?
  - क्या आपको लगता है कि ज़रूरत पड़ने पर कोई आपकी मदद करता है?
  - क्या ऐसी कोई बात है जिसमें आपको मदद चाहिए?
- पढ़ाई और भविष्य
  - पढ़ाई कैसी चल रही है?
  - आपको कौन-सा विषय सबसे अच्छा लगता है?
  - बड़े होकर आप क्या बनना चाहते हैं?

<u>Note:</u>

- Once you have spoken to all new students, continue these conversations with students who may need more support, such as those who seem quiet, miss classes often, have low confidence, or are going through difficulties.
- Every conversation does not have to be the same. Talk about what feels natural, ask follow-up questions and continue the conversation over the coming weeks.

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.

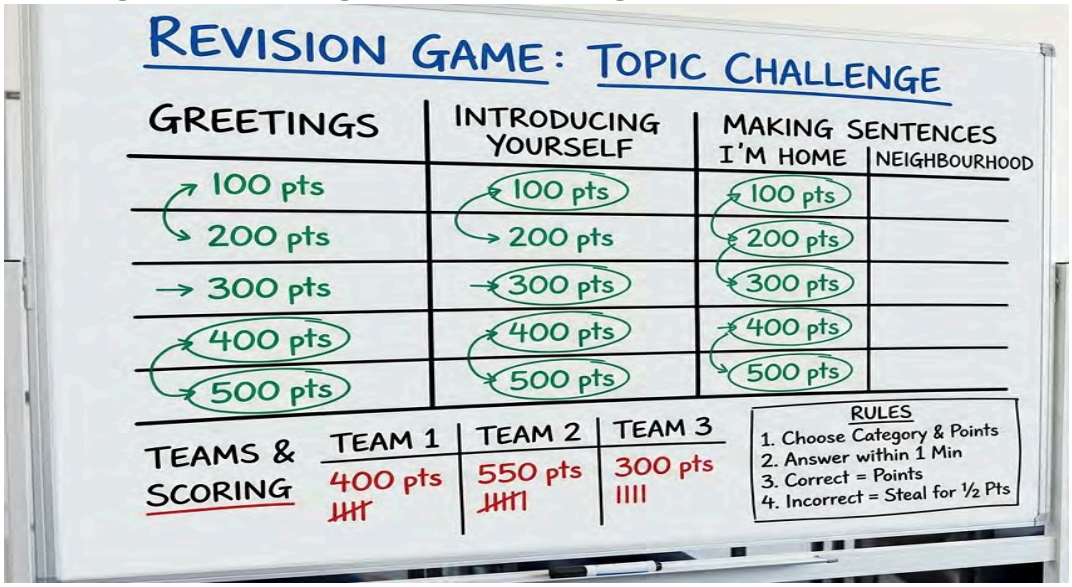
Note: Please remind the Full Sentence Cop to stay active.

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

1. Make groups of 3. Mix strong and weak readers in each group.
2. Open the Read Along app on a tablet or laptop: https://readalong.google.com/
3. Choose the right level for your group (Level 1 = easiest, Level 4 = hardest).
4. Spread out — if space allows, each group should be at least 8–10 feet apart. Extra groups can 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.

When students are practicing on Read ALong: Draw a game board on the whiteboard with three categories:

Greetings | Introducing Yourself | Making Sentences I M Home and Neighbourhood



The teacher says (2 mins): "Look how much you've learned this week. You can now introduce other people, talk about your neighborhood, and speak using more English sentences. That's great progress! Today, we'll play a game revising these topics."

Step 2: 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)

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?

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.

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: Make 3sentences using Person + Action + Object.

IV- 100 points: Tell me 1 sentence about “My home and 1 sentences about my neighbourhood

200 points- Tell me 2 sentences about “My home and 2 sentences about my neighbourhood

300 points- Tell me 3 sentences about “My home and 3 sentences about my neighbourhood

Step 3: Duolingo - (30 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Step 4: Wrap up - Coming Next! (5-10 minutes)

You've learned so much! You can now introduce yourself, introduce other people, talk about your family, and describe your neighborhood in English. That's wonderful progress!

1. How are you feeling after speaking in English?
2. What was the most difficult part for you so far?

In the next few days, you'll learn to talk about your daily routine, share your likes and dislikes, and learn how to adjust in different situations. You'll also keep practicing so you can speak longer, more confident English sentences.

Step by step, you're becoming an English speaker. Soon, you'll be able to have real conversations in English. **Are you excited? Let's clap for ourselves. Let's keep learning together!**

Activity: Getting to Know a Student: 15 Minutes One-on-one (while students are practicing AI)

Objective:

Help every student feel that their teacher cares about them and is always ready to support them. When students feel connected to their teacher, they are more likely to attend classes regularly and openly share their problems.

Time: 10–15 minutes per student

While students work independently on their AI activity, invite one student at a time for a relaxed conversation.

Instructions:

- Speak mostly in Hindi so the student feels comfortable.
- Try to have your first conversation with every new student within 7–10 days of enrolment.
- Aim to speak with 2 students in each session.
- Keep everything the student shares private.

How to Have the Conversation:

This is not an interview. It is simply a friendly conversation to get to know the student better.

- You do not need to ask every question.
- Pick only a few questions that feel natural.
- Listen more than you speak.
- Ask another question based on what the student just shared.
- If a student seems uncomfortable, simply change the topic. You can always ask personal questions another day.
- It is okay if the conversation is mostly about everyday life. The goal is to build trust, not collect information.
- End the conversation by thanking the student for talking with you.

Remember: *The student should leave feeling, "My teacher enjoys talking to me."*

Conversation Starters (Choose only a few)

- परिवार
    - अपने परिवार के बारे में बताइए।
    - घर में कौन-कौन हैं?
    - घर में आप सबसे ज़्यादा किसके करीब हैं?
    - मम्मी-पापा क्या करते हैं?
- रोज़मर्रा की ज़िंदगी
    - आपका दिन कैसे शुरू होता है?

- क्लास के बाद आप क्या करते हैं?
- घर पर आप कौन-कौन से काम करते हैं?

- दोस्त
  - आपके अच्छे दोस्त कौन हैं?
  - आपको उनके साथ क्या करना अच्छा लगता है?
- खुशी और पसंद
  - आपको सबसे ज़्यादा खुशी किस बात से मिलती है?
  - आपको क्या करना सबसे अच्छा लगता है?
  - ऐसी कौन-सी बात है जिस पर आपको अपने ऊपर गर्व होता है?
- अगर छात्र सहज महसूस करे...
  - क्या कभी आपका मन उदास होता है? किस वजह से?
  - क्या आजकल कोई बात आपको परेशान करती है?
  - जब आपको कोई परेशानी होती है, तो आप किससे बात करते हैं?
  - क्या आपको लगता है कि ज़रूरत पड़ने पर कोई आपकी मदद करता है?
  - क्या ऐसी कोई बात है जिसमें आपको मदद चाहिए?
- पढ़ाई और भविष्य
  - पढ़ाई कैसी चल रही है?
  - आपको कौन-सा विषय सबसे अच्छा लगता है?
  - बड़े होकर आप क्या बनना चाहते हैं?

Note:

- Once you have spoken to all new students, continue these conversations with students who may need more support, such as those who seem quiet, miss classes often, have low confidence, or are going through difficulties.
- Every conversation does not have to be the same. Talk about what feels natural, ask follow-up questions and continue the conversation over the coming weeks.

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

Day 27: Talking About Family

Objectives:

By the end of the Day, students will:

1. Speak **6–8 sentences** about their family confidently.

Note: Repeat this lesson if students are not yet able to speak confidently about their family.

Mindfulness (2 mins)

Begin with a short breathing exercise.

- Sit comfortably.
- Take a deep breath in through your nose.
- Breathe out slowly through your mouth.
- Repeat 3–4 times.

Step 1: Lesson Introduction (10 mins)

Ask students to open the SAB and share what they see.

Say: "Today we will learn to speak 6–8 sentences about our family."

Ask a few students:

- Can you tell us something about your family?
- How many people are there in your family?

Accept all attempts and encourage students to use full sentences.

Step 2: Set 1 – First 3 Sentences (10 mins)

Write on the Board

- I have a family.
- There are 4 people in my family.
- I love my family.

Reading Practice

- Read together 2–3 times.
- Ask 2–3 students to read individually.

Speaking Practice

Teacher asks:

- How many people are there in your family?

Students answer:

- There are 5 people in my family.
- There are 6 people in my family.

Encourage every answer in a full sentence.

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

Add to the Board

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

Reading Practice

- Ask all students to read it silently.

Speaking Time.

Teacher asks:

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

Students answer using full sentences.

Examples:

- My father is a driver.
- My mother is a teacher.
- I have one sister.
- I have two brothers.

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

Add to the Board

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

Reading Practice

- Choral reading.
- Individual reading.

Speaking Practice

Teacher asks:

- Is your family big or small?
- Is your family joint or nuclear?
- Do you help your family?

Students answer in full sentences.

Examples:

- My family is small.
- My family is a nuclear family.
- I help my family every day.

Step 5: Family Speaking Challenge (20 mins)

Round 1 – Pair Practice (5 mins)

Students work with a partner.

Each student speaks **6–8 sentences** about their family. Ask students to refer to the SAB.

The partner listens carefully and says:

"Good job!"

after their partner finishes.

Round 2 – New Partner Challenge (5 mins)

Students stand up and find a new partner.

They introduce their family again.

Encourage students to speak more confidently than the first round.

Round 3 – Teacher Challenge (5 mins)

The teacher walks around and randomly asks students:

"Tell me about your family."

Students try to speak without looking at the board.

Praise every attempt

Step 6: AI Activity (30 minutes) - Sign in using your own Gmail Id

Instructions:

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

Note: If students finish the AI activity early, ask them to practice on Duolingo. If students are struggling to form sentences or have trouble using AI, ask them to switch to Duolingo instead. Duolingo should only be used when a student is unable to do the AI activity. For students who need extra help (EA – Extra Attention students), at the end of the class, spend 15 minutes teaching them how to use the AI exercise.

Duolingo Practice (30 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

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

<u>Activity: Getting to Know a Student: 15 Minutes One-on-one (while students are practicing AI)</u>

<u>Objective:</u>
Help every student feel that their teacher cares about them and is always ready to support them. When students feel connected to their teacher, they are more likely to attend classes regularly and openly share their problems

<u>Time:</u> 10–15 minutes per student
While students work independently on their AI activity, invite one student at a time for a relaxed conversation.

Instructions:

- Speak mostly in Hindi so the student feels comfortable.
- Try to have your first conversation with every new student within 7–10 days of enrolment.
- Aim to speak with 2 students in each session.
- Keep everything the student shares private.

How to Have the Conversation:

This is not an interview. It is simply a friendly conversation to get to know the student better.

- You do not need to ask every question.
- Pick only a few questions that feel natural.
- Listen more than you speak.
- Ask another question based on what the student just shared.
- If a student seems uncomfortable, simply change the topic. You can always ask personal questions another day.
- It is okay if the conversation is mostly about everyday life. The goal is to build trust, not collect information.
- End the conversation by thanking the student for talking with you.

Remember: *The student should leave feeling, "My teacher enjoys talking to me."*

Conversation Starters (Choose only a few)

- परिवार
    - अपने परिवार के बारे में बताइए।
    - घर में कौन-कौन हैं?
    - घर में आप सबसे ज़्यादा किसके करीब हैं?
    - मम्मी-पापा क्या करते हैं?
- रोज़मर्रा की ज़िंदगी
    - आपका दिन कैसे शुरू होता है?
    - क्लास के बाद आप क्या करते हैं?
    - घर पर आप कौन-कौन से काम करते हैं?
- दोस्त
    - आपके अच्छे दोस्त कौन हैं?

    - आपको उनके साथ क्या करना अच्छा लगता है?
- खुशी और पसंद
    - आपको सबसे ज़्यादा खुशी किस बात से मिलती है?
    - आपको क्या करना सबसे अच्छा लगता है?
    - ऐसी कौन-सी बात है जिस पर आपको अपने ऊपर गर्व होता है?
- अगर छात्र सहज महसूस करे...
    - क्या कभी आपका मन उदास होता है? किस वजह से?
    - क्या आजकल कोई बात आपको परेशान करती है?
    - जब आपको कोई परेशानी होती है, तो आप किससे बात करते हैं?
    - क्या आपको लगता है कि ज़रूरत पड़ने पर कोई आपकी मदद करता है?
    - क्या ऐसी कोई बात है जिसमें आपको मदद चाहिए?
- पढ़ाई और भविष्य
    - पढ़ाई कैसी चल रही है?
    - आपको कौन-सा विषय सबसे अच्छा लगता है?
    - बड़े होकर आप क्या बनना चाहते हैं?

Note:

- Once you have spoken to all new students, continue these conversations with students who may need more support, such as those who seem quiet, miss classes often, have low confidence, or are going through difficulties.
- Every conversation does not have to be the same. Talk about what feels natural, ask follow-up questions and continue the conversation over the coming weeks.

Day 28: Talking About Likes & Dislikes

Word of the Day: Preference

Meaning: Something you like more than others.

Example: "My preference is tea over coffee."

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 _____.

Mindfulness (2 mins)

Begin with a short breathing exercise.

Recap (10-15 mins):

1. Guide students to speak a few sentences about their family to their partner.
2. Invite 3 students to speak a few sentences about their family.
3. The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences.

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

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

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

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

- Refer to the sentences on the board.
- Model and ask students to repeat.

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

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

Get the students ready for a quick game.

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

Step 4: 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: Duolingo Practice (20 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.

    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Activity: Getting to Know a Student: 15 Minutes One-on-one (while students are practicing AI)

Objective:
Help every student feel that their teacher cares about them and is always ready to support them. When students feel connected to their teacher, they are more likely to attend classes regularly and openly share their problems.

Time: 10–15 minutes per student
While students work independently on their AI activity, invite one student at a time for a relaxed conversation.

Instructions:
- Speak mostly in Hindi so the student feels comfortable.
- Try to have your first conversation with every new student within 7–10 days of enrolment.
- Aim to speak with 2 students in each session.
- Keep everything the student shares private.

How to Have the Conversation:
This is not an interview. It is simply a friendly conversation to get to know the student better.
- You do not need to ask every question.
- Pick only a few questions that feel natural.
- Listen more than you speak.
- Ask another question based on what the student just shared.
- If a student seems uncomfortable, simply change the topic. You can always ask personal questions another day.

- It is okay if the conversation is mostly about everyday life. The goal is to build trust, not collect information.
- End the conversation by thanking the student for talking with you.

Remember: *The student should leave feeling, "My teacher enjoys talking to me."*

Conversation Starters (Choose only a few)

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    - अपने परिवार के बारे में बताइए।
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    - घर में आप सबसे ज़्यादा किसके करीब हैं?
    - मम्मी-पापा क्या करते हैं?
- रोज़मर्रा की ज़िंदगी
    - आपका दिन कैसे शुरू होता है?
    - क्लास के बाद आप क्या करते हैं?
    - घर पर आप कौन-कौन से काम करते हैं?
- दोस्त
    - आपके अच्छे दोस्त कौन हैं?
    - आपको उनके साथ क्या करना अच्छा लगता है?
- खुशी और पसंद
    - आपको सबसे ज़्यादा खुशी किस बात से मिलती है?
    - आपको क्या करना सबसे अच्छा लगता है?
    - ऐसी कौन-सी बात है जिस पर आपको अपने ऊपर गर्व होता है?
- अगर छात्र सहज महसूस करे...
    - क्या कभी आपका मन उदास होता है? किस वजह से?
    - क्या आजकल कोई बात आपको परेशान करती है?
    - जब आपको कोई परेशानी होती है, तो आप किससे बात करते हैं?
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    - क्या ऐसी कोई बात है जिसमें आपको मदद चाहिए?
- पढ़ाई और भविष्य
    - पढ़ाई कैसी चल रही है?
    - आपको कौन-सा विषय सबसे अच्छा लगता है?
    - बड़े होकर आप क्या बनना चाहते हैं?

Note:

- Once you have spoken to all new students, continue these conversations with students who may need more support, such as those who seem quiet, miss classes often, have low confidence, or are going through difficulties.
- Every conversation does not have to be the same. Talk about what feels natural, ask follow-up questions and continue the conversation over the coming weeks.

Day 29: Daily Routine

Word of the Day: Routine

Meaning: Things you do regularly every day.

Example: "My daily routine starts at 6 am."

Objective:

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

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

Mindfulness (2 mins)

Begin with a short breathing exercise.

Step 1: Read Along – Group Instructions (30 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.

Step 2: Dumb Charades! (15 minutes)

- The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**
- 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 3: Repeat After the Teacher (15-20 mins)

(Teacher reads, students repeat.) Teacher writes on the board: Now point to each and say slowly: Students repeat after the teacher (5-10 mins) 1. I wake up 2. I brush my teeth 3. I eat breakfast 4. I go to work/class 5. I talk to students 6. I watch TV 7. I study 8. I eat dinner 9. I sleep	Now Add Sequence Words (5-10 minutes)- (The teacher now adds the sequence words and reads; students repeat.) 1. I wake up 2. Then, I brush my teeth 3. Next, I eat breakfast 4. After that, I go to class 5. Then, I talk to students 6. In the evening, I study 7. After that, I eat dinner 8. Finally, I sleep

Step 4: Chain Speaking Game (10-15 minutes)

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

Step 5: Preparing Individual Daily Routine (20-30 mins)

Tell students to write their daily routine in SAB.

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 6: 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?

Day 30: Daily Routine – Presentation

Word of the Day: Present

Meaning: To speak or show something in front of others.

Example: "I present my ideas to the class."

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: Activate the Full Sentence Cop. If a student says only "Breakfast," respond:

"Please say the full sentence: 'You eat breakfast.'

Mindfulness (2 mins)

Begin with a short breathing exercise.

Step 1: What's in My Bag? — 10 Minutes

Place 5–6 objects in a bag (toothbrush, water bottle, notebook, lunch box, pen, branch keys). If you don't have real objects, use pictures.

Hold up the bag and say, "I have a secret story in this bag. Can you guess what it is?" Let students guess ("Is it food?", "Are there keys?", "Is it a daily routine?"). Tell them, "You will find out by listening carefully."

Take out one object at a time (toothbrush, lunch box, notebook, pen) without explaining it. For each object, ask "What do I do with this?" and have students answer in full sentences — for example, "You brush your teeth," "You eat lunch," "You write in your notebook," "You do your homework."

Use the Full Sentence Cop to encourage complete answers.

Step 2: Class Presentation (45 mins)

Fun Speaking Activity: "My Daily Routine Story"

Step 2.1: 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:
The teacher pretends to brush teeth.
Students say: **"Brush teeth!"**

Tell them:

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

Step 2.2: 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 2.3: 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 2.4: Routine Chain Game

Make it fun!

One student starts:

> "First, I will wake up."

Next student continues:

> "Then, I brush my teeth."

Next student:

> "Next, I will eat breakfast."

The chain continues until **Finally**.

If someone forgets a sequence word, the class says:

"Try again!"

Step 2.5: 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 played with my friends.
> Finally, I go to sleep."

Step 2.6: Fun Awards

Give playful awards:

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

Step 3: 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 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.

Note: If students finish the AI activity early, ask them to practice on Duolingo. If students are struggling to form sentences or have trouble using AI, ask them to switch to Duolingo instead. Duolingo should only be used when a student is unable to do the AI activity. For students who need extra help (EA – Extra Attention students), at the end of the class, spend 15 minutes teaching them how to use the AI exercise.

Step 4: Duolingo Practice (30 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Step 5: Student Recognition – Launch Activity (20 mins)

Tell students that from today, the class will have a **Student Recognition Day**

Say:

“From today, we are going to celebrate students who are doing well and making progress. Every week, some students will receive special appreciation.”

Show students the three areas:

🕐 **Punctuality** – Coming to class on time
📅 **Attendance** – Attending classes regularly
📈 **Progress** – Improving your English and CEFR level

Explain that students can also receive **Special Appreciation** for effort, participation, improvement, or helping others. (Some ideas for teachers- To recognize student's effort - you can prepare a paper badge or paste the picture of the student on the wall and name it "Most punctual student of the month etc.")

Tell students:

"You don't have to be the best English speaker to be recognised. You can improve, attend regularly, come on time, participate, and help others."

Ask students to choose **one personal goal** for the next two weeks:

- "I will come to class on time."
- "I will attend every class."
- "I will speak more English."
- "I will participate more."

Ask 3–4 students to share their goal with the class.

End by saying:

The first appreciation will take place in lesson 37. "Your first week's challenge starts today. Let's see how many of you we can celebrate!"

Homework: ▶ Henry Ford Granddaughter Story by Sudha Murthy 💯

Activity: Getting to Know a Student: 15 Minutes One-on-one (while students are practicing AI)

Objective:
Help every student feel that their teacher cares about them and is always ready to support them. When students feel connected to their teacher, they are more likely to attend classes regularly and openly share their problems.

Time: 10–15 minutes per student
While students work independently on their AI activity, invite one student at a time for a relaxed conversation.

Instructions:

- Speak mostly in Hindi so the student feels comfortable.
- Try to have your first conversation with every new student within 7–10 days of enrolment.
- Aim to speak with 2 students in each session.
- Keep everything the student shares private.

How to Have the Conversation:
This is not an interview. It is simply a friendly conversation to get to know the student better.

- You do not need to ask every question.
- Pick only a few questions that feel natural.
- Listen more than you speak.

- Ask another question based on what the student just shared.
- If a student seems uncomfortable, simply change the topic. You can always ask personal questions another day.
- It is okay if the conversation is mostly about everyday life. The goal is to build trust, not collect information.
- End the conversation by thanking the student for talking with you.

Remember: *The student should leave feeling, "My teacher enjoys talking to me."*

Conversation Starters (Choose only a few)

- परिवार
  - अपने परिवार के बारे में बताइए।
  - घर में कौन-कौन हैं?
  - घर में आप सबसे ज़्यादा किसके करीब हैं?
  - मम्मी-पापा क्या करते हैं?
- रोज़मर्रा की ज़िंदगी
  - आपका दिन कैसे शुरू होता है?
  - क्लास के बाद आप क्या करते हैं?
  - घर पर आप कौन-कौन से काम करते हैं?
- दोस्त
  - आपके अच्छे दोस्त कौन हैं?
  - आपको उनके साथ क्या करना अच्छा लगता है?
- खुशी और पसंद
  - आपको सबसे ज़्यादा खुशी किस बात से मिलती है?
  - आपको क्या करना सबसे अच्छा लगता है?
  - ऐसी कौन-सी बात है जिस पर आपको अपने ऊपर गर्व होता है?
- अगर छात्र सहज महसूस करे...
  - क्या कभी आपका मन उदास होता है? किस वजह से?
  - क्या आजकल कोई बात आपको परेशान करती है?
  - जब आपको कोई परेशानी होती है, तो आप किससे बात करते हैं?
  - क्या आपको लगता है कि ज़रूरत पड़ने पर कोई आपकी मदद करता है?
  - क्या ऐसी कोई बात है जिसमें आपको मदद चाहिए?
- पढ़ाई और भविष्य
  - पढ़ाई कैसी चल रही है?
  - आपको कौन-सा विषय सबसे अच्छा लगता है?
  - बड़े होकर आप क्या बनना चाहते हैं?

Note:

- Once you have spoken to all new students, continue these conversations with students who may need more support, such as those who seem quiet, miss classes often, have low confidence, or are going through difficulties.
- Every conversation does not have to be the same. Talk about what feels natural, ask follow-up questions and continue the conversation over the coming weeks.

Module 3: Expanding to A2 – Longer Sentences & Questioning (Days 31–80)

- CEFR Level: A1 → A2
- Core Theme: Connectors, question framing, describing events.
- Key Focus Areas:
    - Demonstrative pronouns (*this, that, these, those*) and compound sentence connectors (*but, so, because*).
    - Mastering the WH-Question Family (*What, Where, Who, When, Why, How*) to drive two-way inquiry.
    - Prepositions of place (*in, on, under, near, between, behind, in front of*) to describe images and physical locations.
    - Introducing the simple past tense to describe past experiences and yesterday's events.
    - Road to Success Modules: Workplace mindset, personal hygiene, adaptability, resilience, and teamwork.
    - Checkpoint 1 (Days 80–81): A2 Spoken English Assessment & TM Interviews.

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).

English Passport

Materials Required

- Chart paper
- Marker/pen
- Tape (to stick the chart on the wall)

Teacher Preparation

Before the lesson, prepare a chart paper titled "MY ENGLISH PASSPORT" with these five statements:

1. I spoke in English.
2. I used today's new word.
3. I used complete sentences.
4. I asked or answered a question in English.
5. I tried even when I made mistakes.

Paste the chart on the classroom wall where all students can easily see it.

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

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.

Mindfulness (2 mins)

Begin with a short breathing exercise.

Step 1: "Guess What?" — 10 Minutes

Tell students they have to guess what it is but in complete sentences. They will learn four pointing words: this, that, these, those — used based on one/many and near/far.

Start with mistakes on purpose. Hold one pen and say

1. "Those are a pen."
2. Point to one fan and say "This is a fan."
3. Point to two chairs and say "That is chairs."

Ask students to correct you each time: "This is a book." / "That is a fan." / "Those are chairs."

Find the pattern. Draw a simple grid on the board (One/Many × Near/Far). Use gestures — point to one object near you, one far away, hold two objects near you, point to two far away.

Step 2: Let's learn (20 mins)

1. Write on the board:
    - This is: one thing, near
    - That is: one thing, far
    - These are: many things, near
    - Those are: many things, far
2. Explain:
    - Hold a pen: *"This is a pen."*
    - Point to a fan on a far: *"That is a fan."*
    - Hold two books: *"These are books."*
    - Point to two chairs far away: *"Those are chairs."*
3. Make it interactive – Instead of just telling students the rules, involve them:
    - (Holding a pen) *"If I hold this pen close to me, what should I say?"* (Answer: "This is a pen.")
    - (Pointing to a pen far away) *"What about the pen on the table?"* (Answer: "That is a pen.")
    - (Holding two books) *"And if I have two books in my hand?"* (Answer: "These are books.")
    - (Pointing to two chairs far away) *"Now, what should I say about those chairs?"* (Answer: "Those are chairs.")

Step 3: 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.

3. Ask students to open SAB and complete the exercise.

Step 4: Speaking Practice (25 mins)

1. Show images and take responses from students
2. Explain we use “this is”, “that is”, “these are”, “those are”

   https://drive.google.com/drive/folders/1UnrPwM5ij4NynjfkT3BnWDkabzD2eJgu?usp=sharing
3. Students take turns choosing the correct word and saying the sentence aloud. (Read the entire sentence aloud and not just the answer)
4. The class confirms or corrects the answer.

Step 5: Spoken Practice with AI (30 mins)
Remind students to log in and log out.

Instructions:

- Ask students to open their AI Document and find the 30 Questions.
- Students open ChatGPT on their device.
- Copy and paste the given prompt into the AI Document.
- Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.
- 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.

Note: If students finish the AI activity early, ask them to practice on Duolingo. If students are struggling to form sentences or have trouble using AI, ask them to switch to Duolingo instead. Duolingo should only be used when a student is unable to do the AI activity. For students who need extra help (EA – Extra Attention students), at the end of the class, spend 15 minutes teaching them how to use the AI exercise.

Step 6: Duolingo Practice (30 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:

    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

English Passport — Introduction Lesson
Time: 10 minutes

Step 1: Introduce the English Passport

Point to the chart and say:
"This is your English Passport."

Explain:
"This passport is not a test. It is a way to see how much English you use in class."

Point to each statement and briefly explain it. Ask questions like:

- "Did you speak English today?"
- "Did you use today's new word?"
- "Did you use full sentences, not just one word?"
- "Did you ask or answer a question in English?"
- "Did you try, even if you made a mistake?"

After each question, students raise their hands.

Then explain:
"At the end of every lesson, we will look at this chart together. I will read each sentence, and if you did it today, raise your hand. You don't need to write anything — just think about what you did."

Step 2: Make the Purpose Clear

Tell students:
"You don't have to be perfect. Making mistakes is okay. The important thing is to try."

Point to the last statement and say:
"I tried even when I made mistakes."

Ask the whole class to repeat together:
"I will try even when I make mistakes."

Finally, say:
"Every lesson, try to raise your hand for more statements. This is how you will see your English improve."

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

Day 32: Self Study

Mindfulness (2 mins)

20-Minute Activity: “English Entry Challenge”

Setup: Teacher stands at the classroom entrance. Students wait outside/in a line. Duolingo is ready on students’ devices.

How it works

1. Teacher stands at the entrance and welcomes each student in English.
2. The teacher asks one simple English question to each student.
3. The student answers in English.
4. Once they answer, they are allowed to enter the classroom.
5. Students who enter immediately sit down and start their Duolingo lesson quietly.
6. Continue until all students have entered.
7. If a student struggles, the teacher gives a small hint or models the beginning of the answer rather than correcting them heavily.

Questions

1. Make a sentence with he.”
2. “Make a sentence with she.”
3. “Make a sentence with they.

4. What is near your house?
5. What do you like about your village?
6. What is your father's occupation?
7. Tell me about your friend.
8. Tell me about your favourite things.

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

Step 1: Duolingo Practice (30 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Step 2: Video Discussion - Video 7 (20 mins)

1. Tell students that they are going to watch a video. 7.mp4
2. Before watching (2 mins)
   Ask:

"What do you think this video will be about?"
Students guess in pairs

3. While watching video 7– (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?"

Homework: Ratan Tata Award Winning Speech with BIG Subtitles

Step 4: Presentation (40 mins)

Ask students to prepare a short presentation of five sentences on one of the following topics: 1- introducing a partner, 2- talking about their family, or 3- talking about their neighborhood.

Give students 10 minutes to prepare their five sentences. Encourage them to use simple sentences and their own ideas. Walk around the class and help students with vocabulary or sentences if needed.

Ask students to practise their presentation with a partner. Each student should say their five sentences aloud while their partner listens.

Call students one by one to present their five sentences to the class. Encourage students to speak loudly, clearly, and confidently. Allow students a few seconds to think if they get stuck. Do not interrupt them for small grammar mistakes.

As students present, check whether they are able to speak all five sentences, speak clearly, and use their own words rather than simply reading from their notebooks.

After the presentations, appreciate students for their effort and briefly discuss what they learned about their classmates.

Step 5: Getting to Know a Student — 15 Minutes (One-on-One)

Refer to page 4–5 for the full activity. While students work independently on their AI activity or Duolingo, invite one student at a time for a relaxed, one-on-one conversation in Hindi to help them feel comfortable and connected to their teacher. Aim to speak with 2 students per session, and try to have this first conversation with every new student within 7–10 days of enrolment.

Day 33: Consolidation

Word of the Day: Jeopardy

Meaning: Danger or risk of being harmed or lost.

Example: "His job is in jeopardy because of his poor performance."

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

How to Access and Play the Jeopardy Game

Option 1: Play Digitally

🔗 Game Folder Link

Steps to download and play:

1. Click the link above to open the folder in Google Drive.
2. Click the three vertical dots in the top right corner.
3. Select **"Download"** from the menu.
4. Find the downloaded file on your laptop.
5. Double-click the file to open it in your web browser and start playing.

Option 2: Play on the Whiteboard (No Device Needed)

Before class: Draw the 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

Mindfulness (2 mins)

Begin with a short breathing exercise.

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.

Word of the Day: The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

Step 1: Jeopardy Game (40- 50 mins)

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 4. Device Practice – Tablet & Laptop — 20 mins

1. Divide the class into two groups and seat them separately.
One group sits at the table with the laptops. The second group sits behind or outside this group with the tablets. Make sure each student uses only one device at a time.

2. Give instructions to one group first, then the other.

Laptop group — cover these one by one:

- Power on/off, checking if the laptop is charged (battery icon, charging light) before starting
- Volume/brightness basics
- Mouse/trackpad use, single click vs double-click (single click selects/opens a highlighted icon, double-click opens the app/file)
- Click-and-hold with drag to select text (mouse button stays pressed while dragging, then release)
- Copy-paste — right-click (or two-finger tap on trackpad) to open the copy/paste menu, or Ctrl+C / Ctrl+V if you want to introduce shortcuts
- Physical keyboard basics — finding Enter, Backspace, Spacebar
- Opening and closing apps, closing a window vs minimizing it (so they don't accidentally exit the lesson app)

Tablet group — cover these one by one:

- Power on/off, checking if the tablet is charged before starting
- Volume/brightness basics
- Tap to select an app, tap and hold to select text
- Copy-paste — tap "copy," then tap and hold in the target field to "paste"
- Swipe navigation, back gesture/button
- On-screen keyboard, switching language layout if needed
- Basic AI mic use — tapping to start, speaking clearly, waiting for the response

3. Let students practise each instruction immediately.
Do not only demonstrate. Ask students to do the action themselves while the teacher moves around and checks whether they are able to follow the instructions correctly. Remind them:

- To ask the teacher if something freezes or stops working, instead of randomly clicking or tapping
- One device per student — no sharing without permission, no wandering into other apps

4. Switch the groups.
Ask students to change their seating so that the laptop group moves to tablets and the tablet group moves to laptops. Repeat the same instruction-and-practice process, with the teacher monitoring and helping students who need support.

5. Repeat if needed.
If the number of laptops and tablets is unequal, create a third rotation if time allows, so that as many students as possible get practice on both devices.

Teacher reminder: Keep the focus on hands-on practice, not explanation. Students should leave the activity confident enough to independently use the device for their lessons and AI practice.

Step 3: Independent Practice — 30 Minutes

Students independently practice whatever is relevant to their career goals — continuing on Duolingo, practicing on AI on laptops, or use internet/tablets/laptops/FEA resources as needed. Assign a Cop to ensure everyone stays on track and no one wastes time; if anyone is seen wasting time, the teacher should talk to and counsel them.

Meanwhile, the teacher uses this time to work one-on-one with select students — underperforming, underconfident, less participative, or irregular students — Guide, teach, and support them with any topic or lesson they're struggling with.

Step 4: English Passport — 5 Minutes

Check-In:
Spend 5 minutes at the end of the lesson referring to the English Passport chart. Read each statement aloud and ask, "Raise your hand if you did this today." For students who do not raise their hands, or who are still struggling, encourage them to choose one statement they will try to achieve in the next lesson.

Homework: Bruno Mars - Count on Me (Lyrics)

Day 34: Income Growth Lesson - Adaptability

Total time: 110 min classroom + 20 min support group

New Vocabulary:

1. Adapt — to change your behavior to fit a new situation
2. Adjust — to make small changes to deal with something new
3. Flexible — able to change easily when needed
4. Unexpected — something that happens without warning

Active Cops:

English Cop

Grammar Cops

Lesson Objective:

Students will understand what adaptability means and recognize how often they already adjust to change in daily life, while reflecting on adaptability challenges they may face in the future.

You may use Hindi up to 80% of the time in this lesson. The idea is to enjoy and learn today.

Step (Time)	Description	Teacher's Expectation from Students
Step 1 (15-20 min)	Let's play a game called 'What If?' — I'll describe a situation that could actually happen to any of you, and I want you to think fast: what would you really do if this happened right now? 1. What if there's a power cut the night before your board exam and you need to study? 2. What if your phone has no network/signal on the day of an important online interview? 3. What if a sudden hailstorm damages the standing crop right before harvest? 4. What if you prepared your entire presentation, but right before class, the presentation file does not open? 5. What if your best friend, who you always sit with, is absent today and you have to work with someone new? 6. What if you're about to leave for school and it starts pouring rain with no umbrella at home? 7. What if the WiFi goes out right when you need to submit an online assignment?	Students engage with the hook question.

	8. What if you're traveling somewhere and your flight/train gets cancelled last minute? 9. What if you move to a new city and don't know the language everyone around you speaks? 10. What if your phone dies right before an important call? Say: "Today we'll talk about exactly this — the skill that helps you handle changes like this at work and in life." Write "Adaptability" on the board. Pronounce the word as a class.	
Step 2 (15-20 min)	Start AI Activity. Call a student to give a demo. Students sit in a zig-zag pattern, copy the prompt from the AI document, paste it into ChatGPT, and begin interacting with AI individually.	Watch the demo attentively, and understand how to run the AI activity themselves. Students work independently with AI and write important points in their notebooks while talking to it.
Step 3 (5 min) — Mid-Check	Stop the class after 15-20 minutes of AI activity. **Don't change the seating pattern.** Ask: "What did the AI ask you?" (AI mostly gives different situations to everyone, so take variety of responses)	Students share responses with the class; everyone stays on track with the activity.
Step 4 (10-15 min)	Continue AI Activity. Students go back to their AI conversation. The teacher walks around, supports, and guides students.	Students continue the conversation and keep noting important points in their notebooks.
Energizer (10 min) — Flip the Rule	Students stand up and walk when told to walk, stop when told to stop. Then flip it: "walk" means stop, "stop" means walk. Once they adjust, add jump and clap normally, then flip those too — "clap" means jump, "jump" means clap. Call commands fast and randomly so they can't overthink it. Let them mess up and laugh — that's the adjustment lag you'll talk about after. Ask: 1. What happened when the rules suddenly changed on you? 2. How did it feel when you had to switch quickly?	Students actively participate, try to keep up with the flipped rules, and reflect honestly on how it felt when the rules changed.

Step 5 (30 min) — Teacher Activity	Bring the class back together. Ask the class to refer to their notes and share the situations and stories they came across while talking to the AI. Part 1 — Teacher-Led Examples (15 min) Ask students how they'd react in each case, then discuss the answer together: - It suddenly starts raining — what do you do? (Use umbrella, wear raincoat, take shelter) - The road is jammed or blocked — what do you do? (Take a different route) - Your slipper breaks while walking — what do you do? (Fix it, or walk without it) - You lost your phone charger — what do you do? (Borrow one, use a power bank, find a different cable) - Your area's electricity goes out — what do you do? (Use candles, phone flashlight, wait it out, adjust plans) - There's a gas cylinder shortage at home — what do you do? (Order food, use an electric stove, cook differently) Add a few more of your own — internet goes down, exam schedule changes suddenly, favorite shop is closed, etc. Part 2 — Group Challenge (15 min) Divide students into groups of 4. Give them 5 minutes to write down as many "adapting situations" as they can think of (real-life moments where people have to adjust). They can use AI for ideas. Each group presents their list to the class. The class agrees whether each example genuinely counts as "adapting." The group with the most valid situations wins. Question: Ask what patterns they noticed — do we adapt more often than we realize in daily life?	Students actively share their AI activity notes, discuss the teacher-led examples thoughtfully, contribute genuine situations during the group challenge, and reflect honestly during the personal reflection.
Step 6 — Reflection (10 min)	Ask students to think or write for 2 minutes about an adaptability challenge they may face in the next 5 years — such as going to live in a hostel, living alone, a job with different timings or a day/night shift, talking to new strange people, moving to a new city, or a government policy/rule change. Then ask a few students to share.	Students to think about the adaptability challenge they may face and share with teacher

Step 7 — Independent Practice — Support Group (20-25 min)	Students independently practice whatever is relevant to their career goals — continuing on Duolingo, practicing on AI on laptops, or using internet/tablets/laptops/FEA resources as needed. Assign a Cop to ensure everyone stays on track and no one wastes time; if anyone is seen wasting time, the teacher should talk to and counsel them. Students who wish to leave and practice at home are allowed to leave. Meanwhile, the teacher will ask the selected EA students (underperforming, underconfident, less participative, or irregular students) to stay back. Guide, teach, and support them with any topic or lesson they're struggling with.	Support group sits with the teacher and shares their learnings to close gaps in understanding.

Day 35: My FEA Class

Word of the Day: Employability

Meaning: The skills needed to get and keep a job.

Example: "Good communication skills can improve my employability."

Objective: Students will be able to speak 8–10 sentences about their FEA class using simple English.

Mindfulness (2 mins)

Begin with a short breathing exercise.

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: Duolingo Practice (20 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.

    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Step 2: Let's talk about our FEA class (15 mins)

- **Word of the Day:** The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. Ask: What FEA stands for? **(5 mins)**

- Ask students to open their notebook or SAB. 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 3: Circle Share — Who Can Say It Without Looking? (10 mins)

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

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

Step 4: Understand FEA Pledge Poster (20 mins)

Ask students to click a photo of a FEA pledge poster using ChatGPT 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 5: Spoken Practice with AI (30 mins)
Remind students to log in and log out.

Instructions:

1. Students open ChatGPT on their device.
2. Copy and paste the given prompt into the AI Document.
3. Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.

Step 6: Getting to Know a Student — 15 Minutes (One-on-One)

Refer to page 4–5 for the full activity. While students work independently on their AI activity or Duolingo, invite one student at a time for a relaxed, one-on-one conversation in Hindi to help them feel comfortable and connected to their teacher. Aim to speak with 2 students per session, and try to have this first conversation with every new student within 7–10 days of enrolment.

Step 7: Post-AI Wrap-Up (5 mins)

Ask the class:

- "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*

Day 36: Using “But” and “So”

Objective:

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

Mindfulness (2 mins)

Begin with a short breathing exercise.

Step 1: Appreciate Students Regularity and Hard Work (2 mins)

"Excellent work, everyone! Look how much you've achieved. You can now talk about yourself, your family, your neighborhood, your daily routine, and your likes and dislikes — all in English. That's real progress!

Today, we'll learn another useful skill that will help you become an even more confident English speaker. Are you ready?

Let's begin with Read Along, and focus on reading as loudly as you can."

Step 2: Read Along – Group Instructions (20 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 3: Understand “But” and “So” (20 minutes)

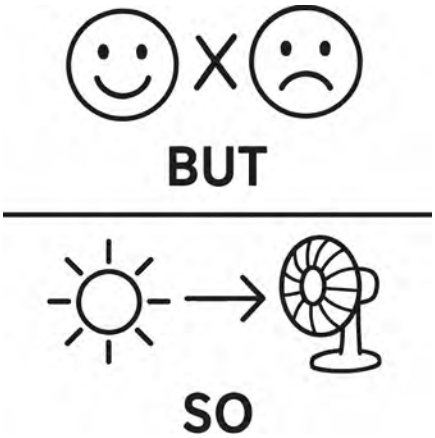
1. Draw a happy face and a sad face on the board.
2. Say
   - *“I want to play cricket”* (point to a happy face)
   - *“But it is raining.”* (Point to a sad face)
3. Draw a big “X” between the two parts. (Image below)
4. Say:
   - “But means something is different or opposite.”

- (Use Hindi if needed.)

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

- *"It is hot"* (wipe sweat)
- *"So I turn on the fan."* (pretend to switch on the fan)
- Draw an arrow (→) between the two parts. Say:

- "So means something happens because of the first thing."



Ask students to repeat:

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

Step 4: Fill in the Gap with 'but' 'so' (20 minutes)

1. Write this table on the board:

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

2. Ask students to read the full sentences aloud.
3. Take answers from students and correct gently if needed.

Step 5: Make Sentences (20 minutes)

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

Step 6: Duolingo Practice (20 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Step 7: English Passport — (5 Minutes)

Check-In:
Spend 5 minutes at the end of the lesson referring to the English Passport chart. Read each statement aloud and ask, "Raise your hand if you did this today." For students who do not raise their hands, or who are still struggling, encourage them to choose one statement they will try to achieve in the next lesson.

Homework: Tell students to make 3 sentences each with “but and so.”

Day 37: Consolidation

Objective:

Students will confidently construct and speak sentences.

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

Mindfulness (2 mins)

Begin with a short breathing exercise.

Step 1: Move to the Correct Side (5 mins)

Use A4 sheets and label one side of the classroom **BUT** and the other side **SO**.

Read the sentence beginnings below aloud. Students move to the correct side and complete the sentence out loud.

- I am thirsty, ____ I drink water.
- I like my school, ____ I do not like waking up early.
- My mother was busy, ____ I helped her.
- I want to buy a phone, ____ I do not have enough money.
- I studied hard, ____ I passed the test.

After each answer, ask one student to say the complete sentence.

Step 2: Complete the Sentence (5 mins)

Read each sentence aloud. Students complete it using **but** or **so**, then say the full sentence.

1. I am hungry, ____ I eat a sandwich. *(so)*
2. I like tea, ____ I do not like coffee. *(but)*
3. It is raining, ____ I take an umbrella. *(so)*
4. I want to play, ____ I have homework. *(but)*
5. I am tired, ____ I go to sleep early. *(so)*
6. I have two sisters, ____ I do not have a brother. *(but)*
7. My village is small, ____ it is beautiful. *(but)*
8. I missed the bus, ____ I walked to school. *(so)*
9. I like English, ____ some grammar is difficult. *(but)*
10. I finished my homework, ____ I watched television. *(so)*

Step 3: Make Sentences (5 mins)

Ask each student to share:

- 2 sentences using **"but"**
- 2 sentences using **"so"**

Step 4: Pair and Share (30 mins)

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

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

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

Add rules to make it engaging:

1. Students cannot give one-word answers
2. 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 5: Duolingo (20 mins):

Teacher Instructions:

- Ask students to open **Duolingo** and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and **sit with students individually or in small groups** to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.

    - Repeating questions or difficult words when they make mistakes.
- Encourage students to **learn from their mistakes** rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand **how to use the activity**, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is **meaningful language practice and learning**.
- Before ending the activity, ask a few students to share **one new word, sentence, or language point** they learned.
- Note students who need additional support and follow up with them during the next practice session.

Step 6: Getting to Know a Student — 15 Minutes (One-on-One)

Refer to page 4–5 for the full activity. While students work independently on their AI activity or Duolingo, invite one student at a time for a relaxed, one-on-one conversation in Hindi to help them feel comfortable and connected to their teacher. Aim to speak with 2 students per session, and try to have this first conversation with every new student within 7–10 days of enrolment.

Step 7: CEFR Poster Discussion (30 minutes)

Part A: Observe the Poster (5 minutes)

Teacher Instructions

- Ask students to see the **CEFR Poster** on the wall
- Give students **time** to read the poster silently.
- Tell students not to worry if they don't understand every word. Encourage them to focus on the main ideas.
- Ask students to discuss the questions on the board with a partner.
- Invite a few students to share their responses with the class.

Discussion Questions

Write these questions on the board.

- What do you think the main message of the poster is?
- Which career mentioned in the poster interests you the most? Why?

Part B: Agree or Disagree Discussion (15 minutes)

Teacher Instructions

- Divide students into groups of **4–5**.
- Explain that you will read **one statement at a time**.

- After each statement, groups should discuss whether they **Agree** or **Disagree**.
- Remind students that they must give **at least one reason** for their answer.
- Encourage every student to contribute at least one idea before moving to the next statement.

Read these statements one at a time.

1. Good English can help you get a better job. "Agree"
2. Everyone can improve their English if they practice regularly. "Agree"
3. Reaching a B1 or B2 level can create more career opportunities. "Agree"
4. Making mistakes while speaking English is a normal part of learning. "Agree"
5. AI tools like ChatGPT can replace the need for a teacher. "Disagree"
6. You cannot learn English well without moving to an English-speaking country. "Disagree"
7. Speaking English perfectly is more important than speaking it confidently. "Disagree"
8. If your job doesn't use English, there is no point learning it. "Disagree"

Part C: Wrap-up (5 minutes)

Teacher Instructions

Invite a few groups to share one idea they discussed.

Ask the class:

- What is one thing you can do this week to improve your English?

Conclude by reinforcing that improving English is a gradual process, and regular practice can help learners progress through the CEFR levels over time.

Step 8: Student Recognition Day (15 mins)

Tell students:

“Today is our first Student Recognition Day! Let's celebrate the students who have shown great effort over the last week.”

Build some excitement before announcing the students.

Announce the **Punctuality Champion**, **Attendance Champion**, and **Progress Champion** one by one.

For each student:

- Call them to the front.
- Ask the class to clap.
- Give them their paper badge/certificate.
- Say one specific reason for their recognition.

For example:

“You came on time for almost every class. You showed great discipline. Well done!”

Then give **Special Appreciation** to 2–3 students who showed strong improvement, participation, effort, or helped classmates.

After all awards, ask the recognised students:

“How do you feel?”

Allow 2–3 students to answer.

Then tell the whole class:

“Remember, today's winners are not the only successful students. Everyone can be recognised. Your next two-week challenge starts today.”

Write the next challenge on the board:

BE ON TIME → ATTEND → PARTICIPATE → IMPROVE

End with a class clap and say:

“Let's see who we will celebrate next time!”

Day 38: Income Growth Lesson - Ability to Communicate

Total time: 110 min classroom + 20 min support group

New Vocabulary:

1. Communication — sharing and getting information with others

2. Posture — the way you hold or position your body

3. Feedback — comments on how well something was done or something needs to be improved

4. Greeting — a friendly word or phrase said when meeting or starting a conversation

Active Cops:

English Cop

Grammar Cops

Lesson Objective:

Students will understand the main types of communication — verbal, written, non-verbal, and listening — and practice real-life communication skills through role play scenarios.

Explain concepts in Hindi if required, but encourage answers, pair discussion, and presentation in English.

Step (Time)	Description	Teacher's Expectation from Students
Step 1 (10-15 min) — Introduction	Introducing the topic: The ability to communicate is the skill to share and get information. It helps people connect, work together, and share ideas. Explain the main types of communication: 1. Verbal: Speaking clear words, using a good tone, and keeping sentences short. 2. Written: Writing neat emails, reports, and simple notes. 3. Non-Verbal: Using body posture, eye contact, and facial expressions. 4. Listening: Paying full attention, not interrupting, and trying to understand. Verbal Communication We speak to share ideas and feelings. We talk: ● Face to face (with family, friends, or in class) ● On the phone (start with "Hello," end with "Thank you" and "Bye") ● In group discussions or speeches Written Communication We write to share information. We use: ● Letters, notes, emails, and SMS	Students actively take part in each role play, speak clearly, use appropriate body language, and give honest feedback to their groupmates.

	• Email to send documents, photos, or videos • Books and newspapers to read information	
Step 2 (20 min) — Role Play	Start with an activity — Role Play on Communication Process Form groups of three students each. **Note:** The same role play will take place again at the end, in Step 5, where students will get a chance to prepare for it using the same scenarios. In this step, they only need to come up and role-play through normal discussion — don't focus on making the performance perfect. Just encourage students to come on stage and perform, and don't give more than 2–3 minutes per performance. Situation 1 — Shopkeeper: You need to sell some items to an old couple who has come to the shop. One student acts as the salesperson, the other two as an old man and old lady. Situation 2 — Phone Conversation: Write a short script for a phone conversation based on a scenario given by the teacher (e.g., a call centre employee talking to a customer about a product delivery). One student acts as the caller, one as the receiver. Speak the conversation aloud. Situation 3 — Public Speaking: A group stands together in front of the class and role-plays a panchayat meeting, sharing the requirements of their school — such as better washrooms for students, clean drinking water, and fans so students can focus on their studies. After role play, ask: How did they feel? How did you perform? Share your thoughts.	Prepare for role play and act.
Step 3 (30 min) — Today's Topic	Say that you will explore this topic and AI will ask you questions. Read those questions and try answering them. The teacher gives a demo — copy the prompt from the AI document and paste it on ChatGPT. Call a student to give a demo. Once everyone understands the process, get started. Start AI Activity. Students sit in a zig-zag pattern, copy the prompt from the AI document, paste it into ChatGPT, and begin interacting with AI individually.	Students watch the demo attentively and understand how to run the AI activity themselves. Students work independently with AI and write important points in their notebooks while talking to it.
Step 4 (10 min) — Teacher Activity	Bring the class back together. Ask the class to refer to their notes and share the situations and stories they came across while talking to the AI.	Students actively share their AI activity notes

Step 5— The 3 P's of Public Speaking (30 min)	Write on the board: Prepare, Practice, Perform. Ask the class: "What do you think comes under Prepare? What about Practice? What about Perform?" Take a few quick answers for each. Then say: "Earlier, we did the public speaking role play, but we jumped straight to performing — we didn't prepare or practice first. Now let's try it again, but this time we'll do all three steps properly." Give students 10 minutes to prepare and practice their panchayat, on phone, on shop role play with their group/partner (Same scenarios from step 2). Then ask them to come and perform again. Ask the class: "Do you see any improvement this time compared to before?"	Students engage with the 3 P's discussion, use the 10 minutes to genuinely prepare and practice with their group, and perform again with visible improvement.
Step 6 — Independent Practice — Support Group (20-25 min)	Students independently practice whatever is relevant to their career goals — continuing on Duolingo, practicing on AI, on laptops, or use internet/tablets/laptops/FEA resources as needed. Assign a Cop to ensure everyone stays on track and no one wastes time; if anyone is seen wasting time, the teacher should talk to and counsel them. Students who wish to leave and practice at home are allowed to leave. Meanwhile, the teacher will ask the selected EA (Extra Attention) students (underperforming, underconfident, less participative, or irregular students) to stay back. Guide, teach, and support them with any topic or lesson they're struggling with.	The support group sits with the teacher and shares their learnings to close gaps in understanding.

Day 39: Revision and Practice

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

- Revise key English sentence patterns learned earlier
- Speak in full sentences with confidence
- Receive targeted teacher support based on learning gaps

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

Mindfulness (2 mins)

Begin with a short breathing exercise.

Step 1: Revise the learnings and appreciate students regularity and hard work (10 mins)

Excellent work, everyone! Yesterday we learned about our ability to communicate, and before that, we learned how to use *but* and *so* in a sentence.

- Who would like to share a sentence using *but* or *so*? *(Pick a few students to share.)*
- Now, who would like to share the different types of communication — verbal, non-verbal, and written? *(Pick a few students to share.)*

You can now talk about yourself, your family, your neighborhood, your daily routine, and your likes and dislikes. Now, let's work on building your confidence on stage.

Today, we'll practice another useful skill — public speaking — that will help you become an even more confident English speaker. Are you ready?

Let's begin with Read Along, and focus on reading as loudly as you can.

Step 2: Read Along (20 mins)

Read Along – Group Instructions

1. Make groups of 3, mixing strong and weak readers.
2. Open the Read Along app on a tablet/laptop and choose the appropriate level (Level 1 = easiest, Level 4 = hardest).
3. Spread groups out so they can read aloud without disturbing others.
4. Take turns reading the story aloud while others follow and listen.
5. For difficult words, click once to hear pronunciation and double-click for slow pronunciation + Hindi meaning. Repeat the word aloud.
6. If you make a mistake, listen and try the word/sentence again.
7. Teacher moves around, checks participation, and helps students use the app effectively.
8. At the end, each group shares 2–3 difficult/new words, their meanings, and one thing they learned from the story.

Step 3: Presentation (60 mins)

Ask students to prepare a short presentation of five sentences on one of the following topics:

1. My Favourite Food
2. My Favourite Place
3. My Best Friend
4. My Hobbies
5. My School/Learning Centre

Give students 10 minutes to prepare their five sentences. Encourage them to use simple sentences and their own ideas. Walk around the class and help students with vocabulary or sentences if needed.

Ask students to practise their presentation with a partner. Each student should say their five sentences aloud while their partner listens. Give them 10 minutes to practice.

Call students one by one to present their five sentences to the class. Encourage students to speak loudly, clearly, and confidently. Allow students a few seconds to think if they get stuck. Do not interrupt them for small grammar mistakes. Use around 30 minutes for presentations.

As students present, check whether they are able to speak all five sentences, speak clearly, and use their own words rather than simply reading from their notebooks.

After the presentations, appreciate students for their effort and ask a few students to share something interesting they learned about their classmates.

Closure- **Quick Speaking Round**. (15-20 mins)

Call students one by one and ask them simple personal questions. Encourage them to answer in complete sentences.

- How old are you?
- How many people are there in your family?
- What does your father do?
- What does your mother do?
- Where do you live?
- How long have you lived there?
- How many siblings do you have?
- What do you do after class?
- What time do you wake up?
- What do you do in the evening?
- Who do you live with?
- How do you come to the learning centre?

Give each student 2–3 questions and encourage them to answer without looking at their notebooks. Help only when necessary and focus on getting students to speak clearly and confidently.

Step 4: English Passport — 5 Minutes

Check-In:
Spend 5 minutes at the end of the lesson referring to the English Passport chart. Read each statement aloud and ask, "Raise your hand if you did this today." For students who do not raise their hands, or who are still struggling, encourage them to choose one statement they will try to achieve in the next lesson.

Step 5: Independent Practice — 30 Minutes

Students independently practice whatever is relevant to their career goals — continuing on Duolingo, practicing on AI on laptops, or use internet/tablets/laptops/FEA resources as needed. Assign a Cop to ensure everyone stays on track and no one wastes time; if anyone is seen wasting time, the teacher should talk to and counsel them.

Meanwhile, the teacher uses this time to work one-on-one with select students — underperforming, underconfident, less participative, or irregular students. Guide, teach, and support them with any topic or lesson they're struggling with.

Day 40: Revision and Practice- Day 2

Objective: Revise key learnings from previous lessons and check where students are in speaking, reading, listening, and independent learning.

Step 1 – Quick Speaking Warm-up (10 mins)

Ask students to stand up and speak to different classmates. Give quick prompts such as:

- Tell your name and age.
- Tell your partner where you live.
- Tell them about your family.
- Tell them what you do every day.

After each prompt, students find a new partner. Keep the activity fast and energetic.

Step 2 – 5 Sentences Presentation Challenge (30 mins)

Ask students to choose one topic:

1. My Favourite Food
2. My Favourite Place
3. My Best Friend
4. My Hobbies
5. My School/Learning Centre

Give students 7 minutes to prepare five sentences and practise with a partner.

Call students one by one to present their five sentences to the class. Encourage students to speak clearly, loudly, and confidently. Do not interrupt for small grammar mistakes.

As students present, note which student can speak independently and which students need help with vocabulary, sentence formation, or confidence.

Step 3 – Read Along Challenge (20 mins)

Make groups of 3, mixing strong and weak readers.

Students open Read Along and choose an appropriate level. They take turns reading the story aloud while the others follow along.

Ask students to use the app to listen to difficult words, repeat them, and understand their meanings.

While students are working, sit with weaker students one by one. Ask them to read a short section aloud and check their pronunciation, reading fluency, and understanding.

Step 4 – Duolingo Challenge (15 mins)

Ask students to practice Duolingo.

Tell students to listen carefully, speak when required, and learn from their mistakes rather than rushing through the activities.

Walk around and check whether students are using Duolingo effectively.

Use this time to sit with students who need additional support and have a short conversation with them.

Step 5 – AI Speaking Challenge (20 mins)
Remind students to log in and log out.

Ask students to use the AI activity to practise a short conversation.

Instructions:

1. Students open ChatGPT on their device.
2. Copy and paste the given prompt into the AI Document.
3. Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.
4. Answer in complete sentences.

While other students are working with AI, call weaker students individually and have a short conversation with them. Check their ability to introduce themselves, talk about their family, describe their daily routine, and answer simple follow-up questions.

Step 6: Getting to Know a Student — 15 Minutes (One-on-One)

Refer to page 4–5 for the full activity. While students work independently on their AI activity or Duolingo, invite one student at a time for a relaxed, one-on-one conversation in Hindi to help them feel comfortable and connected to their teacher. Aim to speak with 2 students per session, and try to have this first conversation with every new student within 7–10 days of enrolment.

Step 7 – Show What You Know! (15 mins)

End with a fun whole-class speaking round.

Call students randomly and give each student a simple prompt. Give them 10 seconds to think and 20–30 seconds to speak.

Use prompts such as:

- Tell us about your family.
- What do you do every morning?
- Describe your neighbourhood.
- Tell us about your school/learning centre.
- What did you do yesterday?
- Tell us about a person in your family.

Encourage the class to clap after every attempt.

Teacher Check

Throughout the lesson, keep a simple record of each student's current level. Check whether students can:

- Speak in complete sentences.
- Answer simple questions independently.
- Speak without reading from notes.
- Read aloud with reasonable fluency.
- Understand and use new vocabulary.
- Follow instructions independently.
- Use Read Along and Duolingo effectively.
- Continue a simple conversation with AI.
- Speak confidently in front of others.

Use the information from this lesson to identify students who need additional practice and the skills that need to be revised in upcoming lessons.

Important: This should feel like a fun revision day, not a test. Keep students active and engaged, and use the digital activities as opportunities to work individually with students who need more support.

Day 41: Asking Questions Practice– What, Where, Who?

Word of the Day: WH Family

Meaning: Question words like what, when, where, who, why, and how.

Example: "I use WH family words to ask questions.

Objective:

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

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

Mindfulness (2 mins)

Begin with a short breathing exercise.

Step 1: Discover the Question Words (What / Where / Who) (10 mins)

Write three answers on the board:

1. I live in Delhi.
2. He is my brother.
3. I like cricket.

Ask students what questions could get these answers, guiding them toward "Where do you live?", "Who is your he?", and "What do you like?"

Then write WHAT, WHERE, WHO on the board and explain:

- *What* asks about a thing/activity
- *Where* asks about a place
- *Who* asks about a person.

Ask students to form and share some questions (e.g., "____ do you live?", "____ is your best friend?", "____ do you eat for breakfast?")

Step 2: Question Word Challenge & Ask Me Anything (10 mins)

Students respond silently to quick-fire questions using fingers (1 = What, 2 = Where, 3 = Who) for prompts like "____ do you live with?", "____ is your favourite food?", "____ do you study?"

Then invite 3–4 students to ask you a question using What, Where, or Who (support EA students with prompt examples like "Where do you live?" or "Who is your best friend?"). Answer naturally in a full sentence.

Step 3: Asking Questions (20 mins)

- The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**
- Ask students to open their SRB
- Tell students to make 2 questions each with “When, Why, How”

- Ensure that each student is able to make the sentence. If a student struggles, ask them to prepare again and share.

Step 4: Activity: Earthling & Martian (20 mins)

How to Play:

1. Choose one student to be the Martian (Who lives on mars) and another to be the Earthling (Lives on earth).
2. The Martian knows nothing about Earth and keeps asking questions like "What is this?", "What is that?", "Why?"
3. The Earthling must keep explaining in English, using whatever they know.

Example:

- Martian: What is this?
- Earthling: This is a TV.
- Martian: What is a TV?
- Earthling: It is an electronic device.
- Martian: What is an electronic device?
- Earthling: It is something that uses electricity.
- Martian: What is electricity?

Rules:

- The explanation doesn't need to be scientifically correct — the goal is to keep the conversation going.
- If the Earthling gets stuck, repeats the same answer, stops, or changes the topic, they lose.

Step 5: Spoken Practice with AI (30 mins)
Remind students to log in and log out.

Instructions:

1. Students open ChatGPT on their device.
2. Copy and paste the given prompt into the AI Document.
3. Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.

Note: If students finish the AI activity early, ask them to practice on Duolingo. If students are struggling to form sentences or have trouble using AI, ask them to switch to Duolingo instead. Duolingo should only be used when a student is unable to do the AI activity. For students who need extra help (EA – Extra Attention students), at the end of the class, spend 15 minutes teaching them how to use the AI exercise.

Step 6: Duolingo Practice (30 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.

- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Step 7: CEFR Poster — Quick Recap (10 minutes)

This is a follow-up to the CEFR Poster Discussion done in Lesson 37. Use this to refresh students' memory, or to help absent/newly enrolled students catch up.

Ask students to see CEFR Poster again.

Ask the class:

- "Who remembers what this poster is about? Can someone explain it in their own words?"
- "What was one idea we discussed last time — about English helping with careers or CEFR levels?"

Invite 2–3 students to share. If any students are new or were absent, briefly summarize the key message: *good English skills can open up more career opportunities, and regular practice helps you move up CEFR levels over time.*

Wrap up by asking:

- "What is one thing you're doing this week to improve your English?"

Step 8: English Passport — (5 Minutes)

Check-In:
Spend 5 minutes at the end of the lesson referring to the English Passport chart. Read each statement aloud and ask, "Raise your hand if you did this today." For students who do not raise their hands, or who are still struggling, encourage them to choose one statement they will try to achieve in the next lesson.

Day 42: Income Growth Lesson - Personal Hygiene for Employment

Total time: 110 min classroom + 20 min support group

New Vocabulary:

1. Hygiene — keeping clean to stay healthy
2. Cleanliness — the state of being clean and tidy
3. Infection — an illness caused by germs entering the body
4. Checklist — a list of things to check or do, used to make sure nothing is missed

Active Cops:

English Cop

Grammar Cops

Lesson Objective:

Students will understand what personal hygiene means and why it matters for health and employment, and practice applying it by preparing a hygiene checklist for someone else.

Explain concepts in Hindi if required, but encourage answers, pair discussion, and presentation in English.

Step (Time)	Description	Teacher's Expectation from Students
Step 1 (15-20 min) — Introduction to Hygiene	Write on the board: "Cleanliness is godliness." (M.K. Gandhi). Ask if students have heard this saying. Do not explain yet. Write the word "Hygiene" on the board. Ask if they have heard it — and if yes, what it means. Then explain slowly: Hygiene means keeping clean to stay healthy. Poor hygiene can cause bad smells, skin infections, and lice, and can spread germs to others. It can also make people feel awkward around you. So, good hygiene is important for staying healthy. Explain: Personal Hygiene means keeping your body clean daily. Ask students what comes under personal hygiene. Let students come up one by one — while others think — and write their answers on the board. Once they run out of ideas, add any of the following that aren't already written:	Students engage with the opening discussion, try to guess the meaning of the saying and the word 'hygiene', and actively contribute their own ideas about personal hygiene practices.

	1. Frequent body washing, preferably once daily 2. Using shampoo to wash hair at least once every seven days 3. Brushing teeth at least once a day, ideally twice or right after meals. 4. Washing hands both before and after food preparation and after using the restroom. 5. Wearing clean clothes and covering the mouth when sneezing or coughing. 6. Managing long nails by cutting or cleaning under them.	
Step 2 (10 min) — Today's Topic	1. Share today's topic. Write it on the board. Pronounce the topic as a class. Ask what the topic means. 2. The teacher gives a demo — copy the prompt from the AI document and paste it on ChatGPT. 3. Call a student to give a demo (skip only if everyone already knows the process).	Students watch the demo attentively and understand how to run the AI activity themselves.
Step 3 (15-20 min)	Start AI Activity. Students sit in a zig-zag pattern, copy the prompt from the AI document, paste it on ChatGPT, and begin interacting with AI individually.	Students work independently with AI and write important points in their notebooks
Step 4 (5 min) — Mid-Check (Regroup)	Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern. Ask: "What did the AI ask you?" (AI mostly gives different situations to everyone, so take variety of responses)	Students first discuss with their partner, then 2 students share responses with the class; everyone stays on track with the activity.
Step 5 (10-15 min)	Continue AI Activity. Students go back to their AI conversation. Teacher walks around, supports, and guides students.	Students continue the conversation and keep noting important points in their notebooks.
Energizer (2-3 min) — Pass the Action	Students stand in a circle. The first student performs a simple action (e.g., clap once). The next student repeats the action and adds a new one (e.g., clap once + jump). The third student repeats both actions and adds another.	Students participate actively and try to remember the growing sequence.

	Continue around the circle until someone forgets the sequence.	
Step 6 (40 min) — Teacher Activity	Bring the class back together. Make small groups. Ask the class to refer to their notes and share the situations and stories they came across while talking to the AI within their groups. Move around and change the group members after 10 minutes. Ask students to stand in a circle. Everyone must share why today's lesson is important and what they enjoyed in today's class. Activity — Checklist for a Sibling's Interview Tell students: their younger sibling has an important interview coming up and needs guidance on hygiene and presentation. Students sit in groups and prepare a checklist for their sibling covering what they should do before the interview. Once the checklist is ready, one member from each group comes on stage to present it.	Students actively share their AI activity notes in groups, contribute a genuine takeaway in the closing circle, and work together to prepare a thoughtful, practical checklist.
Step 7 — Support Group (30 min)	Students independently practice whatever is relevant to their career goals — continuing on Duolingo, practicing on AI, - on laptops, or using internet/tablets/laptops/FEA resources as needed. Assign a Cop to ensure everyone stays on track and no one wastes time; if anyone is seen wasting time, the teacher should talk to and counsel them. Students who wish to leave and practice at home are allowed to leave. Meanwhile, the teacher will ask the selected EA students (underperforming, underconfident, less participative, or irregular students) to stay back. Guide, teach, and support them with any topic or lesson they're struggling with.	Support group sits with the teacher and shares their learnings to close gaps in understanding. The rest of the students discuss and share their experiences in groups, working independently and quietly.

Day 43: Discovery

Word of the Day: Discover

Meaning: To find or learn something new.

Example: "I discover new ideas in class."

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.

Mindfulness (2 mins)

Begin with a short breathing exercise.

Step 1: Let's read! (20 minutes)

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

Aryan was a boy who always asked questions. "Why is the sky blue?" "How do birds fly?" "Where do waves come from?". He asked so many questions that his friends called him *"Mr. Why."*
But many times, people didn't know the answers. Aryan felt confused. One rainy day, the power went out. Aryan was bored. He saw a book by Malala Yousafzai on his brother's desk and got curious again. He used his cousin's old laptop and typed: **"Who is Malala Yousafzai?"**

- Pause and ask: ***Do you know who Malala Yousafzai is?***
- Gather the responses from the students and ask: *Do you want to know who **Malala Yousafzai** is?*
- The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

Step 2: What Do We Want to Discover? — 15 Minutes

Ask: "Do you all remember the Question Words?" Wait for their answers, then write on the board:

- **WHAT** = a thing or information
- **WHO** = a person
- **WHERE** = a place

Ask students to complete these examples:

- "____ is Malala Yousafzai?"
- "____ did Malala live?"
- "____ did Malala fight for?"

Guide students to the correct answers:

- "Who is Malala Yousafzai?"

- "Where did Malala live?"
- "What did Malala fight for?"

Ask the class to create their own questions about Malala and write them in their SAB or notebook. It's okay if they're not able to — help them by writing these questions on the board afterward.

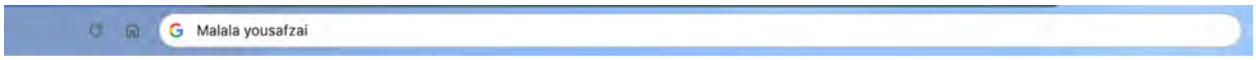
Possible questions:

1. Who is Malala Yousafzai?
2. Where was Malala born?
3. What did Malala fight for?
4. Who helped Malala?
5. What prize did Malala receive?
6. Where does Malala work for education?
7. What is Malala famous for?
8. Who does Malala want to help?

Explain that students do not need to answer every question — they will choose a few to investigate.

Step 3: Let's search! (20 minutes)

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



- Assist the students in searching for the answers of the above questions and identify at least one piece of information about ***Malala Yousafzai***.

Step 4: Let's Speak! (20 minutes)

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

Step 5: Duolingo Practice (30 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.

    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Step 6: Getting to Know a Student — 15 Minutes (One-on-One)

Refer to page 4–5 for the full activity. While students work independently on their AI activity or Duolingo, invite one student at a time for a relaxed, one-on-one conversation in Hindi to help them feel comfortable and connected to their teacher. Aim to speak with 2 students per session, and try to have this first conversation with every new student within 7–10 days of enrolment.

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

Day 44: Consolidation

Word of the Day: Predict

Meaning: To say what you think will happen.

Example: "I predict the answer in the game."

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.

Mindfulness (2 mins)

Begin with a short breathing exercise.

Step 1: Appreciate Students Regularity and Hard Work (2 mins)

Great Progress, Everyone!

You have been learning so much — you can now ask questions in English! Asking questions helps you talk to people, learn new things, and feel more confident.

Think about all the things you can do now. You can say your name. You can talk about your family. You can talk about your neighborhood. You can talk about your daily routine. You can talk about things you like and don't like. And now, you can ask questions too!

Just like this we will learn more new things and practice speaking. So keep speaking. Keep asking questions. Don't be afraid to make mistakes. Every time you speak English, you become better.

Let's continue our journey!"

Step 2: Duolingo Practice (20 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.

- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

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

Step 3: Guess the Picture (Speaking Game): (20 mins)

Procedure

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

Example

Image shown: Apple

Students describe:

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

The student guesses: Apple

Rules

- Students must **speak only in English**.

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

Step 4: Role Play (50–60 mins)

Instructions:

1. Give students 10 minutes to prepare. Ask them to use SAB.
2. Two pairs (4 students) perform the role-play in front of the class, one pair at a time.
3. The teacher and other students watch and note down useful words, phrases, and expressions.
4. Now, all pairs practice the same role-play at the same time.
5. Students switch partners once or twice and repeat the role-play to build fluency and confidence.
6. At the end, two new pairs perform their role-play in front of the class.
7. This way, all students keep speaking for most of the activity, instead of waiting for their turn.
8. Make sure every student speaks 7–10 sentences.

Note: Focus on quality, not on finishing every role-play. If a pair is not well prepared or does not perform well, appreciate their effort, but ask them to prepare again and present later. Make sure all students are able to speak their 7–10 sentences well.

Topic of Role-Play Conversation

Asking Questions Practice – What, Where, Who?

Role-play: A new student joins the FEA class. A classmate welcomes them, asks about their hometown, family, interests, studies, and introduces them to other students.

Step 5: English Passport — (5 Minutes)

Check-In:
Spend 5 minutes at the end of the lesson referring to the English Passport chart. Read each statement aloud and ask, "Raise your hand if you did this today." For students who do not raise their hands, or who are still struggling, encourage them to choose one statement they will try to achieve in the next lesson.

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

Day 45: Asking Questions – When, Why, How?

Word of the Day: Bumped

Meaning: Hit something or someone by accident.

Example: "I bumped into my friend at the market."

Objectives:

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

Mindfulness (2 mins)

Begin with a short breathing exercise.

Preparation before the class: Before students walk in, write 5–6 random, specific answers on the whiteboard with no context.

Example:

- Gol Gappas
- By Scooty or Bike
- At 11:20 AM
- My mom
- Mountains
- Because I was tired

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

Step 1: The "Answers Only" Board (5 mins)

Point to the board and say, "These are the answers. What were the questions?" It is okay if students cannot think of a question. Encourage them to think, discuss and answer.

Step 2: Introduction with Hindi Meaning & Examples (15 mins)

Write on the board:

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

Ask a few students: Write the questions on the board

- When do you eat lunch? 2 students

- Why are you happy? 2 students
- How do you cook aloo gobhi ki sabji? 2 students

Step 3: Ask, Answer, Pass Game (20 mins)

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 4: Class Discussion (20 mins)

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

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

Step 5: Duolingo Practice (20 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.

- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Note: Start with Duolingo for all students. If a student is confident and good at using AI, and does not wish to continue Duolingo, give them the chance to switch to AI instead. Students at A0/A1 level or EA (Extra Attention) students should continue practicing on Duolingo. If they wish to try AI later, they may do so. Students can switch between Duolingo and AI based on their comfort — the goal is to keep them engaged and learning.

Step 6: Spoken Practice with AI (20 mins) - Parallel activities
Remind students to log in and log out.

Instructions:

1. Students open ChatGPT on their device.
2. Copy and paste the given prompt into the AI Document.
3. Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.

Step 7: Student Recognition Day (10–15 mins)

Tell students:

“Today is our second Student Recognition Day! Let's celebrate the students who have shown great effort in the last week.”

Build some excitement before announcing the students.

Announce the **Punctuality Champion**, **Attendance Champion**, and **Progress Champion** one by one.

For each student:

- Call them to the front.
- Ask the class to clap.
- Give them their paper badge/certificate.
- Say one specific reason for their recognition.

For example:

“You came on time for almost every class. You showed great discipline. Well done!”

Then give **Special Appreciation** to 2–3 students who showed strong improvement, participation, effort, or helped classmates.

After all awards, ask the recognised students:

“How do you feel?”

Allow 2–3 students to answer.

Then tell the whole class:

“Remember, today's winners are not the only successful students. Everyone can be recognised. Your next two-week challenge starts today.”

Write the next challenge on the board:

BE ON TIME → ATTEND → PARTICIPATE → IMPROVE

End with a class clap and say:

“Let's see who we will celebrate next time!”

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

XXXXX

Day 46: Income Growth Lesson - Resilience

Total time: 110 min classroom + 20 min support group

New Vocabulary:

1. Resilience — the ability to recover quickly from difficulties
2. Setback — a problem that stops or delays progress
3. Bounce back — to recover and feel normal again after a problem
4. Cope — to deal with a difficult situation

Active Cops:

English Cop

Grammar Cops

Lesson Objective:

Students will understand what resilience means and reflect on how they can respond to failure or setbacks in a constructive way, using real-life situations discussed with AI.

Explain concepts in Hindi if required, but encourage answers, pair discussion, and presentation in English.

Step (Time)	**Description**	**Teacher's Expectation from Students**
Step 1 (15 min)	Write on board: "Falling Down Is Not the Problem. Staying Down Is." **Ask** the class: "Think of a time you failed at something — an exam, an interview, a task in School/College. What did you do the next day?" Take 2-3 quick answers. **Say:** "Today we're going to talk about the skill that decides what happens after you fail — Resilience." Write the topic on the board. Pronounce it as a class. Ask students to guess what the topic means. The teacher gives a **demo** — copy the prompt from the AI document and paste it on ChatGPT. **Call a student** to give a demo (skip **only if** everyone already knows the process).	Students read the quote. Respond to the teacher's questions
Step 2 (15-20 min)	Start AI Activity. Students sit in a zig-zag pattern, copy the prompt from the AI document, paste it into ChatGPT, and begin interacting with AI individually.	Students work independently with AI and write important

		points in their notebooks while talking to it.
Step 3 (5 min) — Mid-Check	Stop the class after 15-20 minutes. Don't change seating. **Ask:** "How's the activity going so far?" "Anyone stuck or confused? Let me know." "Are you enjoying the activity so far?	Students first discuss with their partner, then 2 students share responses with the class; everyone stays on track with the activity.
Step 4 (10-15 min)	Continue AI Activity. Students go back to their AI conversation. Teacher walks around, supports the weaker students, and guides them.	Students continue the conversation and keep noting important points in their notebooks.
Energizer (2-3 min)	Once the AI activity is over, students may be feeling a little tired from looking at the screen. Get them excited for a quick energizer! Ask students to jump 20 times and settle down.	Students participate actively and try to remember the growing sequence.
Step 5 - Teacher Activity: Discussion (10 min)	Write on the board: 1. What happened in your Resilience Adventure? What kind of challenges did you get? 2. How did Arjun explain what Resilience means? Can you explain it in your own words? Give everyone a minute to prepare their own answer from their notes silently. Take responses from students. Ask if they understand resilience better now.	Students actively recall and share their AI activity experience during discussion, referring to notes where needed.
Step 6 — Teacher Activity: (30 min)	Activity — The Bounce-Back Tower: In groups of 4, give each group a stack of paper sheets or old newspaper. Task: Build the tallest paper tower you can in 3 minutes — no tape, no glue, only folding. After 3 minutes, walk around and gently knock down every tower. Ask groups: "How did it feel when your tower fell?" Tell students to take a break and play this video with speakers in one laptop to watch together: Resilience: Anticipate, organise, adapt	During the tower activity, students participate in building, rebuilding, and reflecting as a group — engaging honestly with how the setback felt and what they changed the second time.

	Once watched, give them 5-7 more minutes: "Rebuild it — but this time, make it stronger." Ask: "What did you do differently the second time? Was it easier or harder to start again?" Close the loop: "This is resilience. The setback — the tower falling — is not the end. What matters is what you do right after." After the activity, ask each group to share their experience of the activity — how it felt, what they noticed, what they'd do differently next time.	
Step 7 — Self reflection (10 min)	The class sits in group of 3 and watch the video. Once done, they share their understanding of the video in the group and be ready to share it with the teacher. What Is Resilience: Top 5 Tips To Improve Your Resilience Ask: 1. **Do they understand the resilience better now?** 2. **What does resilience mean to you, in your own words?** 3. **What is the difference between a person who gives up after a setback and a person who is resilient?**	Students have to reflect on what resilience is and how they have been resilient. How they are different from a person who gives up easily. The rest of the students sit in groups, watch the AV and discuss understanding.
Step 8 — Support Group (30 min)	1. Students independently practice whatever is relevant to their career goals — continuing on Duolingo, practicing on AI, on laptops, or use internet/tablets/laptops/FEA resources as needed. Assign a Cop to ensure everyone stays on track and no one wastes time; if anyone is seen wasting time, the teacher should talk to and counsel them. Students who wish to leave and practice at home are allowed to leave. 2. Meanwhile, the teacher will ask the selected EA students (underperforming, underconfident, less participative, or irregular students) to stay back — Guide, teach, and support them with any topic or lesson they're struggling with.	The support group sits with the teacher and shares their learnings to close gaps in understanding. The rest of the students discuss and share their experiences in groups, working independently and quietly.

Day 47: Asking Questions - Practice – When, Why, How?

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

Mindfulness (2 mins)

Begin with a short breathing exercise.

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: "Who Am I?" Routine (10 mins)

Walk into the room acting slightly confused. say: "Oh dear, I bumped my head. I know I am a teacher, but I forgot everything else! Please help me figure out my life. What do you need to know about me?"

- Guide students to ask questions like: "When were you born?" "Where do you live?", "What is your name?", and "How did you come here?"

Have fun with different types of questions, share a laugh together, and then move to the next step by pointing at the board.

Step 2: Organize the Game — "Martians Are Here" (30 mins)

Explain and Model the Game

Tell the class that you are a Martian and the students are Earthlings. The Martian is on Earth to learn the language of Earthlings. The Martian asks about anything in the room, and the Earthlings must answer in short, complete sentences. The Martian (Teacher) then asks follow-up questions using different question words. The conversation continues until the Martian repeats a question/word, or an Earthling is unable to answer.

Example:

- Martian: "What is this?"
- Earthling: "It's a pen."
- Martian: "What's a pen?"
- Earthling: "You use it to write."
- Martian: "How do you write?"
- Earthling: "You make words with it on paper."
- Martian: "Why do you write words?" ...and so on.

Play the Game

Divide the class into two groups: Group 1 (Martians) and Group 2 (Earthlings).

- Student 1 from Group 1 asks a question, and Student 1 from Group 2 answers.

- Based on that answer, Student 2 from Group 1 asks another question, and Student 2 from Group 2 answers.
- Answers can be real or imaginary — but they must be spoken in complete sentences and make sense.
- The conversation continues until a Martian repeats a question/word, or an Earthling is unable to answer. The winning team gets a point.

Round 2: Group 1 becomes Earthlings and Group 2 becomes Martians. Play continues as in Round 1.

Teacher Notes:

- Ensure students frame questions correctly and ask a variety of questions.
- Enforce the noise level during the activity.

Step 3: Asking Questions (20 mins)

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

Step 4: Circle Game – Ask and Pass (10 mins)

Have students stand in a circle.
One student starts by asking a WH-question (When, Why, or how) to the person on their right. That student answers aloud and then asks a different WH-question to the next person aloud.
Continue until everyone has asked and answered 3-4 questions and answers. Help and correct gently as needed.

Step 5: Duolingo Practice (30 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.

- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Note: Start with Duolingo for all students. If a student is confident and good at using AI, and does not wish to continue Duolingo, give them the chance to switch to AI instead. Students at A0/A1 level or EA (Extra Attention) students should continue practicing on Duolingo. If they wish to try AI later, they may do so. Students can switch between Duolingo and AI based on their comfort — the goal is to keep them engaged and learning.

Step 6: Spoken Practice with AI (30 mins) - Parallel activities
Remind students to log in and log out.

Instructions:

1. Students open ChatGPT on their device.
2. Copy and paste the given prompt into the AI Document.
3. Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.

Step 7: Getting to Know a Student — 15 Minutes (One-on-One)

Refer to page 4–5 for the full activity. While students work independently on their AI activity or Duolingo, invite one student at a time for a relaxed, one-on-one conversation in Hindi to help them feel comfortable and connected to their teacher. Aim to speak with 2 students per session, and try to have this first conversation with every new student within 7–10 days of enrolment.

Step 8: English Passport — (5 Minutes)

Check-In:
Spend 5 minutes at the end of the lesson referring to the English Passport chart. Read each statement aloud and ask, "Raise your hand if you did this today." For students who do not raise their hands, or who are still struggling, encourage them to choose one statement they will try to achieve in the next lesson.

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

Day 48: Revision and Practice 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 and answering questions

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

Mindfulness (2 mins)

Begin with a short breathing exercise.

Step 1: Appreciate Students Regularity and Hard Work (2 mins)

Great Progress, Everyone!

You have been learning so much — you can now ask questions in English! Asking questions helps you talk to people, learn new things, and feel more confident.

Think about all the things you can do now. You can say your name. You can talk about your family. You can talk about your neighborhood. You can talk about your daily routine. You can talk about things you like and don't like. And now, you can ask questions too!

Just like this we will learn more new things and practice speaking. So keep speaking. Keep asking questions. Don't be afraid to make mistakes. Every time you speak English, you become better.

Step 2: Duolingo Practice (20 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.

- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Step 3: Best Student Poster Discussion (10 mins)

Instructions:

1. Ask students to take a photo of the Best Student poster using ChatGPT or the ChatGPT camera and upload the image.
2. Ask students to type: **"Explain the meaning of this image in Hindi."**
3. Give students a few minutes to read the explanation.
4. Then ask a few students the questions below.
5. Encourage students to answer in full sentences and share their understanding with the class.

Example Questions:

- What is the poster about?
- What do you understand from the poster?
- Who is the best student?

Step 4: Question Challenge — Teacher vs Class (15–20 mins)

Instructions:

1. Tell students: "Today, you are the question masters!"
2. Start by asking students simple questions using **What, Where,** and **Who**.
3. After a few questions, flip the challenge — ask students to make a question for the teacher using What, Where, or Who.
4. Take questions from different students and answer them.
5. Praise students who make their own questions. Correct mistakes by naturally repeating the question the right way.

Example Questions (Teacher → Students):

- What is your dream job?
- What is your favourite food?
- What do you do after class?

- What is your hobby?
- Where is your FEA class?
- Where is your phone?
- Where do you live?
- Where do you go on Sunday?
- Who is your English teacher?
- Who is sitting next to you?
- Who is your best friend?
- Who do you live with?

Step 5: Pair Question Challenge (20 mins)

Instructions:

1. Make pairs.
2. Write the questions below on the board.
3. Demonstrate the activity with one student before starting.
4. Students take turns asking and answering the questions.
5. **Rule:** No one-word answers — students must answer in full sentences.
6. After 5 minutes, say **"Change partners!"** — students find a new partner and repeat the activity.
7. Move around the class and support weaker students.

Example Questions:

1. What is your favourite food?
2. What do you do after class?
3. What is your hobby?
4. What is your dream job?
5. Where do you live?
6. Where is your favourite place?
7. Where do you go on Sunday?
8. Where did you grow up?
9. Who is your best friend?
10. Who is your English teacher?
11. Who do you live with?

12. Who inspires you the most?

Step 6: Mingle Mingle — Find Someone Who... (10 mins)

Instructions:

1. Tell students to stand up and move around the room.
2. Say **"Mingle, mingle!"** — students walk around the room.
3. Say **"STOP!"** — students quickly find a partner.
4. Give them one question to ask, for example: **"Who is wearing a blue shirt?"**
5. The student asks the question, and their partner answers in a full sentence.
6. Repeat with new questions each round, changing partners after every round.

Example Questions:

- Who is wearing a blue shirt?
- Who lives near the FEA centre?
- Who has a brother?
- Who likes cricket?
- Who comes to class by bus?
- Who wakes up before 6 o'clock?
- Who has a pet?
- Who has more than one sibling?
- Who likes to cook?
- Who has visited another city?
- Who speaks more than one language?
- Who enjoys reading books?

Step 7: Final Challenge — One Question, One Answer (10 mins)

Instructions:

1. End the lesson with a quick whole-class challenge.
2. Call students randomly and give each student one question using What, Where, or Who.
3. The student gets 5 seconds to think, then answers in a full sentence.
4. After answering, the student chooses another classmate to go next.
5. Keep the pace quick and fun.
6. End by saying: "Today, you asked questions, answered questions, spoke to your classmates, spoke to AI, and read in English. That's a lot of English in one day!"

Example Questions:

- What is your favourite food?
- What did you learn today?
- Where do you live?
- Where do you go after class?
- Who is your best friend?
- Who is your English teacher?

Teacher Check

During the lesson, quietly note which students:

- Can ask a question independently
- Can answer in a full sentence
- Understand simple questions
- Need help forming sentences
- Can read aloud confidently
- Struggle with pronunciation
- Can use AI independently
- Need additional support

Use these observations to decide which students or skills need more focus in upcoming lessons.

Day 49: Using “because” in a Sentence

Objective:

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

Mindfulness (2 mins)

Begin with a short breathing exercise.

Step 1: Quick Check-In (30 seconds)

Ask: "Raise your hand if you can now speak more English than you could on your first day at FEA."

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

Step 2: Warm-Up and Introduction (10 mins)

Ask: "Are you happy today?" and "Why are you happy?" Let students respond freely. Write a few answers on the board, for example:

- "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 3: "Why? Because!" (10 mins)

Notice the Difference: Write two sentences on the board — "I am happy." and "I am happy because I am learning English." Ask which sentence gives more information. Underline *because* and explain it tells us the reason. Write on the top of the board: Why? = question word, Because = reason word.

Match the Question and Reason: Read out questions with two reason options; students pick the correct one and say the full sentence.

1. Why are you hungry?
   a. Because I want to sleep.
   b. Because I have not eaten.
2. Why are you tired?
   a. Because I worked all day.
   b. Because I am hungry.
3. Why do you carry an umbrella?
   a. Because it is raining.
   b. Because I like rice.
4. Why do you go to class?
   a. Because I want to learn English.
   b. Because I am thirsty.

5. Why do you drink water?
   a. Because I am thirsty.
   b. Because I am late.

Complete My Reason: Students refer to their SAB and complete sentence starters:

- I am happy because _____.
- I am tired because _____.
- I like English because _____.
- I come to class because _____.
- I drink water because _____.

Give a few minutes to complete one sentence silently, then share with a partner. Model first: "I like English because I can speak with people."

For weaker students, provide a support:

- I am happy because I like English.
- I am tired because I worked today.
- I come to class because I want to learn.
- I drink water because I am thirsty.

Step 4: Guided Practice — Speak Your Reason (20 mins)

Write on the board:

WHY? = asks for a reason
BECAUSE = gives a reason
Why are you happy? → Because I am learning English.
I am happy because I am learning English.

Ask five students: "Why do you want to learn English?" They answer using the frame: "I want to learn English because ____."

Possible answers:

- "I want to learn English because I want a good job."
- "I want to learn English because I want to speak confidently."
- "I want to learn English because I want to help my family."

Step 5: Role play: (40 mins)

Instructions for the roleplay activities:

- Two set of pairs (4 students) perform the role-play in front of the class first, one by one
- The teacher and students observe the conversation and identify useful words, phrases, and expressions.
- All student pairs then practice the same role-play simultaneously.
- Students switch partners once or twice and repeat the activity to build fluency and confidence.
- Finally, two new pairs perform their role-play for the class.
- This approach ensures that all students are actively speaking for most of the activity, maximizing speaking time instead of waiting for their turn.
- Ensure that every student speaks 7-10 sentences

Note: Focus on quality, not on finishing every role-play. If a pair is not well prepared or does not perform well, appreciate their effort, but ask them to prepare again and present later. Make sure all students are able to speak their 7–10 sentences well.

Topic of Role-Play Conversation

Two friends have not met for a long time and meet at the market. They greet each other, ask about their family, work or studies, and talk about what they are doing these days.

Step 6- Duolingo Practice (20 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Step 7: Getting to Know a Student — 15 Minutes (One-on-One)

Refer to page 4–5 for the full activity. While students work independently on their AI activity or Duolingo, invite one student at a time for a relaxed, one-on-one conversation in Hindi to help them feel comfortable and connected to their teacher. Aim to speak with 2 students per session, and try to have this first conversation with every new student within 7–10 days of enrolment.

Step 8: English Passport — (5 Minutes)

Check-In:
Spend 5 minutes at the end of the lesson referring to the English Passport chart. Read each statement aloud and ask, "Raise your hand if you did this today." For students who do not raise their hands, or who are still struggling, encourage them to choose one statement they will try to achieve in the next lesson.

Day 50: Income Growth Lesson - Making Informed Choice

Total time: 110 min classroom + 20 min support group

New Vocabulary:

1. Informed choices = पूरी जानकारी लेकर सही निर्णय लेना।
2. Choice – selecting one option from many. *(चुनाव / विकल्प)*
3. Information – facts or details that help you decide. *(जानकारी)*
4. Decision – the final choice you make after thinking. *(निर्णय)*

Active Cops:

English Cop

Grammar Cops

Lesson Objective:

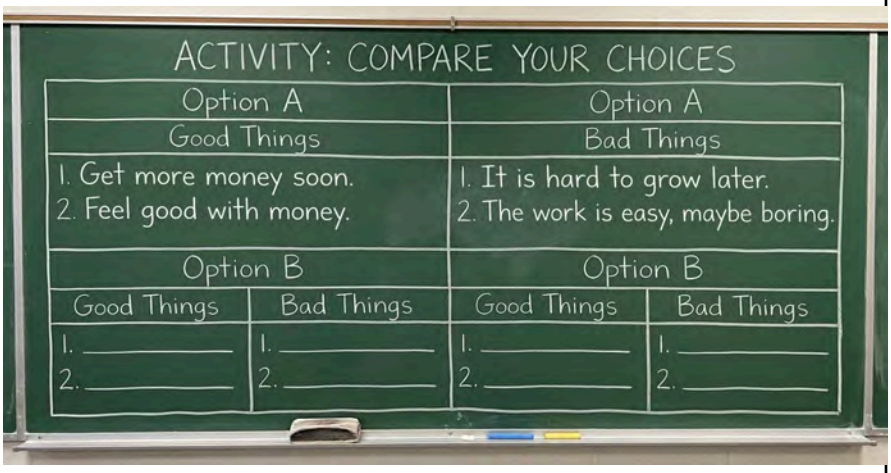
Students will practice making thoughtful, informed choices in real-life situations — around career, education, money, marriage, government vs. private jobs, family and relatives, and everyday village life — through an interactive AI-guided game, and reflect on why good decision-making matters.

Explain concepts in Hindi if required, but encourage answers, pair discussion, and presentation in English.

Step (Time)	**Description**	**Teacher's Expectation from Students**
Step 1 (15 min)	**Congratulations, everyone! Today is your Golden Jubilee — you have completed Day 50!** *(Encourage those who joined the course late, and appreciate those who have been coming regularly.)* 🌟 **Let's Look at Your Journey!** "Everyone, I am proud of you. A few weeks ago, many of you were afraid to speak English. Today, you can introduce yourself, talk about your family, describe your daily routine, ask and answer questions, and have simple conversations in English. This is only the beginning. Every class and every mistake is helping you become a more confident English speaker. In the coming weeks, you will learn to speak more confidently, share your ideas, solve real-life problems, and use English in interviews, at work, and in everyday life.	Students guess the topic meaning, watch the teacher's demo attentively, and respond to the situation discussed. One volunteer demonstrates the process so the class understands how to run the AI activity themselves.

	Remember, our goal is not to memorize English — our goal is to use English confidently in real life." --- **How did you join FEA Classes?** Ask students how they joined. They might say a TM met them in their village, or they heard about FEA from a friend. Tell them: "When you learned about FEA, you had a choice — you could continue your life normally, or do something extraordinary. You made an informed decision to join FEA class. Do you understand what an informed decision means?" Write on the board: **"Making an Informed Choice."** Pronounce the topic together as a class. Let students guess what the topic means, then tell them they will learn this today. Ask them to open the AI document. The teacher gives a demo — copy the prompt from the AI document and paste it into ChatGPT. Call a student to give a demo as well *(skip this only if everyone already knows the process)*.	
Step 2 (15-20 min)	Start AI Activity. Students sit in a zig-zag pattern. Students copy the prompt from the AI document and paste it into ChatGPT. Students begin interacting with AI individually.	Students work independently with AI and write important points in their notebooks while talking to it.
Step 3 (5 min) Mid-Check	Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern. Ask: 1. How's the activity going so far? 2. Anyone stuck or confused? Let me know.	Students share responses with the class; everyone stays on track with the activity.
Step 4 (10-15 min)	Continue AI Activity. Students go back to their AI conversation. The teacher walks around, supports, and guides students.	Students continue the conversation and keep noting important points in their notebooks.
Energizer (2-3 min)	Once the AI activity is over, students may be feeling a little tired from looking at the screen. Get them excited for a quick energizer! Ask students to jump 20 times and settle down.	Students participate actively and try to remember the growing sequence.

Step 5 (10-15 min)	Bring the class back together and make small groups. Ask the class to refer to their notes. Write these questions on board: 1. What did you learn from the game? 2. What is an informed choice? 3. Which situation was the most difficult? Why? Ask students to discuss the answers within their groups. Teacher moves around and changes the group members after 5-7 minutes. Ask students to nominate one student at a time. Each student answers one question and then nominates the next student.	Students sit in group and refer back to their notes and actively share the answers to the posed questions.
Step 6 (30 -40 min) - Activity - Making informed decisions	Activity: Compare Your Choices **Instructions:** 1. Divide the class into 4 groups. 2. Give each group one situation. 3. Draw the table on the board and ask students to copy the table in their notebooks 4. Decide which option is better and explain why. 5. Present your decision to the class. **Option A** **Good Things** **Bad Things** **Option B** **Good Things** **Bad Things**	

	How to do this activity: For example, Group 1 has the topic: 'Take a Job Now or Join a Skill Course.' Group 1 will sit together and discuss both options. First, they will discuss the good and bad things about taking a job now. Then, they will discuss the good and bad things about joining a skill course. This will help students look at all perspectives before making a decision, instead of simply picking a side.  **See this picture for reference:** **Group Situations** ● Group 1: Take a Job Now **or** Join a Skill Course ● Group 2: Stay in Your Village **or** Move to a City for Work ● Group 3: Accept the First Job Offer **or** Wait for a Better Job ● Group 4: Buy a Smartphone Now **or** Save the Money Give students 15 minutes to prepare. Then invite each student to come on stage and present their table. Allow as many students to present as time allows.	
Step 7 — Support Group (30 min)	1. Students independently practice whatever is relevant to their career goals — continuing on Duolingo, practicing on AI, - on laptops, or use internet/tablets/laptops/FEA resources as needed. Assign a Cop to ensure everyone stays on track and no one wastes time; if anyone is seen wasting time, the teacher should talk to and counsel them. Students who wish to leave and practice at home are allowed to leave. 2. Meanwhile, the teacher will ask the selected EA students (underperforming, underconfident, less participative, or irregular students) to stay back. Guide, teach, and support them with any topic or lesson they're struggling with.	The support group sits with the teacher and shares their learnings to close gaps in understanding. The rest of the students discuss and share their experiences in groups, working independently and quietly.

Day 51: Bonus Practice Time

Word of the Day: WH Family

Meaning: Question words like what, when, where, who, why, and how.

Example: "I use WH family words to ask questions.

Objective:

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

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

Mindfulness (2 mins)

Begin with a short breathing exercise.

Step 1: SAB Exercise (15-20 mins)

Ask students, 'What does the WH family mean?' Remind them that they have learned this before, and ask them which lesson they learned it in. (They learned this on Day 41.)

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

Tell them:

1. One student will ask a question. The partner will answer it in a full sentence.
2. Then they switch roles for the next question.
3. They will continue like this until all questions are asked and answered.
4. Walk around and listen.
5. If a pair is stuck, model the question and answer. Encourage repetition and speaking in full sentences.

Step 2: Reason Ball" (20 mins)

Materials: Softball or crumpled paper

How to play:

1. Stand in a circle.
2. Throw the ball and ask a question from the question list: “Why do you like holidays?”
3. The student catches it and answers: “I like holidays because _____.”
4. Then they ask a new question and throw the ball to someone else.
5. Why do you like FEA?
6. The student catches it and answers: “I like FEA because _____.”
7. Why do you want to learn English?
8. The student catches it and answers: “I want to learn English because _____.”
9. Continue asking questions…

Step 3: Spoken Practice with AI + Mock Interview (40 mins) — *Parallel Activities*

Remind students to log in and log out.

Part A: Spoken Practice with AI

1. Students open ChatGPT on their device.
2. Copy and paste the given prompt into the AI Document.
3. Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.

This assessment may take 10–15 minutes. Once students complete it, ask them to start Duolingo while you conduct the mock interviews.

Part B: Mock Interview

While students are practicing on Duolingo or working on the assessment prompt, call 2 shy or quiet students who have not participated well in the last few weeks for focused speaking practice.

Ask them to:

1. Introduce themselves (5–7 sentences). Encourage full sentences and help them if needed. Let them repeat to improve fluency.
2. Create 3 questions using question words.
3. Create 3 sentences using Person + Action + Object.
4. Share their daily routine.

Once the first pair finishes, call the next pair to come up.

Step 4: CEFR Poster — Let's See Where We Stand (20 minutes)

This is a follow-up to the CEFR Poster Discussion done on Day 37 and Day 41. Use this to refresh students' memory, check their CEFR assessment scores, or help absent/newly enrolled students catch up.

Ask students what CEFR score they got from the assessment.

Ask students to look at the CEFR Poster. Ask the class:

- "Who remembers what this poster is about? Can someone explain it in their own words?"
- "What was one idea we discussed last time — about English helping with careers or CEFR levels?"
- "Where do we stand currently, and how far do we need to go to achieve the career we want?"

Invite 2–3 students to share. If any students are new or were absent, briefly summarize the key message: good English skills can open up more career opportunities, and regular practice helps you move up CEFR levels over time.

Wrap up by asking:

- "What did you learn from the lesson on resilience?"
- "Are you all ready to keep practicing and not give up until you achieve this?"

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

Day 52: Consolidation

Word of the Day: Spontaneous

Meaning: Done without planning, in the moment.

Example: "I give spontaneous answers in the game."

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.

Mindfulness (2 mins)

Begin with a short breathing exercise.

Step 1: Welcome Students (10 mins)

Ask students:

1. "Did you think about how you would achieve a higher CEFR score?"
2. "Would anyone like to share what CEFR score you got yesterday?"
3. "What is your plan to achieve B1 or B2?"

Let's start by working on our confidence and loud voice. Let's open the Read Along App.

Step 2: 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

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 3: How to Play - (30-35 mins)

1. The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**
2. The teacher announces a guest (see guest list below).
3. The same guest stays for a full round — that means each team will ask one question to the same guest.
4. 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
5. 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.
6. Repeat until all students from each team have spoken.
7. 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

Step 4: Role play: (40 mins)

Instructions for the roleplay activities:

- Two set of pairs (4 students) perform the role-play in front of the class first, one by one
- The teacher and students observe the conversation and identify useful words, phrases, and expressions.
- All student pairs then practice the same role-play simultaneously.
- Students switch partners once or twice and repeat the activity to build fluency and confidence.
- Finally, two new pairs perform their role-play for the class.
- This approach ensures that all students are actively speaking for most of the activity, maximizing speaking time instead of waiting for their turn.
- Ensure that every student speaks 7-10 sentences

Note: Focus on quality, not on finishing every role-play. If a pair is not well prepared or does not perform well, appreciate their effort, but ask them to prepare again and present later. Make sure all students are able to speak their 7–10 sentences well.

Topic of Role-Play Conversation

A student introduces their family to a new friend. They talk about the number of family members, their names, occupations, hobbies, and who they are closest to. The friend asks simple follow-up questions.

Step 5: English Passport — (5 Minutes)

Check-In:
Spend 5 minutes at the end of the lesson referring to the English Passport chart. Read each statement aloud and ask, "Raise your hand if you did this today." For students who do not raise their hands, or who are still struggling, encourage them to choose one statement they will try to achieve in the next lesson.

Day 53: English Progress Check Preparation

Objective: Students practise introducing themselves, asking and answering simple questions, speaking for 30 seconds, and having a short conversation.

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1. Explain Today's Activity — 10 minutes

Teacher says:

"Today we will practise our English."

"You will speak with your friends."

"You will introduce yourself, ask questions, and answer questions."

"You will also speak for 30 seconds."

"This is not a test. It is practice."

"You can make mistakes. Keep speaking."

Ask students:

"Is it okay to make mistakes?"

Students: **"Yes!"**

"Should we try to speak English?"

Students: **"Yes!"**

Then say:

"First, I will show you. Then you will practise with your partner."

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2. Teacher Models exercise A from SAB — 5 minutes

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3. Students Practise — 20 minutes

Ask students to open **Workbook Exercise 1**.

Students complete their sentences.

Then:

Round 1: Student A introduces themselves. Student B listens.

Round 2: Student B introduces themselves.

Round 3: Change partners and repeat.

Teacher walks around and listens.

Teacher helps with:

> "What is your name?"
>
> "Where are you from?"
>
> "What do you do?"
>
> "What do you like?"

---

4. Ask and Answer — 25 minutes

Tell students:

> "Now you will ask questions."

Write the four questions on the board:

1. Where do you live?
2. What do you do every day?
3. What do you like to do in your free time?
4. Who is your favourite person in your family?

Teacher models with one student.

Teacher: "Where do you live?"

Student: "I live in Gurugram."

Teacher: "What do you do every day?"

Student: "I go to work."

Then tell students:

> "Now ask your partner."
>
> "Listen to the answer."

"Then ask the next question."

Students complete **Workbook Exercise 2**.

Change partners once.

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5. 30-Second Speaking + Short Conversation — 25 minutes

Part A: 30-second speaking

Tell students:

"Choose one topic."

Write:

- My Family
- My Village
- My Friend

Students use Workbook Exercise 3 to prepare.

Tell them:

"Write a few words. Do not write everything."

Then:

"Speak for 30 seconds."

Students speak to their partner.

The partner listens.

Change partners and repeat.

Closure (5 mins)

Say: "I will read some sentences from your SAB. Raise your hand if you can do it in English.and put a tick against that line" Read each "I can" statement one by one. After each statement, give students a few seconds to raise their hands. At the end, say: "Good! If you could not raise your hand for something, don't worry. You can practise it more."

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

Day 54: Income Growth Lesson - Getting Along Well with Others

Total time: 110 min classroom + 20 min support group

New Vocabulary:

1. Feedback — comments on how well something was done
2. Professional — behaving in a way suited for work
3. Assumption — thinking something is true without checking it first
4. Colleague — a person you work with

Active Cops:

English Cop

Grammar Cops

Lesson Objective:

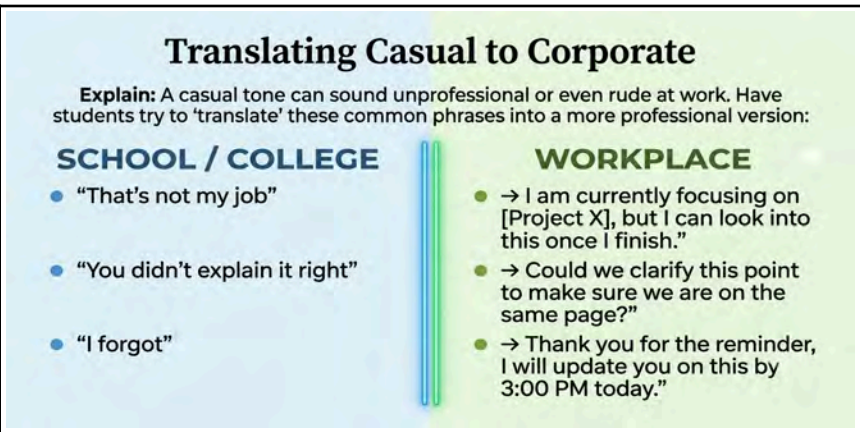
Students will understand the shift from a school mindset to a workplace mindset, learn key professional communication frameworks, and practice handling workplace conflict and casual-to-professional language.

Explain concepts in Hindi if required, but encourage answers, pair discussion, and presentation in English.

Step (Time)	Description	Teacher's Expectation from Students
Step 1 (10-15 min) — Shift the Mindset: School vs. Work	Write the school/college and workplace differences on the whiteboard or show this picture on a tablet and zoom in so students can clearly read what is written. Ask: 'Do you think your college/school life and job life will be different?' Once they respond, ask them to look at board. 	Students engage with the contrast and start to see how workplace relationships are different from school/college relationships.

	Help students see the difference between the classroom mindset and the workplace mindset. Write this contrast on the board: Discuss this contrast briefly with the class before moving to today's topic.	
Step 2 (20 min) — Today's Topic	Share today's topic. Write it on the board. Pronounce the topic as a class. Ask students to guess what the topic means. The teacher gives a demo — copy the prompt from the AI document and paste it on ChatGPT. Call a student to give a demo (skip only if everyone already knows the process). Start AI Activity. Students sit in a zig-zag pattern, copy the prompt from the AI document, paste it into ChatGPT, and begin interacting with AI individually.	Students watch the demo attentively and understand how to run the AI activity themselves. Students work independently with AI and write important points in their notebooks
Step 3 (5 min) — Mid-Check (Regroup)	Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern. Ask: "How's the activity going so far?" / "Is anyone stuck or confused? Let me know."	Students share their responses ; everyone stays on track with the activity.
Step 4 (10-15 min)	Continue AI Activity. Students go back to their AI conversation. The teacher walks around, supports, and guides students.	Students continue the conversation and keep noting important points in their notebooks.
Step 5 (5 min) — Teacher Activity	Bring the class back together. Start with questions from the AI activity: 1. What questions or situations did you come across in the AI activity? 2. Can you refer to your notes and share what you understood about "Getting Along With Others"?	Students refer to the notes and share their responses
Step 6 (30 min) — Teacher Activity — Roleplay	Divide the class into 4 groups and give them 5 minutes to prepare. Each group will come on stage and perform a short 1–2 minute roleplay. Have students perform the roleplay twice Round 1 and Round 2: 1. The Toxic Boss & The Clueless Peer Scenario: A group project is due in 48 hours. One student hasn't replied to texts for 3 days but is posting status on WhatsApp and on social media. Round 1: How they would naturally react (usually aggressive or passive-aggressive). Round 2: How they would respond professionally.	

	2. The Overloaded Teammate Scenario: A teammate keeps saying "yes" to every task, but is now missing deadlines and blaming colleagues for the delay. Do the role play one person who is blaming and another person explaining. ● Round 1: How you would naturally react (blame, frustration, or silently doing the extra work themselves). ● Round 2: How they would respond professionally. 3. The Credit Thief Scenario: In a team meeting, a colleague presents an idea that was actually suggested by another student, without giving them credit. ● Round 1: How they would naturally respond (anger, calling it out publicly, or staying silent and resentful). ● Round 2: How they would respond professionally. 4. The Last-Minute Cancellation Scenario: A manager cancels an important meeting 10 minutes before it starts, with no explanation, for the second time this week. ● Round 1: How they would naturally react (venting, complaining to others, assuming the worst). ● Round 2: How they would respond professionally. Questions: 1. How did you feel after playing the professional roles? 2. Do you think these roleplays will help you get along with people at your workplace? If yes, how?	
Step 7 (10-15 min) — Teacher Activity	1. Show this picture on a tablet and zoom in so students can clearly read what is written. Then ask how these two scenarios led to completely different responses: 'Translating Casual to Corporate.' Ask students to explain how the workplace version is different and better.	Students actively share their AI activity notes, participate honestly in both rounds of the roleplay, attempt the phrase translations, and engage with the workplace frameworks discussion.

	 2. Pass the tablet to one student at a time to discuss these key workplace rules. One student will read one rule and try to explain it, then pass the tablet to the next student. Ask students to read these rules and explain them in their own words. **Key Workplace Rules** • **Taking Feedback:** In school, criticism can feel personal. At work, it's normal. Teach students to say, "Thank you for the feedback, I'll make these changes" — instead of feeling upset or arguing back. • **The 24-Hour Rule:** Never reply right away to an upsetting message. Wait. Write your reply, sleep on it, and read it again with a calm mind before sending. • **The Feedback Sandwich:** First say something good. Then share the problem gently. End with a positive, hopeful note. • **Never Just "Hi":** Don't send just "Hi" or "Are you free?" and wait. Say what you need right away. Example: "Hi Sarah, do you have 5 minutes today to check the presentation draft?	
Step 8 — Support Group (30 min)	1. Students independently practice whatever is relevant to their career goals — continuing on Duolingo, practicing on AI, - on laptops, or use internet/tablets/laptops/FEA resources as needed. Assign a Cop to ensure everyone stays on track and no one wastes time; if anyone is seen wasting time, the teacher should talk to and counsel them. Students who wish to leave and practice at home are allowed to leave. 2. Meanwhile, the teacher will ask the selected EA students (underperforming, underconfident, less participative, or irregular students) to stay back. Guide, teach, and support them with any topic or lesson they're struggling with.	The support group sits with the teacher and shares their learnings to close gaps in understanding. The rest of the students discuss and share their experiences in groups, working independently and quietly.

Day 55: Describing Images

Word of the Day: Describe

Meaning: To give details about something.

Example: "I describe the picture in full sentences."

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

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

The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

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)

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

https://docs.google.com/presentation/d/1NxmpxlJfPK9DuIuBUnBElBUiGQCAR4no/edit#slide=id.p1

Step 3: Duolingo Practice (20 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
  - Listening carefully to the audio.
  - Speaking aloud when asked to repeat words or sentences.
  - Completing the exercises themselves rather than randomly selecting answers.
  - Reading the sentences and understanding their meaning.
  - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Note: Start with Duolingo for all students. If a student is confident and good at using AI, and does not wish to continue Duolingo, give them the chance to switch to AI instead. Students at A0/A1 level or EA (Extra Attention) students should continue practicing on Duolingo. If they wish to try AI later, they may do so. Students can switch between Duolingo and AI based on their comfort — the goal is to keep them engaged and learning.

Step 4: Spoken Practice with AI (30 mins) - Parallel activities
Remind students to log in and log out.

Instructions:

1. Students open Meta AI on their device.
2. Copy and paste the given prompt from the AI Document.
3. Give a demo to students using Meta AI.

Homework: How To Improve Your English Communication Skills In Just 3 Weeks #free

Day 56: Income Growth Lesson - Bending without Breaking

Total time: 110 min classroom + 20 min support group

New Vocabulary:

1. Flexible — able to change or adjust easily
2. Rigid — not able to bend or change; too fixed
3. Criticism — comments pointing out mistakes or areas to improve
4. Resentful — feeling upset or bitter about something for a long time

Active Cops:

English Cop

Grammar Cops

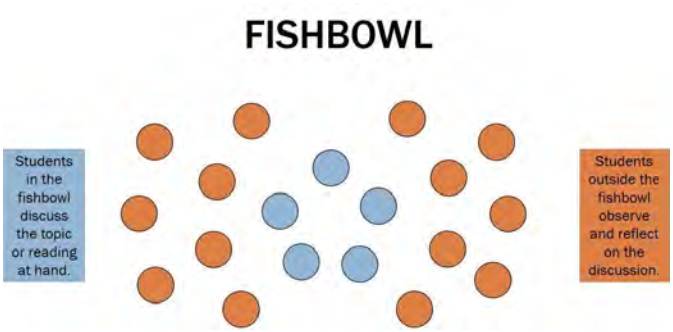
Lesson Objective:

Students will understand the difference between healthy adaptation (bending) and unhealthy reaction (breaking) when facing setbacks, criticism, or disagreement, through discussion and reflection.

Explain concepts in Hindi if required, but encourage answers, pair discussion, and presentation in English.

Step (Time)	Description	Teacher's Expectation from Students
Step 1 (10-15 min) — Today's Topic	"The Palm Tree vs. The Oak": Show the picture to students.  • The Mighty Oak (बलूत का पेड़): Rigid, strong, and unyielding. But during a massive storm, its rigidity causes it to snap at the trunk. • The Palm Tree (ताड़ का पेड़): Flexible. When a hurricane hits, it bends completely flat to the ground. Once the storm passes, it stands right back up, unharmed.	Students engage with the oak-vs-palm tree hook, connect it to real life.

	• Ask: What can you learn from this example? If you are an oak, you will break under pressure. If you are a palm tree, you will bend, survive, and stand back up."	
Step 2 (15-20 min)	1. Write the topic on the board. Pronounce it as a class. Ask students to guess what the topic means. 2. The teacher gives a demo — copy the prompt from the AI document and paste it on ChatGPT. 3. Call a student to give a demo (skip only if everyone already knows the process). 4. Start AI Activity. Students sit in a zig-zag pattern, copy the prompt from the AI document, paste it into ChatGPT, and begin interacting with AI individually.	Students work independently with AI and write important points in their notebooks while talking to it.
Step 3 (5 min) — Mid-Check (Regroup)	Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern. Ask: "What did the AI ask you?" (AI mostly gives different situations to everyone, so take variety of responses)	Students share responses with the class; everyone stays on track with the activity.
Step 4 (10-15 min)	Continue AI Activity. Students go back to their AI conversation. The teacher walks around, supports, and guides students.	Students continue the conversation and keep noting important points in their notebooks.
Energizer (2-3 min) — Count to 50	Once the AI activity is over, students may be feeling a little tired from looking at the screen. Get them excited for a quick energizer! Ask students to jump 20 times and settle down.	Students enjoy the energizer
Step 5 (10 min) — Teacher Activity	Bring the class back together. Ask students to refer to their notes and share the situations and stories they came across while talking to the AI.	Students actively share their AI activity notes.
Step 6 (30 min) — The Flexibility Matrix (Fishbowl Discussion)	What is a Fishbowl? A small group of students (4-5) sits in a circle in the center of the room and discusses the topic out loud, while the rest of the class stands around them in a bigger circle and listens quietly and makes notes. After a few minutes, outer students swap in to join the inner circle.	Inner circle students speak up honestly and share real examples; outer circle students listen actively and swap in when they want to add a point. All students reflect honestly during the wrap-up.

	Choose 4-5 students to sit in the inner circle (the fishbowl) first. Everyone else stands in an outer circle around them, just listening and making notes — no talking.  Topic to Discuss: Bending vs. Breaking — How Do You Handle Change in Life? Situation 1 — Exam Results Don't Go As Planned: Bending (Healthy): "I didn't get the marks I expected. Let me find out where I went wrong and make a new study plan." Breaking (Unhealthy): Blaming the teacher or the exam, giving up on studies completely, or refusing to try again. Discuss: Have you ever gotten results (exam, test, competition) that were not what you expected? How did you react? How should one react? Situation 2 — Getting Criticism: Bending (Healthy): "My manager didn't like my first attempt. Let me ask exactly what to fix." Breaking (Unhealthy): Taking it personally and feeling like a complete failure. Discuss: How do you feel when someone criticizes your work? What can you say instead of feeling bad? Situation 3 — Family Expects One Thing, You Want Another: Bending (Healthy): "My family wants me to do something different from what I want. Let me calmly explain my thinking and also understand theirs, and find a middle path." Breaking (Unhealthy): Fighting with family, going silent for days, or blindly agreeing while feeling resentful inside. Discuss: Have you ever disagreed with your family about your studies, career, or future plans? How did you handle it?	

	Rotation: After each situation, ask the outer circle to swap into the inner circle, so all students get a chance to speak.	
Step 7 — Reflection (10 min)	Write these questions on white board. Ask students to think for a minute and stand from their seats and share their understanding. 1. What's one difference between "bending" and "breaking" that you'll remember? 2. Describe a time you 'bent' instead of 'breaking' when something didn't go your way.	Students think and share their responses.
Step 8 — Support Group (30 min)	1. Students independently practice whatever is relevant to their career goals — continuing on Duolingo, practicing on AI, - on laptops, or use internet/tablets/laptops/FEA resources as needed. Assign a Cop to ensure everyone stays on track and no one wastes time; if anyone is seen wasting time, the teacher should talk to and counsel them. Students who wish to leave and practice at home are allowed to leave. 2. Meanwhile, the teacher will ask the selected EA students (underperforming, underconfident, less participative, or irregular students) to stay back — Guide, teach, and support them with any topic or lesson they're struggling with.	The support group sits with the teacher and shares their learnings to close gaps in understanding. The rest of the students discuss and share their experiences in groups, working independently and quietly.

Day 57: 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: Which Is Your Favourite Poster? (20 mins)

Ask students to look around near the whiteboard and observe how many FEA posters they can see. (Help them differentiate between official FEA posters and other posters that students or teachers may have pasted.)

- Then ask: "Which FEA poster do you like the most, and why?" Give students time to think before sharing.
- Once they finish sharing, ask them to look at the **Successful and Unsuccessful People** poster. Ask what they understand from that poster.
- Then ask everyone to come near the poster. (For students sitting at the back who cannot read it clearly, ask them to stand up and actively read the poster.)
- Finally, ask them to share their understanding with the class.
- Encourage students to make sentences in English. Say that Successful people don't give up easily.

Step 2: 11 Questions with the WH Family (20 mins)

Write these 11 questions on the board. Make pairs. First, Student A asks the questions and Student B answers. Then, switch roles — Student B asks the questions and Student A answers.

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: Role play: (30-40 mins)

Instructions for the roleplay activities:

- Two set of pairs (4 students) perform the role-play in front of the class first, one by one
- The teacher and students observe the conversation and identify useful words, phrases, and expressions.
- All student pairs then practice the same role-play simultaneously.
- Students switch partners once or twice and repeat the activity to build fluency and confidence.
- Finally, two new pairs perform their role-play for the class.
- This approach ensures that all students are actively speaking for most of the activity, maximizing speaking time instead of waiting for their turn.
- Ensure that every student speaks 7-10 sentences

Note: Focus on quality, not on finishing every role-play. If a pair is not well prepared or does not perform well, appreciate their effort, but ask them to prepare again and present later. Make sure all students are able to speak their 7–10 sentences well.

Topic of Role-Play Conversation
Two friends discuss how to improve their English. They share challenges, learning methods, daily practice, and make a study plan together.

Step 4- Duolingo Practice (20 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.

- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Step 5: Getting to Know a Student — 15 Minutes (One-on-One)

Refer to page 4–5 for the full activity. While students work independently on their AI activity or Duolingo, invite one student at a time for a relaxed, one-on-one conversation in Hindi to help them feel comfortable and connected to their teacher. Aim to speak with 2 students per session, and try to have this first conversation with every new student within 7–10 days of enrolment.

Step 6: Wrap Up🌟 Coming Up Next Week! (5 mins)

"Next week, we're going to learn many exciting new English skills!

You'll learn how to use words like **in, on, under, and at** to make correct English sentences. You'll also learn how to describe the people, places, and things you see around you in English.

We'll have fun **roleplays** where you'll act out real-life situations and practice speaking with your classmates. You'll also learn an important life lesson about **Bhed Chaal (Group Mentality)**—why it's important to think for yourself instead of just following others.

Every day, you'll get more chances to use English in real-life situations, so speaking English becomes easier and more natural.

Every new lesson is another step towards becoming a confident English speaker. I can't wait to learn these new skills with all of you. Are you excited for next week? 🌟

Homework: Lesson 51 HW.mp4

Day 58: 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: The "Do As I Say" Challenge (15 min)

Start the class with a challenge — give instructions without explaining them, and see how many students can follow.

1. Tell students to stand up behind their chairs.
2. Ask students to pick up the chair and keep it behind them.
3. Ask students to stand near the table.
4. Ask students to grab a pen and place it on their notebook or SAB.
5. Say "my mistake" and ask them to keep the pen or pencil under the notebook instead.
6. Ask students to remove the pen from under the book and place it inside the book.
7. Ask students to place their left hand above their head, then use only their right hand to bring the chair back and sit down.

Then ask:

- "Were you able to follow the instructions?"
- "Which words — in, on, under, near — were you able to follow?"
- "Do you know the meaning of any of these words?" (Let students answer.)

Ask students to open their SAB and look at the picture for a couple of minutes.

Step 2: Warm-Up (20 min)

Write this on the board and explain each preposition with 2–3 examples:

- IN: something is inside
- ON: touching the surface
- UNDER: below
- NEAR: close to, but not touching

Show real objects in the room as 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."

Then ask:

- "Where is your phone?"
- "Where is your bag?"

Step 3: Teacher Explanation (20 min)

Show more examples using classroom objects (you may use a marker or other objects to make it real).

Check understanding — ask 4–5 students to give their own sentences.

Step 4: Pair Practice – Speaking (20 min)

Students work in pairs.

Task: Look around your classroom and make 6 sentences (3 each) using objects you see.

Instructions for students: Say one sentence — your partner repeats and corrects it if needed.

Example conversation:

- A: "The bag is on the chair."
- B: "Yes, the bag is on the chair."

Step 5: Duolingo Practice (20 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.

- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Note: Start with Duolingo for all students. If a student is confident and good at using AI, and does not wish to continue Duolingo, give them the chance to switch to AI instead. Students at A0/A1 level or EA (Extra Attention) students should continue practicing on Duolingo. If they wish to try AI later, they may do so. Students can switch between Duolingo and AI based on their comfort — the goal is to keep them engaged and learning.

Step 6: Spoken Practice with AI (20 mins) - Parallel activities
Remind students to log in and log out.

Instructions:

1. Students open ChatGPT on their device.
2. Copy and paste the given prompt into the AI Document.
3. Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.

Step 7: Getting to Know a Student — 15 Minutes (One-on-One)

Refer to page 4–5 for the full activity. While students work independently on their AI activity or Duolingo, invite one student at a time for a relaxed, one-on-one conversation in Hindi to help them feel comfortable and connected to their teacher. Aim to speak with 2 students per session, and try to have this first conversation with every new student within 7–10 days of enrolment.

Step 8: English Passport — (5 Minutes)

Check-In:
Spend 5 minutes at the end of the lesson referring to the English Passport chart. Read each statement aloud and ask, "Raise your hand if you did this today." For students who do not raise their hands, or who are still struggling, encourage them to choose one statement they will try to achieve in the next lesson.

Homework: Discover Your INNER STRENGTH Now

Day 59: Income Growth Lesson - Teamwork

Total time: 110 min classroom + 20 min support group

New Vocabulary:

1. Teamwork — working together with others to achieve a common goal
2. Collaborate — to work jointly with others on a task
3. Contribute — to give your own effort, ideas, or help to a group task
4. Leadership — the ability to guide and organize a group

Active Cops:

English Cop

Grammar Cops

Lesson Objective:

Students will understand what teamwork means and why it matters, and practice communication, collaboration, and problem-solving through group activities.

Explain concepts in Hindi if required, but encourage answers, pair discussion, and presentation in English.

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

Step (Time)	**Description**	**Teacher's Expectation from Students**
Step 1 (20 min)	Ask students: "Have you heard of Formula 1 racing?" Most likely, they will not have. Tell them briefly that it's a car race. The cars go so fast that their tires sometimes burst, so they have to change tires during the race. Play this video: Team vs Individual (Formula One Pit Stop) • Ask students to pay close attention. • Repeat the video 3-4 times so students are able to understand what happens in the video. • Ask students: "Do you agree that a team is faster than one person alone?" Write the topic on the board. Ask your students to help you come up with a definition of good teamwork. As a class, discuss what teamwork means and share examples of good teamwork. Then think about how each student can improve their teamwork skills in three ways: a) on their own,	Students engage with the hook question, share their own understanding of teamwork, and watch the demo attentively so they understand how to run the AI activity themselves.

	b) as part of the FEA classroom, and c) as part of their school or college. Teamwork: • A group of people acting together in a helpful and positive way • Cooperating with others to get something done	
Step 2 (15-20 min)	Start the AI activity: 1. The teacher gives a demo — copy the prompt from the AI document and paste it on ChatGPT. 2. Call a student to give a demo (skip only if everyone already knows the process). 3. Start AI Activity. Students sit in a zig-zag pattern, copy the prompt from the AI document, paste it into ChatGPT, and begin interacting with AI individually.	Students work with AI and write important points in their notebooks while talking to it.
Step 3 (5 min) — Mid-Check (Regroup)	Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern. Ask: "How's the activity going so far?" / "Anyone stuck or confused? Let me know."	Students share responses with the class
Step 4 (10-15 min)	Continue AI Activity. Students go back to their AI conversation. Teacher walks around, supports the weaker students, and guides them.	Students continue the conversation and keep noting important points in their notebooks.
Energizer (15 min) — Number Line-Up Challenge	Activity One — Human Knot Break the class randomly into groups of 4 or 6 (must be an even number); only-boys and only-girls groups are fine if needed. Have students stand in a circle, place one hand in the middle, and grab someone else's hand. Each student then places their other hand in the middle and holds a different person's hand. When the teacher says 'Go', teams try to untangle the knot as quickly as possible without letting go of each other's hands. Encourage students to make a plan and communicate possible solutions as they work through the activity. The team that untangles their knot first wins. Play a couple of rounds in different groups. Discussion after the activity — ask: - What was it like working in a team? - Was it hard to communicate? - What helped the students untangle the knot?	Students actively participate in both activities, communicate and plan together as a team, and reflect honestly on their group's teamwork during discussion.

	- In what ways did each team show positive teamwork during the exercise?	
Step 6 (40 min) — Plan a Birthday Party	Bring the class back together. Activity Two — Plan a Birthday Party Put students into groups of 4. Ask them to work together to plan a birthday party, preparing a list of items including decorations, guest list, and an activity for fun at the party.  Give students 10 minutes to prepare. Then each team comes on stage and presents their birthday event plan (4-5 minutes per team). Teams in the audience score each presenting team out of 5 on their teamwork. While groups prepare, the teacher notes small but important things — such as who kept notes of ideas, who led the group, and whether all ideas were included. Based on this, the teacher also shares their own points and picks the group that showed the best teamwork. Questions to ask after presentations: - Who took the lead in your group? - What was difficult? - Did everyone contribute?	

Step 7 — Support Group (30 min)	1. Students independently practice whatever is relevant to their career goals — continuing on Duolingo, practicing on AI, - on laptops, or use internet/tablets/laptops/FEA resources as needed. Assign a Cop to ensure everyone stays on track and no one wastes time; if anyone is seen wasting time, the teacher should talk to and counsel them. Students who wish to leave and practice at home are allowed to leave. 2. Meanwhile, the teacher will ask the selected EA students (underperforming, underconfident, less participative, or irregular students) to stay back. Guide, teach, and support them with any topic or lesson they're struggling with.	The support group sits with the teacher and shares their learnings to close gaps in understanding. The rest of the students discuss and share their experiences in groups, working independently and quietly.
Teacher Reference	For teacher reference: **What Teamwork Looks Like:** Good teamwork may include the following: • Agreeing on a common goal with your group members • Encouraging those we are working with to share their ideas by saying “What do you think we should do?” • Agree fairly on each decision (e.g., by taking a vote) • Expressing your opinions politely to the group by saying “I have an idea. What does everyone think about doing this?” • Finding out what team members are good at and letting them use their skills to help the group • Listening to other members’ suggestions and being respectful of their opinions	

Day 60: Where is it? 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.

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

Step 1: The "Do As I Say" Challenge (15 min)

Start the class with the same challenge as in Day 58 — give instructions without explaining them, and see how many students can follow. Note whether students correctly understand and use the prepositions in, on, under, and near.

1. Tell students to stand up behind their chairs.
2. Ask students to pick up the chair and keep it behind them.
3. Ask students to stand near the table.
4. Ask students to grab a pen and place it on their notebook or SAB.
5. Say "my mistake" and ask them to keep the pen or pencil under the notebook instead.
6. Ask students to remove the pen from under the book and place it inside the book.
7. Ask students to place their left hand above their head, then use only their right hand to bring the chair back and sit down.

Then ask:

- "Were you able to follow the instructions?"
- "Which words — behind, near, under, near, inside — were you able to follow?"
- "Do you know the meaning of any of these words?" (Let students answer.)

Ask students to open their SAB and look at the picture for a couple of minutes.

Step 2: Warm-Up (15 min)

The teacher uses real objects or students themselves as examples.

Write 3 words on the board: **Between, Behind, In Front 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 3: Teacher Explanation (20 min)

Explain each preposition with 2–3 simple examples.

BETWEEN: in the middle of two things

- "The pen is between my hands."
- "The fan is between the two lights."

BEHIND: at the back

- "The bag is behind the chair."
- "The teacher is behind the table."

IN FRONT OF: at the front

- "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 using these prepositions.

Step 4: Pair Practice – Speaking (15 min)

Students work in pairs.

Task: Look around the classroom and make 6 sentences (3 each).

Instructions:

1. Partner A says a sentence.
2. Partner B repeats it and corrects it if needed.
3. Then they switch roles.

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 5: Class Sharing & Wrap-Up (5 min)

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.

Step 6: Duolingo Practice (20 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Note: Start with Duolingo for all students. If a student is confident and good at using AI, and does not wish to continue Duolingo, give them the chance to switch to AI instead. Students at A0/A1 level or EA (Extra Attention) students should continue practicing on Duolingo. If they wish to try AI later, they may do so. Students can switch between Duolingo and AI based on their comfort — the goal is to keep them engaged and learning.

Step 7: Spoken Practice with AI (20 mins) - Parallel activities
Remind students to log in and log out.

Instructions:

1. Students open ChatGPT on their device.
2. Copy and paste the given prompt into the AI Document.
3. Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.

Step 8: Student Recognition Day (20 mins)

Tell students:

“Today is our sixth Student Recognition Day! Let's celebrate the students who have shown great effort in the last week.”

Build some excitement before announcing the students.

Announce the **Punctuality Champion**, **Attendance Champion**, and **Progress Champion** one by one.

For each student:

- Call them to the front.
- Ask the class to clap.
- Give them their paper badge/certificate.
- Say one specific reason for their recognition.

For example:

“You came on time for almost every class. You showed great discipline. Well done!”

Then give **Special Appreciation** to 2–3 students who showed strong improvement, participation, effort, or helped classmates.

After all awards, ask the recognised students:

“How do you feel?”

Allow 2–3 students to answer.

Then tell the whole class:

“Remember, today's winners are not the only successful students. Everyone can be recognised. Your next two-week challenge starts today.”

Write the next challenge on the board:

BE ON TIME → ATTEND → PARTICIPATE → IMPROVE

End with a class clap and say:

“Let's see who we will celebrate next time!”

Homework: Motivational Story-Opportunities Don’t Wait | Story of a Laborer | Tales by Monisha

Day 61: Revision and Practice Day

Objective:

By the end of this Day, with the help of picture, pair practice, and individual practice, students will be able to correctly use common prepositions of place — in, on, under, near, between, behind, and in front of.

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

Step 1: CEFR Poster — Looking Back (30 minutes)

This is a follow-up to the CEFR Poster Discussion done on Day 37, Day 41, and Day 51. Use this to refresh students' memory, check their CEFR assessment scores, or help absent/newly enrolled students catch up.

Ask students what CEFR score they currently stand at.

Ask students to look at the CEFR Poster. Ask if they remember which lesson they first learned about this poster. Help them recall if needed.

- Ask students to work with a partner and discuss the questions below. (Write these questions on the board.)
- Invite 5–7 students to share their responses one by one.

Discussion Questions (write on the board):

- Since Lesson 37, how has your English improved?
- If you want to reach B1 or B2, what should you do regularly?
- How can you practise English outside the classroom?
- How can you score B1 or B2?

Share this tip with students:

Tips to Score 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*).

Wrap-Up:

Conclude by reminding students that learning English is a journey. Every class, every conversation, and every opportunity to practise helps them move closer to higher CEFR levels and the career opportunities shown on the poster.

Step 2: Can You Find? (15 Minutes)

Ask students to open their SAB and take 30 seconds to observe the picture. Tell them you will ask some questions, so they should be ready.

Tell them that only a complete answer will count — they must answer in full sentences. Do not accept one-word answers.

Select a few EA (Extra Attention) students to check if they can answer. If they struggle, spend the last 20–30 minutes of class teaching them prepositions.

Questions:

1. Where is the blue book? *(Answer: On the table)*
2. Where is the orange cat? *(Answer: Under the chair)*
3. Where is the red book? *(Answer: In the toy box)*
4. Where is the bicycle? *(Answer: Behind the green sofa)*
5. Where is the grey cat? *(Answer: Behind the bed)*
6. Where is the teddy bear sitting on the bed? *(Answer: On the bed)*
7. Where is the colourful ball? *(Answer: Between the bed and the chair)*
8. Where is the blue toy box? *(Answer: In front of the sofa / Near the sofa)*
9. Where is the green box with balls? *(Answer: Under the table)*
10. Where is the teddy bear sitting on the floor? *(Answer: Near the sofa / Near the toy box)*



Step 3: Sentence Building & Pair Speaking Practice (15 Minutes)

The teacher writes on the board: *in, on, under, near, between, in front of, behind*

Individual Work: Students make one sentence for each of these words in their notebook. The teacher walks around and supports EA and new students.

Step 4: Pair Work (10–15 Minutes)

The teacher makes pairs.

1. Student A reads one sentence.
2. Student B listens and corrects, if needed.
3. Student A repeats the corrected sentence.
4. Switch roles.

Step 5: Mingle Mingle Activity (15 Minutes)

The teacher explains and demonstrates first.

Process:

1. Teacher says "Mingle, mingle" → students walk around.
2. Teacher says "Stop."
3. Students pair with the nearest person.
4. The teacher writes one preposition on the board.
5. Each student makes one sentence using that preposition and says it to their partner.
6. Students switch roles.

Repeat 3–4 rounds, using different prepositions each time (e.g., in, on, under, behind, near).

Students must answer in full sentences — one-word answers are not accepted.

Step 5: Duolingo Practice (20 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.

    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Step 6: Getting to Know a Student — 15 Minutes (One-on-One)

Refer to page 4–5 for the full activity. While students work independently on their AI activity or Duolingo, invite one student at a time for a relaxed, one-on-one conversation in Hindi to help them feel comfortable and connected to their teacher. Aim to speak with 2 students per session, and try to have this first conversation with every new student within 7–10 days of enrolment.

Step 7: English Passport — (5 Minutes)

Check-In:
Spend 5 minutes at the end of the lesson referring to the English Passport chart. Read each statement aloud and ask, "Raise your hand if you did this today." For students who do not raise their hands, or who are still struggling, encourage them to choose one statement they will try to achieve in the next lesson.

Day 62: Income Growth Lesson - Habits of Well-Educated People

Total time: 110 min classroom + 20 min support group

New Vocabulary:

1. Curious — wanting to learn or know more about something
2. Believe — to think something is true
3. Disagree — to have a different opinion than someone else
4. Habit — something you do regularly, often without thinking

Active Cops:

English Cop

Grammar Cops

Lesson Objective:

Students will understand that being well-educated is about habits, not just degrees, and identify simple habits they can build to keep learning and thinking clearly.

Explain concepts in Hindi if required, but encourage answers, pair discussion, and presentation in English.

Step (Time)	Description	Expectation from Students
Step 1 (20 min)	**College vs. Being Educated** Draw a line down the middle of the board. Label the left side **"Going to College"** and the right side **"Being Educated."** Tell the class: "These sound similar, but do you think they can be completely different?" Ask students to think and share their ideas. **Left Column — Going to College:** Ask students what physical things or tasks define "going to college." Let students think and answer. Possible answers: exams, uniforms, desks, projects, degrees, results. **Right Column — Being Educated:** Ask what qualities or behaviors define someone who is genuinely "educated." Students may find this harder to answer — help them by giving examples: asking questions and staying curious, being a good listener, being open-minded about different types of people, being humble and down to earth (not comparing themselves or claiming to be better), being polite, being helpful, not shouting in traffic, and not fighting on the road.	Students attentively share their understanding

	Point out the difference: the left side is about external rules and papers; the right side is about internal behavior. Ask the class: "Can someone get a perfect score on a report card and a university degree, but still completely fail at being polite or a good listener?" Take 1–2 quick responses. Wrap up by saying: "Degrees are great, but true education is measured by your daily actions. Today, we are going to look at the real daily habits of well-educated people — and how we can build them ourselves."	
Step 2 (20 min)	1. Write the topic on the board. Pronounce it as a class. 2. The teacher gives a demo — copy the prompt from the AI document and paste it on ChatGPT. 3. Call a student to give a demo (skip only if everyone already knows the process). 4. Start AI Activity. Students sit in a zig-zag pattern, copy the prompt from the AI document, paste it into ChatGPT, and begin interacting with AI individually.	Students work independently with AI and write important points in their notebooks while talking to it.
Step 3 (5 min) — Mid-Check (Regroup)	Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern. Ask: "How's the activity going so far?" / "Is anyone stuck or confused? Let me know."	Students share responses with the class; everyone stays on track with the activity.
Step 4 (10-15 min)	Continue AI Activity. Students go back to their AI conversation. The teacher walks around, supports the weaker students, and guides them.	Students continue the conversation and keep noting important points in their notebooks.
Energizer (10 min) — Number Line-Up Challenge	**Instructions:** 1. Divide the class into 2 groups of 4–5 students each (create more groups only if space allows). 2. Give each student an A4 sheet with one large number (1, 2, 3, 4, or 5) written in dark marker so it is clearly visible. 3. Write a random number sequence on the board (e.g., 4-2-5-1-3). 4. Without changing their number cards, each group must quickly arrange themselves in the same order as shown on the board. 5. **Rule:** Students cannot touch, push, or pull each other — they must guide teammates using only spoken instructions.	Students actively guide and listen to teammates, follow the no-touching rule, and reflect honestly during the debrief on what helped them work together.

	6. Play 2 rounds with different number sequences. 7. **Challenge Round:** Repeat with a new sequence, but this time students cannot speak — only hand gestures and facial expressions are allowed. 8. **Debrief:** Ask, "Which round was easier? What helped your team work together?"	
Step 5 (10 min) — Teacher Activity	Bring the class back together. Ask them to open their SAB and read. Give students 5 minutes to read, then ask what they understood. Fill in any gaps in their understanding. **5 Habits of Well-Educated People** Explain each habit in simple words, one at a time. Give an example for each. 1. **Stay Curious:** Instead of only scrolling on the phone, ask questions and try to learn new things. Example: Asking "how does this work?" instead of just using it. 2. **It's Okay to Say "I Don't Know":** A smart person is not afraid to say "I don't know enough about this yet." This is not a weakness — it helps you learn more. 3. **Check Before You Believe:** Before believing a message or news, check if it is true. Don't believe everything you see on WhatsApp or social media. 4. **Listen to Understand:** Listen to others carefully to understand their point — not just to argue or win. 5. **Practice What You Learn:** Write down or explain to someone else what you learned. This helps you remember and understand better.	Students actively read 5 habits
Step 6 (30 min) — Teacher Activity	**Part A: Group Situations** Divide students into small groups. Give each group one situation to discuss: 1. **Situation A:** You see a message on WhatsApp that says something you already believe is true. Should you believe and forward it right away, or should you check if it's actually true first? What should you do? 2. **Situation B:** A friend or coworker disagrees with your idea. How do you respond in a good way? 3. **Situation C:** You are learning something new and difficult, and you feel bored or stuck. What can you do? Each group discusses their situation using the 5 habits, then shares their answer with the class. Part B: My Own Habit Check (Do this activity only if time allows)	

	Ask each student to answer on a small piece of paper or in their notebook: 1. Which of the 5 habits am I already good at? 2. Which habit is hardest for me? 3. What is ONE small thing I will do this week to build a better habit? (e.g., "I will practice speaking with AI every day instead of scrolling for 15 minutes.") Teacher tip: Remind students that these habits are like exercise — they get stronger only with regular practice, not overnight.	
Step 7 — Support Group (30 min)	1. Students independently practice whatever is relevant to their career goals — continuing on Duolingo, practicing on AI, - on laptops, or use internet/tablets/laptops/FEA resources as needed. Assign a Cop to ensure everyone stays on track and no one wastes time; if anyone is seen wasting time, the teacher should talk to and counsel them. Students who wish to leave and practice at home are allowed to leave. 2. Meanwhile, the teacher will ask the selected EA students (underperforming, underconfident, less participative, or irregular students) to stay back — at the problem station area. Guide, teach, and support them with any topic or lesson they're struggling with.	The support group sits with the teacher and shares their learnings to close gaps in understanding. The rest of the students discuss and share their experiences in groups, working independently and quietly.

Day 63: Describing Places

Objective: Students will be able to describe where people and objects are using simple prepositions of place.

Target language:

- in
- on
- under
- near
- between

Sentence pattern:

> **The ____ is ____ the ____.**

Note: Keep the **English Only Cop** and **Full Sentence Cop** active.

Preparation: Keep a paper airplane ready before class. Write on the board:

> **The airplane is _____ the _____.**

Step 1 – Paper Airplane Game (10 mins)

Tell students:

> "Today we are going to play a game with this airplane. Your job is to tell me where the airplane is."

Fly the paper airplane and let it land somewhere in the classroom.

Ask:

> "Where is the airplane?"

Take answers.

Help students form full sentences:

> "The airplane is on the table."
>
> "The airplane is under the chair."
>
> "The airplane is near the door."

Move the airplane to different places and repeat.

Then invite 2–3 students to fly the airplane and ask the class:

> "Where is the airplane?"

Step 2 – Learn the Five Words (10 mins)

Write on the board:

IN – ON – UNDER – NEAR – BETWEEN

Use real objects in the classroom to demonstrate each word.

For example:

- Put a book **on** a table.
- Put a book **under** a table.
- Put a pen **in** a bag.
- Put a chair **near** a desk.
- Stand **between** two students.

Say each sentence and ask students to repeat.

Then check understanding:

> "Where is the book?"

Students answer:

> "The book is on the table."

Repeat with the other four words.

Step 3 – Teacher Says, Students Show (10 mins)

Tell students:

> "Listen carefully. Show me the correct position."

Give simple instructions:

> "Put your pen on your book."
>
> "Put your book under your chair."
>
> "Put your pencil in your bag."
>
> "Stand near your partner."
>
> "Stand between two students."

Then ask:

> "Where is your pencil?"

Students answer using a full sentence.

Step 4 – Picture Detective (15 mins)

Ask students to open the **Student Activity Book** and look at the picture.

Tell them:

> "You are picture detectives. Find where the objects are."

Ask simple questions:

"Where is the monkey?"

"Where is the ball?"

"Where is the man?"

"Where is the house?"

Students answer in full sentences.

For example:

"The monkey is on the tree."

"The ball is under the table."

"The man is near the house."

Then students work with a partner.

Student A: Where is the ____?

Student B: The ____ is ____ the ____.

Switch roles.

Step 5 – Find It in the Classroom (10 mins)

Tell students:

"Now forget the picture. Look around our classroom."

Give students 30 seconds to find examples.

Ask:

"Find something that is under something."

"Find something that is on something."

"Find something that is near something."

"Find something that is between two things."

Students share:

"The bag is under the chair."

"The book is on the table."

"The door is near the window."

Step 6 – Duolingo Practice (20 mins)

Ask students to open Duolingo and complete their assigned practice.

Remind students:

- Listen carefully.
- Speak aloud when asked.

- Read the sentences.
- Learn from mistakes.
- Do not simply rush through the activity.

Move around and support students.

Students who are confident with Duolingo and ready for AI may move to the AI activity.

Students at A0/A1 level or students who need extra support should continue with Duolingo.

Before ending, ask 2–3 students:

> "What new word or sentence did you learn?"

Step 7 – AI Picture Challenge (20 mins)

Tell students:

> "Now we will practise together using Meta AI. I will show the image to the class, and different students will answer the questions.

Teacher Demonstration

Open Meta AI and paste the prompt from the AI Document.

Use the mic/voice feature and begin the activity.

Meta AI will generate an image and ask questions about the position of objects.

For example:

AI: "Where is the ball?"

Teacher asks the class:

> "Who can answer?"

Take a response from a student.

Student:

> "The ball is under the table."

If the answer is incorrect, guide the student to give the correct full sentence.

Continue with different students.

Class Practice

After the demonstration, continue the AI activity with the whole class.

- Keep the image visible to everyone.
- Let different students answer each question.
- Encourage students to look carefully at the image before answering.
- Do not allow one student to answer every question.

- **Remind students to use full sentences.**

Step 8 – Partner Challenge: Ask Me! (10 mins)

Students work in pairs.

Give each pair 1 minute to look around the classroom.

Student A asks:

> "Where is the _____?"

Student B answers:

> "The _____ is _____ the _____."

Then switch.

Challenge students to use all five words:

in – on – under – near – between

Step 9 – Final Challenge (5 mins)

Call 3-4 students.

Point to an object and ask:

> "Where is it?"

The student must answer in a complete sentence.

Then give a final challenge:

> "Can you make your own sentence using **between**?"

Take a few answers.

End with:

> "Today we learned how to tell people where things are. Look around you—you can practise English anywhere!"

Homework video): How to keep Chrysanthemum blooming in winters #Gardening tips that work...

Day 64: Income Growth Lesson - Group Mentality

Total time: 110 min classroom + 20 min support group

New Vocabulary:

1. Group Mentality — thinking or behaving like the group without making your own decision

2. Independent — able to think or act without relying on others

3. Influence — the power to affect someone's thoughts or actions

4. Herd — a group of people who all think or act the same way

Active Cops:

English Cop

Full Sentence Cop

Lesson 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.

Explain concepts in Hindi if required, but encourage answers, pair discussion, and presentation in English.

Step (Time)	**Description**	**Teacher's Expectation from Students**
Step 1 (15 min) — Stand Where the Group Stands	**"Stand Where the Group Stands":** Label two sides of the room AGREE and DISAGREE. Tell students there's no right answer — they can change sides after listening to others. Read: "If most people are doing something, it is probably the right thing to do." Students stand on their chosen side. Ask 2-3 students why, using: "I agree/disagree because ____." Say: "Listen to the class — you may change your side." Ask a few students to share, then ask: "Did anyone change their mind? What made this difficult?" **Instructions:** Ask students to sit. Now read each situation aloud one at a time. Students respond instantly with: • 👍 **Thumbs up** — if they would follow the group without thinking.	Students share their own sentence with the word, take a genuine position in the agree/disagree activity, and respond honestly during the thumbs game.

	• 👎 **Thumbs down** — if they would stop and think first before deciding. **Situations:** 1. Everyone is forwarding a WhatsApp message. 2. Your friend decides to drop out of FEA class. 3. Many friends chose Commerce. 4. Everyone is preparing for a government job. 5. Your group gives an answer you think is wrong. *(After each one, you can quickly ask 1–2 students why they chose thumbs up or down.)* Write on the board: GROUP MENTALITY = following the group without thinking independently. Ask: "Have you ever followed a group without thinking?"	
Step 2 (20 min) — AI Speaking Practice	Tell students they will explore the topic using AI speaking practice. Ask them to open the AI Speaking Practice document. Instruct students to copy the prompt and paste it into ChatGPT. Ask them to start the conversation with the AI. Move around the class, support students, and help them continue the conversation.	Students engage with the AI conversation and keep it going with support from the teacher.
Step 3 (5 min) — Whole Class Reflection	Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern. Ask: "How's the activity going so far?" / "Is anyone stuck or confused? Let me know."	Students share their response
Step 4 (10-15 min)	Continue AI Activity. Students go back to their AI conversation. The teacher walks around, supports the weaker students, and guides them.	Students continue the conversation and keep noting important points in their notebooks.

Step 5 (15 min) — Video + Discussion	Play this video: https://youtu.be/Ia9aE3RH1Uc?si=Qd88tudOAspOiExE Write these questions on the whiteboard and ask students to read and discuss with a partner. Give 2-3 minutes, then ask the questions to the class: 1. What did you learn from the AI exercise? 2. What does mob mentality mean? 3. Why did one person start following others and stand up whenever there was a beep sound? 4. When new people started coming in, they also started following the same pattern — why do you think that happened?	Students watch the video attentively, discuss the questions with their partner, and share their thinking with the class.
Step 6 (20 min) — "The Group Is Wrong!"	Put students in groups of 4-5. Give each group one situation: A — WhatsApp Message: A friend sends: "Forward this to 10 people and it will bring you luck and help you pass every exam." Everyone wants to forward it. Should you? How can you check it? B — Popular Course: Everyone in your village is joining a Tally course. You're not sure it fits your goals. Will you join right away? What will you check first? C — Wrong Group Answer: Your group gives an answer you think is wrong, but everyone tells you to stay quiet. Will you stay silent? How can you disagree politely? After discussion, each group fills these lines and shares: - Our situation is ____. - The group wants to ____. - We think we should ____, because ____. Every student must say at least one sentence. They can stay seated — they don't need to come to the front of the class. Groups present their answers. After each, ask: "Did they follow the crowd or think independently?" Simple Meaning: Group mentality (or herd mentality) means following the group without thinking for yourself.	Every student contributes at least one sentence in their group, and groups present a clear, reasoned decision.

Step 7 (5-10 min) — Closing Reflection	Ask: 1. What do you understand by mob/herd/group mentality? 2. Do you remember the lesson "Habits of Well-Educated People"? What was one habit you learned there that connects to today's topic? (Curiosity and asking questions) Then write and read together 3 times: 1. Stop. 2. Think. 3. Ask questions. 4. Check the facts. 5. Make your own decision.	Students articulate their understanding of group mentality in their own words and connect it back to the earlier lesson on well-educated habits.
Step 8 — Support Group (20-25 min)	1. Students independently practice whatever is relevant to their career goals — continuing on Duolingo, practicing on AI, - on laptops, or use internet/tablets/laptops/FEA resources as needed. Assign a Cop to ensure everyone stays on track and no one wastes time; if anyone is seen wasting time, the teacher should talk to and counsel them. Students who wish to leave and practice at home are allowed to leave. 2. Meanwhile, the teacher will ask the selected EA students (underperforming, underconfident, less participative, or irregular students) to stay back. Guide, teach, and support them with any topic or lesson they're struggling with.	The support group sits with the teacher and shares their learnings to close gaps in understanding. The rest of the students discuss and share their experiences in groups, working independently and quietly.

Homework: Be Your Own Cheerleader: Sania Mirza's Message To Young Girls | EXCLUSIVE | CNBC-TV18

Day 65: Consolidation

Objective:

With the help of AI, games, role plays, Duolingo, and speaking practice, students will improve their fluency by practicing prepositions, learning to search on Google, and presenting information.

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

Step 1: Appreciate Students' Regularity and Hard Work (2 mins)

"Great Progress, Everyone!

Take a moment to think about how much you've learned this week. You can now use words like *in, on, under,* and *at* to describe where things are. You can describe the people and things you see around you in English. You've practiced roleplays and used English in real-life situations. You also learned an important lesson about *Bhed Chaal* — that good decisions come from thinking for yourself, not simply following others.

Every activity, every roleplay, and every conversation is helping you become a more confident English speaker. The more you practice, the more natural English will feel.

So keep speaking. Keep asking questions. Don't be afraid to make mistakes. Every time you speak English, you become better.

Let's continue our journey!"

Step 2: The "Do As I Say" Challenge — Recap (5-7 min)

Ask students: "Do you remember how to use words like *on, in front of, behind,* and others to describe where things are?" Wait for their response.

Then say: "Let's check! Do you remember that day we played a game with instructions? Let's play it again!"

Give instructions without explaining them, and see how many students can still follow correctly.

1. Tell students to stand up behind their chairs.
2. Ask students to pick up the chair and keep it behind them.
3. Ask students to stand near the table.
4. Ask students to grab a pen and place it on their notebook or SAB.
5. Say "my mistake" and ask them to keep the pen or pencil under the notebook instead.
6. Ask students to remove the pen from under the book and place it inside the book.
7. Ask students to place their left hand above their head, then use only their right hand to bring the chair back and sit down.

Appreciate students who were able to follow the instructions. For students who are still struggling, talk to them at the end of the class and try teaching them. Also inform the TM about the concern and plan a support plan for them.

Step 3: Let's Discover Harmanpreet Kaur (15–20 minutes)

Let's search and learn!

- Ask: "Do you know who Harmanpreet Kaur is?"
- Tell students to search using AI: "Who is Harmanpreet Kaur, and share 5 new pieces of information about her." Ask students to open SAB and fill the information.
    - Students with mobile phones can use their personal devices.
    - Ask them to speak short sentences about what she does.
- Praise students for learning and sharing new knowledge in English.

Step 4: Pass the Ball Game (30 minutes)

- Students stand in a circle, or stay seated.
- The teacher plays music or claps a rhythm while students pass the ball.
- When the teacher says "STOP," the student holding the ball must answer a question.
- The teacher asks one question per student from the list below.

Questions:

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 5: Role play: (30 mins)

Instructions for the roleplay activities:

- Two set of pairs (4 students) perform the role-play in front of the class first, one by one
- The teacher and students observe the conversation and identify useful words, phrases, and expressions.
- All student pairs then practice the same role-play simultaneously.
- Students switch partners once or twice and repeat the activity to build fluency and confidence.
- Finally, two new pairs perform their role-play for the class.
- This approach ensures that all students are actively speaking for most of the activity, maximizing speaking time instead of waiting for their turn.
- Ensure that every student speaks 7-10 sentences

Note: Focus on quality, not on finishing every role-play. If a pair is not well prepared or does not perform well, appreciate their effort, but ask them to prepare again and present later. Make sure all students are able to speak their 7–10 sentences well.

Roleplay Topic-

Two friends discuss how they spend their free time and decide to start a new hobby together.

Step 6- Duolingo Practice (20 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.

    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Step 7: English Passport — (5 Minutes)

Check-In:
Spend 5 minutes at the end of the lesson referring to the English Passport chart. Read each statement aloud and ask, "Raise your hand if you did this today." For students who do not raise their hands, or who are still struggling, encourage them to choose one statement they will try to achieve in the next lesson.

Day 66: Talking About Yesterday (Part 1)

Word of the Day: Past

Meaning: The time that has already gone.

Example: "I talk about my past experiences."

Objective:

Students will be able to describe events of the past.

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

The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

Step 1: Yesterday Land (10 minutes)

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



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

Step 2: Let's Act! (20 minutes)

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

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

jumped	closed	cooked
helped	watched	washed
cleaned	cried	listened

opened	smiled	painted

Step 3: Goosebumps (20 minutes)

- Get the students excited to discover a scary story in their SABs.
- 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: Duolingo Practice (30 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Note: Start with Duolingo for all students. Students who are confident and comfortable using AI may switch to the AI activity if they are ready. Students at A0/A1 level or those needing Extra Attention (EA) should continue with Duolingo. They can try the AI activity later when they feel ready. Students may switch between Duolingo and AI based on their level and comfort. The goal is to keep every student engaged and learning.

Step 5: Spoken Practice with AI (30 mins) - Parallel activities
Remind students to log in and log out.

Instructions:

1. Students open ChatGPT on their device.
2. Copy and paste the given prompt into the AI Document.
3. Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.

Step 6: Getting to Know a Student — 15 Minutes (One-on-One)

Refer to page 4–5 for the full activity. While students work independently on their AI activity or Duolingo, invite one student at a time for a relaxed, one-on-one conversation in Hindi to help them feel comfortable and connected to their teacher. Aim to speak with 2 students per session, and try to have this first conversation with every new student within 7–10 days of enrolment.

Step 7: Post-AI Questions (10-15 mins)

Ask:

1. Did the AI give you a CEFR level? Was it A2, B1, or something else?
2. Are you feeling confident about scoring B1? Why or why not?
3. Can you all share what we should keep in mind when talking to AI so that you score B1? (Wait for students to think and share — it is very important for students to have these tips at their fingertips. See if students can answer; if not, share these tips yourself and ask students to slowly write them down in their notebook while you speak.)

Share this with students:

Tips to Score 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: ['No Phone For 8 Months': PV Sindhu on Coach's Strict Conditions | India Today Conclave 2018]

Day 67: Income Growth Lesson - Innovative Thinking

Total time: 110 min classroom + 20 min support group

New Vocabulary:

1. Innovate — to think of a new idea or a new way of doing something
2. Creative — able to come up with new and original ideas
3. Pitch — a short explanation of your idea to convince others
4. Adjust — to change something slightly to make it better

Active Cops:

English Cop

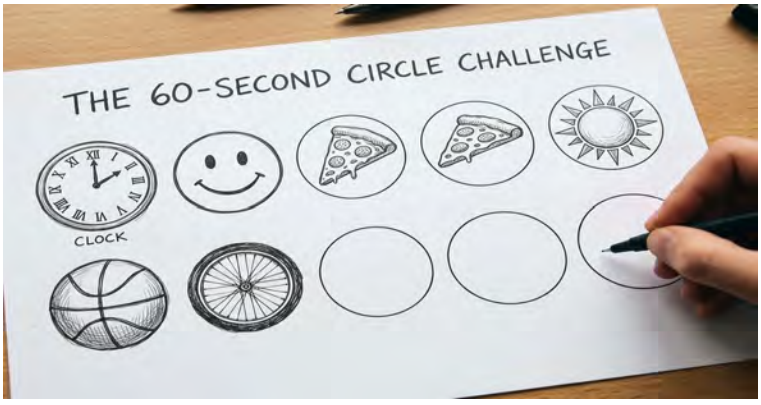
Grammar Cops

Material Required:
Give each student an A4 sheet with 10 blank circles

Lesson Objective:

Students will practice fast, creative problem-solving, and understand that innovation comes from trying and adjusting quickly, rather than waiting for one perfect idea.

Explain concepts in Hindi if required, but encourage answers, pair discussion, and presentation in English.

Step (Time)	Description	Teacher's Expectation from Students
Step 1 (20 min)	The 60-Second Circle Challenge: Give each student an A4 sheet with 10 blank circles. In 60 seconds, each student must turn as many circles as possible into recognizable objects (e.g., a clock, a smiley face, a pizza, sun, Roti).  Share the key insight: **"Most people freeze trying to make 'perfect' drawings. Innovation is about speed and trying many ideas, not making one perfect idea."**	Students actively attempt the circle challenge without worrying about perfection

	Say: "Today is not about art — it's about momentum. Innovation is a process of trying, failing fast, and looking at problems in a new way. Today you will solve a real problem in a short time."	
Step 2 (15-20 min)	Write the topic on the board. Pronounce it as a class. Ask students to guess what the topic means. The teacher gives a demo — copy the prompt from the AI document and paste on. Call a student to give a demo (skip only if everyone already knows the process). Start AI Activity. Students sit in a zig-zag pattern, copy the prompt from the AI document, paste it into ChatGPT, and begin interacting with AI individually.	Students work independently with AI and write important points in their notebooks while talking to it.
Step 3 (5 min) — Mid-Check (Regroup)	Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern. Ask: "How's the activity going so far?" / "Is anyone stuck or confused? Let me know."	Students share responses with the class; everyone stays on track with the activity.
Step 4 (10-15 min)	Continue AI Activity. Students go back to their AI conversation. Teacher walks around, supports the weaker students, and guides them.	Students continue the conversation and keep noting important points in their notebooks.
Energizer (2-3 min) — Pass the Action	Ask everyone to stand up. Jump 20 times as a class.	Students participate actively and try to remember the growing sequence.
Step 5 (40 min) — Teacher Activity	Bring the class back together. Part A — Creative Problem-Solving Challenge (20 min) Create a few groups of 3-4 students. Assign a situation to each group. Examples: - Dirty neighbourhood - Students coming late - Mobile and reel addiction - Students not speaking English in FEA class - Not sure of a career plan	Students actively discuss and build a creative solution in their group, prepare and deliver their 1-minute pitch, and reflect honestly during the debrief.

	Task: Each group discusses and prepares answers to: 1. What is the problem? 2. Why does it happen? 3. One creative (different/new) solution. 4. How will you apply it? Part B — The Pitch & Reflection (20 min) Activity: 60-Second Rocket Pitches. Each team gets exactly 1 minute to pitch their idea to the room. Format for the pitch: 1. Who is the user (who has this problem)? 2. What is their pain point (what is difficult for them)? 3. How does your idea fix it? Wrap up by emphasizing that innovation is a cycle of trying and adjusting, not getting it right the first time.	
Step 8 — Support Group (30 min)	1. Students independently practice whatever is relevant to their career goals — continuing on Duolingo, practicing on AI, - on laptops, or use internet/tablets/laptops/FEA resources as needed. Assign a Cop to ensure everyone stays on track and no one wastes time; if anyone is seen wasting time, the teacher should talk to and counsel them. Students who wish to leave and practice at home are allowed to leave. 2. Meanwhile, the teacher will ask the selected EA students (underperforming, underconfident, less participative, or irregular students) to stay back —. Guide, teach, and support them with any topic or lesson they're struggling with.	The support group sits with the teacher and shares their learnings to close gaps in understanding.

Day 68: 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! (10 minutes)

- Divide students into four groups and distribute a set of chits to each group.
- Say: "You will see different words on the chits. You need to find the best match for each word."
- Share an example if required — e.g., show that "go" matches with "went."
- Start a timer. The group that finishes first with correct matches wins the game.
- Once the time is up, ask students to share their responses. Award one point for each correct match.

Step 2: Explain and Practice (10 minutes)

- Explain that each pair is a present tense and past tense form of the same verb (e.g., go → went, eat → ate).
- Ask a few students to make one sentence using the present tense word, and another sentence using its past tense pair (e.g., "I go to school." / "Yesterday, I went to school.")
- Check understanding by asking 4–5 more students to try a new pair on their own.

Step 3: Talking About the Past (15 minutes)

1. Say: "When we talk about the past, we don't always just add '-ed' to a word. Some words change completely — like 'go' becomes 'went,' or 'eat' becomes 'ate.' Do you remember the day we discussed this a few days ago?"
2. Say: "Let's learn more words that help us talk about the past! We're going to sing a fun rap!"
3. Ask students to stand up from their seats.
4. Play the rap video on your laptop and show the screen to the class — **Video 8** (watch here).
5. Say: "Listen and repeat the words after the rapper!"
6. Play the song, and everyone sings it together as a class.

Step 4: Role play: (30 mins)

Instructions for the roleplay activities:

- Two set of pairs (4 students) perform the role-play in front of the class first, one by one

- The teacher and students observe the conversation and identify useful words, phrases, and expressions.
- All student pairs then practice the same role-play simultaneously.
- Students switch partners once or twice and repeat the activity to build fluency and confidence.
- Finally, two new pairs perform their role-play for the class.
- This approach ensures that all students are actively speaking for most of the activity, maximizing speaking time instead of waiting for their turn.
- Ensure that every student speaks 7-10 sentences

Note: Focus on quality, not on finishing every role-play. If a pair is not well prepared or does not perform well, appreciate their effort, but ask them to prepare again and present later. Make sure all students are able to speak their 7–10 sentences well.

Roleplay Topic-
Two friends meet at the local market. They ask each other about their day and share a few things they did yesterday. Encourage learners to answer using the simple past tense.

Step 5: Let's See Where We Stand — CEFR Poster (30 minutes)

This is a follow-up to the CEFR Poster Discussion done on Day 37, Day 41, Day 51, and Day 61. Use this to assess students' CEFR level.

Remind students that on Lesson 80, we will assess our level again, and the TM may also be present. Help them remember that we practice every day to improve our CEFR level — so we can get the job we want, earn as much as we wish to, and provide a good life for our parents and family.

Ask students to look at the CEFR Poster. This will refresh their memory, help them recall their CEFR assessment scores, or help absent/newly enrolled students catch up.

Once done, ask students to open the AI document, find a quiet place with minimal noise, and start the assessment on ChatGPT's live mode. The test takes about 10–15 minutes, or possibly less.

Once completed, ask students what CEFR score they currently stand at.

Discussion Questions (write on the board):

- Since Lesson 37, how has your English improved?
- If you want to reach B1 or B2, what should you do regularly?
- How can you practise English outside the classroom?
- How can you score B1 or B2?

Step 6: Student Recognition Day (20 mins)

Tell students:

“Today is our seventh Student Recognition Day! Let's celebrate the students who have shown great effort in the last week.”

Build some excitement before announcing the students.

Announce the **Punctuality Champion**, **Attendance Champion**, and **Progress Champion** one by one.

For each student:

- Call them to the front.
- Ask the class to clap.
- Give them their paper badge/certificate.
- Say one specific reason for their recognition.

For example:

“You came on time for almost every class. You showed great discipline. Well done!”

Then give **Special Appreciation** to 2–3 students who showed strong improvement, participation, effort, or helped classmates.

After all awards, ask the recognised students:

“How do you feel?”

Allow 2–3 students to answer.

Then tell the whole class:

“Remember, today's winners are not the only successful students. Everyone can be recognised. Your next two-week challenge starts today.”

Write the next challenge on the board:

BE ON TIME → ATTEND → PARTICIPATE → IMPROVE

End with a class clap and say:

“Let's see who we will celebrate next time!”

Day 69: Recap and Revision

Objective:

A new student recognition challenge will excite students. They will learn to speak 5 sentences spontaneously on various topics, practice improving their spoken English with AI, build sentence formation skills with Duolingo, and practice reading aloud with Read Along.

Step 1: Student Recognition – New Challenge (10 mins)

Tell students: "Over the last few weeks, we have celebrated students for punctuality, attendance, and progress. Now we are starting a new challenge!"

Write on the board:

- **English Speaker Award**
- **Confidence Award**

Explain:

English Speaker Award: "This award is for a student who tries to speak English regularly in class. You do not need perfect English — the important thing is that you keep trying."

Confidence Award: "This award is for a student who is becoming more confident. You may answer questions, speak in front of the class, join activities, or try even when you are not sure."

Tell students: "From today, I will be watching for these two things. You don't need to be perfect. I want to see you try."

Quick Challenge (30 seconds):

Ask everyone to stand up and tell a partner: "My name is ____. I like ____. I want to improve my English because ____."

Ask them to change partners and repeat it once.

After the activity, ask: "Who tried to speak without worrying about mistakes?" Praise students who made an effort.

End by saying: "Your next Student Recognition Day is in one week. For the next few weeks, focus on one thing: Speak more. Speak bravely. Keep trying."

Step 2: 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 3: "Lucky Number Speaking" (30 mins)

Part 1: Preparation

Write just the numbers 1–20 on the board (do not write the speaking tasks). Behind each number is a hidden speaking task.

Speaking Tasks (1–20):

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.

Part 2: Playing the Game

1. Divide the class into 2–3 teams.
2. One student from a team chooses a number.

3. The teacher reads out the speaking task for that number.
4. The student must speak 5 full sentences in English.

Example:
Student chooses Number 7 → Teacher: "Speak 5 sentences about your hobby."
Student answer: "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, their team gets a point. The team cannot choose the same number to speak.

Part 3: Bonus Rule

The teacher shares the bonus rule. Mark 2 numbers as "lucky numbers" in advance. If a student picks a lucky number:

- The whole team speaks together, **OR**
- The student can choose another teammate to speak instead.

Step 4: Duolingo Practice (20 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.

- Note students who need additional support and follow up with them during the next practice session.

Note: Start with Duolingo for all students. If a student is confident and good at using AI, and does not wish to continue Duolingo, give them the chance to switch to AI instead. Students at A0/A1 level or EA (Extra Attention) students should continue practicing on Duolingo. If they wish to try AI later, they may do so. Students can switch between Duolingo and AI based on their comfort — the goal is to keep them engaged and learning.

Step 5: Spoken Practice with AI (30 mins)
Remind students to log in and log out.

Instructions:

1. Students open ChatGPT on their device.
2. Copy and paste the given prompt into the AI Document.
3. Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.

Step 6: Getting to Know a Student — 15 Minutes (One-on-One)

Refer to page 4–5 for the full activity. While students work independently on their AI activity or Duolingo, invite one student at a time for a relaxed, one-on-one conversation in Hindi to help them feel comfortable and connected to their teacher. Aim to speak with 2 students per session, and try to have this first conversation with every new student within 7–10 days of enrolment.

Step 7: Independent Practice and EA Support — Remaining time

Students independently practice whatever is relevant to their career goals — continuing on Duolingo, practicing on AI, - on laptops, or use internet/tablets/laptops/FEA resources as needed. Assign a Cop to ensure everyone stays on track and no one wastes time; if anyone is seen wasting time, the teacher should talk to and counsel them. Students who wish to leave and practice at home are allowed to leave.

Meanwhile, the teacher will ask the selected EA students (underperforming, underconfident, less participative, or irregular students) to stay back. Guide, teach, and support them with any topic or lesson they're struggling with.

Note: If there are students who are coming regularly and have completed more than 50 classes, but are still not participating or unable to form sentences, talk to them personally. Try to assess whether this is a confidence issue or if the student is genuinely unable to form basic sentences. If this is the case, reach out to your TM and prepare a support plan. Keep in mind that waiting for the course to finish will not help the student — it is important to address the concern now and prepare a support plan right away.

Day 70: Income Growth Lesson - Growth Mindset

Total time: 110 min classroom + 20 min support group

New Vocabulary:

- Challenge — something difficult that tests your ability
- Improve — to become better at something

Active Cops:

English Cop

Grammar Cops

Preparation before class

Write these words on the left side of the board and keep them up so students can read them throughout the lesson: challenge, practice, mistake, feedback, strategy, improve.

Also write these sentence-completion prompts on the board for students to think and wonder about (don't ask them to answer):

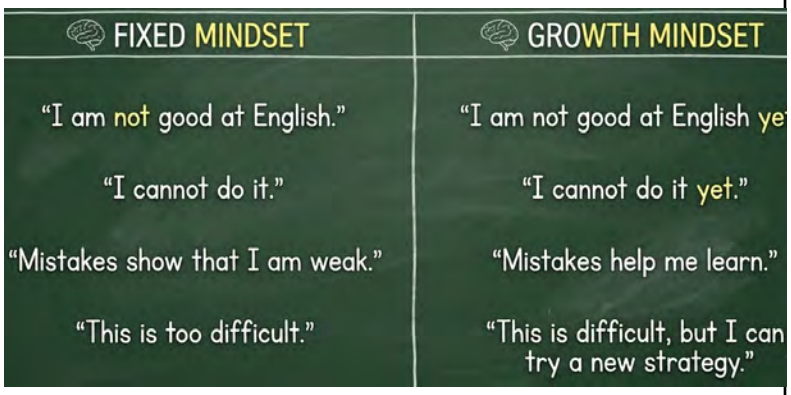
- A challenge I have faced is ____.
- One strategy that helps me learn is ____.
- I can improve by ____.
- Useful feedback can help me ____.

Lesson Objective:

Students will understand the difference between a fixed mindset and a growth mindset, and practice turning fixed-mindset statements into growth-mindset ones through discussion, role-play, and reflection.

Explain concepts in Hindi if required, but encourage answers, pair discussion, and presentation in English.

Step (Time)	**Description**	**Teacher's Expectation from Students**
Step 1 (10 min) — Can you improve?	Start from here: Part A — "Can You Improve?": Write these questions on the board: 1. Can a person become better at speaking English? 2. Can someone improve their memory? 3. Can a person become more confident? Assign each side of the room a different answer. Prepare 4 A4 sheets reading “Yes, definitely,” “Maybe,” “No,” and “I don’t know,” and tape one to each side. Students then stand at the side that matches their answer.	Students take a position and explain their reasoning.

	Ask 2-3 students: "Why do you think so?"	
Step 2 (10 min) — Introduction to Growth Mindset	Write: **"Mindset** = Mindset is how you think about yourself — whether you believe you can improve, or whether you believe you cannot change. Write this on the board, or show the picture of two mindsets to students, and ask them to share what they understand. Explain further if needed. — Fixed mindset vs. Growth mindset: (I cannot do it yet: मैं अभी यह काम नहीं कर पा रहा हूँ, पर प्रयास जारी है और भविष्य में सीख जाऊँगा/जाऊँगी।) 	Students engage and follow along as fixed vs. growth mindset is explained.
Step 3 (15-20 min)	Share today's topic. Write it on the board. The teacher gives a demo — copy the prompt from the AI document and paste it on ChatGPT. Call a student to give a demo (skip only if everyone already knows the process). Start AI Activity. Students sit in a zig-zag pattern, copy the prompt from the AI document, paste it into ChatGPT, and begin interacting with AI individually.	Students work independently with AI and write important points in their notebooks while talking to it.
Step 4 (5 min) — Mid-Check (Regroup)	Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern. Ask: "What did the AI ask you?" (AI mostly gives different situations to everyone, so take variety of responses)	Students share responses with the class; everyone stays on track with the activity.
Step 5 (10-15 min)	Continue AI Activity. Students go back to their AI conversation. The teacher walks around, supports, and guides students.	Students continue the conversation and keep noting important points in their notebooks.

Energizer (10 min) — Agree or Disagree	Set up 3 corners in the classroom: Agree, Disagree, and Not Sure. The teacher reads a statement. Students move to the corner that matches their opinion. In each corner, students discuss briefly (1-2 min) why they chose that position. Invite 1-2 students from each corner to share their reasoning with the whole class. Repeat for the next statement. Statements to use (pick a few): 1. "Failure is bad" 2. "Mistakes should be avoided" 3. "Some people are naturally smart" 4. "If I don't understand, I should stop trying" 5. "Hard work is more important than talent" 6. "Learning English is difficult for me" 7. "Feedback is not useful" 8. "I can improve with practice" 9. "It's okay to make mistakes while learning"	Students move to a corner based on their honest opinion and explain their reasoning when asked.
Step 6 (40 min) — Teacher Activity	Part A — Fixed or Growth? (10 min): Ask students to write a big G on one page and a big F on another. Teacher reads out statements; students show F for fixed mindset and G for growth mindset. - "I am poor at public speaking, so I will never improve." - "I made a mistake, but I can learn from it." - "This task is difficult. I need to try another method." - "Smart people do not need to practise." - "I cannot speak English fluently yet." - "My first attempt was unsuccessful, but I can try again." Ask students to change the fixed-mindset statements into growth-mindset statements. Example: "I am bad at presentations." → "I am not confident with presentations yet. I can practise and ask for feedback."	Students correctly identify fixed vs. growth statements and rewrite them, actively play both roles in the pair role-play, and complete the personal reflection honestly.

	Part B — Pair Role-Play (20 min): Put students in pairs. Student A reads a problem; Student B gives a growth-mindset response. Situations: - You failed an English test. - You forgot your words during a presentation. - You applied for a job but were not selected. - You cannot understand a difficult lesson. - You made several pronunciation mistakes. Useful language: Student A: "I am not good at this. I want to give up." Student B: "You may not be good at it yet." / "What strategy could you try?" / "You can ask for feedback." / "Mistakes are part of learning." / "Let's practise together." After two minutes, students change roles. Part C — Personal Reflection (5 min): Ask students to write about one real challenge, using this framework: - One challenge I faced was ___. - I tried to solve it by ___. - I learned that ___. - Next time, I will ___. Students complete the sentences individually, then compare answers with a partner.	
Step 7 — Support Group (30 min)	1. Students independently practice whatever is relevant to their career goals — continuing on Duolingo, practicing on AI, - on laptops, or use internet/tablets/laptops/FEA resources as needed. Assign a Cop to ensure everyone stays on track and no one wastes time; if anyone is seen wasting time, the teacher should talk to and counsel them. Students who wish to leave and practice at home are allowed to leave. 2. Meanwhile, the teacher will ask the selected EA students (underperforming, underconfident, less participative, or irregular students) to stay back — at the problem station area. Guide, teach, and support them with any topic or lesson they're struggling with.	The support group sits with the teacher and shares their learnings to close gaps in understanding.

Day 71: Think, Guess, Speak!

Word of the Day: Group Mentality

Meaning: Thinking or behaving like the group without making your own decision.

Example: "Group mentality can make us follow others without thinking."

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.

Step 1: Guess the Word (30 minutes)

Setup:

- Divide the class into groups of 4–5 students.
- Each group decides the order in which its members will come forward.
- Before starting, ask students what group mentality means and how to use it in a sentence.

Words for the teacher to write on the board:
Fixed Mindset, Growth Mindset, Past, Yesterday, Habits, Group Mentality *(teacher can add more based on students' level)*

How to Play:

1. The teacher calls one student from a group to sit facing the class.
2. The rest of that student's group stands facing the whiteboard.
3. The teacher writes 3 words from the list on the board.
4. The group describes (or acts out) each 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 minutes.

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 the word.

Step 2: Jeopardy - 30 mins.

Set up the jeopardy game. The link to the game

https://docs.google.com/presentation/d/1qPzK5a4ZfWGLlo046P5XyhFyLUALKkPh/edit?usp=sharing&ouid=109543220975828827294&rtpof=true&sd=true

Step 3: Role play: (30 mins)

Instructions for the roleplay activities:

- Two set of pairs (4 students) perform the role-play in front of the class first, one by one
- The teacher and students observe the conversation and identify useful words, phrases, and expressions.
- All student pairs then practice the same role-play simultaneously.
- Students switch partners once or twice and repeat the activity to build fluency and confidence.
- Finally, two new pairs perform their role-play for the class.
- This approach ensures that all students are actively speaking for most of the activity, maximizing speaking time instead of waiting for their turn.
- Ensure that every student speaks 7-10 sentences

Note: Focus on quality, not on finishing every role-play. If a pair is not well prepared or does not perform well, appreciate their effort, but ask them to prepare again and present later. Make sure all students are able to speak their 7–10 sentences well.

Roleplay Topic- A son or daughter asks their parents for permission to attend a training program in another city.

Step 4: English Passport — (5 Minutes)

Check-In:
Spend 5 minutes at the end of the lesson referring to the English Passport chart. Read each statement aloud and ask, "Raise your hand if you did this today." For students who do not raise their hands, or who are still struggling, encourage them to choose one statement they will try to achieve in the next lesson.

Day 72: Life Yesterday

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

Word of the Day: Resilience

Meaning: The ability to recover after a difficult time.

Example: "Her resilience helped her overcome many challenges.

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.

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

Step 1: Looking Back (20 mins)

Write these words on the board: Growth Mindset, Fixed Mindset, Group Mentality, Getting Along with Others, Bending Without Breaking, Resilience, Making Informed Choices.

Ask students to take a couple of minutes to think — they can refer to their notes as well. Each student must select only one topic and explain it to the class.

Inform students that only 2 students can choose the same topic, no more than that — so whoever decides quickly will get the chance to pick their favourite topic.

Note:The teacher should keep a mental note of how many students are naturally starting to use the past tense in their sentences. If some students are not able to make past tense sentences, or are not even attempting to, it is important to discuss this with the TM and consider conducting past tense-related lessons again. Keep in mind that finishing the course is not the goal — successfully reaching B1 is the goal, and without good usage of the past tense, students will not be able to score B1.

Step 2: What Do You Do Daily? (10 mins)

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 3: Learn V1 and V2 Forms (25 mins)

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 4: 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 5: 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: Duolingo Practice (20 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.

- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Note: Start with Duolingo for all students. Students who are confident and comfortable using AI may switch to the AI activity if they are ready. Students at A0/A1 level or those needing Extra Attention (EA) should continue with Duolingo. They can try the AI activity later when they feel ready. Students may switch between Duolingo and AI based on their level and comfort. The goal is to keep every student engaged and learning.

Step 6: Spoken Practice with AI (20 mins) - Parallel activities
Remind students to log in and log out.

Instructions:

1. Students open ChatGPT on their device.
2. Copy and paste the given prompt into the AI Document.
3. Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.

Step 7: Getting to Know a Student — 15 Minutes (One-on-One)

Refer to page 4–5 for the full activity. While students work independently on their AI activity or Duolingo, invite one student at a time for a relaxed, one-on-one conversation in Hindi to help them feel comfortable and connected to their teacher. Aim to speak with 2 students per session, and try to have this first conversation with every new student within 7–10 days of enrolment.

Homework: The secrets of modern time management | Hitesh Choudhary | TEDxCITBengaluru

Day 73: Income Growth Lesson - Comfort Zone

Total time: 110 min classroom + 20 min support group

New Vocabulary:

1. Comfort Zone — the situations and habits where you feel safe and relaxed
2. Stretch (Zone) — a situation that pushes you a little beyond what feels safe or easy, helping you grow
3. Nervous — feeling worried or afraid before doing something
4. Confidently — doing something in a sure, not-afraid way

Active Cops:

English Cop

Grammar Cops

Prepare the Board:

Write this on the board before starting the class:

1. Calling a customer service helpline to argue about a wrong bill.
2. Walking into a crowded room completely alone.
3. Telling a teacher or boss they made a mistake.
4. Returning an item bought yesterday due to poor quality.

Lesson Objective:

Students will understand what a comfort zone is and why stepping out of it (the "stretch zone") is necessary for growth and career success, through hands-on activities and reflection.

Explain concepts in Hindi if required, but encourage answers, pair discussion, and presentation in English.

Step (Time)	Description	Teacher's Expectation from Students
Step 1 (20 min) — Today's Topic	"The Silent Reality Check" (60 sec): Point to the whiteboard where you have already written these 4 sentences: 1. Calling a customer service helpline to argue about a wrong bill 2. Walking into a crowded room completely alone. 3. Telling a teacher or boss they made a mistake. 4. Returning an item bought yesterday due to poor quality.	Students engage honestly with the reality check moment, connect it to their own nervousness, and watch the demo attentively so they understand how to run the AI activity themselves.

	Say: "Close your eyes. No one is watching. Raise your hand if even one of these on the board makes your **stomach drop** (A sudden feeling of shock or fear) or your heart races (बोर्ड पर लिखे इनमें से किसी भी बिंदु को देखकर अगर आपको डर, घबराहट या दिल की धड़कन तेज महसूस होती है, तो अपना हाथ उठाइए।). Okay, open your eyes." Look around — it is probable that many students raised their hands. In case they have not - try picking and asking a student. Ask: 1. How would you feel if you had to do any of these things? 2. Did you feel a little nervous or uneasy? Why? That is what leaving your comfort zone feels like. Today, we will learn why overcoming that small fear is the key to earning your first job."	
Step 2 (15-20 min)	Write the topic on the board. Pronounce it as a class. Ask students what they know about this topic. The teacher gives a demo — copy the prompt from the AI document and paste it on ChatGPT. Call a student to give a demo (skip only if everyone already knows the process). Start AI Activity. Students sit in a zig-zag pattern, copy the prompt from the AI document, paste it into ChatGPT, and begin interacting with AI individually.	Students work independently with AI and write important points in their notebooks while talking to it.
Step 3 (5 min) — Mid-Check (Regroup)	Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern. Ask: "What did the AI ask you?" (AI mostly gives different situations to everyone, so take variety of responses)	Students share responses with the class; everyone stays on track with the activity.
Step 4 (10-15 min)	Continue AI Activity. Students go back to their AI conversation. The teacher walks around, supports, and guides students.	Students continue the conversation and keep noting important points in their notebooks.

Energizer (2-3 min) — The Dominant Hand Challenge ("उल्टा हाथ" *(अगर आप सीधे हाथ से लिखते हैं)*)	Give every student a blank piece of paper. Tell them: "You have exactly 30 seconds to write your full name, your career goal, and today's date." Just as they pick up their pens, yell: "Stop! You must switch the pen to your non-dominant hand (Other hand) right now. Go!" After 30 seconds of messy writing and laughing, ask: "How did that feel?" (Students will likely say: awkward, slow, frustrating, difficult.) Explain: "Writing with your main hand is your comfort zone. Writing with your other hand feels awkward and slow — that is your stretch zone. When you start your first job, everything you do — like sending an email or speaking in a meeting — will feel like writing with the 'wrong' hand"	Students genuinely attempt to write with their non-dominant hand and reflect honestly on how it felt.
Step 5 (30 min) — Teacher Activity	Bring the class back together. Part A — Group Presentation: Stepping Out of the Comfort Zone (20 min) Form small groups of 3-4 students. Tell students: "Create a short story (real or imaginary) about a person who stepped out of their comfort zone." They can take help from AI. Give students 5-10 minutes to prepare the story and 4-5 minutes per group for presentation. Write this structure on the board to help everyone (especially weaker students) speak: 1. Who is the person? 2. What was their comfort zone? 3. What did they try (new action)? 4. What happened (success/result)? 5. What would have happened if they stayed in their comfort zone? Each student must give at least 1 idea. The teacher walks around and supports. Each group presents, with different students speaking different parts.	Students actively contribute to their group's story and presentation, honestly step into the circle when a statement is true for them, and reflect genuinely during the closing discussion.

Step 6 (10 min) — Teacher Activity	“Step Into the Circle" Game Ask students to stand in a big circle (if space is limited, students can stand against the wall), with a chair in front of each of them. Tell them this circle of chairs is the "English Zone." All students start outside the circle, outside the circle is the "Safe Zone." Read a list of simple statements. If the statement is true for a student, they step into the circle (or move near their chair if space is limited), and say one word: "Yes." Then they step back out. Teacher's prompts (keep it simple): - "I feel nervous when the teacher calls my name." - "I worry about making mistakes when I write in English." - "I want to get a great job in the future." - "I want to speak English confidently." - "I feel shy talking to someone I don't know." - "I get nervous speaking in front of the class." - "I want to try something new but I'm scared to fail." Students look around and see that almost everyone steps into the circle for the same fears — It is common and okay to feel nervous.	Students honestly step into the circle when a statement is true for them, and reflect genuinely during the closing discussion.
Step 7 — Support Group (20 min)	1. Students independently practice whatever is relevant to their career goals — continuing on Duolingo, practicing on AI, - on laptops, or use internet/tablets/laptops/FEA resources as needed. Assign a Cop to ensure everyone stays on track and no one wastes time; if anyone is seen wasting time, the teacher should talk to and counsel them. Students who wish to leave and practice at home are allowed to leave. 2. Meanwhile, the teacher will ask the selected EA students (underperforming, underconfident, less participative, or irregular students) to stay back. Guide, teach, and support them with any topic or lesson they're struggling with.	The support group sits with the teacher and shares their learnings to close gaps in understanding.

Day 74: 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.

Word of the Day: Bought

Meaning: Got something by paying money for it.

Example: "I bought a new pair of shoes yesterday."

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

Step 1: Quick Revision Game (10 mins)

The teacher says a verb in V1 (present tense). Students respond with its V2 (past tense) form.

Examples:

- go → went
- eat → ate
- sleep → slept

Then students make a quick sentence using the past tense form.

Example:
Teacher: "Eat"
Student: "I ate breakfast."

More words for the teacher to continue with:
do → did, drink → drank, think → thought, make → made, take → took, see → saw, run → ran, say → said, come → came, give → gave, write → wrote, read → read, buy → bought, bring → brought, learn → learnt, speak → spoke, teach → taught, feel → felt, meet → met, sit → sat

Step 2: Yesterday Timeline Activity (15 mins)

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: Spoken Practice with AI (30 mins)
Remind students to log in and log out.

Instructions:

1. Students open ChatGPT on their device.
2. Copy and paste the given prompt into the AI Document.
3. Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.

Once done - Assign **Homework** to students.

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.

Step 6: Getting to Know a Student — 15 Minutes (One-on-One) - Parallel activity

Refer to page 4–5 for the full activity. While students work independently on their AI activity or Duolingo, invite one student at a time for a relaxed, one-on-one conversation in Hindi to help them feel comfortable and connected to their teacher. Aim to speak with 2 students per session, and try to have this first conversation with every new student within 7–10 days of enrolment.

Step 7: Student Recognition – Week 1 (25 mins)

Tell students:

"Today is our Student Recognition Day! Last week, we started two new challenges: the English Speaker Award and the Confidence Award. Today, we are going to celebrate students who showed these qualities."

Announce the **English Speaker Award** first. Call the student to the front, ask the class to clap, and give them their badge/certificate.

Say one specific reason for the award:

"_____ consistently tried to speak in English during class and encouraged others to speak English. Well done!"

Next, announce the **Confidence Award**. Call the student to the front and ask the class to clap.

Say:

"_____ showed great confidence this week by speaking, participating, and trying even when they made mistakes. Well done!"

After both awards, ask the winners to say **one sentence** about how they feel.

Then tell the class:

"Remember, these awards can go to anyone. You don't have to be perfect. Keep speaking, keep participating, and keep trying."

Announce that the next Student Recognition Day will be in one week and remind students that the focus will continue to be **speaking English and building confidence**.

Homework: The secrets of modern time management | Hitesh Choudhary | TEDxCITBengaluru

Day 75 and 76: 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.)

Word of the Day: Compare

Meaning: To see how things are similar or different.

Example: "I compare two sentences."

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.

The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

Step 1: Duolingo Practice (20 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note down the students' names who need additional support and follow up with them during the next practice session.

Step 2: Look at me! (15 minutes)

- Write this sentence on the board. "*I am* _____."

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

Step 3: Wheel of name (30 mins)

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 4: Spoken Practice with AI (30 mins)
Remind students to log in and log out.

Instructions:

1. Students open ChatGPT on their device.
2. Copy and paste the given prompt into the AI Document.
3. Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.

Step 5: Homework (10 mins)

Remind students that yesterday, they were assigned homework — to write 10 sentences about their daily routine using the past tense.

Examples:

- I woke up at 6 a.m.
- I ate breakfast.
- I went to class.

Ask if they have completed it. If yes, appreciate those who actually finished the homework. For those who could not complete it, ask them to share what happened in their routine yesterday that made it difficult to complete the homework.

Step 6: Getting to Know a Student — 15 Minutes (One-on-One) - Parallel activity

Refer to page 4–5 for the full activity. While students work independently on their AI activity or Duolingo, invite one student at a time for a relaxed, one-on-one conversation in Hindi to help them feel comfortable and connected to their teacher. Aim to speak with 2 students per session, and try to have this first conversation with every new student within 7–10 days of enrolment.

Step 7: English Passport — (5 Minutes)

Check-In:
Spend 5 minutes at the end of the lesson referring to the English Passport chart. Read each statement aloud and ask, "Raise your hand if you did this today." For students who do not raise their hands, or who are still struggling, encourage them to choose one statement they will try to achieve in the next lesson.

Day 77: Income Growth Lesson - The Importance of Being a Disciplined Person

Total time: 100 min classroom + 20 min support group

New Vocabulary:

1. Discipline — the ability to control your behavior and follow rules consistently
2. Responsibility — being accountable for your own actions and duties
3. Habit — something you do regularly, often without thinking
4. Punctuality — the habit of being on time
5. Reliable - Someone you can trust

Active Cops:

English Cop

Grammar Cops

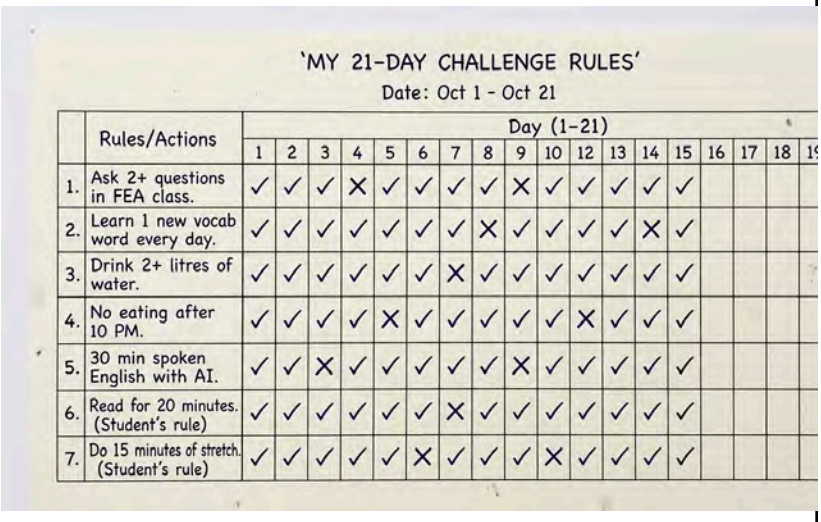
Lesson Objective:

Students will understand why discipline matters in jobs and daily life, and reflect on how disciplined behavior leads to better outcomes, using the KBC-style AI game and a role play activity.

Explain concepts in Hindi if required, but encourage answers, pair discussion, and presentation in English.

Step (Time)	**Description**	**Expectation from Students**
Step 1 (10 mins) Introduction to Discipline	Ask the class: "Think of someone you know who always keeps their word and stays on time — a family member, a colleague, a friend. What makes them different from others?" Take 2-3 quick answers. Say: "Today we're talking about the habit that makes people successful and **reliable** — Discipline."	Students engage and share their responses
Step 2 (15-20 min)	Write the topic on the board. Pronounce it as a class. Ask students to guess what the topic means. The teacher gives a demo — copy the prompt from the AI document and paste it on ChatGPT. Call a student to give a demo (skip only if everyone already knows the process).	Students work independently with AI and write important points in their notebooks while talking to it.

	Start AI Activity. Students sit in a zig-zag pattern, copy the prompt from the AI document, paste it into ChatGPT, and begin interacting with AI individually.	
Step 3 (5 min) — Mid-Check (Regroup)	Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern. Ask: 1. Are you enjoying the KBC game? 2. How are you doing so far? 3. Is anyone stuck or confused? Let me know.	Students share responses with the class; everyone stays on track with the activity.
Step 4 (10-15 min)	Continue AI Activity. Students go back to their AI conversation. The teacher walks around, supports the weaker students, and guides them.	Students continue the conversation and keep noting important points in their notebooks.
Energizer (2-3 min) — Quick Stretch Circle	Once the AI activity is over, students may be feeling a little tired from looking at the screen. Get them excited for a quick energizer! Students stand in a circle. One student suggests a stretch. Everyone copies. Another student suggests a stretch and everyone copies. Continue around the circle.	Students participate actively and take turns leading a stretch for the group.
Step 5 (10 min) — Teacher Activity	Bring the class back together. Write on the board: 1. What happened in your KBC game? Which round did you like the most? 2. What is one choice you made in the game, and what did it teach you? Give everyone a minute to prepare their own answer silently. Take responses from 2-3 confident students for the whole class to hear.	Students actively participate.

Step 6 (40 min) — 21-Day Discipline Challenge & Presentation	Ask: "Do you know how many days it takes for an action to become a habit?" Share that science says it takes 21 days to form a habit. Ask: "Do you remember the lesson on Habits of Well-Educated People?" Invite a few students to share what they remember. Tell students: "Now you will write down 5 daily rules you will follow. Once you're ready, you will come on stage and present your plan." Remind them not to write the rules just for the sake of writing — explain that you will check in on their progress after 10 days, and again after 20 days. Ask: "Are there any habits you want to form?" Take a few answers. **5 Daily Rules (Write in A4 sheet):** Give each student half an A4 sheet. Tell them that once completed, this sheet will be pasted on the wall. Appoint a Cop who will remind students almost every day whether they are following their promise or not. Ask students to sit alone and prepare their promise presentation. **Steps:** 1. Students write their 5 rules, along with a 21-day tick-box tracker, on the A4 sheet. 2. Once completed, students come on stage and share their 5 daily rules — explaining why they wish to form each habit. 3. After the presentation, ask students to take tape and paste their promise sheet on the wall. For reference:  'MY 21-DAY CHALLENGE RULES' Date: Oct 1 - Oct 21 |	Rules/Actions	Day (1–21)																	
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
		1	2	3	4	5	6	7	8	9	10	12	13	14	15	16	17	18	19
1.	Ask 2+ questions in FEA class.	✓	✓	✓	✗	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓				
2.	Learn 1 new vocab word every day.	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✗	✓				
3.	Drink 2+ litres of water.	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓				
4.	No eating after 10 PM.	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✗	✓	✓	✓				
5.	30 min spoken English with AI.	✓	✓	✗	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓				
6.	Read for 20 minutes. (Student's rule)	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓				
7.	Do 15 minutes of stretch. (Student's rule)	✓	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✓	✓	✓				| Students can create a simple version — they do not need to	

	make too many lines. The tick marks are just for reference. Starting from Day 1, they will mark a tick every day the moment they enter class. **Example Rules (students may pick from these or create their own):** ● Ask a minimum of 2 questions in FEA class. ● Learn one new vocabulary word every day. ● Drink 2+ litres of water. ● No eating after 10 PM. ● 30 minutes of spoken English practice with AI. ● (Student's own rule) ● (Student's own rule)	
Step 7 — Support Group (20 min)	1. Students independently practice whatever is relevant to their career goals — continuing on Duolingo, practicing on AI, - on laptops, or use internet/tablets/laptops/FEA resources as needed. Assign a Cop to ensure everyone stays on track and no one wastes time; if anyone is seen wasting time, the teacher should talk to and counsel them. Students who wish to leave and practice at home are allowed to leave. 2. Meanwhile, the teacher will ask the selected EA students (underperforming, underconfident, less participative, or irregular students) to stay back — Guide, teach, and support them with any topic or lesson they're struggling with.	The support group sits with the teacher and shares their learnings to close gaps in understanding.

Day 78: Consolidation: Practice Time

Word of the Day: Accomplish

Meaning: To successfully finish something important.

Example: "I accomplish my tasks with effort."

Objective:

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

Step 1: Recap: What Are They Doing? (15 minutes)

- Ask students to open their SABs. 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.

The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences.

Step 2: Writing Activity (15 minutes)

Students write 6 sentences:

- 2 about themselves (What are they doing now?)
- 2 about friends or siblings (What are their friends/siblings doing now?)
- 2 about family members (What are their family members doing now?)

Support weaker students by giving a word bank (e.g., eating, studying, working, cooking, cleaning, playing).

Step 3: Pair Work (5 minutes)

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

Step 4: Quick Presentation (20 minutes)

Students present their sentences using this format:

- I am ____.
- I am ____.
- My best friend is ____.
- My best friend is ____.
- My father or mother is ____.
- My father or mother is ____.

Encourage small applause after each presentation.

Step 5: Spoken Practice with AI (30 mins)
Remind students to log in and log out.

Remind students that on Lesson 80, we will assess our level again, and the TM may also be present. Help them remember that we practice every day to improve our CEFR level — so we can get the job we want, earn as much as we wish to, and provide a good life for our parents and family.

Instructions:

1. Students open ChatGPT on their device.
2. Copy and paste the given prompt into the AI Document.
3. Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.

Step 6: Role play: (30 mins)

Instructions for the roleplay activities:

- Two set of pairs (4 students) perform the role-play in front of the class first, one by one
- The teacher and students observe the conversation and identify useful words, phrases, and expressions.

- All student pairs then practice the same role-play simultaneously.
- Students switch partners once or twice and repeat the activity to build fluency and confidence.
- Finally, two new pairs perform their role-play for the class.
- This approach ensures that all students are actively speaking for most of the activity, maximizing speaking time instead of waiting for their turn.
- Ensure that every student speaks 7-10 sentences

Note: Focus on quality, not on finishing every role-play. If a pair is not well prepared or does not perform well, appreciate their effort, but ask them to prepare again and present later. Make sure all students are able to speak their 7–10 sentences well.

Roleplay Topic-
A son or daughter asks their parents for permission to attend a training program in another city.

Note: Inform your Territory Manager to schedule their visit to your classroom for the day 80. The teacher will interview students in the presence of the TM

Day 79: Pre-Mid Interview Practice

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

Word of the Day: Assessment

Meaning: A test or check to understand what you know or can do.

Example: "I have an English assessment tomorrow."

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.

Mindfulness (2 mins)

Begin with a short breathing exercise.

Step 1: Welcome Students (10 mins)

Start the class by asking: "How are you all feeling today?" Then ask: "Do you know what day tomorrow is? Do you remember something we planned for tomorrow?" Let students answer.

Then inform them: "Tomorrow is Day 80 — our assessment day! We will see how much we have progressed, and how much more practice we need to score B1. There's also a chance that TM sir will visit the class tomorrow."

"So today, we are going to practice for tomorrow. Are you all excited? Let's practice!"

The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

Step 2 – Rapid Revision Drill (10 mins)

Write these tasks on the 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 your sentence)
- Why do you like FEA? (using *because* in your sentence)

The teacher calls out tasks randomly. Students respond immediately.

Focus on: speed and full sentences.

Step 3 – Pair Mock Interview + EA Group Interview (20 mins)

Make pairs.

- Student A = interviewer
- Student B = student

Interviewer asks about:

- Introduction
- Daily routine
- 2–3 questions
- Favourite day / Why FEA

Then switch roles.

Rules:

- No reading
- Maintain eye contact
- Speak clearly

While students are doing the pair mock interview, pick one student at a time from the EA (Extra Attention) group. Ask them the questions below, spending 5 minutes per student.

1. Introduce yourself and tell me about your likes and dislikes.
2. Tell me about your village.
3. Tell me about your family.
4. Tell me about your friend.
5. Share your daily routine in 5–7 sentences.
6. Ask the teacher 5 different questions (excluding "What is your name?" and "How are you?").
7. Make one sentence each using: this, that, these, those.
8. Make 2 sentences using: person + action + object.
9. Why do you want to learn English?
10. Why do you like FEA?

Step 4 – Spoken Practice with AI + Mock Interview (40 mins) — *Parallel Activities*

Remind students to log in and log out.

Part A: Spoken Practice with AI

1. Students open ChatGPT on their device.
2. Copy and paste the given prompt into the AI Document.

3. Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.

This assessment may take 10–15 minutes. Once students complete it, ask them to start Duolingo while you conduct the mock interviews.

Part B: Mock Interview

After the pair interview, ask students to move to the AI activity. The teacher can continue conducting mock interviews. Once the EA students' mock interviews are done, move on to the regular students' mock interviews.

Ask them the same 10 questions listed in Step 3.

Step 5 – Reflection (5 mins)

Ask students: "What will you practice before tomorrow's interview?"

Note: Inform your Territory Manager to schedule their visit to your classroom for the day 80. The teacher will interview students in the presence of the TM

Day 80: Student Interview (with TM)

Word of the Day: Evaluate

Meaning: To judge or check performance carefully.

Example: "I evaluate my speaking skills."

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

Classroom Management Note:

- Ensure no student is idle.
- Keep all students engaged in one of the following:
    - Peer interviews
    - AI speaking
    - Any other AI or Duolingo activity, once finished with their tasks
- Maintain a serious but supportive "interview environment" throughout the class.

Mindfulness (2 mins)

Begin with a short breathing exercise.

Step 1 – Task Briefing (5 mins)

Welcome everyone. Ask how they are feeling today. Ask if they know what we will do today, and let students answer.

Share that today is Interview Day. If the TM is available, ask students if they know who that is, and tell them the TM will be with us today too.

Explain: "Today we will do 3 things. First, you will all take the AI spoken assessment, which will take around 10–15 minutes. Then you will show your scores to the TM. After that, you will move to practicing with your interview partner on the topics on the board — you'll take turns interviewing each other. Once done, you can practice on AI or Duolingo, but please stay quiet, since I will be conducting interviews on one side, and we don't want any distractions."

Pair up students who will interview each other after the AI spoken assessment.

Write this on the whiteboard:

1. Introduce yourself in 5–7 sentences.
2. Share your daily routine in 5–7 sentences.
3. Greet your new FEA friend, Ramesh.
4. Ask the teacher 5 different questions (excluding "What is your name?" and "How are you?").
5. Make a sentence using: this, that, these, those.

6. Make a sentence using: person + action + object.
7. Say which is your favourite FEA Day, and why.
8. Why do you like FEA?

Step 2 – Spoken Practice with AI + Mock Interview (40 mins) — *Parallel Activities*

Remind students to log in and log out.

Part A: Spoken Practice with AI

1. Students open ChatGPT on their device.
2. Copy and paste the given prompt into the AI Document.
3. Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.

TM Role:

- Move around and observe students.
- Note the 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 separately.)*

Step 3 – Parallel Practice for Non-Interview Students (Ongoing – 40 mins)

While the teacher interviews students one by one, the rest of the class does the following:

1. Mini Peer Interviews (in pairs):
    - One student = interviewer
    - One student = candidate
    - Ask the same interview questions
    - Switch roles after 5–7 minutes
2. Rotate partners every 10–15 minutes.

Step 4 – Teacher Interview (40 mins, running parallel)

Instructions:

- Call students one by one (8–10 minutes each).
- Conduct a full interview using all the tasks listed above.

During the interview:

- Encourage full sentences.
- Support shy students with prompts if needed.

TM Role:

- Sit with the student during the interview.
- Observe carefully.
- Note the CEFR level for each student.
- Track confidence, fluency, and accuracy.

Teacher Role:

- Ask all the questions.
- Take quick notes on:
    - Confident
    - Needs support
    - Common mistakes

Step 5 – Quick Feedback Loop (throughout)

After each interview (1 minute), tell the student:

- One thing they did well.
- One 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."

Module 4: Strengthening A2 – Real-World Situations & Opinions (Days 81–120)

- CEFR Level: Strengthening A2
- Core Theme: Real life conversation, doing real tasks, and keeping conversations going.
- Key Focus Areas:
    - Revision lessons for non-cleared A2 students (Days 82–90)
    - Functional English for real-life situations: visiting the doctor, restaurant ordering, asking for directions, and customer support etc
    - Keeping a conversation going smoothly without getting stuck.
    - Talking about hopes, dreams, and plans for tomorrow (future tense).
    - Road to Success Modules: Good manners, critical thinking, overcoming social anxiety ("*Log Kya Kahenge*"), and avoiding shortcuts.

Day 81: Student Interview- Day 2

Re-attempt Option (Important Instruction)

Word of the Day: Reflect

Meaning: To think carefully about something.

Example: "I reflect on my interview performance."

Note: Students who are not satisfied with their performance can take one more AI attempt.

TM Role:

- Allow and encourage re-attempts
- Note best performance, not first attempt

Classroom Management Notes

- No student should sit idle.
- Keep a strict rotation: Peer → AI → Peer.
- Encourage peer support (strong students help weak students).

Mindfulness (2 mins)

Begin with a short breathing exercise.

The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

Step 1 – Quick Warm-Up (5 mins)

Inform students that today is Day 2 of the assessment. Tell them: "Some of you were left to give your interview, and today I will take those interviews. Yesterday, many of you performed wonderfully!

Today, we will continue the interviews. Those who feel they were not happy with their performance yesterday and wish to try again are welcome to do so today."

Ask how many students wish to try again.

Ask: "Does anybody have any questions?"

Step 2 – Instructions (5 mins)

Tell students: "First we will complete all remaining interviews. Those who have already given their interview will continue practicing and improving."

Clarify:

- Remaining students → Teacher Interview
- Others → Practice and improve

Step 3 – Teacher Interviews Continue (60 mins)

- Call the remaining students one by one (8–10 minutes each).
- Use the same interview structure as Day 1.

TM Role:

- Sit in on 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 the following:

1. **Peer Mock Interviews**
    - Use the same interview questions.
    - Change partners every 10–15 minutes.
    - Focus: fluency + confidence.
2. **AI Improvement Practice** *(Refer to the AI document)*
    - Improve weak answers.
    - Speak more clearly.
    - Try longer sentences.
3. **Re-attempt for Improvement** *(Strongly Recommended)*
    - Students redo the AI assessment.
    - Try to improve their CEFR level.

Step 5 – Fast Track for Already-Interviewed Students

Students who have already completed their teacher interview should 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."

Note for Teachers:

If less than 75% of your students have reached A2 level, continue with the extra practice days (Days 83–93).

If 75% or more of your students have reached A2 level, and this is verified, skip Days 83–93 and start from Day 94, aiming for B1. On Days 180 and 181, there will be a similar assessment to check students' spoken ability and whether they have 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 their ideas using words like *because, so,* and *but*.
- Give examples to explain their point clearly (for example, from their life or village).
- Try to connect sentences so their speaking sounds like one full idea, not separate lines.
- Use past, present, and future (yesterday, today, tomorrow) in their speaking.
- Add feelings and opinions (*I think, I feel, I believe*).

Students should:

- Use voice mode to assess their CEFR score.
- Repeat after correction.

Day 82: Income Growth Lesson - Impulse Control

Total time: 110 min classroom + 20 min support group

New Vocabulary:

1. Impulse — a sudden urge to do something.

2. Impulse Control — the ability to pause and think before reacting

3. Urge — a strong sudden feeling to do something

5. React vs. Respond — reacting is instant; responding means thinking first

Active Cops:

English Cop

Grammar Cops

Lesson Objective:

Students will understand what impulse control means and practice pausing to think before reacting in real-life situations, using the Stop-Think-Choose method explored with AI and in class.

Explain concepts in Hindi if required, but encourage answers, pair discussion, and presentation in English.

Step (Time)	Description	Teacher's Expectation from Students
Step 1 (20 min)	**Start with a story: The Loyal Mongoose** Once, a farmer lived in a village with his wife and baby son. One day, the farmer found a small injured mongoose on the road. He took it home, cared for it, and soon it became the family's pet. The baby and the mongoose grew up together. One day, the farmer's wife went to the market. She told her husband to look after the baby and not let the mongoose go near him. Soon, the farmer had to leave the house to repay a moneylender. The baby was asleep, so he left the mongoose to watch over him. When the wife returned, she saw the mongoose waiting ou Its mouth and paws were covered with blood. "Oh no! It has killed my baby!" she cried. Without thinking, she hit the mongoose with her basket. She ran inside and found her baby sleeping safely. On the floor was a dead poisonous snake, torn into pieces.	Students engage with the hook question, guess the topic meaning, and watch the demo attentively so they understand how to run the AI activity themselves.

	The mongoose had saved the baby. The wife rushed back outside, but it was too late. The loyal mongoose was dead. **Ask:** 1. Was the mongoose good or bad? Why? 2. Did the wife make a mistake? 3. What should she have done first? 4. How do you think the farmer's wife felt at the end?	
Step 2 (15-20 min)	1. Say: "Today we're talking about the skill that helps you pause before you react — Impulse Control." Write the topic on the board. Pronounce it as a class. 2. The teacher gives a demo — copy the prompt from the AI document and paste it on ChatGPT. 3. Call a student to give a demo (skip only if everyone already knows the process). 4. Start AI Activity. Students sit in a zig-zag pattern, copy the prompt from the AI document, paste it into ChatGPT, and begin interacting with AI individually.	Students work independently with AI and write important points in their notebooks while talking to it.
Step 3 (5 min) — Mid-Check	Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern. Ask: 1. How's the activity going so far?" 2. Is anyone stuck or confused? Let me know." 3. Have you ever played Kho Kho in your real life?	Students share responses with the class; everyone stays on track with the activity.
Step 4 (10-15 min)	Continue AI Activity. Students go back to their AI conversation. The teacher walks around, supports the weaker students, and guides them.	Students continue the conversation and keep noting important points in their notebooks.
Energizer (2-3 min) — Count and Jump	Once the AI activity is over, students may be feeling a little tired from looking at the screen. Get them excited for a quick energizer! **Count and Jump** **Instructions:** ● Students stand in a circle. ● Count aloud from 1 onwards. ● Whenever a number is a multiple of 3 (3, 6, 9, 12, etc.), the student must jump instead of saying the number.	Students participate actively and try to stay accurate with the count and jump rule.

	• Anyone who says the number instead of jumping starts the count again.	
Step 5 (20 min) — Discuss and Present	Bring the class back together. Write on the board: 1. What happened in your KBC Challenge? What kind of questions and challenges did you get? 2. What do you think impulse control is? Why is it important for you to learn it? 3. How can learning about impulse control help you in your career or after you join a job?" Give everyone a few minutes to prepare their own answer silently. Take responses from 2-3 confident students for the whole class to hear. Make small groups (weaker students can be grouped together, stronger together, or mixed). Ask each group to discuss both questions together. The teacher moves between groups, joining and supporting discussions. Once discussion ends, ask each group to nominate a representative (a different student each day) to come up and share a short summary of their group's discussion	Students actively engage in the discussion and share their thoughts.
Step 6 — Role Play: Stop – Think – Act (30 Min)	**Instructions:** 1. Divide students into pairs. 2. Give each pair one situation. 3. **Round 1:** Act as if you react immediately (impulse). 4. **Round 2:** Act out the same situation again, but first **Stop → Think → Act**. 5. After each role-play, discuss: ○ What was the impulse? ○ What was the better action? ○ Which action would have a better result? **Situations:** • Someone cuts the line while you are waiting in a bank or government ration line. • Your friend laughs when you try to speak in English outside of FEA. • A customer speaks rudely to you at work or your shop. • Your younger brother breaks your earphone. • Someone interrupts you while you're speaking • You are on a bus, and someone steps on your white new shoes	Students will sit with their partner and prepare themselves to perform the role play on stage two times with different mindset

	Start with struggling or new students. Give as many groups a chance to perform as time allows.	
Step 7 — Support Group (20 min)	1. Students independently practice whatever is relevant to their career goals — continuing on Duolingo, practicing on AI, - on laptops, or use internet/tablets/laptops/FEA resources as needed. Assign a Cop to ensure everyone stays on track and no one wastes time; if anyone is seen wasting time, the teacher should talk to and counsel them. Students who wish to leave and practice at home are allowed to leave. 2. Meanwhile, the teacher will ask the selected EA students (underperforming, underconfident, less participative, or irregular students) to stay back — Guide, teach, and support them with any topic or lesson they're struggling with.	The support group sits with the teacher and shares their learnings to close gaps in understanding.

Day 83: A2 Consolidation Practice 1

Progress Note for Teachers: Conduct consolidation-practice
Days (83–93) if less than 75% of students scored A2.

Word of the Day: Consolidate

Meaning: To combine and strengthen what you have learned.

Example: "I consolidate my learning through practice."

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.

Mindfulness (2 mins)

Begin with a short breathing exercise.

The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

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

Ask students to stand in pairs.
Write on board:
Topic 1: My Daily Routine (8-10 sentences)
Topic 2: My Introduction (8-10 sentences)

Instructions:
"Today we will practice these 2 topics. You will speak with 2 different partners. Use full sentences only."

Round 1: Partner Practice (10-15 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 (10-15 mins)

Same format:

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

Round 3: Hot Seat Activity (30-40 mins)

Pick 10 students (Who could not score A2) for a hot seat (rotate every 5 minutes).

Setup:

- Hot seat student stands in front
- All other students ask questions using only What / Where / Who / When. (Refer to previous days in the SAB for sample 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 2: Duolingo Practice (30 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.

- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Note: Start with Duolingo for all students. Students who are confident and comfortable using AI may switch to the AI activity if they are ready. Students at A0/A1 level or those needing Extra Attention (EA) should continue with Duolingo. They can try the AI activity later when they feel ready. Students may switch between Duolingo and AI based on their level and comfort. The goal is to keep every student engaged and learning.

Step 3: Spoken Practice with AI (30 mins) - Parallel activities
Remind students to log in and log out.

Instructions:

1. Students open ChatGPT on their device.
2. Copy and paste the given prompt into the AI Document.
3. Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.

Step 4: Special Support — One-to-One Teaching (remaining time)

For students who could not score A2, form small groups of 3 students and sit with them.

First, identify the reasons behind their slow progress. This could be due to irregular attendance, low participation, difficulty comprehending English sentences, or trouble reading basic sentences. Ask them to read basic 3-letter words such as *Tap, Mat, Cat, Bat,* and so on. The objective is to identify why their progress has been slow.

Based on the outcome, discuss with the TM and prepare a support plan. Teach students basic sentence formation from Day 17 and Day 18, prepositions from Day 58 and Day 60, and other lessons such as Talking About Yesterday, and so on.

Step 5: Post AI Questions (10 mins):

Ask:

1. What was easy today? What will you practice at home?
2. How many sentences did you speak to the AI today?

Homework: Practice your daily routine introduction 3 times in smartphone/mirror/with siblings.

Day 84: A2 Consolidation Practice 2

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.

Mindfulness (2 mins)

Begin with a short breathing exercise.

The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

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

Ask students to stand in pairs.
Write on board:
Topic 1: My Daily Routine (8-10 sentences)
Topic 2: My Introduction (8-10 sentences)

Instructions:
"Today we will revise these 2 topics. You will speak with 3 different partners. Use full sentences only."

Round 1: Partner Practice (10-15 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 (10-15 mins)

Same format:

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

Round 3: Hot Seat Activity (30 mins)

Pick 10 students (Who could not score A2) for a hot seat (rotate every 3-4 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 2: Duolingo Practice (30 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Note: Start with Duolingo for all students. Students who are confident and comfortable using AI may switch to the AI activity if they are ready. Students at A0/A1 level or those needing Extra Attention (EA) should continue with Duolingo. They can try the AI activity later when they feel ready. Students may switch between Duolingo and AI based on their level and comfort. The goal is to keep every student engaged and learning.

Step 3: Spoken Practice with AI (30 mins) - Parallel activities
Remind students to log in and log out.

Instructions:

1. Students open ChatGPT on their device.
2. Copy and paste the given prompt into the AI Document.
3. Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.

Step 4: Special Support — One-to-One Teaching (remaining time)

For students who could not score A2, form small groups of 3 students and sit with them.

First, identify the reasons behind their slow progress. This could be due to irregular attendance, low participation, difficulty comprehending English sentences, or trouble reading basic sentences. Ask them to read basic 3-letter words such as *Tap, Mat, Cat, Bat,* and so on. The objective is to identify why their progress has been slow.

Based on the outcome, discuss with the TM and prepare a support plan. Teach students basic sentence formation from Day 17 and Day 18, prepositions from Day 58 and Day 60, and other lessons such as Talking About Yesterday, and so on.

Day 85: A2 Consolidation Practice 3

Progress Note for Teachers: Conduct consolidation-practice
Days (83–93) if less than 75% of students scored A2.

Word of the Day: Accuracy

Meaning: Being correct and without mistakes.

Example: "I focus on accuracy while speaking."

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.

Mindfulness (2 mins)

Begin with a short breathing exercise.

The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

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 (10-15 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).
    a. 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 (10-15 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 (30 mins)

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.
- The class can ask follow-up questions: "Why?"

Step 2: Duolingo Practice (30 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Note: Start with Duolingo for all students. Students who are confident and comfortable using AI may switch to the AI activity if they are ready. Students at A0/A1 level or those needing Extra Attention (EA) should continue with Duolingo. They can try the AI activity later when they feel ready. Students may switch between Duolingo and AI based on their level and comfort. The goal is to keep every student engaged and learning.

Step 3: Spoken Practice with AI (30 mins) - Parallel activities
Remind students to log in and log out.

Instructions:

1. Students open ChatGPT on their device.
2. Copy and paste the given prompt into the AI Document.
3. Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.

Step 4: Special Support — One-to-One Teaching

For students who could not score A2, form small groups of 3 students and sit with them.

First, identify the reasons behind their slow progress. This could be due to irregular attendance, low participation, difficulty comprehending English sentences, or trouble reading basic sentences. Ask

them to read basic 3-letter words such as *Tap, Mat, Cat, Bat,* and so on. The objective is to identify why their progress has been slow.

Based on the outcome, discuss with the TM and prepare a support plan. Teach students basic sentence formation from Day 17 and Day 18, prepositions from Day 58 and Day 60, and other lessons such as Talking About Yesterday, and so on.

Step 5: Student Recognition Day (15 mins)

Tell students:

“Today is our fourth Student Recognition Day! Let's celebrate the students who have shown great effort in the last week.”

Build some excitement before announcing the students.

Announce the **Punctuality Champion**, **Attendance Champion**, and **Progress Champion** one by one.

For each student:

- Call them to the front.
- Ask the class to clap.
- Give them their paper badge/certificate.
- Say one specific reason for their recognition.

For example:

“You came on time for almost every class. You showed great discipline. Well done!”

Then give **Special Appreciation** to 2–3 students who showed strong improvement, participation, effort, or helped classmates.

After all awards, ask the recognised students:

“How do you feel?”

Allow 2–3 students to answer.

Then tell the whole class:

“Remember, today's winners are not the only successful students. Everyone can be recognised. Your next two-week challenge starts today.”

Write the next challenge on the board:

BE ON TIME → ATTEND → PARTICIPATE → IMPROVE

End with a class clap and say:

“Let's see who we will celebrate next time!”

Day 86: Income Growth Lesson - Good versus Bad Communication

Total time: 110 min classroom + 20 min support group

New Vocabulary:

1. Communication — the act of sharing information, ideas, or feelings with others
2. Listen — to pay attention to what someone is saying
3. Interrupt — to speak while someone else is still talking
4. Misunderstand — to understand something wrongly

Active Cops:

English Cop

Grammar Cops

Lesson Objective:

Students will read an interactive AI story and choose what happens next. The story will show good and bad ways of talking to others. Students will then think about how to communicate well — by listening, speaking politely, giving clear information, asking questions, checking if others understood, and showing respect.

Explain concepts in Hindi if required, but encourage answers, pair discussion, and presentation in English.

Step (Time)	**Description**	**Teacher's Expectation from Students**
Step 1 (10 min)	Once students are settled, the teacher picks one student sitting at the back and says: **"Go and tell him: Bring that thing from there."** The student looks confused because the instruction is not clear. The teacher then asks the class: ● "Samjhe kya bolna hai?" (Did you understand what to say?) ● "What is the problem?" The student might reply, “Sir samjh nhi aaya” The teacher explains: "Exactly! This is bad communication. I asked for something, but I was not clear about what I wanted." Write on board: "Good versus Bad Communication." Pronounce the topic as a class. Ask students to guess what the topic means.	Students engage with the hook question, guess the topic meaning, and watch the demo attentively so they understand how to run the AI activity themselves.

	The teacher gives a demo — copy the prompt from the AI document and paste it into ChatGPT. Call a student to give a demo (skip only if everyone already knows the process).	
Step 2 (15-20 min)	Start AI Activity. Students sit in a zig-zag pattern. Students copy the prompt from the AI document and paste it into ChatGPT. Students begin interacting with AI individually.	Students work independently with AI and write important points in their notebooks
Step 3 (5 min) Mid-Check	Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern. Ask: Is anyone stuck or confused? Let me know."	Students share responses with the class; everyone stays on track with the activity.
Step 4 (10-15 min)	Continue AI Activity. Students go back to their AI conversation. Teacher walks around, supports, and guides students.	Students continue the conversation and keep noting important points in their notebooks.
Energizer (2-3 min)	Once the AI activity is over, students may be feeling a little tired from looking at the screen. Get them excited for a quick energizer! Ask students to jump 20 times and settle down.	Students participate actively
Step 5 (30 min)	Bring the class back together and make small groups. Students discuss: 1. What is good communication? 2. What should you do if you do not understand someone? 3. How can good communication help you at work or in an interview? 4. Tell us one good communication habit you learned today. Give an A4 sheet to each group. They should discuss and write their answers. Presentation: Each group presents their discussion to the class.	Students actively discuss within their group, referring back to their AI conversation and notes, and write clear answers Each group nominates a representative to present their discussion confidently to the class.

Step 6 (20 minutes) - Active Listening Test	**Teacher says:** "Until now, we understood how important it is to share our thoughts and feelings in a good way. One more important part of good communication is listening. Let's do a small test to see how good we are at listening." **Activity: Mirror Listening** **What you need:** Students in pairs. **Steps:** 1. Put students in pairs — Student A and Student B. 2. Student A and B come on stage. Student A talks for 30 seconds about a simple topic. Example: "My weekend" or "My favorite teacher." 3. Student B only listens. No talking, no writing. 4. After 30 seconds, Student B repeats back what they remember Student A said. 5. Student A tells the class if Student B got it right or missed something. 6. Switch roles — now Student B talks and Student A listens. **Teacher explains:** "When we truly listen, we understand better. This is why listening is one of the most important parts of good communication."	Students follow the instructions. Students have a fun learning activity.
Step 7 — Support Group (20 min)	1. Students independently practice whatever is relevant to their career goals — continuing on Duolingo, practicing on AI, - on laptops, or use internet/tablets/laptops/FEA resources as needed. Assign a Cop to ensure everyone stays on track and no one wastes time; if anyone is seen wasting time, the teacher should talk to and counsel them. Students who wish to leave and practice at home are allowed to leave. 2. Meanwhile, the teacher will ask the selected EA students (underperforming, underconfident, less participative, or irregular students) to stay back — at the problem station area. Guide, teach, and support them with any topic or lesson they're struggling with.	The support group sits with the teacher and shares their learnings to close gaps in understanding.

Day 87: A2 Consolidation Practice 4

Progress Note for Teachers: Conduct consolidation-practice Days (83–93) if less than 75% of students scored A2.

Word of the Day: Pronunciation

Meaning: The way a word is spoken.

Example: "I improve my pronunciation with practice."

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.

Mindfulness (2 mins)

Begin with a short breathing exercise.

The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

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).
    a. 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**:

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 (30 mins)

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 2: Spoken Practice with AI (30 mins)
Remind students to log in and log out.

Instructions:

1. Students open ChatGPT on their device.
2. Copy and paste the given prompt into the AI Document.
3. Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.

Step 3: Getting to Know a Student — 15 Minutes (One-on-One) - Parallel activity

Refer to page 4–5 for the full activity. While students work independently on their AI activity or Duolingo, invite one student at a time for a relaxed, one-on-one conversation in Hindi to help them feel comfortable and connected to their teacher. Aim to speak with 2 students per session, and try to have this first conversation with every new student within 7–10 days of enrolment.

Step 4: Post-AI Questions (10 mins)

Ask the class:

- Did the AI give you a CEFR level? Was it A1, A2, or something else?
- How did you feel about the "Hot Seat" activity? Were they more nervous there or while talking to the AI?
- Were you able to reach the 8-10 sentence goal, or did you stop early?
- “Which word was more confusing for you: this/that or these/those?”

Step 5: Special Support — One-to-One Teaching

For students who could not score A2, form small groups of 3 students and sit with them.

First, identify the reasons behind their slow progress. This could be due to irregular attendance, low participation, difficulty comprehending English sentences, or trouble reading basic sentences. Ask them to read basic 3-letter words such as *Tap, Mat, Cat, Bat,* and so on. The objective is to identify why their progress has been slow.

Based on the outcome, discuss with the TM and prepare a support plan. Teach students basic sentence formation from Day 17 and Day 18, prepositions from Day 58 and Day 60, and other lessons such as Talking About Yesterday, and so on.

Day 88: A2 Consolidation Practice 5

Progress Note for Teachers: Conduct consolidation-practice
Days (83–93) if less than 75% of students scored A2.

Word of the Day: Expression

Meaning: The way you show your thoughts or feelings in words.

Example: "I improve my expression in English."

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.

Mindfulness (2 mins)

Begin with a short breathing exercise.

The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

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:

- The teacher acts (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 (30 mins)

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 2: Spoken Practice with AI (30 mins)
Remind students to log in and log out.

Instructions:

1. Students open ChatGPT on their device.
2. Copy and paste the given prompt into the AI Document.
3. Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.
4. Ask students to make 2 attempts of the same assessment.

Step 3: Getting to Know a Student — 15 Minutes (One-on-One) - Parallel activity

Refer to page 4–5 for the full activity. While students work independently on their AI activity or Duolingo, invite one student at a time for a relaxed, one-on-one conversation in Hindi to help them feel comfortable and connected to their teacher. Aim to speak with 2 students per session, and try to have this first conversation with every new student within 7–10 days of enrolment.

Step 4: Post-AI Questions (10 mins)

Ask the class:

- "Which pronoun was most difficult for you today: he, she, it, we, they?"
- "Were your hot-seat sentences better, or your AI sentences better? Why?"

Step 5: Special Support — One-to-One Teaching

For students who could not score A2, form small groups of 3 students and sit with them.

First, identify the reasons behind their slow progress. This could be due to irregular attendance, low participation, difficulty comprehending English sentences, or trouble reading basic sentences. Ask them to read basic 3-letter words such as *Tap, Mat, Cat, Bat,* and so on. The objective is to identify why their progress has been slow.

Based on the outcome, discuss with the TM and prepare a support plan. Teach students basic sentence formation from Day 17 and Day 18, prepositions from Day 58 and Day 60, and other lessons such as Talking About Yesterday, and so on.

Day 89: A2 Consolidation Practice 6

Word of the Day: Engage

Meaning: To take part actively in something.

Example: "I engage in class discussions."

Progress Note for Teachers: Conduct consolidation-practice Days (83–93) 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.

Mindfulness (2 mins)

Begin with a short breathing exercise.

The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

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 (30 mins)

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 2: Duolingo Practice (30 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.

- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Note: Start with Duolingo for all students. Students who are confident and comfortable using AI may switch to the AI activity if they are ready. Students at A0/A1 level or those needing Extra Attention (EA) should continue with Duolingo. They can try the AI activity later when they feel ready. Students may switch between Duolingo and AI based on their level and comfort. The goal is to keep every student engaged and learning.

Step 3: Spoken Practice with AI (30 mins) - Parallel activities
Remind students to log in and log out.

Instructions:

1. Students open ChatGPT on their device.
2. Copy and paste the given prompt into the AI Document.
3. Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.

Step 4: Special Support — One-to-One Teaching

For students who could not score A2, form small groups of 3 students and sit with them.

First, identify the reasons behind their slow progress. This could be due to irregular attendance, low participation, difficulty comprehending English sentences, or trouble reading basic sentences. Ask them to read basic 3-letter words such as *Tap, Mat, Cat, Bat,* and so on. The objective is to identify why their progress has been slow.

Based on the outcome, discuss with the TM and prepare a support plan. Teach students basic sentence formation from Day 17 and Day 18, prepositions from Day 58 and Day 60, and other lessons such as Talking About Yesterday, and so on.

Day 90: Income Growth Lesson - Shortcuts to Avoid

Total time: 110 min classroom + 20 min support group

New Vocabulary:

1. Shortcut — a quicker way of doing something that skips important steps
2. Consequence — the result of an action, often unexpected
3. Risky — likely to cause harm or loss
4. Steady — done regularly and consistently over time
5. Hidden Cost — Problems that come later

Active Cops:

English Cop

Grammar Cops

Lesson Objective:

Students will understand why shortcuts often cost more in the long run, and practice identifying smart strategies versus risky shortcuts in real-life situations.

Explain concepts in Hindi if required, but encourage answers, pair discussion, and presentation in English.

Step (Time)	Description	Teacher's Expectation from Students
Step 1 (15 min)	Instead of telling them the lesson title, write only this question on the board: "Would you rather get ₹1 lakh today or ₹10 lakh after five years?" Let them debate for 5 minutes. As they justify their choices, introduce more scenarios: 1. Learn English in one day vs. practise for six months. 2. Fake experience certificate now vs. real experience after 1 year. 3. Viral success overnight vs. building skills steadily. Then reveal the lesson title: "Shortcuts to Avoid"	Students actively debate the opening question, justify their choices
Step 2 (15-20 min)	Write the topic on the board. Pronounce it as a class. Ask students to guess what the topic means. The teacher gives a demo — copy the prompt from the AI document and paste it on ChatGPT. Call a student to give a demo (skip only if everyone already knows the process).	Students work independently with AI and write important points in their notebooks while talking to it.

	Start AI Activity. Students sit in a zig-zag pattern, copy the prompt from the AI document, paste it into ChatGPT, and begin interacting with AI individually.	
Step 3 (5 min) — Mid-Check	Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern. Ask: 1. How is the activity going so far? 2. What kind of decisions is the AI asking you to make? 3. Is the AI asking only one question at a time?	Students share responses with the class; everyone stays on track with the activity.
Step 4 (10-15 min)	Continue AI Activity. Students go back to their AI conversation. Teacher walks around, supports the weaker students, and guides them.	Students continue the conversation and keep noting important points in their notebooks.
Energizer (2-3 min) — Count and Clap	Students stand in a circle. Count aloud from 1 onwards. Whenever a number is a multiple of 3 (3, 6, 9, 12, etc.), the student must clap instead of saying the number. Anyone who says the number instead of clapping gets out of the circle.	Students participate actively
Step 5 (15 min) — Teacher Activity	Bring the class back together. Part A — Smart Strategy or Risky Shortcut? Divide students into small groups. Write these situations on the board: 1. - Copying a college or school assignment from a friend. 2. - Lying in an interview. 3. - Skipping instructions and starting immediately. 4. - Making a study timetable. 5. - Skipping FEA classes and coming only on the day of certificate distribution. Groups discuss whether each action is a smart strategy or a risky shortcut, and each group stands at their place and explains their reasoning.	Students actively discuss and justify their reasoning in groups.
Step 6 (30 min) — Teacher Activity	**Activity: "The Price of the Shortcut"** Divide students into different groups this time — 3–4 students per group. Give each group one situation.	Students actively discuss and justify their reasoning in groups, fill out the Price of the Shortcut table honestly, and participate in presenting and reflecting as a class.

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Examples:

1. A student cheats in exams and becomes a doctor.
2. Someone buys a fake certificate.
3. Someone bribes an official to get a driving licence.
4. A person skips practice before a job interview.
5. A driver ignores traffic rules to save five minutes.
6. A worker skips safety equipment on a construction site because "nothing will happen."

Ask each group to make a simple table with four columns:
<table>
<tr><th>Scenario</th><th>Immediate Benefit</th><th>Hidden Cost</th><th>Better Choice</th></tr>
<tr><td>A student cheats in exams and becomes a doctor.</td><td>Saved time</td><td>Didn't learn the subject</td><td>Study regularly</td></tr>
</table>

Ask each group to make a simple table with three columns:
Immediate Benefit | Hidden Cost | Better Choice
Example answers: Saved time | Didn't learn the subject | Study regularly
After 10 minutes, groups present their table to the class.
Then ask the class: "Was it really a shortcut — or just a delay of the problem?"
Finish with: "Every shortcut has a price. Sometimes you pay with time, sometimes with trust, sometimes with opportunities."
</td>
<td></td>
</tr>
<tr>
<td>Step 7 — Support Group (20 min)</td>
<td>
1. Students independently practice whatever is relevant to their career goals — continuing on Duolingo, practicing on AI, - on laptops, or use internet/tablets/laptops/FEA resources as needed. Assign a Cop to ensure everyone stays on track and no one wastes time; if anyone is seen wasting time, the teacher should talk to and counsel them. Students who wish to leave and practice at home are allowed to leave.
2. Meanwhile, the teacher will ask the selected EA students (underperforming, underconfident, less participative, or irregular students) to stay back — Guide, teach, and support them with any topic or lesson they're struggling with.
</td>
<td>The support group sits with the teacher and shares their learnings to close gaps in understanding.</td>
</tr>
</table>

Day 91: A2 Consolidation Practice 7

Progress Note for Teachers: Conduct consolidation-practice
Days (83–93) if less than 75% of students scored A2.

Word of the Day: Fluency

Meaning: The ability to speak smoothly and easily.

Example: "I am working on my fluency."

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.

Mindfulness (2 mins)

Begin with a short breathing exercise.

The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

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 (30 mins)

Explain the activity:

"Now we will pretend we are on the red carpet. One person is a famous person. The rest of the class are reporters. You can ask questions only with **who, what, where**."

Setup:

- Choose 1 student (or the teacher) as a celebrity (for example, a famous actor, sportsperson, singer).
- Give the celebrity a microphone. (FEA microphone can be used to make it realistic)

Rules:

1. Celebrity sits in front.
2. One by one, reporters ask **one question** each, using **who / what / where** only.
    - Examples to model first:
        - "Who is your favourite cricketer?"
        - "What is your next movie?"
        - "Where do you live now?"
3. The celebrity must answer in a full sentence:
    - "My favourite cricketer is …"
    - "My next movie is about …"
    - "I live in …"

4. After 8–10 questions, change the celebrity (new student).

Teacher:

- Make sure students really use only what/where/who.
- Gently correct and ask them to repeat the corrected question or answer.

Step 2: Duolingo Practice (30 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Note: Start with Duolingo for all students. Students who are confident and comfortable using AI may switch to the AI activity if they are ready. Students at A0/A1 level or those needing Extra Attention (EA) should continue with Duolingo. They can try the AI activity later when they feel ready. Students may switch between Duolingo and AI based on their level and comfort. The goal is to keep every student engaged and learning.

Step 3: Spoken Practice with AI (30 mins) - Parallel activities
Remind students to log in and log out.

Instructions:

1. Students open ChatGPT on their device.
2. Copy and paste the given prompt into the AI Document.

3. Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.

Step 4: Getting to Know a Student — 15 Minutes (One-on-One) - Parallel activity

Refer to page 4–5 for the full activity. While students work independently on their AI activity or Duolingo, invite one student at a time for a relaxed, one-on-one conversation in Hindi to help them feel comfortable and connected to their teacher. Aim to speak with 2 students per session, and try to have this first conversation with every new student within 7–10 days of enrolment.

Step 5: Post-AI Questions (10 mins)

Ask:

- Did talking as reporters on the red carpet help you feel more confident? How?
- What is your CEFR score now?
- Do you practice English with AI at home?

Step 6: Special Support — One-to-One Teaching

For students who could not score A2, form small groups of 3 students and sit with them.

First, identify the reasons behind their slow progress. This could be due to irregular attendance, low participation, difficulty comprehending English sentences, or trouble reading basic sentences. Ask them to read basic 3-letter words such as *Tap, Mat, Cat, Bat,* and so on. The objective is to identify why their progress has been slow.

Based on the outcome, discuss with the TM and prepare a support plan. Teach students basic sentence formation from Day 17 and Day 18, prepositions from Day 58 and Day 60, and other lessons such as Talking About Yesterday, and so on.

Day 92: A2 Consolidation Practice 8

Progress Note for Teachers: Conduct consolidation-practice
Days (83–93) if less than 75% of students scored A2.

Word of the Day: Initiative
Meaning: The ability to take action without being told.
Example: "I take initiative to speak in class."

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.

Mindfulness (2 mins)

Begin with a short breathing exercise.

The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

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 (30 mins)

Explain the activity:

"Now we will pretend we are on the red carpet. One person is a famous person. The rest of the class are reporters. You can ask questions only with who, what, where."

Setup:

- Choose 1 student (or the teacher) as a celebrity (for example, a famous actor, sportsperson, singer).
- Start with students who did not get a chance to be celebrity in the last class.
- Give the celebrity a microphone (FEA microphone can be used to make it realistic).

Rules:

- Celebrity sits in front.
- One by one, reporters ask one question each, using who / what / where only.

Questions to model first:

- "Who is your best friend in this school?"

- “What is the biggest challenge in your life right now?”
- “Where do you want to travel in the future?”

The celebrity must answer in a full sentence:

- “My best friend in this school is …”
- “The biggest challenge in my life right now is …”
- “I want to travel to … in the future.”

After 8–10 questions, change the celebrity (new student).

Teacher:

- Make sure students really use only what/where/who.

Step 2: Duolingo Practice (30 mins)

Teacher Instructions:

- Ask students to open Duolingo and complete their assigned practice.
- Ensure that every student is actively using Duolingo during the practice time.
- Move around the classroom and sit with students individually or in small groups to check their progress.
- Check whether students are:
    - Listening carefully to the audio.
    - Speaking aloud when asked to repeat words or sentences.
    - Completing the exercises themselves rather than randomly selecting answers.
    - Reading the sentences and understanding their meaning.
    - Repeating questions or difficult words when they make mistakes.
- Encourage students to learn from their mistakes rather than simply trying to finish the lesson quickly.
- Ask students to show you what they have completed and check their progress on the app.
- If a student is struggling, help them understand how to use the activity, but do not give them the answers.
- Make sure students are not using Duolingo only to maintain a streak or complete lessons quickly. The goal is meaningful language practice and learning.
- Before ending the activity, ask a few students to share one new word, sentence, or language point they learned.
- Note students who need additional support and follow up with them during the next practice session.

Note: Start with Duolingo for all students. Students who are confident and comfortable using AI may switch to the AI activity if they are ready. Students at A0/A1 level or those needing Extra Attention (EA) should continue with Duolingo. They can try the AI activity later when they feel ready. Students may switch between Duolingo and AI based on their level and comfort. The goal is to keep every student engaged and learning.

Step 3: Spoken Practice with AI (30 mins) - Parallel activities
Remind students to log in and log out.

Instructions:

1. Students open ChatGPT on their device.
2. Copy and paste the given prompt into the AI Document.
3. Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.

Step 4: Getting to Know a Student — 15 Minutes (One-on-One) - Parallel activity

Refer to page 4–5 for the full activity. While students work independently on their AI activity or Duolingo, invite one student at a time for a relaxed, one-on-one conversation in Hindi to help them feel comfortable and connected to their teacher. Aim to speak with 2 students per session, and try to have this first conversation with every new student within 7–10 days of enrolment.

Step 5: Post-AI Questions (5 mins)

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

Step 6: Special Support — One-to-One Teaching

For students who could not score A2, form small groups of 3 students and sit with them.

First, identify the reasons behind their slow progress. This could be due to irregular attendance, low participation, difficulty comprehending English sentences, or trouble reading basic sentences. Ask them to read basic 3-letter words such as *Tap, Mat, Cat, Bat,* and so on. The objective is to identify why their progress has been slow.

Based on the outcome, discuss with the TM and prepare a support plan. Teach students basic sentence formation from Day 17 and Day 18, prepositions from Day 58 and Day 60, and other lessons such as Talking About Yesterday, and so on.

Day 93: A2 Consolidation Practice 9

Progress Note for Teachers: Conduct consolidation-practice
Days (83–93) if less than 75% of students scored A2.

Word of the Day: Structure

Meaning: The way words are arranged in a sentence.

Example: "I use correct structure while speaking."

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.

Mindfulness (2 mins)

Begin with a short breathing exercise.

The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

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 (30 mins)

Explain the activity:

"Now we will play 'Mystery Guest'. One person is a famous person, but the class does not know who it is. You must guess the person by asking questions. You cannot ask 'What is your name?' or 'Who are you?'."

Setup:

- Secretly choose a famous person with one student or keep it yourself as a 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?”
        - "Where do you usually work or perform?"
        - "Who do you often work with?"
        - "What do people like most about you?"
        - "How long have you been doing this work?”
- 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: Spoken Practice with AI (30 mins)
Remind students to log in and log out.

Instructions:

1. Students open ChatGPT on their device.
2. Copy and paste the given prompt into the AI Document.
3. Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.
4. Ask students to make 2 attempts of the same assessment.

Step 5: Student Recognition Day (15-20 mins)

Tell students:

“Today is our fifth Student Recognition Day! Let's celebrate the students who have shown great effort in the last week.”

Build some excitement before announcing the students.

Announce the **Punctuality Champion**, **Attendance Champion**, and **Progress Champion** one by one.

For each student:

- Call them to the front.
- Ask the class to clap.
- Give them their paper badge/certificate.
- Say one specific reason for their recognition.

For example:

“You came on time for almost every class. You showed great discipline. Well done!”

Then give **Special Appreciation** to 2–3 students who showed strong improvement, participation, effort, or helped classmates.

After all awards, ask the recognised students:

“How do you feel?”

Allow 2–3 students to answer.

Then tell the whole class:

“Remember, today's winners are not the only successful students. Everyone can be recognised. Your next two-week challenge starts today.”

Write the next challenge on the board:

BE ON TIME → ATTEND → PARTICIPATE → IMPROVE

End with a class clap and say:

“Let's see who we will celebrate next time!”

Step 6: Special Support — One-to-One Teaching

For students who could not score A2, form small groups of 3 students and sit with them.

First, identify the reasons behind their slow progress. This could be due to irregular attendance, low participation, difficulty comprehending English sentences, or trouble reading basic sentences. Ask them to read basic 3-letter words such as *Tap, Mat, Cat, Bat,* and so on. The objective is to identify why their progress has been slow.

Based on the outcome, discuss with the TM and prepare a support plan. Teach students basic sentence formation from Day 17 and Day 18, prepositions from Day 58 and Day 60, and other lessons such as Talking About Yesterday, and so on.

Day 94: Income Growth Lesson - Why should people learn to communicate effectively?

Total time: 110 min classroom + 20 min support group

New Vocabulary:

1. Effective — producing the result you want; working well
2. Instruction — a direction telling someone what to do
3. Confusing — hard to understand
4. Opportunity — a chance to do something good for yourself

Active Cops:

English Cop

Grammar Cops

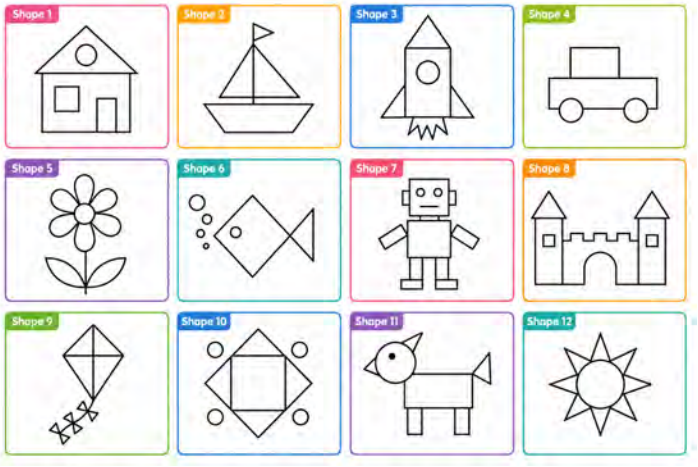
Lesson Objective:

Students will understand why effective communication matters for career success, and practice clear listening and speaking through interactive activities and group discussion.

Explain concepts in Hindi if required, but encourage answers, pair discussion, and presentation in English.

Step (Time)	Description	Teacher's Expectation from Students
Step 1 (10 min)	"The Invisible Tax": Ask the class: • "Who is the smartest student you know? Are they also the most successful or popular?" Take a few quick answers. Write this on the board. 'Communication Tax' You can have a 10/10 technical skill, but if your communication is a 2/10, the world sees your total value as a 2/10." Let students read and think for a moment, then ask them to explain it. Once they have shared, tell them: Effective communication is what allows your hard work to actually be seen and rewarded.	Students engage with the hook question, reflect on the Communication Tax idea, and watch the demo attentively so they understand how to run the AI activity themselves.
Step 2 (15-20 min)	Write the topic on the board. Pronounce it as a class. Ask students to guess what the topic means.	Students work independently with AI and write important points in

	The teacher gives a demo — copy the prompt from the AI document and paste it on ChatGPT. Call a student to give a demo (skip only if everyone already knows the process). Start AI Activity. Students sit in a zig-zag pattern, copy the prompt from the AI document, paste it into ChatGPT, and begin interacting with AI individually.	their notebooks while talking to it.
Step 3 (5 min) — Mid-Check	Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern. Ask: "What did the AI ask you?"	Students share responses with the class; everyone stays on track with the activity.
Step 4 (10-15 min)	Continue AI Activity. Students go back to their AI conversation. The teacher walks around, supports, and guides students.	Students continue the conversation and keep noting important points in their notebooks.
Energizer (5-7 min) — Pass the Message	Ask students to stand in a line or in a big circle. Whisper a simple message to the first student, for example: ● "The farmer is taking three goats to the market on Friday." ● Or "Our class will plant five mango trees near the playground." Each student whispers the message to the next person only once. The last student says the message aloud. Compare it with the original message. Discuss: 1. - Did the message stay the same? 2. - What changed? 3. - Why did the changes happen? 4. - How can we communicate more clearly?	Students pass the message carefully and honestly, and reflect thoughtfully on why the message changed.
Step 5 (5 min) — Teacher Activity	Bring the class back together. Start with questions from the AI activity: 1. - What questions or situations did you come across in the AI activity? 2. - Can you refer to your notes and share what you understood about effective communication?	Students actively share their AI activity notes

Step 6 (20 min) — Teacher Activity	Activity 1 — Draw What You Hear Ask one student to sit at the front of the class with a notebook and pen. The student should face the class and must not look at the teacher. Stand behind the student and show a simple shape or pattern to the rest of the class. Tell the class to help the student draw the shape only by speaking — no hand gestures or pointing allowed. First Demo — Communication Challenge: Let everyone speak at the same time for a few seconds. The student will likely become confused. Pause and ask: "Could the student understand when everyone was speaking together?" Explain: "Good communication means listening to one person at a time. When everyone talks together, the message becomes confusing." Better Communication: This time, choose one student at a time to give instructions. Give the artist/student 2 minutes to draw the shape based only on the spoken instructions. When time is over, show the original shape and compare it with the drawing. Appreciate everyone's effort, then invite a new student to be the artist. Repeat for 5-10 rounds using different simple shapes or patterns. Keep the pace fast and fun so everyone gets a chance.  Debrief: What helped the artist understand the instructions better? What communication skills did you use during the game?	

Step 7 (30 min) — Teacher Activity	Activity 2 — Why Communication Matters for Your Career (Group Discussion) Divide the class into groups of 4 students. Give each group one topic to discuss for 8-10 minutes. After discussing, one student from each group stands up and shares a short summary with the class. Ask students to click the picture of the topic on the tablet. They should read the topic completely and then only start the discussion. Topic 1 — Good Talking = Getting the Job & Growing in It: To get a job, you must first clear an interview — an interview is a test of how well you speak and explain yourself. Once you get a job, the person who works hard but stays silent does not get promoted; the person who can explain their work clearly to their boss gets promoted. Discuss: Have you ever missed a chance (interview, exam, opportunity) because you couldn't explain yourself well? What happened? Topic 2 — Not Asking Questions Can Waste Your Time: When we don't understand something and stay quiet instead of asking, we often end up doing the work wrong. Example: If your supervisor gives you a task but you don't fully understand it, and you don't ask, you may waste hours or days doing it wrong. Discuss: Have you ever done something wrong because you didn't ask a question when confused? What would you do differently now? Topic 3 — Saying "No" Without Feeling Guilty: Many freshers feel scared to say "no" at work, even when overloaded with work or stressed. Learning to politely say "I need more time" or "I can't take this up right now" can save you from stress and burnout. Discuss: Do you find it hard to say "no" to people — friends, family, or seniors? Why do you think that is? Topic 4 — Good Relationships Open Doors: In the working world, people help those they trust and know well. If you talk to people respectfully, help others, and stay in touch, they may help you get a job, learn new skills, or introduce you to new opportunities. Discuss: Think of someone (teacher, relative, friend) who helped you because you had a good relationship with them. What did you do to build that trust? Wrap-up: One student from each group shares what their group discussed, in their own words.	Participate fully in the Draw What You Hear game (as artist or instructor), and engage honestly in their group's discussion topic and summary.

Step 8 — Support Group (20 min)	1. Students independently practice whatever is relevant to their career goals — continuing on Duolingo, practicing on AI, - on laptops, or use internet/tablets/laptops/FEA resources as needed. Assign a Cop to ensure everyone stays on track and no one wastes time; if anyone is seen wasting time, the teacher should talk to and counsel them. Students who wish to leave and practice at home are allowed to leave. 2. Meanwhile, the teacher will ask the selected EA students (underperforming, underconfident, less participative, or irregular students) to stay back —. Guide, teach, and support them with any topic or lesson they're struggling with.	The support group sits with the teacher and shares their learnings to close gaps in understanding.

Day 95: 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.

Activity: Read, Discuss & Present — 35 mins

Step 1: Read & Prepare — 15 mins

Ask students to find a short English article online on any topic they are interested in. (If possible, encourage them to choose a topic related to their dream or career.) Students should read the article and prepare to share:

- What is the article about?
- What are 2–3 important things you learned?
- What was interesting or surprising?
- What do you think about the topic?

Students should explain the article in their own words rather than read directly from it.

Step 2: Group & Class Presentations — 20 mins

Divide students into small groups of 4–5. Each student gets about 2 minutes to present their article to the group. After everyone presents, each group chooses one student to present their article to the whole class.

Invite 3–4 students to present to the class. After each presentation, ask one or two students:

> "What did you learn from this article?"

Teacher Note: Keep the Full Sentence Cop active. Encourage students to speak clearly, maintain eye contact, and use their own words.

Step 3: My To-do list! (20 minutes)

- Give each student half of an A4 sheet.
- Write **"I will..."** on the board and ask them to write the same on their sheet.
- Tell them: *"Think about what you want to do tomorrow. Make a list."*
- Give examples like:
    - *"I will submit my homework."*
    - *"I will visit my relatives."*
- Ask and encourage students to write a list of at least 10 things they plan to do tomorrow, then have them share their lists aloud. It is okay if they could write 7-8 sentences also.
- Ask: *"Why did we say 'I will'?"*

- Say: *"We use 'I will' to talk about things we want to do in the future."*

Step 4: Memory Game! (15 minutes)

- Tell students: "Let's play a memory game!"
- The first student says a sentence: *"I will drink water."*
- The next student repeats it and adds one more sentence:
  "I will drink water and I will watch TV."
- Each student keeps repeating the full list and adds a new "I will…" sentence.
- Keep going until everyone gets a turn.
- It's okay if they forget a few sentences while repeating. The idea is to have fun and practice future tense sentences as many times as possible.

Step 5: Role play: (30-35 mins)

Instructions for the roleplay activities:

- Two set of pairs (4 students) perform the role-play in front of the class first, one by one
- The teacher and students observe the conversation and identify useful words, phrases, and expressions.
- All student pairs then practice the same role-play simultaneously.
- Students switch partners once or twice and repeat the activity to build fluency and confidence.
- Finally, two new pairs perform their role-play for the class.
- This approach ensures that all students are actively speaking for most of the activity, maximizing speaking time instead of waiting for their turn.
- Ensure that every student speaks 7-10 sentences

Note: Focus on quality, not on finishing every role-play. If a pair is not well prepared or does not perform well, appreciate their effort, but ask them to prepare again and present later. Make sure all students are able to speak their 7–10 sentences well.

Roleplay Topic: Tomorrow is an important exam day. A student feels stressed. Talk to a friend about managing time, reducing stress, and staying motivated.

Day 96: Income Growth Lesson - Why I Should Not Worry About What Other People Say About Me

Total time: 110 min classroom + 20 min support group

New Vocabulary:

1. Opinion — what someone thinks or believes about something
2. Advice — a suggestion about what someone should do
3. Ignore — to not pay attention to something on purpose
4. Confidence — a feeling of trust in your own ability

Active Cops:

English Cop

Grammar Cops

Lesson Objective:

Students will understand that they cannot please everyone, and practice deciding which opinions to accept and which to let go of, through story, discussion, and hands-on activities.

Explain concepts in Hindi if required, but encourage answers, pair discussion, and presentation in English.

Step (Time)	Description	Teacher's Expectation from Students
Step 1 (20 min) The Donkey Story	The Donkey Story: Open the story on a tablet and pass it to one student to read. After each student finishes a part, ask a quick comprehension question before passing it to the next student. Story: An old man and his son were walking to the market with their donkey. A man saw them and laughed, "Why walk when you have a donkey to ride?" So the father put the boy on the donkey, and they went on. Soon, some women saw them and said, "That lazy boy rides while his poor father walks!" The boy felt bad and let his father ride instead, and they went on. Then some young people said, "How selfish! The father rides while his poor son walks!" So the father said, "Let's both ride together." And they did. When they reached the town, people got angry: "Two people on one small donkey? Poor animal! You should carry it instead!" So the man and boy tied the donkey's legs to a stick and carried it on their shoulders.	Students follow the story attentively, answer comprehension checks honestly, and connect the story's lesson to their own life before watching the AI demo.

	But the donkey got scared and kicked hard. The stick broke, and the donkey fell into the river and swam away. In the end, the man and boy had no donkey at all. They learned that you can't please everyone. Once the story is done, ask the class: 1. What did you learn from this story? 2. Do you agree that you cannot please everyone? 3. Are there people around you who give you free advice when you don't ask for it?	
Step 2 (15-20 min)	Write the topic on the board. Pronounce it as a class. Ask students to guess what the topic means. The teacher gives a demo — copy the prompt from the AI document and paste it on ChatGPT. Call a student to give a demo (skip only if everyone already knows the process). Start AI Activity. Students sit in a zig-zag pattern, copy the prompt from the AI document, paste it into Gemini, and begin interacting with AI individually.	Students work independently with AI and write important points in their notebooks while talking to it.
Step 3 (5 min) — Mid-Check	Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern. Ask: "What did the AI ask you?" (AI mostly gives different situations to everyone, so take variety of responses)	Students share responses with the class; everyone stays on track with the activity.
Step 4 (10-15 min)	Continue AI Activity. Students go back to their AI conversation. The teacher walks around, supports, and guides students.	Students continue the conversation and keep noting important points in their notebooks.
Energizer (5 min) — The "So What?" Game	This activity teaches students to talk back to their fears using a simple, punchy phrase. All students stand up behind the chairs. The teacher shouts out a fear students may have; the whole class replies loudly together: "So what? I am learning!"	Students shout the response together with energy and try to come up with their own fear examples.

	The drill: Teacher: "What if you make a mistake today?" — Class: "So what? I am learning!" Teacher: "What if your pronunciation is not perfect?" — Class: "So what? I am learning!" Teacher: "What if someone laughs at you?" — Class: "So what? I am learning!" Teacher: "What if you forget a word?" — Class: "So what? I am learning!" Teacher: "What if you speak slowly?" — Class: "So what? I am learning!" Give students a chance to think of and shout their own examples too.	
Step 5 (10 min) — The "Opinion Trash Can"	Give every student a small piece of scrap paper. Ask them to write down one negative thing they are afraid people will say about them (e.g., "Your English is bad," "You sound funny," "You are wrong"). Place a real trash can near the whiteboard. Have every student crumple their paper into a ball, walk up, and drop it in the trash. Say: "These words are now in the garbage. They cannot stop you from learning."	Students write down a genuine fear and physically let go of it by throwing it away.
Step 6 (30 min) — Teacher Activity (Group Discussion + Presentation)	First, ask the class to discuss with their partner what they learned from the AI activity. While students are discussing with their partners, write these situations on the board: 1. "People laugh at your English." 2. "Friends say you can't get a job." 3. "Family says don't try something new." 4. "Someone says you are not smart." 5. "Friends say a government job is the only option." 6. "People say you are too old/young to start." 7. "Someone says you will fail again." 8. "People compare you with others." 9. "Someone says you cannot speak in public." 10. "Friends say don't go for the interview; you won't get selected."	Students discuss the situations honestly in their groups, reason through whether to ignore or accept each opinion, and share their conclusions with the class.

	Once students have finished discussing, create groups of 3 students. Each group discusses 2–3 situations from the board: 1. What are people saying? 2. Should we ignore it or accept it? Why? Please provide sentence frames before the group discussion, such as “I will accept it because…”, “I will not follow it because…”, and “I think this advice is helpful/not helpful because) Each group shares their points with the class.	
Step 7 — Support Group (20-30 min)	1. Students independently practice whatever is relevant to their career goals — continuing on Duolingo, practicing on AI, - on laptops, or using internet/tablets/laptops/FEA resources as needed. Assign a Cop to ensure everyone stays on track and no one wastes time; if anyone is seen wasting time, the teacher should talk to and counsel them. Students who wish to leave and practice at home are allowed to leave. 2. Meanwhile, the teacher will ask the selected EA students (underperforming, underconfident, less participative, or irregular students) to stay back —. Guide, teach, and support them with any topic or lesson they're struggling with.	The support group sits with the teacher and shares their learnings to close gaps in understanding.

Day 97: Talking About Hopes and Dreams

Word of the Day: Perform

Meaning: To do something in front of others, especially on stage.

Example: "I perform confidently in roleplays."

Objective:

Students will be able to describe their hopes and dreams.

Preparation:

- Students' notebooks or A4 sheets, and pencils
- Keep the song *'Dream it Possible'* ready on your laptop. V**ideo 10** https://www.youtube.com/watch?v=cYD8TEUtgto

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

The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

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

1. Pass out the page to students and ask them to draw an image of a cloud.
2. Ask students: "Do you have a dream?" and "What is your dream?"
3. Collect a few responses, then ask them to write their own dreams inside the clouds they've just drawn.
4. Sentences should begin with "I will..." (e.g., "I will travel the world," "I will become a famous book writer.")
5. Give them a few minutes to think and write.
6. Once done, ask them to stand up and walk around the classroom.
7. Tell them you will play some music. While the music plays, they should keep moving.
8. When the music stops, they must share their dream with the person standing in front of them.
9. Continue this until they have shared their dreams with at least 3–4 people in the room.
10. **Optional:** As a class, enjoy singing a song together (last 10 minutes of this activity).

Step 2: Watch & Discuss the Movie (45 mins)

Watch the Movie — 30 mins *(Individual)*

- Students open **Terminal Part 1** on their tablets and watch quietly.
- Tell students to watch like **movie detectives**. While watching, they should notice:
    - 👤 **Main Character:** Who is the most important character?
    - 📖 **Story:** What is happening?

- ⭐ **Favorite Scene:** Which scene do you like the most?
- 😮 **Best Moment:** What surprised, excited, or amused you?

"You are movie detectives today! Watch carefully and remember your favorite moments. After the movie, I'm going to test your detective skills!"

Movie Detective Discussion — 15 mins 🕵️

Please provide simple sentence frames before the discussion, such as "The story is about…", "My favourite scene is… because…", and "I would change… because…".)

Conduct a lively whole-class discussion. Ask students to **raise their hands, give their opinions, and respond to each other**.

Mystery Questions:

- 🕵️ Who is the **main character**? What makes you think so?
- 📖 What is the **story about**? Can you explain it in 2–3 sentences?
- ⭐ What was your **favorite scene**? Why?
- 😲 What was the **most surprising or interesting moment**?
- ❤️ Which character did you **like the most**? Why?
- 🎬 If you could **change one thing** in the movie, what would you change?

Encourage students to respond in full sentences:

1. "I think the main character is _____ because _____."
2. "My favorite scene is _____ because _____."
3. "I would change _____ because _____."
4. "The story is about…"

Fun Movie Awards 🏆

At the end, announce the winners:

⭐ **Best Speaker**
⭐ **Best Storyteller**
⭐ **Best Movie Memory**
⭐ **Most Interesting Opinion**
⭐ **Best Answer**
⭐ **Future Movie Critic**

Step 3: Introduce the Dream Template (10 mins)

Write on the board:

My dream is to _____.
I want to achieve it because _____.
To achieve it, I will:

1. _____

2. _____

3. _____

My first small step is _____.

Example (write below it):

My dream is to become a teacher.
I want to achieve it because I enjoy helping students.
To achieve it, I will:

1. Improve my English.
2. Learn more teaching skills.
3. Practice speaking every day.
   My first small step is to speak English for ten minutes every day.

Ask students to complete their own template in their notebooks or cloud sheet.

Vocabulary support: become a teacher, get a good job, start a business, help my family, travel, buy a house, learn computer skills, support my parents, become independent, help other people

Step 4: Dream Agency Interview – (10 mins)

Tell students: "You now work at a Dream Agency. Your partner is your client — your job is to understand their dream and help them plan it."

Write on the board:

- What is your dream?
- Why is this dream important to you?
- What skills do you need?
- What will you do first?
- Who can support you?

Student A interviews Student B using these questions; B answers in full sentences. Then switch roles.

Example:
A: "What is your dream?" → B: "My dream is to start a small business."
A: "Why is it important to you?" → B: "It is important because I want to support my family."

Ask students to use at least 3 questions with each partner.

Step 5: Reflection – (5 mins)

1. How did your interview go?
2. Did you find the agency helpful?
3. Was there any question difficult to answer?

Note: Tell students to keep this sheet safe — we will use it tomorrow for the Group Dream Advertisement.

Step 6: Student Recognition – Week 2 (10 mins)

Tell students:

“Today is our Student Recognition Day! Last week, we started two new challenges: the English Speaker Award and the Confidence Award. Today, we are going to celebrate students who showed these qualities.”

Announce the **English Speaker Award** first. Call the student to the front, ask the class to clap, and give them their badge/certificate.

Say one specific reason for the award:

“_____ consistently tried to speak in English during class and encouraged others to speak English. Well done!”

Next, announce the **Confidence Award**. Call the student to the front and ask the class to clap.

Say:

“_____ showed great confidence this week by speaking, participating, and trying even when they made mistakes. Well done!”

After both awards, ask the winners to say **one sentence** about how they feel.

Then tell the class:

“Remember, these awards can go to anyone. You don't have to be perfect. Keep speaking, keep participating, and keep trying.”

Announce that the next Student Recognition Day will be in one week and remind students that the focus will continue to be **speaking English and building confidence**.

Day 98: Talking About Hopes and Dreams Part 2

Objectives:

- Watch movie and present in your own words
- Students read an article from the internet, understand the main ideas, and present what they learned.

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

Step 1: Group Dream Advertisement (20 mins)

Recap yesterday's dream pamphlet and interview. Let students recall what they did. Help catch up with any students who missed class (redo the Dream Agency interview with them if needed).

In groups of 3–4, each student shares their dream plan. The group picks one dream and prepares a short "advertisement" using this format:

This is _____.
Their dream is to _____.
They want to achieve it because _____.
Their first step is _____.
We believe they can achieve it because _____.

Example:
"This is Meena. Her dream is to become a nurse. She wants to achieve it because she wants to help people. Her first step is to improve her science and English. We believe she can achieve it because she is hardworking."

(Speaking about someone else's dream is often easier than speaking about their own.)

Step 2: Present and Award (30 mins)

Groups present their advertisement. After each one, the audience asks one supportive question, e.g., "Why is this dream important?" or "What is the first step?" — the presenting group answers in a full sentence.

Playful awards: Clear Dream Award · Best First Step · Most Supportive Team · Confident Performer · Most Inspiring Dream

Step 3: Watch, Discuss & Become Movie Critics — 60 mins 🎬🍿

Watch the Movie — 30 mins *(Individual)*

- Students open Terminal Part 2 on their tablets and watch quietly.
- Tell students to watch like movie critics. They should notice:
    - 👤 Who are the main characters?
    - 📖 What happens in the story?
    - 😂😮 What is the most interesting/funny/surprising moment?
    - ⭐ What is their favorite scene?

"You are a movie critic today! Watch carefully because after the movie, you'll have to convince your group that your favorite scene is the BEST scene."

Movie Critics' Challenge — 30 mins *(Groups of 3–4)*

Divide students into groups of 3–4 and give each group a Movie Critic Challenge.

Round 1: Story in 30 Seconds ⏱️

Each student has 30 seconds to explain the story in their own words.

Round 2: Defend Your Favorite Scene ⭐

Each student shares their favorite scene and explains why they liked it.

"My favorite scene is when _____ because _____."

Other students can ask:

- *"Why did you like it?"*
- *"What happened in that scene?"*
- *"Do you agree with me?"*

Round 3: Choose Your Winner 🏆

The group must agree on:

- Best Character
- Best Scene
- Most Interesting Moment

Then they prepare a 1–2 minute group presentation.

Group Presentation 🎤

Each group presents their choices to the class:

"Our favorite character is _____ because _____."
"The best scene is _____ because _____."
"The most interesting moment was _____."

Fun Movie Awards 🏆

At the end, give fun awards:

⭐ Best Speaker
⭐ Best Movie Critic
⭐ Best Teamwork
⭐ Best Storyteller
⭐ Best Scene Explanation
⭐ Most Interesting Opinion

Day 99: Income Growth Lesson - Critical Thinking

Total time: 110 min classroom + 20 min support group

New Vocabulary:

1. Claim — a statement that something is true
2. Proof — facts or evidence that show something is true
3. Assumption — thinking something is true without checking it first
4. Benefit — an advantage or gain someone gets from something

Active Cops:

English Cop

Grammar Cop

Lesson Objective:

Students will learn to question claims before believing them, and practice looking at both sides of a situation before making a decision.

Explain concepts in Hindi if required, but encourage answers, pair discussion, and presentation in English.

Step (Time)	Description	Teacher's Expectation from Students
Step 1 (15 min) - FREE IPHONES	Write this headline on the board in big letters: "FREE IPHONES FOR ALL STUDENTS IN THIS COLLEGE! CLICK THE LINK NOW!" ● Ask: "You saw this message on your phone. Raise your hand if you click the link immediately!" (Some will raise hands, others will laugh.) ● Ask: "Is this true? Who is giving free iPhones? Why are they giving them? What happens to your phone if you click it?" ● Students will likely say: "It is fake!" or "It is a virus!" ● Say: "Exactly. You did not just believe it. You stopped and you thought. You asked questions." Write on the board and ask — Sponge vs. Filter: ● Are you Sponge or Filter? Why? (**For teacher reference**, if needed explain to students: "Many people are like a sponge. They	Students engage and notice their own instinct to believe or doubt the headline

	swallow everything they hear, read, or see on social media. They do not think. A critical thinker is like a filter. When information comes, they press the 'Pause Button.' They ask: Is this true? Where is the proof?")	
Step 2 (15-20 min)	Write the topic (Lesson name) on the board. Pronounce it as a class. The teacher gives a demo — copy the prompt from the AI document and paste it on ChatGPT. Call a student to give a demo (skip only if everyone already knows the process). Start AI Activity. Students sit in a zig-zag pattern, copy the prompt from the AI document, paste it into ChatGPT, and begin interacting with AI individually.	Students work independently with AI and write important points in their notebooks while talking to it.
Step 3 (5 min) — Mid-Check	Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern. Ask: "What did the AI ask you?"	Students share responses with the class; everyone stays on track with the activity.
Step 4 (10-15 min)	Continue AI Activity. Students go back to their AI conversation. The teacher walks around, supports, and guides students.	Students continue the conversation and keep noting important points in their notebooks.
Energizer (2-3 min)	Once the AI activity is over, students may be feeling a little tired from looking at the screen. Get them excited for a quick energizer! Ask students to jump 20 times and settle down.	Students participate actively
Step 5 (20 min) — Teacher Activity, Part 1	**Group Discussion — Critical Thinking** Make groups of 4. Give each group ONE situation (write these on the board): 1. Your friend says: "This course gives a guaranteed job." 2. You see a social media post: "Earn ₹50,000 in 1 week." 3. Someone says: "English is not important for jobs." 4. A shopkeeper says: "This is the best product, no need to check." 5. A friend says: "Don't apply, you will not get selected."	Students actively discuss the claim and reasoning in their group, and present their group's decision clearly to the class.

	Group Discussion — Students discuss: ● What is the claim? ● What are 3–4 questions we should ask? Why should we ask these questions? ● What is our final decision? (Agree / Not agree — and why?) One student from each group presents their group's answers. **Wrap-Up:** Ask the class: "What is critical thinking? Can you give an example?" Encourage more students to share their own examples of critical thinking.	
Step 6 (30 min) — Teacher Activity, Part 2: Thinking on Both Sides	**Introduce the Two-Sided Test** Say: "A good thinker does not always say yes or always say no. They look at both sides carefully." **Sentence Starters** — write on the board for students to use when they speak: ● "I think this might be true because..." ● "But it could also be wrong because..." ● "My first reaction was... but then I thought..." Make groups of 4–5. Give each group ONE situation (write on the board): 1. Your mother says: "Stop using your phone so much. It is harming your studies." 2. A successful relative says: "I left school early and I am doing well. Education is not always necessary." 3. A friend says: "Our trainer always gives good advice. You should do whatever they say." 4. You read online: "Students who study in the morning always get better marks than students who study at night." **Group Discussion — Students discuss:** ● What is the claim? ● What was your first reaction — agree or disagree? Why? ● Give ONE reason this might be true.	Students engage with both the review and the new two-sided questions, use the sentence starters during discussion, argue both sides of their assigned situation, and reflect honestly on whether their thinking changed.

	• Give ONE reason this might be wrong or incomplete. • What is your final decision? One student from each group presents their answers. **Teacher Note:** Situation 1 (mother and phone) and Situation 3 (trainer's advice) both have a strong case for being TRUE. Encourage students to notice this — critical thinking is not always about saying no.	
Step 7 — Support Group (20-30 min)	1. Students independently practice whatever is relevant to their career goals — continuing on Duolingo, practicing on AI, - on laptops, or use internet/tablets/laptops/FEA resources as needed. Assign a Cop to ensure everyone stays on track and no one wastes time; if anyone is seen wasting time, the teacher should talk to and counsel them. Students who wish to leave and practice at home are allowed to leave. 2. Meanwhile, the teacher will ask the selected EA students (underperforming, underconfident, less participative, or irregular students) to stay back —. Guide, teach, and support them with any topic or lesson they're struggling with.	The support group sits with the teacher and shares their learnings to close gaps in understanding.

Day 100: 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 — "Log Kya Kahenge?" (20 minutes)

Instructions:

1. Write "LOG KYA KAHENGE?" on the board.
2. Ask students: "Have you heard this sentence before?"
3. Give students time to think, then ask 3–4 students to share what they think it means.
4. Say: "Imagine you want to do something you really like, but you are worried other people will laugh at you or criticise you. What will you do?"
5. Give students these examples:
    - "You want to learn dancing, but your friends may laugh at you."
    - "You want to start a small business, but people say you may fail."
    - "You want to choose a different career, but relatives may disagree."
6. Ask: "Would you still do what you want? Why or why not?"
7. Let students discuss with a partner for 1 minute. Both partners should speak in full sentences.
8. Invite 3–4 students to share their answers with the class.
9. Ask the final question: "Should we always change our decisions because of what other people say?"
10. Ask: "Do you remember the story about the farmer and his donkey?" Let students recall and share which lesson they first heard this story in. Tell them: "Today, instead of listening to the story, we will watch it. As you watch, think about this question: What happens when we try to make everyone happy?"

"Let's watch the story and find out what the farmer learns."

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

Watch the Video

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

After the video, give students 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.

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

Close with a quick question: "Should we always listen to what people say?"

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

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 — 15–20 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:

- 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

Step 4: Reflection (10 mins)

1. Has there ever been a time when you didn't do something because you were worried about "log kya kahenge?" How did that make you feel?
2. What did the farmer in the story learn about listening to everyone's opinions?
3. How will you decide, going forward, when to listen to others' opinions and when to trust your own decision?

Day 101: Game — Time Travel & Movie Challenge

Objective: Students speak 5–6 sentences about their past, present and future in a fun way.

Students practise:

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

Teacher Note: Keep the English Only Cop and Full Sentence Cop active throughout the lesson.

Step 1: Get Ready — Yesterday, Today, Sunday — 10 mins

Write three columns on the board:

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

Explain:

> "You will talk about your past, your present and your future."

Give your own example:

> Yesterday: I watched a movie.
> Today: I have come to class.
> Sunday: I will visit my friend.

Ask 2–3 students to give examples.

Give students useful ideas

Yesterday:
went to the market / watched TV / studied / cooked / played / visited a friend

Today:
have eaten breakfast / have come to class / have spoken English / have studied

Sunday:
will sleep / will visit family / will play cricket / will watch a movie / will go shopping

Tell students:

> “You don't need difficult English. Simple sentences are good.”

Step 2: 🎵 Lucky Ball — Yesterday, Today, Sunday — 30 mins

Ask students to stand in a circle.

Play music without lyrics while students pass a ball.

When the teacher says:

> “STOP!”

The student holding the ball must speak.

Complete these sentences

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

The student says all three.

Example

> “Yesterday I played cricket.
> Today I have come to class.
> On Sunday I will visit my uncle.”

Make the game exciting

After the student finishes, the teacher asks the class one question:

> “What did he do yesterday?”

or

> “What will she do on Sunday?”

The class answers together.

This means everyone has to listen.

🎉 Simple scoring

Give:

👏 1 clap — student completes the 3 sentences.

👏👏 2 claps — student speaks confidently.

🔥 Big class cheer — student speaks 3 sentences without help.

Do not stop the game for every grammar mistake.

If necessary, simply repeat the correct sentence:

Student: “Yesterday I go market.”

Teacher: “Good! Yesterday I went to the market.”

Then continue.

⭐ Challenge Round

After several students have played, make it slightly harder.

Instead of 3 sentences, say:

“Give me one more sentence!”

The student adds:

“I was very happy.”

or

“It was a good day.”

or

“I went with my friend.”

Continue until as many students as possible have a turn.

Step 3: 🎬 Movie Challenge — Terminal Part 4 — 45 mins

Students open Terminal Part 4.

Tell them:

“Today you are movie reporters.”

While watching, they need to remember three things:

👤 WHO?

Who is your favourite character?

❤️ WHAT?

What did you like about the story?

💡 WHY?

Why did you like it?

Tell students:

“You don't need to write anything. Just remember your answers.”

Watch — 30 mins

Students watch individually.

The teacher should also watch the movie.

Step 4: 🎤 Movie Reporter Challenge — 20 mins

After the movie, tell students:

> “You are now movie reporters!”

Write these sentence starters on the board:

> “My favourite character is _____.”
>
> “I liked _____.”
>
> “My favourite part was _____.”
>
> “I liked it because _____.”

Students first tell their answers to a partner.

Then Class Sharing

Invite students to share with the class.

After each student, ask one simple follow-up:

> “Why?”

or

> “What happened?”

or

> “Who was with you?”

Encourage students to speak 3–4 sentences, not just one.

🎉 Audience Challenge

After each student speaks, ask the class:

> “Do you agree?”

Students respond:

> “Yes, I agree.”

or

> “No, I disagree.”

Then ask:

> “Why?”

Take 1–2 quick responses.

Step 5: 🏆 Final Challenge — 5 mins

Point to the three columns on the board.

Ask the whole class to say their sentences to their partner

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

Then choose 2–3 students for the Final Challenge.

They must say all three sentences without looking at the board.

Give fun awards:

🏆 Best Speaker
🌟 Most Confident Speaker
👏 Best Full Sentence

End with:

> "Yesterday is finished. Today is happening. Sunday is my plan!"

Step 6: Getting to Know a Student — 15 Minutes (One-on-One) - Parallel activity while students are watching the movie

Refer to page 4–5 for the full activity. While students work independently on their AI activity or Duolingo, invite one student at a time for a relaxed, one-on-one conversation in Hindi to help them feel comfortable and connected to their teacher. Aim to speak with 2 students per session, and try to have this first conversation with every new student within 7–10 days of enrolment.

XXXXX

Day 102: Good Manners

Step 1: Hook — "Manners Detective" 🕵️ (5 minutes)

Instead of simply announcing the topic, start with a mystery.

Walk into the class and deliberately do **3–4 things badly**:

- Take a student's pen without asking.
- Interrupt a student.
- Ask for something without saying "please."
- Then say, "Give me your notebook!"

Pause and ask:

> **"Did I do anything wrong?"**

Let students identify the problems.

Then say:

> **"Today, you are going to become MANNERS DETECTIVES. Your mission is to catch rude behavior and turn it into polite behavior!"**

Write on the board:

GOOD MANNERS MISSION

Please | Sorry | Thank You | Excuse Me

Step 2: "Manners or No Manners?" Game (5 minutes)

Tell students:

> "I will describe a situation. If the person has good manners, show 👍. If they have bad manners, show 👎

Give quick situations:

1. Ravi takes his friend's bag without asking.
2. Aisha says, "Could I please borrow your pencil?"
3. Someone bumps into you and says, "Sorry."
4. Someone helps you and you say, "Thank you."
5. You hold the door open for someone behind you.
6. You keep breaking your queue and keep moving into a faster line.

Then add a challenge:

"Can you fix the bad-manner sentence?"

Example:

❌ "Give me your pen."

Students:

✅ "Could I please borrow your pen?"

This gets them thinking before the AI activity.

Step 3: Start AI Activity (15-20 minutes)

- Tell students:**"Today, AI is your Good Manners Coach. It will give you different situations. Your job is to prove that you know what to say and do."**
- Students sit in a zig-zag pattern
- Students copy the prompt from the AI document
- They paste it into the AI platform- ChatGPT
- Students begin interacting with AI individually
- Remind students that they should write important points in their notebooks while talking to the AI

Step 4: Mid-Check (Regroup) (5 minutes)

- Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern.
- Ask: What did the AI ask you? (AI mostly gives different situations to everyone, so take variety of responses)
- First: Students discuss with their partner
- Then: Take responses from 2 students
- Ensure everyone is on track

Step 5: Continue AI Activity (10 minutes)

- Students go back to their AI conversation
- Teacher walks around, supports, and guides students
- Remind students that they should write important points in their notebooks while talking to the AI

Energizer: 2-3 mins

The teacher calls out a colour and a body part. Students must find an object in the room that has that colour and then touch the object with the selected body part. For example, if the teacher calls out "red nose", students need to find an object that is red and touch it with their nose. The teacher continues calling colours and body parts.

Step 6: Teacher Activity — "Manners Theatre" 🎭 (30 minutes)

This can become the highlight of the lesson.

Instead of simply asking pairs to act out situations, create a **3-round challenge**.

🎭 Round 1: The Rude Version

Give each pair a situation.

They first act it out **with bad manners**.

Example:

Student A: "Give me your pen."

Student B: "No!"

Then freeze.

The class shouts:

> **"FREEZE! FIX IT!"**

The pair must immediately replay the scene using good manners.

🎭 Round 2: The Polite Version

Students replay the same situation using:

- Please
- Sorry
- Thank you
- Excuse me

The audience listens for the polite words.

🎭 Round 3: The Superstar Challenge ⭐

Fast learners must:

- Use **3 polite words**
- Add **one extra line**
- Show good body language
- Speak in complete sentences

Example:

> “Excuse me, could I please borrow your pen?”
> “Sure, here you go.”
> “Thank you! I'll return it after class.”

🎲 Add “Manners Cards”

If possible, prepare small slips of paper with these cards:

PLEASE CARD
You must use “please.”

SORRY CARD
You must apologize.

THANK YOU CARD
You must thank someone.

EXCUSE ME CARD
You must politely get someone's attention.

SUPERSTAR CARD ⭐
Use all four!

Students randomly pick a card before their role play.

This makes every performance different.

🎭 Role Play Situations

Keep your six situations, but make them more dramatic:

1. 🆘 Emergency Homework Help

You don't understand your homework and need help from a classmate.

2. 🛍️ The Busy Shop

You want to buy a water bottle, but the shopkeeper is busy.

3. ⏰ The Late Student

You arrive 10 minutes late to class. What do you say?

4. ✏️ The Last Pen

Your friend has the only extra pen. You need to borrow it.

5. 🙏 The Helpful Friend

Someone helped you when you were struggling.

6. 📞 The Important Phone Call

You need to call a friend to ask about homework or class timing.

👀 Audience Challenge: “Manners Detectives”

While one pair performs, the audience has a job.

Tell them:

> **“Don't just watch. Become manners detectives!”**

They have to identify:

- 👍 Good manners
- 🗣️ Polite words
- 👂 Good listening
- 😊 Respectful behavior

After each performance ask the audience:

> **“What good manners did you notice?”**

This prevents the rest of the class from becoming passive while pairs perform.

🏆 Quick “Manners Awards”

At the end, give fun verbal awards:

🏆 **Best Polite Speaker**
🏆 **Best Manners Actor**
🏆 **Best Listener**
🏆 **Funniest Performance**
🏆 **Most Improved**
🏆 **Manners Superstar**

You don't need prizes—the recognition itself is motivating.

Step 7: Final 2-Minute Challenge — "Make It Polite!" (5-7 minutes)

Say a rude sentence and let the class transform it.

Teacher: "Give me your pencil."

Students: "Could I please borrow your pencil?"

Teacher: "Move!"

Students: "Excuse me, could I please get past?"

Teacher: "You broke my pencil!"

Students: "I'm sorry. I'll help you fix it."

Teacher: "You helped me."

Students: "Thank you!"

Finish with:

> **"Good manners are free, but they can make someone else's day better."**

🧠 Exit Ticket **(5 minutes)**

Before students leave, ask them to complete:

> **Today I learned that good manners mean _____.**

and

> **One polite sentence I will use today is _____.**

For a more fun version:

🎟️ "Manners Ticket"

Students can only "exit" by telling the teacher **one polite sentence**.

Example:

> "Excuse me, may I leave the classroom, please?"

Day 103: Email Writing

Word of the Day: Compose

Meaning: To write something carefully.

Example: "I compose an email."

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, or a hospital"

Step 2: Introduction to the Task (10-15 minutes)

Teacher explains clearly:

- "Today you will do three things."
    1. "Open your email"
    2. "Draft 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 a famous person 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)

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

Step 6: Role play (30-35 mins)

Instructions for the role-play activities:

- Two sets of pairs (4 students) perform the role-play in front of the class first, one pair at a time
- The teacher and students observe the conversation and identify useful words, phrases, and expressions.
- All pairs of students then practice the same role-play simultaneously.
- Students switch partners once or twice and repeat the activity to build fluency and confidence.
- Finally, two new pairs perform their role-play for the class.
- This approach ensures that all students are actively speaking for most of the activity, maximizing speaking time instead of waiting for their turn.
- Ensure that every student speaks 7-10 sentences

Roleplay Topic: Two friends plan a weekend trip together and discuss transportation, budget, accommodation, and activities.

Step 7: Student Recognition – Week 3 (15 mins)

Tell students:

"Today is our Student Recognition Day! Last week, we started two new challenges: the English Speaker Award and the Confidence Award. Today, we are going to celebrate students who showed these qualities."

Announce the **English Speaker Award** first. Call the student to the front, ask the class to clap, and give them their badge/certificate.

Say one specific reason for the award:

"_____ consistently tried to speak in English during class and encouraged others to speak English. Well done!"

Next, announce the **Confidence Award**. Call the student to the front and ask the class to clap.

Say:

"_____ showed great confidence this week by speaking, participating, and trying even when they made mistakes. Well done!"

After both awards, ask the winners to say **one sentence** about how they feel.

Then tell the class:

"Remember, these awards can go to anyone. You don't have to be perfect. Keep speaking, keep participating, and keep trying."

Announce that the next Student Recognition Day will be in one week and remind students that the focus will continue to be **speaking English and building confidence**.

Day 104: Revision and Practice Day

Word of the Day: Attempt

Meaning: To try to do something.

Example:

"I attempt difficult questions."

Objectives:

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

- Talk about yesterday using the past tense.
- Describe what is happening now using **am/is/are + -ing**.
- Talk about tomorrow using **will**.

Teacher Note: Keep the English Only Cop and Full Sentence Cop active throughout the lesson.

Step 1: Word of the Day — 5 mins

Teach:

Attempt = try to do something

Example:

"I attempt difficult questions."

Ask 3–4 students to make a sentence.

Step 2: Let's See Where We Stand — CEFR Poster (20 minutes)

Congratulate students on completing more than 100 days in FEA. Appreciate those who actually attended most of the classes out of these 100 days. Remind students that we have 80 more days before our next assessment. Ask what the purpose of achieving B1 or B2 is. Tell them that the reason we keep talking about CEFR is because we practice every day to improve our CEFR level — so we can get the job we want, earn as much as we wish to, and provide a good life for our parents and family.

Ask students to open the CEFR Poster on the cover page of the Student Reference Book (SRB) and take a moment to read it again. This will refresh their memory, help them recall their CEFR assessment scores, or help absent/newly enrolled students catch up.

Discussion Questions (write on the board):

- Since Lesson 37, how has your English improved?

- If you want to reach B1 or B2, what should you do regularly?
- How can you practise English outside the classroom?
- How can you score B1 or B2?

Step 3: Spoken Practice with AI (30 mins)
Remind students to log in and log out.

Instructions:

> **"Today, your first challenge is to speak English with AI."**

1. Students open ChatGPT on their device.
2. Copy and paste the given prompt into the AI Document.
3. Students can use either the mic button or live mode, whichever they feel more comfortable with, to speak their answers — they should not type.

Step 4: ✍️ My Day — Writing Challenge — 20 mins

Give each student half an A4 sheet, or if you have the SRB, use the blank pages at the end of the book.

Write this on the board:

MY DAY: YESTERDAY → NOW → TOMORROW

Yesterday

Write **2 sentences**.

Yesterday I _____.

Yesterday I _____.

Now

Write **2 sentences**.

Now I am _____.

Now I am _____.

Tomorrow

Write **2 sentences**.

Tomorrow I will _____.

Tomorrow I will _____.

Example

Yesterday I went to the market.
Yesterday I watched TV.

Now I am sitting in class.
Now I am learning English.

Tomorrow I will visit my friend.
Tomorrow I will study English.

✏️ Teacher's Job

Walk around and check students' sentences.

Look especially for:

❌ Yesterday I go…

✅ Yesterday I went…

❌ Now I eat…

✅ Now I am eating…

❌ Tomorrow I going…

✅ Tomorrow I will go…

Ask students to **correct their own mistakes** before you give the answer.

When finished, students exchange papers with a partner.

The partner reads the six sentences aloud.

Step 5: Speaking Challenge Game — 20 mins

Write three words on the board:

YESTERDAY | NOW | TOMORROW

The teacher says a sentence.

Students must quickly say the sentence at the correct time.

Example

Teacher:

“I eat rice.”

Teacher:

“Yesterday!”

Students:

“I ate rice.”

Teacher:

“Now!”

Students:

“I am eating rice.”

Teacher:

“Tomorrow!”

Students:

“I will eat rice.”

Use these sentences

1. I go to school.
2. I play cricket.
3. I watch TV.
4. I eat breakfast.
5. I visit my friend.
6. I study English.
7. I clean my room.
8. I buy vegetables.

🎉 Make It Faster

Start slowly.

Then say:

“FAST ROUND!”

Move quickly between:

Yesterday! → Now! → Tomorrow!

Students must answer immediately.

If the class gets one wrong, everyone says the correct sentence together.

Step 6: Error Detective — 10 mins

Tell students:

“I will make mistakes. You are the English detectives. Catch me!”

Say the sentences below.

Students shout:

“WRONG!”

Then one student gives the correct sentence.

Sentences:

1. Yesterday, I eat rice.

2. Yesterday, I go to school.
3. I am drank water now
4. Now, I sit in class.
5. Tomorrow, I studied.
6. Tomorrow, I going home.
7. Yesterday, I am play cricket.
8. Tomorrow, I played cricket

Important

After correcting, the student must say the **complete correct sentence**.

Example:

Teacher:

"Yesterday, I go to school."

Student:

"Wrong! Yesterday, I went to school."

Teacher:

"Excellent!"

Class:

👏👏👏

Step 6: Stand–Sit Final Challenge — 5 mins

Tell students:

"Stand if the sentence is correct. Sit if it is wrong."

Read:

"Yesterday, I went to school." ✅

"Yesterday, I go to school." ❌

"Now, I am listening." ✅

"Now, I listen teacher." ❌

"Tomorrow, I will study." ✅

"Tomorrow, I am going yesterday." ❌

"I am eating food now." ✅

"I eating food now." ❌

Day 105: All are equal regardless of how much money one has

🎯 Opening Message

Write on the board:

“Does having more money make someone more important?”

Don't explain the answer yet.

Step 1: The Mystery Game — “Who Gets the Best Seat?” 🎭 (10 minutes)

Before students enter, place 3 chairs at the front.

Tell the class:

> “Today we have three special students.”

Choose three volunteers.

Give each volunteer a secret identity:

- 👑 Student A: Has a lot of money.
- 🎒 Student B: Has an average amount of money.
- 🌱 Student C: Has very little money.

Then announce:

> “Student A has the most money, so they get the best chair.”

Put Student A on the nicest/most comfortable chair.

Then say:

> “Student B gets the second-best chair.”

Then:

> “Student C gets the last chair.”

Pause.

Ask the class:

“Is this fair?”

Let students react.

Then ask:

> “Did we learn anything about these students except how much money they have?”

Students will likely say no.

Now ask:

> “So why did we decide who deserved the better chair?”

🧠 The Big Question

Write this question on board:

> “Does money decide a person's value?”

Tell students:

> “Today we are going to investigate this question. You are not expected to agree with me. You are going to think, discuss, ask AI questions, and decide what YOU believe.”

This makes the lesson feel like an investigation rather than a moral lecture.

Step 2: Quick Vote — “What Do You Think?” 🗳️ (5 minutes)

Tell students to show:

👍 = Yes
🤔 = Not sure
👎 = No

Ask:

> “Does having more money make someone more important?”

Then:

> “Should a rich person get more respect than a poor person?”

Then:

> “Should everyone get the same respect?”

Don't correct their answers.

Say:

> “Interesting! We have different opinions. Let's find out what happens when we look at real-life situations.”

Step 3: “Same Person, Different Clothes” 👕 (5 minutes)

Tell students this short story:

> “Imagine two students enter the classroom. Both are kind. Both study hard. Both help their classmates. Both get good marks.”

Ask:

> “Student A comes wearing expensive shoes.”

> “Student B comes wearing old, simple shoes.”

Then ask:

“Who is the better person?”

Students will probably say both.

Ask:

> “What changed—the person or only what they were wearing?”

Then reveal:

> “Exactly. Money can change what someone owns. It does not decide their worth.”

Write:

💰 Money ≠ Human Value

Then underneath:

❤️ Everyone deserves respect.

Step 4: Connect It to Their Lives 🌍 (3–5 minutes)

Ask quick questions:

- “Should everyone be treated respectfully at school?”
- “Should a rich student be allowed to bully a poor student?”
- “Should we laugh at someone's clothes?”
- “Should someone be excluded because they cannot afford something?”
- “Can someone with little money be kind, talented, hardworking, or successful?”

Take a few responses.

Then say:

> “Today, AI is going to give you different situations. Your job is to decide what is fair, respectful, and equal.”

Step 5: Start AI Activity (15-20 minutes)

- Students sit in a zig-zag pattern
- Students copy the prompt from the AI document
- They paste it into the AI platform- ChatGPT
- Students begin interacting with AI individually
- Remind students that they should write important points in their notebooks while talking to the AI

Step 6: Mid-Check (Regroup) (5 minutes)

- Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern.
- Ask: What did the AI ask you? (AI mostly gives different situations to everyone, so take variety of responses)
- First: Students discuss with their partner
- Then: Take responses from 2 students
- Ensure everyone is on track

Step 7: Continue AI Activity (10-15 minutes)

- Students go back to their AI conversation
- Teacher walks around, supports, and guides students
- Remind students that they should write important points in their notebooks while talking to the AI

Energizer: 2-3 mins

The teacher calls out different sports skills. The students have to mimic them for at least 10 seconds. After a while the teacher speeds up the tempo. A few sports skills the teacher can call out:

- Shooting a jump shot
- Juggling a soccer ball
- Batting a baseball
- Swinging a golf club
- Downhill skiing
- Serving a tennis ball
- Shooting an arrow, etc.

Step 8: Teacher Activity (30 mins)

Ask students:

- Give one example where people are treated differently because of money.

Write key phrases:

- Money does not decide respect
- We should treat everyone politely

Instructions

- Work in groups of 2 or 3. Assign one situation to each group
- Act out the situation

- One student may disagree, but must be polite
- Use simple English sentences

Role Play Situations

1. Restaurant Situation

A rich customer is treated better than a poor customer. Another customer notices this and speaks up.

Roles:

- Rich customer
- Poor customer
- Waiter / observer

Goal: Show that both should be treated equally.

---

2. School Situation

A student says, “I don’t want to sit with that student because he is poor.”

Roles:

- Two students
- Teacher / classmate who responds

Goal: Explain why this thinking is wrong.

---

3. Job Interview Bias

An interviewer prefers a rich-looking candidate over a poor-looking but skilled candidate.

Roles:

- Interviewer
- Two candidates
- Observer who comments

Goal: Focus on skill, not money background.

---

4. Bus / Travel Scenario

A rich passenger demands special treatment in a public bus.

Roles:

- Conductor

- Rich passenger
- Normal passenger

Goal: Everyone has equal rights in public places.

---

5. Friendship Situation

A student avoids friendship because the other student has less money.

Roles:

- Two students
- Friend who gives advice

Goal: Friendship is not based on money.

Useful Sentences for Students

Write on board:

Agreeing:

- I agree with you
- That is right
- Everyone should be treated equally

Disagreeing politely:

- I don't think that is right
- I disagree because…
- We should respect everyone

Giving opinion:

- I think everyone is equal
- Money should not matter

Reflection (2 minutes)

Ask:

- What did you learn today?
- Should money decide respect?
- One sentence: "I believe all people are equal because…"

Day 106: Self Reflection

Learning Outcomes

Students will:

- Reflect on how they have changed since joining FEA.
- Identify one strength and one area for improvement.
- Set one goal for the next three months.
- Practice asking and answering questions in English.

Activity 1: Think About My Journey — 10 min

Say:

> "Today, we are going to think about our journey at FEA. Think about when you joined FEA, who you are today, and who you want to become."

Write on the board:

THEN → NOW → NEXT

Ask students to close their eyes for **1 minute**.

Say slowly:

> "Think about your first day at FEA."
>
> "How did you feel?"
>
> "What was difficult?"
>
> "Could you speak English?"
>
> "Were you confident?"
>
> "Now think about yourself today."
>
> "What has changed?"

Give students another **5 minutes** to write keywords.

Tell them:

> "You do not need to write full sentences. Write a few words to help you remember your ideas."

Activity 2: FEA Interview — 20-30 min

Put students in pairs.

Write these 5 questions on the board:

1. How were you when you joined FEA?

2. What can you do now that you could not do before?
3. What is one good change in you?
4. What do you still want to improve?
5. What is one goal you have for the next three months?

Round 1 – 7 min

Student A interviews Student B.

Student A asks the questions.

Student B answers.

Encourage Student A to ask:

"Why?"

"Can you give an example?"

Round 2 – 7 min

Change roles.

Student B interviews Student A.

Prepare – 6 min

Ask students to think:

"What are the 2–3 most interesting things your partner told you?"

Activity 3: Introduce Your Partner — 10-20 min

Students introduce their partner to another pair.

Example:

"This is Ravi. When he joined FEA, he was shy. Now he can speak English with his friends. He wants to improve his confidence. His goal is to speak English every day."

Ask 2–3 students to share with the whole class.

Activity 4: My Next Step — 10 min

Write:

I want to improve my _____.

Give options:

- English
- Confidence
- Communication

- Digital skills
- Reading
- Discipline
- Career skills

Then write:

I will _____.

Examples:

> "I will speak English for 10 minutes every day."
>
> "I will attend class regularly."
>
> "I will practise using AI."

Give students time **to think** and write their answer.

Then students tell their partner:

> "My goal is _____. I will _____."

Activity 5: AI – My Future Self — 25–30 min

Say:

> "You have thought about who you were and who you are today. Now let's think about who you want to become."

Students use AI with this prompt:

Encourage students to **speak their answers** where possible.

While students use AI, the teacher moves around and supports students.

Activity 5.1: Small Group Reflection - while others are doing AI

Teacher meets students while others complete the AI

Suggested questions

- What are you most proud of?
- Which skill needs more practice?
- What goal will you work on next?

The teacher notes one action point.

Example

> Speak English every day.

Attend class regularly

Activity 6: My 3-Month Promise — 5 min

Ask students to stand.

Write:

For the next three months, I will _____.

Give students **one minute to think**.

Then ask several students to say their sentence aloud.

Finish by saying:

> **"You are not the same person who joined FEA. You have already grown. Now choose your next step."**

Class applauds together.

Day 107: Visiting the Doctor – Role-play & Speaking Practice

Word of the Day: Diagnose

Meaning: To identify a problem.

Example: "The doctor diagnoses the issue."

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)

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 your head for a 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 SRB. The teacher reads the dialogue aloud, slowly. Students repeat after each line.
- Then, read again with the class in chorus

Step 4. Group Role-play Preparation (30 minutes)

Ask students to plan a 10-minute doctor-patient roleplay

Instructions:

- Divide students into groups of 4.
    - 2 students = doctors
    - 2 students = patients
- Task: Create a roleplay with at least 5 questions asked by the doctor.
- Patients must describe symptoms using the new vocabulary.
- Encourage creativity:]
    - Use different symptoms
    - Add funny or surprising stories
    - Make the doctor give advice (drink water, rest, take medicine, etc.)
- Remind them: Each group must perform a 5-7 minute act and ask a minimum of 5 questions.

Part 2: Improve Your Spoken English with AI

Step 5: Practice with AI (30 mins)

Instructions:

1. Students open ChatGPT on their device.
2. Copy and paste this prompt to start:
3. Use the **mic button** to speak — do not type answers.

Log out once the session is complete

Step 6: Getting to Know a Student — 15 Minutes (One-on-One) - Parallel activity while students are practicing AI

Refer to page 4–5 for the full activity. While students work independently on their AI activity or Duolingo, invite one student at a time for a relaxed, one-on-one conversation in Hindi to help them feel comfortable and connected to their teacher. Aim to speak with 2 students per session, and try to have this first conversation with every new student within 7–10 days of enrolment.

Day 108: My Career Plan for 2027

Objective: Students will explore their career goals using AI, identify steps to achieve them, and practise speaking English by sharing their findings.

Part 1: Warm-up (10 minutes)

1. Ask students: “What do you want to become?”
2. Invite a few students to share their answers.
3. Write some career options on the board, such as teacher, police officer, nurse, and government employee.

Part 2: AI Activity (30 minutes)

1. Students choose a career they want to pursue.
2. Students enter this prompt in ChatGPT: “I want to become a ____. Tell me what should I do in 2027 to achieve my goal.”
3. Students read the AI response and identify three useful things they learned.
4. Students prepare to explain what they learned and how they can work towards their career goal.

Part 3: Prepare to Speak (10 minutes)
Ask students to prepare answers to these questions:

1. What is your dream job?
2. What three things did you learn from AI?
3. What will you do first to achieve your goal?

Part 4: Group Presentations (30 minutes)

1. Divide students into groups of 4–5.
2. Each student shares their career goal and the information they found using AI.
3. Each student gets 3–4 minutes to speak.
4. Group members listen and ask at least one question.
5. Each group selects one student to present their findings to the whole class.

Part 5: Whole-Class Sharing (25 minutes)

1. Selected students present their findings to the class.
2. Encourage other students to ask questions.
3. Ask students to share one interesting career idea they learned from another group.
4. Appreciate students for speaking in English and sharing their ideas.

Part 6: Reflection and Closing (15 minutes)
Ask students to complete these sentences:

1. My dream job is _____.
2. One useful thing I learned today is _____.
3. The first thing I will do in 2027 is _____.

Invite a few students to share their answers.

Day 109: Visiting the Doctor – Roleplay & Speaking Practice

Word of the Day: Consult

Meaning: To ask for advice or help.

Example: "I consult my teacher for help."

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.

Student Recognition – Week 4 (10-15 mins)

Tell students:

“Today is our Student Recognition Day! Last week, we started two new challenges: the English Speaker Award and the Confidence Award. Today, we are going to celebrate students who showed these qualities.”

Announce the **English Speaker Award** first. Call the student to the front, ask the class to clap, and give them their badge/certificate.

Say one specific reason for the award:

“_____ consistently tried to speak in English during class and encouraged others to speak English. Well done!”

Next, announce the **Confidence Award**. Call the student to the front and ask the class to clap.

Say:

“_____ showed great confidence this week by speaking, participating, and trying even when they made mistakes. Well done!”

After both awards, ask the winners to say **one sentence** about how they feel.

Then tell the class:

“Remember, these awards can go to anyone. You don't have to be perfect. Keep speaking, keep participating, and keep trying.”

Announce that the next Student Recognition Day will be in one week and remind students that the focus will continue to be **speaking English and building confidence**.

Step 1. Prep (10 minutes)

Ask groups to discuss and be ready for their roleplays.

Step 2: Group Performances (30 minutes)

- Call one group at a time to come to the front.
- Each group performs their doctor–patient roleplay.
- Doctors must ask at least 5 questions.
- Patients answer using symptoms and simple sentences.
- Do as many group performances as time permits.

Step 3: Improve Your Spoken English with AI

Practice with AI (20 mins)

1. **Instructions:**
2. Students open ChatGPT on their device.
3. Copy and paste this prompt start:
4. Use the **mic button** to speak — do not type answers.

Step 4: Sentence Building Game (20 mins)

Divide students into groups of 3.

Give each group 5 words. They have 2 minutes to make one interesting sentence using all 5 words. Each group practises the sentence together.

After 2 minutes, ask a few groups to share their sentences with the class. Give 1 point for a correct sentence, 2 points if they use all five words correctly, and 3 points for a long and interesting sentence.

Repeat with new words.

Round 1:
friend – yesterday – market – buy – happy

Round 2:
morning – late – school – teacher – sorry

Round 3:
family – evening – phone – call – important

Round 4:
money – future – job – learn – dream

Round 5:
friend – weekend – movie – food – laugh

Round 6:
mistake – learn – difficult – try – improve

For every round, a different student from each trio should share the sentence so that all three students get a chance to speak.

For the final round, give all groups these words:

future – English – confidence – job – practice

Give 3 points for the best sentence.

English Passport: At the end of every lesson - Spend 2–3 minutes referring to the English Passport chart. Read each statement aloud and ask: “Raise your hand if you did this today.”

Day 110: Naye Daur Ke Naye Kaam

Theme: “Sapna bada rakho, raaste ek se zyada rakho.”

Opening Hook – “What If Your Dream Takes Time?” (5 mins)

Write on the board:

PLAN A + PLAN B = SMART PLANNING

Ask students:

“Imagine you have one dream job. You prepare for it for 4 years. You try again and again, but you do not get selected. What will you do?”

Ask students to raise their hands:

- Who would try again?
- Who would learn another skill while preparing?
- Who would take another job while continuing to prepare?

Then say:

“Today we are going to learn something important: You don't have to choose between your dream and your future.”

Write:

Plan B is not giving up. Plan B is keeping moving.

Step 1: Plan A or Plan B? (5 mins)

Tell students:

“I will give you a situation. You tell me—is it Plan A, Plan B, or both?”

1. “Rahul wants to become a police officer and is preparing for the exam.”
   Plan A
2. “Rahul works at a customer-care centre while preparing for the police exam.”
   Plan B
3. “Rahul learns English and computer skills while preparing.”
   Both
4. “Rahul gives up studying completely because he did not pass once.”
   Ask: “Is this a Plan B?”
   No. Giving up is not a Plan B.

Write on the board:

Giving up ≠ Plan B

Learning + Working + Preparing = Plan B

Step 2: Storytelling – Renu’s Story (15–20 mins)

Say:

“I am going to tell you about a girl named Renu. Listen carefully because you have to discover her Plan A and Plan B.”

Renu’s Story

Renu always dreamed of becoming a government school teacher. After finishing her studies, she prepared for the recruitment exam for two years, but she could not clear it.

Instead of giving up, Renu decided to explore nursing. She joined a nursing course at a nearby institute and started learning about healthcare and patient care. She enjoyed helping people and soon realised that she was good at it.

Renu continued preparing for the teacher exam, but she was also building a new career in healthcare.

Teacher asks:

> “What do you think Renu’s first goal was? What did she do when it didn’t work out?”

Read Renu's story aloud.

After the story, ask:

1. What was Renu’s Plan A?

Students discuss with their partners.

Take responses in full sentences.

2. What was Renu’s Plan B?

Students discuss with their partners.

3. What can we learn from Renu?

Take responses.

Possible response:

“We can learn that we should not give up when our first plan takes time.”

Write on the board:

“Waiting is not a plan. Keep growing while you prepare.”

Step 3: Reality Check – Understanding Competition (15 mins)

Ask:

“How many people apply for government jobs?”

“How many people get selected?”

Share a verified example of competition for a government examination.

Then ask:

“If many people are not selected, what can they do?”

Accept all reasonable answers.

Write:

Plan A = Your Dream Career

Plan B = Another Career or Path While You Continue Moving Forward

Say:

“Not getting selected for one job does not mean you have no future. It means you may need another path.”

Step 4: Naye Daur Ke Naye Kaam (15 mins)

Write on the board:

Naye Daur Ke Naye Kaam

Ask students:

“What new jobs do you think people can do today?”

Take responses.

Then introduce:

1. Nurse / Hospital Assistant
2. Receptionist
3. Customer Care Executive
4. Beautician / Parlour Assistant
5. Salesperson
6. Electronic Technician
7. Digital Marketing Assistant
8. Data Entry Operator
9. Delivery Executive
10. Computer Technician

For each career, briefly ask:

“What skills would someone need for this job?”

Step 5: My Two Roads (15 mins)

Write on the board:

My Plan A is to become a _____ because _____.

My Plan B could be _____ because _____.

The skill I need to learn is _____.

Give students time to think.

Ask 5-6 students to share their answers using full sentences.

If a student is stuck, give them career options from the board.

Step 6: Hot Seat – "Defend Your Dream!" (20 mins)

Place one chair at the front and call it:

THE HOT SEAT

One student sits on the chair and says:

"My Plan A is _____ and my Plan B is _____."

Other students ask: (write the questions on the board)

- "Why did you choose this career?"
- "What skills do you need?"
- "What will you do if it takes longer than expected?"
- "What is your Plan B?"
- "What will you start learning now?"

The student must answer in full sentences.

If the student gives a one-word answer, the Full Sentence Cop says:

"Full sentence!"

The student tries again.

Give appreciation for:

- Clear answers
- Good English
- Confidence
- Practical Plan B
- Good listening

Closing Reflection (5 mins)

Ask students:

"What did you learn today?"

"What is one new career you discovered?"

"What is one skill you want to learn?"

Student Support & Counselling

Use the last 10 minutes for in-person counselling.

Day 111: Making Simple Comparison

Objectives: Students will be able to compare people, places, and things using words such as bigger, smaller, taller, shorter, faster, slower, cheaper, more expensive, easier, and more interesting.

Note: Keep the English Only Cop and Full Sentence Cop active throughout the lesson.

Step 1: Compare the Classroom – 15 mins

Ask students to look around the classroom.

Ask:

- Which bag is bigger?
- Which bottle is taller?
- Which book is smaller?
- Who is taller?
- Who has a bigger bag?
- Which desk is longer?

Students must answer in complete sentences.

> "Rahul's bag is bigger than Aman's bag."
>
> "This bottle is taller than that bottle."

Then ask students to make 3 comparisons with things around them.

Step 2: Comparison Hunt – 20 mins

Put students in pairs.

Tell them:

> "You have 8 minutes. Find as many things as possible that you can compare."

They can compare:

- two bags
- two bottles
- two books
- two chairs
- two phones
- two students
- two classrooms

They should make sentences such as:

> "My bag is heavier than your bag."

"Your bottle is smaller than my bottle."

"This chair is bigger than that chair."

After 8 minutes, ask different pairs to share their best sentences.

Give **1 point for each correct comparison**.

Step 3: Comparison Battle – 20 mins

Divide the class into two teams.

Give each team a pair:

- elephant / cat
- train / bicycle
- city / village
- summer / winter
- bus / car
- phone / computer
- tea / coffee
- book / movie

One student has 20 seconds to make a comparison.

"A train is faster than a bicycle."

Then say:

"Another one!"

The student must make a different comparison.

"A bicycle is cheaper than a train."

Give another point if they use a different comparison word.

Step 4: Choose and Compare – 20 mins

Give students choices:

- Tea or coffee?
- City or village?
- Bus or train?
- Summer or winter?
- Studying at home or studying in a classroom?
- Phone or computer?

Students choose one.

Then they must give **three comparison sentences**.

For example:

> "Tea is cheaper than coffee."
>
> "Coffee is stronger than tea."
>
> "Tea is easier to make than coffee."

Then ask:

> "Which one do you prefer and why?"

Students answer:

> "I prefer tea because it is cheaper."

Step 5: Practice with AI – 25 mins

Students open ChatGPT and use the prompt:

The teacher walks around and listens for full sentences.

Step 6: Final Challenge – 10 mins

Ask 4–5 students to come to the front.

Give each student one random pair.

They have **30 seconds to make 3 comparison sentences**.

Example:

> "A car is faster than a bicycle. A car is more expensive than a bicycle. A bicycle is easier to park than a car."

Then ask:

> "Which one do you prefer and why?"

Give a bonus point for a clear reason.

English Passport: Spend the final 5 minutes referring to the English Passport chart. Read each statement aloud and ask, "Raise your hand if you did this today." For students who are still struggling, ask them to choose one statement they will try to achieve in the next lesson.

Day 112: Ordering Food at a Restaurant

Learning Objective:

By the end of the lesson, students will be able to order food politely in English and perform a short restaurant roleplay.

Entry Activity - 5 mins

Give students 1 minute to think of 3 things they remember from the last class. Then ask:

> "What do you remember?"

Students share with a partner. Randomly call 3 students to share 1 thing each.

AI Speaking Practice (20 minutes)- Now switch the class to the AI activity. Read the AI prompt as a class. Now ask what the prompt means. Accept all answers and begin with the AI practice session. Refer AI speaking document

Part 1: Warm-up (5 minutes)

Teacher asks:

- Who likes eating at a restaurant or dhaba?
- What is your favourite food?
- Have you ever ordered food yourself?

Tell students:

> **Today you will learn how to order food in English.**

Part 2: Useful Restaurant English (10 minutes)

Step 1: Teach the Expressions

Read each expression aloud.

Students repeat.

Waiter

- Welcome!
- What would you like?
- Anything else?
- Here is your order.
- Here is your bill.

Customer

- Hello.
- I would like...
- Yes, please.
- No, thank you.

- That's all.
- Can I have the bill, please?
- Thank you.

Step 2: Quick Speaking Practice (10 mins)

Teacher asks different students.

Teacher: What would you like?

Student: I would like pizza.

Teacher asks another student.

Teacher: Anything else?

Student: Tea, please.

Continue with 8–10 students.

Part 3: Teacher Demonstration (10 minutes)

Teacher invites one volunteer.

Waiter: Welcome!

Customer: Hello.

Waiter: What would you like?

Customer: I would like a burger.

Waiter: Anything else?

Customer: One tea, please.

Waiter: Here is your order.

Customer: Thank you.

Waiter: Here is your bill.

Customer: Thank you.

Ask the class:

- What did the customer order?

Part 4: Pair Practice (15 minutes)

Instructions

Make pairs.

One student is the waiter.

One student is the customer.

Practice the conversation.

Then switch roles.

Each time order different food.

Teacher walks around helping students.

Teacher's Role

- Listen carefully.
- Help students with pronunciation.
- Encourage English only.
- Don't give students complete sentences.
- Help only when necessary.

Part 5: Presentation (20-25 minutes)

Invite **5 pairs** to perform.

After each roleplay ask the class:

- What food did they order?
- Did they use "I would like..."?
- Was the waiter polite?

Give quick praise and one suggestion for improvement.

Part 7: Reflection (2 minutes)

English Passport: Spend 2–3 minutes at the end of the lesson referring to the English Passport chart. Read each statement aloud and ask, “Raise your hand if you did this today.” For students who do not raise their hands or are still struggling, encourage them to choose one statement they will try to achieve in the next lesson.

Teacher Board Work

Restaurant English

- Welcome!
- What would you like?
- I would like...
- Anything else?
- That's all.
- Can I have the bill, please?
- Thank you.

Day 113: Speaking Challenge

Learning Objectives:

Students will:

- Answer personal, professional, and everyday questions in complete sentences.
- Ask follow-up questions and listen actively.
- Speak spontaneously without preparing every answer.
- Build confidence speaking in front of others.

Note: Keep the **English Only Cop** and **Full Sentence Cop** active.

Step 1 – The Surprise Question (5 mins)

Tell students:

> "Today, I'm going to ask you questions. Some will be easy. Some will surprise you. Your challenge is to keep speaking!"

Ask 3–4 quick questions:

> "What did you eat today?"
>
> "What will you do tomorrow?"
>
> "If you received ₹10,000 today, what would you do?"

After each answer, ask:

> "Why?"

or

> "Tell me more."

Then say:

> **"Today, we are going to practise how to keep a conversation going—even when we don't know the next question."**

Step 2 – AI: Meet Your Interviewer (25 mins)

Tell students:

> "First, AI will be your interviewer."

Read the prompt together.

Ask:

> "What do you think AI will ask you?"

Take 2 responses.

Students then:

- Open ChatGPT.
- Copy and paste the prompt.
- Use the voice/live feature.
- Answer AI's questions.
- Try to give complete answers.
- Ask AI questions when appropriate.

Tell them:

> "Don't worry about perfect English. Your goal is to keep the conversation going."

Teacher walks around and supports students.

Log out once the activity is complete.

Step 3 – What Makes a Good Interview? (5 mins)

Bring students back together.

Ask:

> "What helped you continue speaking with AI?"

Write on the board:

Ask → Listen → Answer → Add → Ask More

Give an example:

A: What do you do on Sundays?

B: I usually spend time with my family. We sometimes visit my relatives. What do you usually do?

Explain:

> "A good speaker doesn't just answer. They add information and give the other person something to talk about."

Step 4 – Pair Interview Challenge (25 mins)

Put students into pairs.

Write the questions on the board:

1. Who is your best friend? What do you like about them?
2. What do you usually do on Sundays?

3. What is your favourite place? Why?
4. Tell me about your family.
5. If you had one free day, what would you do?
6. What is more important: money or happiness? Why?
7. If you could change one thing about your village or town, what would you change?

Round 1 – 10 mins

Student A = Interviewer
Student B = Interviewee

Student A asks the questions.

But add one important rule:

> **The interviewer cannot immediately move to the next question.**

After an answer, they should ask:

> "Why?"
>
> "Tell me more."
>
> "How?"
>
> "What happened next?"
>
> "What about you?"

Round 2 – 10 mins

Switch roles.

Student B becomes the interviewer.

Final 5 mins – Partner Challenge

Tell students:

> "Now forget the questions on the board."

Each interviewer must ask **two new questions of their own**.

This makes the conversation spontaneous.

Step 5 – Hot Seat: Think on Your Feet (25 mins)

Place one chair at the front.

Say:

> "Now the real challenge begins."

One student sits in the **Hot Seat**.

The class becomes the **Press Panel**.

The student must answer **3–5 questions**.

Use a mixture of:

Easy:

"What is your favourite food?"

Past:

"What did you do last weekend?"

Future:

"What will you do next year?"

Opinion:

"Is money more important than happiness? Why?"

Surprise:

"If you could become famous for one thing, what would it be?"

Hot Seat Rule

The student should not answer with only one sentence.

After each answer, the teacher or another student can say:

"Tell me more."

The student must continue speaking.

Give each student about **2 minutes**.

Start with a confident student to demonstrate the activity.

Step 6 – Hot Seat Team Challenge (10 mins)

Now make it a competition.

Divide the class into **2–3 teams**.

Each team chooses one student for the Hot Seat.

The teacher asks a surprise question.

The student has **10 seconds to think** and then speaks.

Give the team a point when the student:

- Gives a complete answer.
- Gives a reason.
- Gives an example.

- Keeps speaking without giving up.

Tell students:

> "This is not a grammar competition. We are testing your ability to **think and communicate in English**."

Step 7 – Student Recognition – Week 5 (10–15 mins)

Tell students:

> "Today is our Student Recognition Day. Last week, we started two challenges: the English Speaker Award and the Confidence Award."

Announce the **English Speaker Award**.

Call the student forward, give the badge/certificate, and say one specific reason:

> "_____ consistently tried to speak in English and encouraged others to speak. Well done!"

Then announce the **Confidence Award**:

> "_____ showed great confidence by participating, speaking, and trying even when they made mistakes. Well done!"

Ask each winner:

> **"How do you feel today?"**

Allow each student to answer in 1–2 sentences.

End by telling the class:

> **"You don't have to speak perfect English to be a confident speaker. You need to keep trying, keep listening, and keep the conversation going."**

This version gives the lesson a clear progression:

AI interviewer → Partner interviewer → Surprise questions → Hot Seat → Recognition

So students gradually move from **supported speaking to spontaneous speaking**, which is exactly what a "Speaking Challenge" should accomplish.

Day 114: Art of Conversation- (बातचीत की कला)

Art of Conversation (बातचीत की कला) is one of the most important life skills. Ensure every student gets sufficient speaking practice during this lesson.

Step 1: Today's Topic (15 minutes)

1. Start with a real-life situation – 3 mins

Walk into the class and casually ask one student:

> **Teacher:** "How are you today?"

Student answers.

Then ask:

> **Teacher:** "Why?"

After the student answers, **don't immediately move to the next activity**. Ask one follow-up question based on their answer.

For example:

> Student: "I am happy."
> Teacher: "Why are you happy?"
> Student: "Because I got good marks."
> Teacher: "Which subject?"

Then turn to the class and ask:

> **"What did I just do?"**

Take responses.

Guide students towards:

> **"I asked a follow-up question."**

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2. Create the problem – 3 mins

Ask two students to come to the front.

Give Student A this instruction:

> "Ask your partner: What did you do yesterday?"

Tell Student B:

> "Answer the question, but don't ask anything back."

Let the conversation stop.

Then ask the class:

> **"Was this a good conversation? Why or why not?"**

Now repeat the same conversation, but this time Student B asks a follow-up question.

Ask:

> **"Which conversation was better?"**

This naturally introduces the importance of **asking questions, listening and responding**.

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3. Introduce today's topic – 10 mins

Write on the board:

ART OF CONVERSATION

बातचीत की कला

Ask:

- What is a conversation?
- What makes a conversation interesting?
- Is conversation only about speaking?
- What should we do when the other person is speaking?

Then write:

A good conversation =

Listen → Respond → Ask → Continue

Tell students:

> **"Today, you are going to practise keeping a conversation going—not just answering questions."**

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4. Introduce the AI activity – 4 mins

Now say:

> "Today, AI will become your conversation partner. It will give you different real-life situations, and your job will be to have a natural conversation."

Show the AI prompt.

Teacher demo:

1. Copy the prompt from the AI document.
2. Paste it into ChatGPT.
3. Read the situation aloud.
4. Ask students: **"What would you say?"**
5. Take 2–3 student responses.

6. Show how to respond to AI.
7. Demonstrate that students should **not give one-word answers**.
8. Show how to ask a follow-up question and continue the conversation.

For example:

AI: “Your friend tells you that they want to leave their job. What would you say?”

Weak response:

“Why?”

Better response:

“Why do you want to leave your job? Are you unhappy with your work?”

Best response:

“I understand. Why do you want to leave your job? Have you already found another job?”

Tell students:

“Your goal is not to finish the conversation quickly. Your goal is to keep the conversation going.”

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5. Student Demo – 3 mins

Call one student.

Ask:

“Imagine I tell you: I am planning to move to another city. What would you say?”

Let the student respond.

Then ask:

“What question could you ask me to continue the conversation?”

Praise a good follow-up question.

Finally say:

“Now you are ready. Let's see how long you can keep your AI conversation going.”

Then move to **Step 2: Start AI Activity**.

Step 2: Start AI Activity (15 minutes)

- Students sit in a zig-zag pattern
- Students copy the prompt from the AI document

- They paste it into the AI platform- ChatGPT
- Students begin interacting with AI individually
- Remind students that they should write important points in their notebooks while talking to the AI

Step 3: Mid-Check (Regroup) (5 minutes)

- Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern.
- Ask: What did the AI ask you? (AI mostly gives different situations to everyone, so take variety of responses)
- First: Students discuss with their partner
- Then: Take responses from 2 students
- Ensure everyone is on track

Step 4: Continue AI Activity (15 minutes)

- Students go back to their AI conversation
- Teacher walks around, supports, and guides students
- Remind students that they should write important points in their notebooks while talking to the AI

Energizer: 2-3 mins

One student becomes the leader and chooses:

- Fast jumps
- Slow jumps
- High jumps
- Tiny jumps

Class follows the leader.

Step 5: Teacher Activity (30-40 mins)

Teacher's Activity: Keep the Conversation Going

Step 1: Pair Students (2 minutes)

Tell students:
"Your goal is not just to answer. Your goal is to keep the conversation going."

Step 2: Conversation Cards (5 minutes)

Give each pair one situation:

1. At a family function
2. Meeting an old friend

3. Talking to parents about a career choice
4. Waiting for a bus
5. Talking to a new classmate

Step 3: Conversation Competition (20 minutes)

Challenge:
Which pair can keep the conversation going the longest without stopping?

The class counts the exchanges.

Step 4: Reflection (3 minutes)

Ask:

- Which question helped continue the conversation?
- Which conversation was easiest?

Write on board:

Good conversation starters:

- How about you?
- What do you think?
- Can you tell me more?
- Why do you like that?
- What happened next?

Day 115: Role-play practice

Entry Activity - 15-20 mins

Give students 1 minute to think of 3 things they remember from the last class. Then ask:

"What do you remember?"

Students share with a partner. Randomly call 3 students to share 1 thing each.

Group Roleplay (15 minutes)

Divide class into pairs/groups and assign one situation:

Situation 1: Making a New Friend

A student wants to make a friend but feels shy.

Situation 2: Meeting After Long Time

Two friends meet in a market after years.

Situation 3: Asking Parents Permission

A student asks parents to attend training.

Situation 4: Late to Class

A student explains reason for being late.

Situation 5: Borrowing Money

A friend asks for money and promises return.

Situation 6: Asking for Help

A student asks for homework or English help.

Situation 7: Village Problem

Two neighbors discuss water/electricity issues.

Situation 8: Career Advice

A young person asks elder for career guidance.

Step 2: Preparation time (25 mins)

Let the pairs/groups prepare

Step 3: Performance (30-45 minutes)

- Pairs/groups present their roleplay

Feedback

Teacher asks:

- Did they ask questions?
- Did they respond politely?
- Was the conversation continuous?

The pair/group with the longest conversation is the winner

Day 116: 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.

Entry Activity - 5 mins

Give students 1 minute to think of 3 things they remember from the last class. Then ask:

> "What do you remember?"

Students share with a partner. Randomly call 3 students to share 1 thing each.

Attendance Challenge – Launch Activity (10 mins)

Tell students:

"Over the next few weeks, we are going to celebrate students who show consistency. Coming to class regularly is one of the most important things you can do for your learning."

Write on the board:

📅 Consistency Champion

Explain:

"This award is not only about having the highest attendance. It is about showing up regularly, staying committed, and not giving up on your learning."

Ask students to think about one reason why attending class regularly is important.

Take 3–4 answers from students.

Then say:

"For the next week, your challenge is simple: Come to every class you can, be ready to learn, and don't miss learning opportunities."

Tell students that the Consistency Champion will be announced next week.

End with:

"Let's see who can show the strongest commitment this week!"

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 (15 mins)

Ask students:

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

Step 3: Create Your Own Script (15 mins)

- Ask students to think about their own FEA journey.
- Give them time to **create a short script** and narrate it to their partner. Write on the board a few things they can include in their script.
  - Why they joined FEA
  - What's their FEA branch name
  - What they enjoy, their favorite activity
  - What they have learned
  - What is their dream

  Optional (Their day 1 in FEA)
- Make it flexible—students can include anything about their experience.

Step 4: Present to the Class (25 mins)

- Invite 3-4 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 video 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.
- After 4 students have presented, make small groups and get students to share their journey in their groups.

Step 5: Role play: (25 mins)

Instructions for the roleplay activities:

- Two set of pairs (4 students) perform the role-play in front of the class first, one by one
- The teacher and students observe the conversation and identify useful words, phrases, and expressions.
- All student pairs then practice the same role-play simultaneously.

- Students switch partners once or twice and repeat the activity to build fluency and confidence.
- Finally, two new pairs perform their role-play for the class.
- This approach ensures that all students are actively speaking for most of the activity, maximizing speaking time instead of waiting for their turn.
- Ensure that every student speaks 7-10 sentences

Roleplay Topic: A student wants to convince a friend to join the English course.

English Passport: Spend 2–3 minutes at the end of the lesson referring to the English Passport chart. Read each statement aloud and ask, **"Raise your hand if you did this today."** For students who do not raise their hands or are still struggling, encourage them to choose **one statement they will try to achieve in the next lesson.**

Day 117: Handling Real-Life Conversations (रोज़मर्रा की बातचीत को संभालना)

Handling Real Life Conversation ("रोज़मर्रा की बातचीत को संभालना) is one of the most important life skills. Ensure every student gets sufficient speaking practice during this lesson.

If you feel students need time, please repeat the roleplay activities.

Step 1: Today's Topic (20 minutes)

- Share today's topic. Write it on the board. Pronounce the topic as a class.
- Share that we all want to have a longer conversation but we struggle. In today's lesson we will learn some tips to have a longer conversation
- The teacher now gives a demo of how to do the AI activity - copy the prompt from the AI document and paste on ChatGPT.
- Read the situation aloud. If needed, explain it.
- Ask students what they will do in this situation.
- Share the response.
- Now call a student. Ask the student to give a demo. (If everyone already knows the process, skip this)
- Once everyone understands the process, get started.

Step 2: Start AI Activity (15-20 minutes)

- Students sit in a zig-zag pattern
- Students copy the prompt from the AI document
- They paste it into the AI platform- ChatGPT
- Students begin interacting with AI individually
- Remind students that they should write important points in their notebooks while talking to the AI

Step 3: Mid-Check (Regroup) (5 minutes)

- Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern.
- Ask: What did the AI ask you? (AI mostly gives different situations to everyone, so take variety of responses)
- First: Students discuss with their partner
- Then: Take responses from 2 students
- Ensure everyone is on track

Step 4: Continue AI Activity (10-15 minutes)

- Students go back to their AI conversation
- Teacher walks around, supports, and guides students
- Remind students that they should write important points in their notebooks while talking to the AI

Energizer: 2-3 mins

Silent Jump Challenge

- Students must complete 20 jumps without talking or laughing. If someone talks or laughs, everyone starts again.

Step 5: Teacher Activity (30 mins)

Roleplay Activity: Building Longer Conversations

Instructions for Students

1. You will practice **5 real-life situations** one by one.
2. In each situation:
    - One will act as the (parent, stranger, teacher, etc.)
    - Another will respond as the **student**
3. Try to speak in **simple, clear English**.
4. Each conversation should have **4–6 exchanges** (not just one answer).
5. Your goal is to:
    - Start the conversation
    - Continue it by asking questions
    - Respond naturally
    - End politely

Rules

- Use short sentences
- Ask at least **one question in each scenario**
- Be polite (use words like: please, sorry, thank you)
- Do not stop the conversation quickly
- Try to keep it going as long as possible

Scenarios You Will Practice

1. Talking to a parent about career choice (business vs job)
2. Starting a conversation with a stranger at a bus stop/event
3. Extending a conversation when it is ending
4. Asking advice from a teacher/mentor
5. Handling a disagreement politely

How Feedback Will Work

After each scenario:

- I will give **simple feedback**
- I will tell you what was good
- I will suggest one improvement
- Then we move to the next scenario

Final Goal

By the end of this activity, you should be able to:

- Speak more confidently
- Keep conversations going naturally
- Handle real-life situations in English

Now we will start with Scenario 1.

Day 118: Finding Opportunities Around the World

Objective: *Students will explore opportunities in different countries, ask questions using AI, and present their findings confidently.*

Step 1 – Hook: "What If You Could Go Anywhere?" (5-10 mins)

Show the world map.

Ask:

> *"If you could travel to any country in the world, which country would you choose?"*

Students discuss with a partner.

Then ask:

> *"Why would you go there?"*

Take 4–5 answers.

Now ask:

> *"Is there anything you could learn, study, or do in that country that you cannot easily do here?"*

Say:

> *"Today, we are going to explore opportunities around the world."*

Step 2 – Opportunity Detective (10 mins)

*Write **OPPORTUNITY** on the board.*

Ask:

> *"What is an opportunity?"*

Take answers.

Then give students three examples:

> *"A job opportunity."*
>
> *"A study opportunity."*
>
> *"A business opportunity."*

Ask:

> *"What opportunities can young people find in your village?"*

Take a few answers.

Then say:

> *"Your job today is to become an **Opportunity Detective** and find opportunities in another country."*

Step 3 – Choose Your Country (5 mins)

Show the world map.

*Students choose **one country**.*

Tell them:

> *"Don't worry if you know nothing about your country. That's why you have AI!"*

Write on the board:

> ***My country: _____***

Students mark their country on the map or write it in their notebook.

Step 4 – Meet Your AI Travel & Opportunity Guide (30-40 mins)

*Open the **AI Spoken English Document**.*

Read the sentence starter. The teacher gives a demo that how to find information

Get started with finding the information: (Use AI or google search)

> *"What is famous in…?"*
>
> *"What jobs are there in…?"*

Tell students:

> *"Don't just ask one question. Your job is to have a conversation with AI."*

Students use AI and find information about their country.

*Ask them to record **three interesting discoveries**.*

Guide your students - Do not copy and paste the entire thing on AI.

Step 5 – The Surprise Question (15 mins)

Stop the class.

Tell students:

> *"You have found information. Now I want you to think like a curious person."*

*Ask students to ask AI **one question that is not in the Student Book**.*

Examples:

> *"Why is this country good for students?"*
>
> *"What would surprise me if I visited this country?"*
>
> *"What skills are important there?"*
>
> *"What is difficult about living there?"*

Students continue for a few minutes.

Step 8 – "Would You Go?" Vote (20 mins)

Bring everyone together. Ask - Tell me 1 interesting thing about your country

At the end ask:

> *"Which country would you most like to visit?"*

"Which country has the most interesting opportunity?"

"Which country would you consider studying or working in?"

Students vote by raising their hands.

Ask 2–3 students:

"Why did you choose that country?"

Encourage:

"I chose _____ because _____."

Step 10 – Final Reflection (10 mins)

Ask:

"What skill do you think you need to develop to take advantage of opportunities in the future?"

End with:

"The world is bigger than our village, our town, or even our country. Learning English can help us discover and communicate with people and opportunities beyond our immediate surroundings."

Day 119: 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.

Entry Activity - 5 mins

Give students 1 minute to think of 3 things they remember from the last class. Then ask:

> “What do you remember?”

Students share with a partner. Randomly call 3 students to share 1 thing each.

Step 1: Teacher Demo (20 mins)

- Call one student.
- Write the 8 questions given below - Write on the board beforehand
- Ask 2–3 questions from the board. (Questions below)
- Show:
    - Full answers (not 1 word)
    - Add reason (because…)
    - Add extra detail
    - Encourage students to answer in 5-7 sentence

Step 2: Pair Work (20 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 5-6 sentences per answer**
2. Use **because / and / but**
3. Give reasons and examples

Interview Questions (B1 Level)- Speak at least 7 sentences for each question

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 3: Set Listening Purpose (15 mins)

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 4: Personal Reflection - Comprehension Check (20 mins)

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. Speaker 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?

Step 5: Role play (30-35 mins)

Instructions for the roleplay activities:

- Two set of pairs (4 students) perform the role-play in front of the class first, one by one
- The teacher and students observe the conversation and identify useful words, phrases, and expressions.
- All student pairs then practice the same role-play simultaneously.
- Students switch partners once or twice and repeat the activity to build fluency and confidence.
- Finally, two new pairs perform their role-play for the class.
- This approach ensures that all students are actively speaking for most of the activity, maximizing speaking time instead of waiting for their turn.
- Ensure that every student speaks 7-10 sentences

Roleplay Topic: Two friends discuss different opportunities after completing the English course. They talk about jobs, further studies, online learning, and moving to another city.

English Passport: Spend 2–3 minutes at the end of the lesson referring to the English Passport chart. Read each statement aloud and ask, **"Raise your hand if you did this today."** For students who do not raise their hands or are still struggling, encourage them to choose **one statement they will try to achieve in the next lesson.** (refer to English passport introduction on lesson 30)

Day 120: Building Longer Conversation- (“बातचीत को आगे बढ़ाना”)

Building Longer Conversation (“बातचीत को आगे बढ़ाना”) is one of the most important life skills. Ensure every student gets sufficient speaking practice during this lesson.

If you feel students need more time, please repeat the roleplay activities.

Objective: Students will learn how to keep a conversation going by answering, asking follow-up questions, adding information, and responding to what the other person says.

Note: Every student should get sufficient speaking practice. If students need more practice, repeat the roleplay rounds.

Step 1 – The Conversation Trap (10 mins)

Write on the board:

A: What did you do yesterday?
B: I went to the market.
A: Okay.

Ask:

> “Is this a good conversation?”

Students will probably say no.

Now demonstrate:

A: What did you do yesterday?
B: I went to the market.
A: What did you buy?
B: I bought some clothes.
A: Who did you go with?
B: I went with my brother.

Ask:

> “Why was this conversation longer?”

Lead students towards:

Answer → Add → Ask

Write this on the board:

The 3 Rules for a Longer Conversation

1. ANSWER – Answer the question.

2. ADD – Give one more detail.

3. ASK – Ask the other person a question.

Example:

"I went to the market **yesterday**. I bought some clothes **for a festival**. **Do you usually go shopping?**"

Tell students:

"Don't wait for the other person to do all the work. You also have to keep the conversation alive."

Step 2 – AI Conversation Practice (20 mins)

Demonstrate the AI activity using the prompt from the AI document.

Read the situation aloud.

Ask:

"What will you do?"

Take 2 responses.

Then students:

- Sit in a zig-zag pattern.
- Copy the prompt.
- Paste it into ChatGPT.
- Use the voice/live feature if available.
- Speak with AI.
- Try to keep the conversation going.
- Note useful questions or expressions.

Tell students:

"Your goal is not to finish the conversation quickly. Your goal is to keep it going."

Step 3 – Conversation Checkpoint (5 mins)

Pause the AI activity.

Students discuss with their partner:

"What did AI ask you?"

Then ask:

"What did you say?"

"Did you ask AI a question?"

"What helped you continue the conversation?"

Take 2–3 responses.

Remind students:

> **Answer → Add → Ask**

Step 4 – AI Conversation Challenge (10 mins)

Students return to their AI conversations.

Give them one extra mission:

> **"Before you finish, ask AI at least 3 questions."**

Encourage:

> "Why?"
> "What about you?"
> "Can you tell me more?"
> "What happened next?"
> "How did you feel?"
> "What would you do?"

Teacher walks around and supports students.

Energizer – Pass the Action (2–3 mins)

Students stand in a circle.

First student performs an action.

Example:

Clap

Second student repeats it and adds:

Clap + Jump

Third:

Clap + Jump + Turn

Continue around the circle.

Keep the pace fast.

Then say:

> "Just like this game, a conversation also grows. One person adds something, and the next person adds something more."

Step 5 – Conversation Mission Cards (5 mins)

Divide students into **pairs**.

Give each pair a situation.

Examples:

Situation 1: You meet a new student on the first day of class.

Situation 2: You meet an old friend after five years.

Situation 3: Your friend wants to visit your village.

Situation 4: You are planning a weekend trip with a friend.

Situation 5: Your friend wants advice about finding a job.

Situation 6: You meet someone who has the same hobby as you.

Situation 7: You are talking to a neighbour about a local event.

Situation 8: You want to invite your friend to a festival.

Round 1 – Prepare (5 mins)

Tell students:

They should think about:

- How will we start?
- What will we ask?
- What will we add?
- How will we continue?

Round 2 – Conversation Challenge (10 mins)

Pairs start their conversation.

Their mission:

Keep the conversation going for 3 minutes.

They must:

- Ask questions.
- Give full answers.
- Add details.
- Respond to what their partner says.
- Avoid one-word answers.

Round 3 – Change Partners (10 mins)

Students find a new partner.

Give them a **new situation**.

This time, they have only **30 seconds to prepare**.

Tell them:

> "This time, don't plan every sentence. Listen and respond naturally."

Step 6 – The Conversation Championship (10 mins)

Choose 3–4 pairs for the final challenge.

Tell them:

> **"Your mission is to keep the conversation going for as long as possible."**

Start the timer.

After 2–3 minutes, stop and ask the class:

> "What helped this pair continue?"

Recognise:

Best Questioner – asked interesting questions

Best Listener – responded to their partner's answers

Best Conversation – natural and continuous

Best Comeback – recovered well after getting stuck

Step 7 – Final Reflection (5 mins)

Ask students:

> "What should you do if you don't know what to say?"

Take responses.

Write:

When you get stuck...

> **Ask a question.**
> **Give an example.**
> **Say what you think.**
> **Ask 'Why?' or 'What about you?'**

Then ask everyone to complete:

> **"To make my conversations longer, I will _____."**

End with:

> **"A good conversation is not about speaking perfectly. It is about listening, responding, and giving the other person something to respond to."**

Module 5: A2 to B1 –Building Communication & Employability (Days 121–180)

- CEFR Level: A2 → B1
- Core Theme: Career exploration, job readiness, problem-solving, and formal presentations.
- Key Focus Areas:
    - Career research presentations and exploring modern job options.
    - Creating a professional resume using AI tools and delivering resume presentations.
    - Intensive Mock Interview series (Stages 1 through 10 covering tell me about yourself, follow up questions, strengths/weaknesses, panel interviews, and online etiquette).
    - Group discussions, public speaking frameworks (Prepare, Practice, Perform), and Panchayat/village problem-solving presentations.
    - Road to Success Modules: Entrepreneurial mindset, workplace ethics, grit, single-pointed focus, and emotional stability.
    - Checkpoint 2 (Days 180–181): B1 Spoken Assessment & Graduation clearance.

Day 121: Presenting: Career Research

Objective: Students will explore an unfamiliar career, find useful information about it, and present their findings in simple English.

Choose one career: Cruise Ship Activity Staff, Drone Operator, or Digital Marketer

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Step 1: "Would You Do This Job?" — 5 minutes

Walk into class and say:

> **"Imagine you get a job tomorrow. But I am not going to tell you about the job. I will only describe it."**

Say:

> **"You travel on a huge ship. You organize games, parties, activities and entertainment for people on holiday. You meet people from many countries."**

Ask:

> **"What job is this?"**

Take guesses.

Reveal:

Cruise Ship Activity Staff

Then ask:

> "Would you like this job? Why or why not?"

Take 2–3 answers.

Now say:

> **"Here is another one. You use a small flying machine with a camera. You control it from the ground and take photos or videos from the sky."**

Ask:

> **"What job is this?"**

Reveal:

Drone Operator

Then say:

> **"These are real jobs. But many people may not know much about them."**

Step 2: "Which Career Sounds Interesting?" — 5 minutes

Write these three careers on the board:

1. **Cruise Ship Activity Staff**
2. **Drone Operator**

3. **Digital Marketer**

Ask students to choose one **without searching**.

Ask:

- Which job sounds exciting?
- Which job sounds difficult?
- Which job would you like to try?
- Which job do you know the least about?

Tell students:

"You don't need to know the answer yet. Today, your job is to investigate."

Teach the Word of the Day:

Investigate = find out more about something.

Ask 2–3 students:

"What career would you like to investigate?"

Step 3: "What Do We Need to Know?" — 5 minutes

Ask:

"If you want to understand a career, what questions should you ask?"

Take student answers.

Help them discover these questions:

- What is the job?
- What does the person do?
- How much can they earn?
- Where do they work?
- What skills do they need?
- What education or training do they need?
- What is interesting about the job?
- Would I like this career?

Say:

"Today, you are going to become a career investigator."

Step 4: Career Investigation — 25–30 minutes

Students choose **ONE** career:

Career 1: Cruise Ship Activity Staff

Career 2: Drone Operator

Career 3: Digital Marketer

Students use **Google or ChatGPT** to investigate their chosen career.

Tell them:

> **"Do not copy a whole answer from the internet or AI. Find the information, understand it, and write it in your own simple English."**

Students find answers to:

1. **What is the name of the job?**
2. **What does the person do?**
3. **Where do they work?**
4. **What is the average salary?**
5. **What skills are needed?**
6. **What education or training is needed?**
7. **What is interesting or different about this job?**
8. **Would I like to do this job? Why or why not?**
9. **What is one interesting fact I discovered?**
10. **Who might be a good fit for this career?**

Remind students:

> **"You don't need long answers. Find the important information and write short, simple sentences."**

Step 5: Energizer — 2–3 minutes

"Career Charades"

Call 3–4 students to the front.

Whisper a career to each student.

They act it out without speaking.

The class guesses:

> "Are you a drone operator?"
>
> "Are you a digital marketer?"
>
> "Are you a teacher?"

Keep it fast and funny.

Step 6: My Career Discovery — 10 minutes

Students prepare what they will say.

Students practise their presentation with a partner.

Step 7: Career Presentation — 20 minutes

First, select **3 students** to present to the whole class.

Tell them:

> **"Speak loudly. Look at the audience. Do not read every word from your notebook."**

After the first three presentations, divide students into **small groups**.

Each student presents their career to the group.

After each presentation, group members ask **one question**.

Examples:

- "Would you like this job?"
- "Is this job difficult?"
- "Where can you do this job?"
- "Why did you choose this career?"

Teacher gives simple feedback:

- Good voice.
- Good eye contact.
- Clear sentences.
- Good information.
- Good confidence.

Remind the **English Only Cop** and **Full Sentence Cop** to stay active.

Step 8: Whole-Class Discussion — 15 minutes

Ask: What skills will be important for future careers?

End by saying:

> **"You don't have to choose your career today. But the more careers you investigate, the more possibilities you discover."**

English Passport: Spend 2–3 minutes at the end of the lesson referring to the English Passport chart. Read each statement aloud and ask, **"Raise your hand if you did this today."** For students who do not raise their hands or are still struggling, encourage them to choose **one statement they will try to achieve in the next lesson.**

Day 122: English Progress Check

Teacher says: 5 mins

> "Today we will practise talking for longer in English."
>
> "You will talk about your life, talk about yesterday, and give your opinion."
>
> "You will also ask your friends questions."
>
> "You do not need perfect English. Try to speak and keep talking."
>
> "I will first show you. Then you will practise with your friends."

Tell students:

> "Today, try to speak more than you did before."

---

2. Teacher Models — 10 minutes

Task 1: Talk About Your Life

Teacher gives a simple example:

> "I live in a village. There are five people in my family. I work in a school. Every day, I go to work. In the evening, I spend time with my family. I like playing cricket."

Ask:

- "Where does he/she live?"
- "How many people are in the family?"
- "What does he/she do?"
- "What does he/she like?"

Tell students:

> "When you speak, talk about different parts of your life."

Write on the board:

Family → Daily life → Work/Studies → Free time

---

3. Student Practice — 30 minutes

Students complete **Workbook Exercise 1**.

Put students in pairs.

Student A speaks about:

“My Life in My Village”

Student B listens.

Then change roles.

After both students speak, change partners and repeat.

Teacher support

If a student stops, use simple prompts:

> “Your family?”
>
> “Your work?”
>
> “Every day?”
>
> “Free time?”

Don't give the student the full answer.

---

4. Talk About the Past + Give an Opinion — 25 minutes

Part A: Yesterday

Teacher models:

> “Yesterday, I woke up at 7 o'clock. I went to work. In the evening, I watched TV. I played in the park and then I studied for 2 hours.

Students answer.

Students then complete **Workbook Exercise 2** and tell their partner about yesterday.

Encourage at least **3 things**.

Part B: Opinion (Writing for 15 mins)

Write on the board:

Village or city?

Model:

"I think living in a city is better because there are more jobs."

Explain only:

"First say what you think. Then say why."

Students complete **Workbook Exercise 3**

---

5. Follow-up Questions + Group Conversation — 25 minutes

Put students in groups of **3–4**.

Tell them: Refer to your notes. "One student speaks. Another student asks two questions."

Write on the board:

Why?
When?
Who?
How?
What happened next?

Model:

Student A: "Yesterday I went to the market . After that I came home and studied. Next I watched TV"

Student B: "Why did you go?"

Student A: "I bought vegetables."

Student B: "Who went with you?"

Teacher moves around and observes.

Spend 2–3 minutes at the end of the lesson referring to the English Passport chart. Read each statement aloud and ask, "Raise your hand if you did this today." For students who do not raise their hands or are still struggling, encourage them to choose one statement they will try to achieve in the next lesson.

Day 123: Income Growth Lesson - Mobility: how it helps careers

"Repeat this day if students need more practice with roleplays."

Step 1: Today's Topic (20 minutes)

- Share today's topic. Write it on the board. Pronounce the Topic as a class.
- Ask students to guess- what does the topic mean?
- The teacher gives a demo - copy the prompt from the AI document and paste it on ChatGPT.
- Read the situation aloud. If needed, explain it.
- Ask students what they will do in this situation.
- Share the response.
- Now call a student. Ask the student to give a demo. (If everyone already knows the process, skip this)
- Once everyone understands the process, get started.

Step 2: Start AI Activity (15-20 minutes)

- Students sit in a zig-zag pattern
- Students copy the prompt from the AI document
- They paste it into the AI platform- ChatGPT
- Students begin interacting with AI individually
- Remind students that they should write important points in their notebooks while talking to the AI

Step 3: Mid-Check (Regroup) (5 minutes)

- Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern.
- Ask: What did the AI ask you? (AI mostly gives different situations to everyone, so take variety of responses)
- First: Students discuss with their partner
- Then: Take responses from 2 students
- Ensure everyone is on track

Step 4: Continue AI Activity (10-15 minutes)

- Students go back to their AI conversation
- Teacher walks around, supports, and guides students
- Remind students that they should write important points in their notebooks while talking to the AI

Energizer: Quick Stretch Circle (2-3 mins)

Instructions:

Students stand in a circle.

One student suggests a stretch.

Everyone copies.

Another student suggests a stretch and everyone copies

Continue around the circle.

Teacher's Activity (30 mins)

Instructions for Students (Pair Roleplay)

Step 1: Pair Formation (Teacher assigns pairs)

- Students work in pairs: **Student A & Student B**

Step 2: Preparation (5 minutes)

- Read your situation carefully
- Think of:
    - What you will say first?
    - At least 2–3 questions
    - Simple reasons and opinions
- Use simple English sentences

Step 3: Roleplay (10–15 minutes)

- Act out the situation with your partner
- Keep the conversation going for as long as possible
- Ask and answer questions
- Use polite and clear English

Step 4: Winning Rule

The pair that:

- Speaks continuously
- Uses more questions
- Explains ideas clearly
  wins the round

Roleplay Topics: Mobility & Career Growth- **Write the situations in slips of paper and give to groups**

1. Moving to Another City for a Job

Student want to move to a big city for better job opportunities.

Roles:

- Parent (worried)
- Student (excited about career growth)

Focus:

- Safety vs opportunity
- Salary difference
- Experience gain

---

2. Staying in Village vs Moving to City

Two friends discuss whether to stay in village or move out for work.

Roles:

- Friend 1 (wants to stay)
- Friend 2 (wants to move)

Focus:

- Comfort vs growth
- Money opportunities
- Family connection

---

3. Relocation for Training Program

A student gets an opportunity for training in another state.

Roles:

- Mentor/teacher
- Student

Focus:

- Learning new skills
- Fear of moving
- Future benefits

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4. Job Transfer Opportunity

An employee gets transferred to another branch/city.

Roles:

- Employee

- Family member

Focus:

- Change in lifestyle
- Career growth
- Adjustment challenges

---

5. Friends Discuss Migration for Work Abroad

Two friends discuss going abroad for work.

Roles:

- Friend A (interested)
- Friend B (scared)

Focus:

- Money vs risk
- New culture
- Career opportunities

Teacher Note

Focus on:

- Confidence over grammar
- Asking questions (very important)
- Real-life thinking (not memorized answers)
- Encouraging shy students

Day 124: Jeopardy + Asking Questions

Word of the Day: Compete

Meaning: To try to win against others.

Example: "I compete in class games."

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

Entry Activity - 5 mins

Give students 1 minute to think of 3 things they remember from the last class. Then ask:

“What do you remember?”

Students share with a partner. Randomly call 3 students to share 1 thing each.

Consistency Champion – Recognition (15 mins)

Tell students:

“Today we are celebrating someone who showed great commitment to their learning this week.”

Announce the Consistency Champion and ask the student to come forward.

Give the student a paper badge/certificate and ask the class to clap.

Say:

“_____ showed excellent consistency by attending regularly and making sure they did not miss learning opportunities. Well done!”

Then ask the student:

“What helped you come to class regularly?”

Allow them to answer in 1–2 sentences.

Finally, tell the class:

“Remember, every class you attend is another chance to learn, practise and improve. Our next challenge starts today!”

Step 1: Jeopardy Game: 45 mins

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

https://docs.google.com/presentation/d/1bUYL_47oyenbokb67kXxFRSJ7-iwrau3/edit?usp=drive_link&ouid=109543220975828827294&rtpof=true&sd=true

Ask a student to conduct.

While a student is conducting Jeopardy- the teacher conducts a student interview.

Step 1.1- Meet your students (parallel activity to step 1)

While students are working, the teacher calls them one by one. Ask these questions and share their CEFR level. Meet the next 5-7 students.

Here are simple but effective questions you can use to assess your student's spoken CEFR level (A1–B1 range). These are designed to check grammar, fluency, vocabulary, and ability to handle different tenses. Ask 3-5 questions.

1. 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.

Step 2- Reverse Hot Seat (30 minutes)

Set-up:
One student comes to the front and sits on the hot seat, facing the rest of the class. The student in the hot seat is the questioner, while the other students answer.

How to play:

1. Invite one student to come to the front and face the class.
2. The student chooses any classmate and asks them a question.
3. The selected student answers the question.
4. The hot-seat student then chooses a different classmate and asks another question.
5. The student chooses a third classmate and asks a third question.
6. The hot-seat student must ask questions to three different students. They cannot ask the same person twice during their turn.
7. After asking three questions, the student leaves the hot seat and another student comes to the front.
8. The new student repeats the same process, choosing three different classmates and asking each of them one question.

9. Continue until approximately 10–12 students have had a turn in the hot seat.

Rules:

- The student in the hot seat must ask three questions.
- Each question must be directed to a different student.
- Students should try to ask complete English questions.
- The questions can be about daily life, interests, opinions, experiences, family, work, studies, or any familiar topic.
- The student answering should try to answer in complete sentences.
- The same question should not be repeated during the activity.
- Encourage students to listen to the answer before moving on to the next question.

Example:

Student A comes to the hot seat.

Student A: "Ravi, what do you like to do in your free time?"

Ravi: "I like watching cricket and listening to music."

Student A: "Priya, what did you do yesterday?"

Priya: "Yesterday, I went to the market with my sister."

Student A: "Amit, what job would you like to do in the future?"

Amit: "I would like to become a driver because I enjoy travelling."

Student A leaves the hot seat, and Student B comes forward.

For stronger students, encourage follow-up questions instead of stopping after one question and answer. For example, if a student says, "I like cricket," the hot-seat student can ask, "Who is your favourite player?" or "Why do you like cricket?"

The aim is to give students repeated practice in both forming questions and listening and responding to different classmates in English.

Day 125: Giving Direction

Word of the Day: Navigate

Meaning: To find your way or give directions.

Example: "I navigate using directions in 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.

Word of the Day: The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

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)

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)

Give 5 students an A4 sheet each, and ask them to write one place name on it (e.g., bank, railway station, school, cinema, restaurant) in large letters. These students will stand in different corners of the room, holding up their sheets.

The rest of the class walks around the room, approaches a student holding a place card, and asks for directions to that place. The student holding the sign answers using simple directions (e.g., "Go straight, then turn left"). After 1–2 minutes, students move to a different corner and repeat with another place card, so everyone practices asking and answering multiple times.

Step 5: AI Speaking Practice (30 mins)-

Start the class with the AI activity. Read the prompt together and ask students what they understand.

Get them excited by asking, “What do you think AI will do?” Encourage students to share their ideas and predictions.

Let’s try it and see what happens!

Step 6: Wrap-Up (5 mins)

Quick questions:

- How do you go from your home to the market?
- What is opposite your house?
- Which shop is near your home?

Step 7: English Passport: Spend 2–3 minutes at the end of the lesson referring to the English Passport chart. Read each statement aloud and ask, **“Raise your hand if you did this today.”** For students who do not raise their hands or are still struggling, encourage them to choose **one statement they will try to achieve in the next lesson.**

Day 126: Talking to a Customer Care

Learning Objective: Students will be able to:

- Explain a problem clearly.
- Ask for help politely.
- Participate confidently in a customer care roleplay.

Step 1: Warm-up (5 mins)

Ask:

- Have you ever called customer care?
- Why did you call?
- Was your problem solved?

Tell students:

Today we will learn how to speak to customer care in English.

Step 2: Teach Vocabulary (10 mins)

Teach the words from the Student Book.- Activity 1

Ask concept-checking questions.

Example:

Teacher: What is a refund?

Student: Money returned.

Ask students to repeat difficult words.

Step 3: Teach Useful Expressions (10 mins)

Read each expression aloud - Activity 2

Students repeat.

Now ask students individually.

Teacher:

Your order did not arrive. What will you say?

Student:

My order has not arrived.

Teacher:

The product is broken.

Student:

The product is damaged.

Continue with different students.

Step 4: Teacher Demonstration (10 mins)

Invite one volunteer.

Perform the conversation.

Executive: Hello. How can I help you?

Customer: My order has not arrived.

Executive: Can I have your order number?

Customer: It is 45821.

Executive: Thank you. We will check it.

Customer: Thank you.

Ask:

- What was the customer's problem?

Step 5: Group Roleplay (15 mins)

Instructions

1. Divide students into groups of **4**.
2. Ask each group to choose one situation from the Student Book.
3. Every student must have a speaking role.
4. Give students time to prepare.
5. Encourage students to create their own conversation instead of memorizing.
6. Walk around and help with pronunciation and vocabulary.

Step 6: Presentations (20 mins)

Invite 3–4 groups to perform.

After each presentation, ask the audience:

- What was the customer's problem?
- How did customer care help?

- Was the customer polite?

Praise students for clear communication.

Correct only one or two important language mistakes after each roleplay.

AI Activity: 30 mins

Ask students to log in to their ChatGPT. Inform them that in today's conversation- AI will act as a customer care and you will talk about a problem. Let us see if you can talk in real life. Do not be afraid of making mistakes.

English Passport: Spend 2–3 minutes at the end of the lesson referring to the English Passport chart. Read each statement aloud and ask, **"Raise your hand if you did this today."** For students who do not raise their hands or are still struggling, encourage them to choose **one statement they will try to achieve in the next lesson.** (refer to English passport introduction on lesson 30)

Log out once the session is complete

Day 127: Help me manage my time better

Objective: Students will identify common time-wasting habits, discuss practical solutions, and present a simple time-management plan.

Note: Keep the **English Only Cop** and **Full Sentence Cop** active.

Step 1 – The One Extra Hour (10 mins)

Write on the board:

> **"You get one extra hour every day. What will you do with it?"**

Students think for 30 seconds and share with a partner.

Take 3–4 responses.

Then ask:

> "If you want more time for these things, what is currently wasting your time?"

Take responses such as mobile phones, social media, sleeping, unnecessary conversations, etc.

Say:

> "Today, you are going to find a way to take back some of your time."

Step 2 – AI Time Coach (25 mins)

Ask students to open the **AI Spoken English Document**.

- Read the prompt together.
- Ask students what they think AI will do.
- Students use Claude/ChatGPT and speak with AI.
- They discuss their daily routine and time-wasting habits.
- They note **one useful suggestion** from AI.

Teacher moves around and supports students.

Step 3 – Time Management Group Challenge (15 mins)

Divide students into groups of 4–5.

Give each group a situation:

- **Student A:** Spends too much time on their phone.
- **Student B:** Sleeps late and is always tired.
- **Student C:** Has many household responsibilities and little study time.
- **Student D:** Keeps postponing important tasks.
- **Student E:** Wants to balance work, study, family, and free time.

Tell groups:

> "You are now the Time Management Team. Help this person."

They discuss:

1. What is the problem?
2. What is wasting their time?
3. 3 things to save time.

Step 4 – Create Your Time-Saving Poster (15 mins)

Give each group a **chart paper**/White plane paper

Ask them to create a simple poster:

SAVE YOUR TIME!

What is the problem?

What is wasting their time?

3 Things to save time:

1. _____
2. _____
3. _____

Tell students:

> "Don't fill the chart with long sentences. Use keywords, short sentences, and drawings if you want."

Every group member must contribute at least one idea.

Step 5 – Time Management Presentations (20 mins)

Each group gets **2–3 minutes** to present its poster.

Every group member should speak.

After each presentation, another student asks:

> "Why do you think this will work?"

or

> "What if the person cannot follow your plan?"

The presenting group must answer.

Give special recognition for:

- Most practical solution
- Best presentation
- Most creative idea
- Best teamwork

Step 6 – My Personal Time Challenge (15 mins)

Now bring the discussion back to students' own lives.

Ask:

"What is one thing that wastes YOUR time?"

Students write:

I waste time when I _____.

From tomorrow, I will _____.

This will help me because _____.

Students share their answers with a partner.

Then invite 3–4 students to share.

XXXXX

Day 128: Income Growth Lesson - How can I become a Problem Solver

Word of the Day: Approach

Meaning: A way of dealing with something.

Example:

"I use a new approach to solve problems."

Students will:

- Build confidence to face problems.
- Learn to think of solutions instead of giving up.
- Practice explaining problems and solutions in full sentences.

Note: Keep the English Only Cop and Full Sentence Cop active throughout the lesson.

Word of the Day – Approach (5 mins)

Write APPROACH on the board.

Say:

"Approach means a way of dealing with something."

Give the example:

"I use a new approach to solve problems."

Ask 3–4 students:

"Can you make a sentence with 'approach'?"

Then ask:

"If your first approach doesn't work, what can you do?"

Take a few answers.

Say:

"Today we are going to practise something important: when one solution doesn't work, try another approach."

Step 1 – The Problem Has Arrived! (10 mins)

Tell students:

"Imagine you are going to an important interview. You leave home on time, but your bus breaks down. You have 20 minutes to reach the interview."

Ask:

"What will you do?"

Give students 30 seconds to think.

Then ask them to tell their partner their solution.

Take 3–4 answers.

Now make it harder:

"Your phone battery is also at 2%."

Ask:

"Now what will you do?"

Take a few answers.

Then say:

"Notice what happened. The problem changed, so you had to change your approach."

Write on the board:

PROBLEM → THINK → TRY → CHANGE YOUR APPROACH → SOLVE

Step 2 – What Do Problem Solvers Do? (10 mins)

Ask:

> "What do people usually do when they face a difficult problem?"

Take answers such as:

- Give up
- Feel scared
- Ignore it
- Ask someone for help
- Try again
- Think of another solution

Then ask:

> "What does a good problem solver do?"

Build this list on the board:

Stay calm
Understand the problem
Think of solutions
Try one
Ask for help if needed
Try another approach

Tell students:

> "A problem is not always the end. Sometimes it is a signal to try a different approach."

Step 3 – AI Problem-Solver Challenge (10 mins)

Tell students:

> "Today, AI will give you problems. Your job is not to give up. Your job is to find a solution."

Open the AI Spoken English Document.

- Ask 2 students to read the prompt aloud.
- Everyone reads it silently.
- Ask:

> "What will you have to do?"

Take 2 responses.

Demonstrate one short example if necessary.

Then students start the activity.

Step 4 – AI Practice Round: Find a Solution (25 mins)

Students:

- Copy the prompt.
- Paste it into Claude/ChatGPT.
- Use the voice/live feature to speak.
- Respond to the situations given by AI.

Remind them:

> "Don't give a one-word answer. Explain what you would do and why."

Teacher walks around and supports students.

Encourage students to use:

> "First, I would…"
>
> "Then I would…"
>
> "I think this would work because…"
>
> "If that doesn't work, I would…"
>
> "Another approach would be…"

Step 5 – Whole Class Discussion (15 mins)

Read out one situation, made up of a "Problem" and a "Twist" (e.g., "Problem: You need to submit homework. Twist: Your internet is not working."). Ask students: "What would you do in this situation?" Give them 1–2 minutes to discuss with a partner, then take responses from 2–3 students before moving to the next situation.

Situations:

1. Problem: You need to submit homework. Twist: Your internet is not working.
2. Problem: You want to earn money. Twist: You have no money to start.
3. Problem: You are preparing for an interview. Twist: You don't know one of the questions.

End by reinforcing the main idea: "When the problem changes, your approach may need to change too.

Step 6 – My Problem, My Approach (20 mins)

Tell students:

> "Think of one real problem in your life.

Give them 30–60 seconds to think.

Then write on the board:

My problem: _____

What I can do: _____

If that doesn't work, I will: _____

Who can help me: _____

Ask students to complete these sentences. Then students share with a partner if they are comfortable.

Finally ask 2–3 volunteers to share.

Day 129: 1-Minute Speaking Challenge

Objective:
Students will build fluency, confidence, and thinking speed by speaking continuously in English through short speaking games, AI practice, and a final 1-minute challenge.

Note: Keep the **English Only Cop** and **Full Sentence Cop** active throughout the lesson.

Entry Activity – Memory Race (10 mins)

Tell students:

> "You have 60 seconds. Think of three things you remember from our last class. Go!"

After one minute, students share with a partner.

Then randomly ask 3 students:

> "Tell us one thing you remember."

Step 1 – Fear to Fun (10 mins)

Ask:

> "Who feels nervous when speaking English?"

Students raise their hands.

Ask:

> "What happens when you feel nervous?"

Take a few responses.

Then say:

> "Today, we are not going to worry about mistakes. Today, we are going to play with English."

Tell everyone to stand.

Give quick instructions:

> "Clap if you made a mistake yesterday."
>
> "Clap if you have ever forgotten an English word."
>
> "Clap if you have ever felt nervous speaking English."
>
> "Now clap if you are ready to speak English even when you make mistakes!"

Say:

> "Excellent. Today, mistakes are allowed. Giving up is not!"

Step 2 – Warm-Up: 20-Second Challenge (10 mins)

Tell students:

"One minute sounds difficult. So we won't start with one minute. First, let's survive 20 seconds!"

Give students simple topics:

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

Students speak for **20 seconds**.

Rules

- Keep speaking.
- Simple English is okay.
- Don't worry about small mistakes.
- No Hindi.

Do 5–6 quick turns.

After each speaker, the class claps.

Then say:

"20 seconds was easy. Now let's make your brain work harder."

Step 3 – The "Don't Get Stuck" Trick (10 mins)

Ask:

"What happens when you are speaking and suddenly you don't know what to say?"

Take answers.

Say:

"Today I will give you a trick. You don't need to stop. You just need to add another idea."

Write:

START → MIDDLE → END

Example:

My Village

Start: Where is it?

"My village is near Rewari."

Middle: What do you like?

"I like my village because people know each other."

End: Why is it special?

> "That is why I feel happy when I visit my village."

Then teach the **rescue phrases**:

> "I want to say that…"
> "Another thing is…"
> "Also…"
> "For example…"
> "I like it because…"
> "Let me think…"

Tell students:

> "If your brain says 'I have nothing else to say', use one of these sentences and give yourself time to think."

Step 4 – AI Speaking Coach (20 mins)

Tell students:

> "Before the final challenge, you are going to practise with your own AI speaking coach."

Briefly explain the AI activity.

1. Students open the AI platform.
2. Copy the prompt from the AI document.
3. They may change **only the highlighted part** to choose their topic.
4. Use the **live/voice button** and speak their answers.
5. Do not type their answers.
6. Pay attention to questions or corrections from AI.

Tell students:

> "AI is your practice partner. Make mistakes here. This is where you practise before the real challenge."

Teacher walks around and supports students.

Log out once the session is complete.

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

Tell students:

> "You have practised. Now it is time for the 1-Minute Challenge!"

Write on the board:

60 SECONDS = KEEP TALKING

Use a timer.

Students come forward one by one.

They choose a topic or receive one.

Topics

- My family
- My village
- My daily routine
- My dream job
- My best friend
- A festival I enjoy
- My school life
- A memorable day
- A place I want to visit
- Something I want to learn

The Three Rules

1. Keep speaking.

2. Small pauses are okay.

3. No Hindi.

Tell students:

> “You don't need perfect English. Your challenge is to communicate for 60 seconds.”

Make It a Game

Create three levels on the board:

20 Seconds Club

30 Seconds Club

1-Minute Champions

Write students' names as they reach each level.

When someone reaches 60 seconds:

> “We have another 1-Minute Champion!”

The class claps.

The Rescue Rule

If a student gets stuck, the teacher can point to:

> **WHY?**

or

> **FOR EXAMPLE?**

The student continues speaking.

This prevents the activity from becoming a memory test.

Second Chance

If a student stops before 60 seconds, say:

> "Good attempt. You can try again."

Allow students to retry near the end.

The goal is **improvement**, not elimination.

Step 6 – The Final Challenge: Beat Yourself (5 mins)

Don't ask only:

> "Who spoke for one minute?"

Instead ask:

> "Who improved today?"

Ask students to think:

> "How long did you speak in your first attempt?"

Then:

> "How long did you speak in your final attempt?"

Celebrate students who improved, even if they did not reach 60 seconds.

Recognise:

- **1-Minute Champion** – reached 60 seconds
- **Biggest Improvement** – increased speaking time
- **Bravest Speaker** – spoke despite feeling nervous
- **Best Comeback** – got stuck but continued

End with:

> **"Fluency doesn't mean never making mistakes. Fluency means continuing to communicate even when you make them."**

Day 130: Hot Seat – Ask Me Questions

Learning Objective:
By the end of the lesson, students will be able to ask and answer questions confidently, respond to follow-up questions, think quickly, and speak continuously for 90 seconds.

Consistency Champion – Recognition (10 mins)

Tell students:

> "Today we are celebrating someone who showed great commitment to their learning this week."

Announce the **Consistency Champion** and invite the student forward.

Give the student the paper badge and ask the class to clap. (Create some paper badges. Take help from your students and youtube)

Say:

> "_____ showed excellent consistency by attending regularly and making sure they did not miss learning opportunities. Well done!"

Then ask:

> "What helped you come to class regularly?"

Allow the student to answer in 1–2 sentences.

End with:

> "Consistency means showing up again and again. Today, we are going to challenge ourselves to keep speaking, even when we don't know exactly what to say."

Step 1 – The Question Challenge (15 mins)

Tell students:

> "Today, you are going to put your classmates in the Hot Seat. Your job is to ask interesting questions and your classmate's job is to answer them."

Write on the board:

WHAT | WHERE | WHEN | WHO | WHY | WHICH | HOW

Ask students to create one question for each question word.

For example:

- **What** do you enjoy doing?
- **Where** would you like to travel?
- **When** do you feel happiest?
- **Who** inspires you?
- **Why** do you want to learn English?
- **Which** job would you choose?
- **How** do you solve problems?

Then introduce the important rule:

> **"Don't stop after one answer. Keep the conversation going."**

Step 2 – Teacher vs Student: Hot Seat Demo (5 mins)

Invite one confident student to sit in the Hot Seat.

Ask 5–6 questions. Ask students to refer to SAB for more questions.

For example:

> "What do you enjoy doing?"
> "Why do you enjoy it?"
> "When did you start doing it?"
> "Who do you usually do it with?"
> "Can you give us an example?"

Show students how one answer can lead to another question.

Give an example:

Teacher: What is your dream job?
Student: I want to become a teacher.
Teacher: Why?
Student: Because I enjoy helping people.
Teacher: Can you give me an example?
Student: Last year, I helped my younger brother with his studies.

Tell students:

"This is a conversation. Don't just ask questions from a list. Listen to the answer and ask your next question based on what you hear."

Step 3 – Hot Seat Challenge (30 mins)

Place one chair at the front.

Invite students one by one to sit in the Hot Seat.

The class asks questions. Ask students to refer to SRB for more questions.

Each student should answer **6–7 questions**.

Rules

1. Ask one question at a time.
2. Ask different questions.
3. Listen to the answer.
4. Ask a follow-up question when possible.
5. The student in the Hot Seat must answer in full sentences.
6. Everyone speaks in English.
7. Be respectful.

The Follow-Up Rule

Write this on the board:

> **Answer → Listen → Ask → Answer → Ask**

If a student says:

"I like cricket."

Don't immediately move to another student.

Ask:

> "Why?"
> "Who is your favourite player?"
> "When do you usually play?"
> "Who do you play with?"

This teaches students that conversation is not just question-answer-question-answer — it is about responding to what the other person actually says.

Step 4 – AI: The Surprise Interviewer (20 mins)

Tell students:

> "Now the class is going to disappear. Your new interviewer is AI."

Read the AI prompt together.

Ask:

> "What do you think AI will do?"

Take 2–3 predictions.

Then students start their AI activity.

Tell them:

> "AI may ask you questions you did not expect. Don't worry if you need time to think. Try to answer, give a reason, and give an example."

Students should notice:

- What questions AI asked
- Which questions were difficult
- Which answers they gave
- Any useful corrections or new expressions

The teacher walks around and supports students.

Step 5 – The 90-Second Survival Challenge (20 mins)

Create 3 groups and have them sit in different corners of the room. In each group, appoint one student to start a timer on their smartphone or tablet.

Tell students: "One student at a time will speak for 90 seconds to their group on any topic of their choice, while the teacher walks around to observe. You don't need perfect English — your goal is to keep communicating without stopping."

The 3-Step Rescue Rule: If a student gets stuck while speaking, they can use this pattern to keep going:

1. Explain — "I think..."
2. Give a reason — "because..."
3. Give an example — "For example..."

Example: "I want to visit Mumbai because it is a big city. For example, I want to see the Gateway of India and experience city life."

When a student successfully speaks for the full 90 seconds, their group claps for them. The teacher monitors all 3 groups and writes the names of students who complete the challenge on the board.

If a student stops before reaching 90 seconds, respond with: "Good try — you can challenge yourself again later." Do not make students feel that stopping means failure; the goal is to gradually increase their speaking time over time.

Step 6 – The Comeback Challenge (10 mins)

Ask 2–3 students who struggled earlier to try again.

Tell them:

> "This time, if you get stuck, don't stop. Use the three rescue words: **because, for example, so**."

Give them a new topic or let them continue their previous topic.

Celebrate improvement, not just the longest speaker.

Then recognise:

- **90-Second Champion** – completed 90 seconds
- **Best Questioner** – asked interesting follow-up questions
- **Best Comeback** – improved after getting stuck
- **Most Creative Speaker** – gave an interesting response

End with:

> "Good speakers are not people who never get stuck. Good speakers know how to continue when they get stuck."

Day 131: Entrepreneurial mindset (Don't wait for jobs, create work)

Objective: Students will practise thinking like entrepreneurs by identifying problems, creating simple business ideas, explaining how they can start with little or no money, and pitching their ideas confidently.

Note: Repeat this day if students need more practice with roleplays.

Step 1 – The Big Problem: No Job! (10-15 mins)

Write on the board:

"You need to earn money. You have no job and only ₹500. What will you do?"

Give students 1 minute to think.

Ask them to tell their partner:

> "How will you earn your first ₹100?"

Take 4–5 answers from the class.

Then make the situation more interesting:

> "Now imagine you have ₹0. You still need to earn money. What can you do?"

Take a few answers.

Ask:

> "Do you always need a job to earn money?"

Lead students towards:

> **"Sometimes, we can create work instead of waiting for work."**

Write on the board:

Entrepreneurial Mindset = Find a problem → Think of a solution → Create value → Earn money

Ask students to guess what **entrepreneurial mindset** means.

Explain simply:

> "An entrepreneurial mindset means looking for opportunities, solving problems, taking initiative, and finding ways to create value."

Step 2 – Meet Your AI Business Coach (15-20 mins)

Tell students:

> "Today, AI is your business coach. It will give you a situation, ask you questions, and help you think of a solution."

- Copy the prompt from the AI document.
- Paste it into ChatGPT.

- Read the situation aloud.
- Ask students what they think they would do.
- Give a short demonstration.
- If students already know the process, skip the demonstration.

Then students begin their individual AI activity.

Tell students:

"Don't just answer AI. Talk to it. Explain your ideas. If AI asks 'Why?', give a reason."

Students should write important ideas in their notebooks.

Step 3 – Midway Business Check (5 mins)

Pause the AI activity.

Ask:

"What problem did AI give you?"

Ask 2–3 students to share.

Follow up with:

"What was your solution?"

Tell students:

"There is no single correct business idea. The important thing is to explain your thinking."

Step 4 – Back to Your Business Coach (10 mins)

Students continue the AI activity.

Teacher moves around and supports students.

Remind them to:

- Answer in full sentences.
- Explain their reasons.
- Ask AI questions.
- Write down useful ideas.
- Try to improve their answers when AI asks follow-up questions.

Energizer – Entrepreneur Says! (5 mins)

Tell students:

"We are going to play Entrepreneur Says."

Give instructions such as:

"Entrepreneur says: pretend you are selling something."
"Entrepreneur says: "jump as you got your first order"
"Entrepreneur says: shake hands with your first customer."
"Entrepreneur says: count your ₹1000 profit!"

Students act out the actions only when you say **"Entrepreneur says."**

Make it faster and funnier as the game continues.

Step 5 – The ₹500 Business Challenge (20-25 mins)

Tell students:

"Now it is your turn. You have **₹500 or less**. You need to create a business."

Divide students into groups of 3–5.

Write on the board:

Your Mission

Create a business that:

1. Solves a real problem.
2. Has real customers.
3. Can start with ₹500 or less.
4. Can make money.

Groups discuss:

What will you sell or do?

Who will buy it?

What problem will you solve?

How will you start with very little money?

How will you find your first customer?

Why will people choose you?

Tell students:

"Don't try to create a big company. What can you start in your village, neighbourhood, or community?"

Give them examples only if they are stuck:

- Home-made food
- Repair service
- Tuition
- Delivery service
- Farming-related service
- Mobile-related service

- Tailoring
- Cleaning service
- Local products
- Social-media support for local shops

Step 6 – The Business Pitch Battle (20-25 mins)

Each group gets **2 minutes** to pitch its business.

Tell them:

> "Imagine I am your first customer. Convince me to buy from you."

Every group member must speak.

Their pitch should answer:

> "What is your business?"
> "What problem does it solve?"
> "Who are your customers?"
> "How will you start?"
> "Why should I choose you?"

After each pitch, the teacher or students ask **one challenge question**:

> "Why will people buy from you?"
> "What if another shop does the same thing?"
> "How will you find customers?"
> "What will you do if your first idea fails?"
> "How will you make your first ₹100?"

Tell students:

> "A good entrepreneur doesn't give up when someone challenges the idea. They think, explain, and adapt."

At the end, students vote for:

Most Useful Idea

Most Creative Idea

Best Pitch

Day 132: 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: 20 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/0029Vb6CBaHDTkJujzVcTl11**

Introduce FEA Growth Hub to students. Ask them to scan the QR code and follow instructions. Share that is your learning playground for career updates, skill-building, and personal growth—delivered in a fun and interactive way!

💡 What's in it for you?

✅ Exciting career insights & opportunities 🔍

✅ Fun skill-building challenges 💪

✅ Scholarships & must-know updates 💰

✅ Daily motivation & growth hacks ✨

✅ Learn & engage with polls, quizzes, and brain teasers 🎯

Step 2– Warm Up: My Dream Job (10 mins)

Teacher Action:

- Write on the board:
  "What do you want to be?"
- Ask students to say answers aloud: "I want to be a teacher/nurse/designer/pilot."
- Tell students:
  - "Today you will ask ChatGPT about your dream job."
  - "You will find out the steps and make your own plan."
  - Show students how to use ChatGpt FEA AI Assistant as in the video.

Step 3 – Fill the Career Plan Sheet (45 mins)

The teacher shows the video to the class. Pause and play so that everyone understands.

Students watch the video “FEA AI Assistant” - Be my Career Guide
FEA English AI Assistant (Be My Career Guide) Explainer.mp4

Students will first watch the video and then use AI)

After everyone watches and understands how to use FEA AI Assistant on ChatGPT, then distribute the SAB and guide everyone to use the AI and find their answers.

CAREER PLAN SHEET

1. My dream job:
   I want to be a _____.

2. What does this job do?
   ChatGPT (Or any other AI) says: _____.

3. What skills do I need?
   ChatGPT (Or any other AI) says: _____.

4. What should I study?
   ChatGPT (Or any other AI) says: _____.

5. What steps should I take?
   ChatGPT (Or any other AI) says:
   - Step 1: _____
   - Step 2: _____
   - Step 3: _____

6. My first action this year:
   I will _____.

- Students write short, clear answers on the sheet.

Teacher Role:

- Move around, help students with English words or read ChatGPT answers.
- Push them to be specific (e.g., not just “engineer,” but “civil engineer” or “software engineer”).

Step 4 – Present to the Class (20 mins) 2-3 students

Instructions:

- 2-3 students come to the front (or stand up) and read their sheet to the class.

Sentence Starters on board (for support):

- "My dream job is _____."
- "The skills I need are _____."
- "The steps are: Step 1, Step 2, Step 3."
- "This year, I will _____."

Teacher Role:

- Help shy students by prompting ("What's your Step 1?").
- Praise good English and a clear goal

Day 133: Next Steps for My Career

Objectives:

- Students review their Career Plan Sheet.
- Students identify skills they need for their dream job.
- Students find free ways to learn those skills.
- Students practise speaking about their career plans.

Step 1: My Dream Job (15 minutes)

1. Ask students to open their Career Plan Sheet from yesterday.
2. Ask a few students:
    - What is your dream job?
    - Why do you want this job?
    - What is the first step you will take?

Step 2: Career Speed Talk (20 minutes)

1. Put students into pairs.
2. Each student explains their career plan to their partner.
3. Partners ask questions:
    - Why do you want this job?
    - What skills do you need?
    - How will you learn these skills?
4. Students change partners and repeat the activity.

Step 3: What Skills Do I Need? (15 minutes)

1. Write on the board: My Career → My Skill → My Learning Plan.
2. Give examples:
    - Teacher → English speaking → Practise with AI.
    - Computer operator → Excel → Watch free videos.
    - Salesperson → Communication → Practise conversations.
3. Students discuss with a partner which skills they need and how they can learn them.

Step 4: Find Free Learning Resources (20 minutes)

1. Divide students into groups of 4–5.
2. Each group chooses one skill they want to improve.
3. Students find two free ways to learn that skill using ChatGPT or their own ideas.
4. Each group shares its findings with the class.

Step 5: Improve My Career Plan (15 minutes)

Ask students to complete these sentences:

- My dream job is _____.
- I want this job because _____.

- I need to improve _____.
- I can learn this skill by _____.
- My first step will be _____.

Students use their Career Plan Sheet and ideas from the group discussion.

Step 6: My Career Presentation (25 minutes)

1. Students form groups of 4–5.
2. Each student explains their career plan to the group.
3. Group members listen and ask one question.
4. Invite a few students to present to the whole class.

Day 134: Finding Purpose

Objective: Students will explore what "purpose" means, think about what gives life meaning, and express their ideas in simple English through AI practice and group discussion.

Entry Activity – Memory Challenge (5 mins)

Tell students:

> "You have 60 seconds. Think of three things you remember from our last class. Go!"

After one minute, students share their three memories with a partner.

Then randomly ask 3 students:

> "What is one thing you remember?"

Step 1 – Hook: What Makes You Get Up? (10 mins)

Write on the board:

> "Imagine you wake up tomorrow. You have no school, no work, and nothing you HAVE to do. What would make you want to get up?"

Give students 30 seconds to think.

Ask them to share their answers with a partner.

Take 3–4 answers from the class.

Then ask:

> "Why would you get up?"
> "What is important to you?"
> "What makes you happy or proud?"

Say:

> "These questions are connected to today's topic: Finding Purpose."

Write PURPOSE on the board.

Ask:

> "What do you think 'purpose' means?"

Take a few guesses before explaining.

Simple meaning:
Purpose = a reason for doing something; something that gives your life meaning or direction.

Give a simple example:

> "My purpose may be to help my family, become a good teacher, help other people, or build a successful business."

Tell students:

> "Purpose is different for different people. Today, you will think about what gives people a reason to keep moving forward."

Step 2 – Meet Your AI Coach (20 mins)

Tell students:

> "Today, AI will give you different situations and help you think about what is important to you."

- Give a short demo using the prompt from the AI document.
- Read the situation aloud.
- Ask students: "What do you think you would do?"
- Demonstrate how to start the conversation with ChatGPT.
- If students already know the process, skip the demo.

Then students:

- Sit in a zig-zag pattern.
- Copy the prompt from the AI document.
- Paste it into ChatGPT.
- Start interacting with AI individually.
- Write important ideas or sentences in their notebooks.

Tell them:

> "Don't just give short answers. Explain your thinking when AI asks you why."

Step 3 – Purpose Pause (5 mins)

Stop the AI activity.

Tell students:

> "Pause! Don't close your conversation."

Ask:

> "What did AI ask you?"

Students first discuss with their partner.

Then ask 2–3 students to share different situations or questions they received.

Ask:

> "Was your situation easy or difficult? Why?"

Make sure everyone is on track before continuing.

Step 4 – Back to Your AI Coach (10 mins)

Students continue their AI conversations.

Teacher walks around and supports students who are stuck.

Remind students:

> "If AI asks you 'Why?', don't stop at one sentence. Give a reason or an example."

Encourage:

> "I think…"
> "I feel…"
> "Because…"
> "For example…"
> "In my opinion…"

Students continue writing useful ideas in their notebooks.

Energizer – Purpose Clap Challenge (2–3 mins)

Teacher starts a simple clap pattern.

Students copy it.

Make the pattern gradually faster.

After a few rounds, say:

> "If you are still focused, give yourself a clap!"

Step 5 – Find Your Group's Purpose (20 mins)

Divide students into groups of 4–6.

Tell them:

> "Now forget about your AI conversation for a moment. You are going to create one group answer."

Write this on the board:

Discuss and agree:

1. What does purpose mean?

Everyone gives an idea.

2. How can a person find their purpose?

Everyone gives one idea.

3. What is one meaningful goal a person can have?

Everyone gives one example.

Tell students:

> "You don't need the same answer. Listen to each other and decide what your group believes."

Choose:

- One speaker
- One note-taker

Give groups 8–10 minutes to discuss.

Teacher walks around and listens but does not interrupt unless a group is stuck.

Step 6 – The Purpose Challenge: Group Presentations (15-20 mins)

Each group gets 1–2 minutes to present.

They should share only:

- What purpose means to them
- How someone can find their purpose
- One meaningful life goal

Before starting, tell students:

> "Don't read everything from your notebook. Look at your group and speak."

After each presentation, the class gives one clap.

Step 7 – One Last Question (5 mins)

Ask everyone to think silently:

> "What is one thing that is important to me?"

Give them 30 seconds.

Then ask students to complete:

> "Something important to me is _____ because _____."

Students share with a partner.

Ask 2–3 students to share with the class.

Day 135: Introduction to Career Counselling

Word of the Day: Support

Meaning: To help or encourage someone.

Example: "My teacher supports me."

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

Word of the Day: The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

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)

- Which part of the video did you like the most?
- Which career was suitable for the character in the video and which was not? Why?
- What did you learn from the video?
- How can you use the learning from this video in your own life?

Teachers should explain that choosing a career is not about following what is popular or what others are doing. Instead, students should choose a career based on what they enjoy doing, what they are good at, and what fits their skills and interests. A right career is one where you feel happy, confident, and motivated to grow.

Step 5: Introduction to Career Counselling – *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".

Day 136: 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:

- What do you understand by the quote?
- 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/MCQFEA/en.php

- Tell students that RIASEC Test is not an intelligence test but an INTEREST based test
- There will be 42 statements, students need to read each statement one-by-one and answer YES (if they like it) and NO (if they don't 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

Day 137: Career Guidance Group Session

This Day will be conducted by the Career Counselling Team

Day 138: Online Communication with Zoom

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: 15 mins.

Watch **video 5**. If required, play it twice. - The basics of Zoom

Step 2- Part 1 - Explore 30 mins.

Students have to share the laptops. Students explore Zoom as they saw in the video. The teacher walks around and assists.

Teach students how to join the Zoom session and use the basic features.

Show them how to:

- Join the Zoom session.
- Mute and unmute their microphone.
- Change their name on the screen (Always write you full name)

Remind students to write their names correctly, with the **first letter of each name capitalized**.

For example: **Avishek Singh** ✅
Not: **avishek singh** ❌ or **Avishek singh** ❌

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 (20 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 student 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 (20-30 minutes)

- Invite a 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)

- 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!”

Day 139 : Mock Interview: Tell Me About Yourself

Learning Objective: Students will confidently introduce themselves in 60–90 seconds.

Word of the Day: Introduce

Meaning: To tell someone who you are or to present someone to others.

Example: "I will introduce myself to the new teacher."

Activity 1 (20 min)

Discuss:

- Why do interviewers ask this question? Tell me about yourself.
- Structure of a good introduction.
- Greet the interviewer.
- Introduce yourself.
    - State your full name.
- Talk about your education.
    - Mention your highest qualification or current studies.
- Give a brief background.
    - Mention your hometown, relevant experience, internship, training, or course (only if relevant).
- Highlight your key skills or strengths.
    - Mention 2–3 strengths related to the job.
    - *Examples:* Communication, teamwork, problem-solving, willingness to learn.
- Explain your career goal or interest in the job.
    - Briefly state why you are interested in the role or what you hope to achieve.
- End politely.
    - *Example:* "Thank you. I look forward to the opportunity to work with your company."

Avoid These Mistakes:

- Sharing unnecessary family details.
- Telling your entire life story.
- Using negative statements about yourself
- Reading from notes or memorizing word for word.
- Giving one-word or very short answers.
- Using informal language or slang.

Activity 2 (25 min)

Ask students to open their SRB, write and practice their introductions with partners.

Activity 3- Hotseat (30 min)

The teacher calls students one by one to the front and asks:

- Tell me about yourself in 90 seconds - Likes-Dislikes, Education, Dream Job, Friends and Family, School or FEA experience (keep the timer)
- Ask other students to give feedback and ask one question

Activity 4 – AI Practice (30 min)

Prompt

> I am preparing for a job interview.
>
> Ask me "Tell me about yourself."
>
> Wait for my answer.
>
> **After I answer:**
>
> 1. Tell me one thing I did well.
> 2. Tell me one thing I can improve.
> 3. Give me a simple sample answer using easy English.
> 4. Ask me to repeat the sample answer.
> 5. Wait until I repeat it.

After the AI practice, ask a few students to introduce themselves in 60 seconds.

Homework: Practice your introduction five times without reading.

Day 140: Planning a Village Trip for a Foreign Visitor

Objectives:
Students will use spoken English to plan and present an imaginary one-day visit to their village for a foreign visitor. They will describe places, food, traditions, activities, and personal memories while giving reasons, examples, opinions, and recommendations.

Note: Keep the **English Only Cop** and **Full Sentence Cop** active throughout the lesson.

Step 1 – The Visitor Has Arrived! (15 mins)

Tell students:

> "Imagine that a person from another country has arrived at your village. They have never visited India before. They have only ONE DAY in your village. You are their guide."

Ask:

> "Where will you take them first?"
> "What will they eat?"
> "What will they see?"
> "What should they not miss?"
> "What story will you tell them?"

Tell students:

> "Your job is to make your visitor say: **'I want to come back!**'"

Take ideas from 3–4 students.

Step 2 – Build the Perfect Village Trip (20 mins)

Write on the board:

MY VISITOR'S ONE-DAY TRIP

Students plan their trip using these prompts:

1. First stop – Where will you take them?

2. Food stop – What will they eat or drink?

3. Experience – What will they do?

4. Culture – What tradition, festival, or local activity will they experience?

5. Personal story – What memory will you share?

6. Special reason – Why is your village special?

7. Final stop – Where will you take them before they leave?

Tell students:

> "Don't write a speech. Write keywords. You will use your ideas to speak."

Challenge: Students should include:

- One thing that happens **every day**
- One thing that happened **in the past**
- One thing the visitor **will do in the future**

Step 3 – The Village Guide Challenge (20 mins)

Invite a few students to become **Village Guides**.

Each student gets 2–3 minutes to introduce their imaginary trip.

After each presentation, the teacher becomes the foreign visitor and asks:

> "Why should I go there?"
> "What can I eat?"
> "Is it expensive?"
> "What is special about this place?"
> "What did you do there when you were young?"
> "What will we do tomorrow?"

The student must answer without reading their notes.

Tell the class:

> "A good guide doesn't just give information. A good guide answers questions."

Step 4 – You Are the Visitor! (10 mins)

Students work in pairs.

Student A = Village Guide
Student B = Foreign Visitor

The visitor asks questions such as:

> "Where should I go first?"
> "What food should I try?"
> "Why is this place special?"
> "What can I do there?"
> "What did you do there as a child?"

After 5 minutes, students switch roles.

Rule: The visitor must ask at least **3 questions**.

Step 5 – Change the Visitor! (10 mins)

Students find a new partner.

This time, the visitor gives the guide a **surprise request**.

Write these on the board:

- "I don't like spicy food."
- "I love nature."
- "I want to learn about Indian culture."
- "I only have two hours."
- "I want to buy something special."
- "I want to meet local people."
- "I want to try something I have never done before."

The guide must change the plan.

For example:

> Visitor: "I don't like spicy food."
> Guide: "That's okay. I will take you to my favourite place because they make less spicy food. You can also try…"

This makes students **think and respond**, rather than memorise.

Step 6 – Practice with AI: Meet Your Foreign Visitor (20 mins)

Before students open AI, ask:

> "What do you think AI will do when you tell it about your village?"

Take 2–3 predictions.

Then say:

> "Let's find out."

Students use the AI activity and practise their village-guide conversation.

Encourage them to:

- Answer in full sentences.
- Ask the AI questions.
- Give reasons.
- Give examples.
- Add details when the AI asks follow-up questions.
- Notice corrections and try the sentence again.

B1 Challenge:

Tell students:

> **"Don't stop after one sentence. Try to connect your ideas."**

Encourage them to use:

- because
- but
- so
- for example
- I think
- I feel
- I believe
- in my experience

They should also try to move between:

Past → Present → Future

Example:

> "When I was young, I used to visit this place with my family. Today, it is still very popular. When you visit, I will take you there."

Log out once the session is complete.

Step 7 – The Final Challenge: Best Village Guide (10 mins)

Choose 3–4 students. Tell them: "You have 60 seconds to convince me to visit your village." They must give their best pitch.

After each student speaks, ask: "Why should I choose your village?" — giving them one final chance to convince you.

End by asking the class: "Which village would you visit, and why?"

Students then vote for the **Best Village Guide**, based on:

- Clear speaking
- Full sentences
- Interesting ideas
- Reasons and examples
- Ability to answer questions

Teacher Tip – Help B1 students speak more

When a student gives a short answer, don't immediately correct them. Ask:

> "Why?"
> "Can you tell me more?"
> "Can you give me an example?"
> "What happened next?"
> "What will happen next?"

Day 141: Income Growth Lesson - Drive to Solve Problems

Step 1: Today's Topic (15 minutes)

- Share today's topic. Write it on the board. Pronounce the Topic as a class.
- Ask students to guess- what does the topic mean?
- Teacher gives a demo - copy the prompt from the AI document and paste it on ChatGPT.
- Read the situation aloud. If needed, explain it.
- Ask students what they will do in this situation.
- Share the response.
- Now call a student. Ask the student to give a demo. (If everyone already knows the process, skip this)
- Once everyone understands the process, get started.

Step 2: Start AI Activity (15-20 minutes)

- Students sit in a zig-zag pattern
- Students copy the prompt from the AI document
- They paste it into the AI platform- ChatGPT
- Students begin interacting with AI individually
- Remind students that they should write important points in their notebooks while talking to the AI

Step 3: Mid-Check (Regroup) (5 minutes)

- Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern.
- Ask: What did the AI ask you? (AI mostly gives different situations to everyone, so take variety of responses)
- First: Students discuss with their partner
- Then: Take responses from 2 students
- Ensure everyone is on track

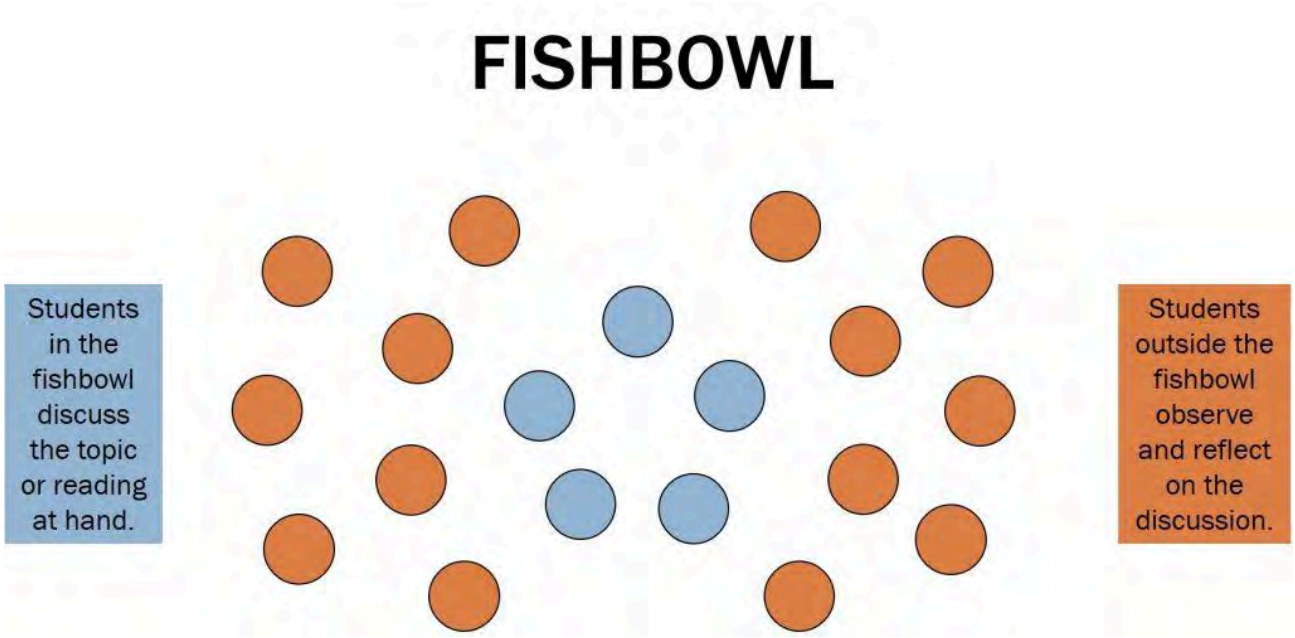
Step 4: Continue AI Activity (10-15 minutes)

- Students go back to their AI conversation
- Teacher walks around, supports, and guides students
- Remind students that they should write important points in their notebooks while talking to the AI

Energizer: Silent Jump Challenge (2-3 mins)

- Students must complete 20 jumps without talking or laughing. If someone talks or laughs, everyone starts again.

Step 5: Teacher's Activity: Fishbowl Discussion **(25 mins)**



1. Divide class into groups of 4–5 students
2. Give one topic to each group
3. Select one group to sit in the center (fishbowl)
4. Other students sit around and listen

Inner group discusses using structure:

"The problem is…"

"This happens because…"

"We can solve it by…"

"I think…"

(Rule: Everyone in the inner group must speak)
Outer group listens and notes:

1. One good idea
2. One question

- After 10 minutes, outer group asks questions or adds ideas
- Change the inner group and repeat with a new topic

Focus: Speaking clearly, listening carefully, and thinking about real problems and solutions

Situations:

1. Saving Money for the Future – How can young adults learn to save and manage money?
2. Unemployment for Youth – "Many young people in the village have no work. How can we create jobs?"

3. Access to Quality Education – "Many students in the village have to travel far for good schools or colleges. How can we improve access to quality education nearby?"
4. Digital Skills and Internet Access – "Many young people don't know how to use computers or the internet confidently. How can we help them build digital skills for jobs?"
5. Health Awareness and Access to Healthcare – "Many families delay visiting a doctor due to cost or distance. How can we improve health awareness and access to healthcare in the village?"

Step 6: Questions to the Class (10 mins)

1. "Think of a problem in your village or home that nobody has solved yet. What is it and why do you think it is still unsolved?"
2. "Have you ever tried to fix a problem — big or small — and it worked? What did you do?"

Day 142: Talking in the Present (Role Play)

Word of the Day: Communicate

Meaning: To exchange information with others.

Example: "I communicate clearly in English."

Objectives

Students will:

- use simple present tense to talk about daily routines and habits.
- practise a short everyday role play.
- speak with AI using simple present-tense sentences.

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

Step 1 – Word of the Day (5 minutes)

Teacher explains communicate, its meaning and example.

Ask 2–3 students to make a simple sentence using the word.

Step 2 – Consistency Champion (5 minutes)

Tell students:

"Today we are celebrating someone who showed good commitment to learning this week."

Announce the Consistency Champion.

Give the student a badge/certificate and ask the class to clap.

Ask:

"What helps you come to class regularly?"

Allow the student to answer in 1–2 sentences.

Tell the class:

"Every class is a chance to learn and practise. Let's start today's challenge."

Step 3 – Role Play Preparation (15 minutes)

Divide students into pairs.

Give each pair one situation:

Situation 1 – Student and Teacher

They talk about their daily routine.

Situation 2 – Two Friends

They talk about what they usually do on weekdays.

Students use the SAB to prepare.

Tell students:

“Do not write a long dialogue. Use the sentences in your book and practise speaking.”

Teacher walks around and helps students.

Step 4 – Role Play Practice and Presentation (25 minutes)

Pairs practise their conversation.

Student A speaks first.

Student B responds.

Then they change roles.

Encourage students to:

- use complete sentences.
- speak clearly.
- look at their partner.
- listen carefully.
- use simple present tense.

Invite selected pairs to perform for the class.

Each pair speaks for about 1–2 minutes.

Give one short positive comment after each performance.

Step 5 – AI Speaking Practice (20 minutes)

The teacher demonstrates first.

Students open Live Mode and use the following prompt:

> I am learning English. I want to take a speaking test.
>
> You will give me 3 topics one by one. For each topic, ask me 2 questions one by one. I will answer each question in at least 40 words.
>
> Do not give me feedback during the test. Do not correct my mistakes during the test.
>
> If my answer is less than 40 words, ask me to expand it.
>
> After all 3 topics, evaluate my speaking level as A2, B1, or B2 based on my overall performance.
>
> Start the test now with Topic 1.

Students speak while the teacher moves around the classroom to help use AI effectively.

Tell students:

- "Speak — don't type if you can use the microphone."
- "Don't worry about mistakes.

Step 6 – Final Speaking Challenge (10 minutes)

Students close their books and work with a partner.

Student A asks:

“What do you usually do in the morning?”

Student B answers in 2–3 sentences.

Then change roles.

Try another question:

“What do you usually do in the evening?”

End by asking:

“Was it easy or difficult to talk about your routine?”

Take 2–3 answers.

Day 143: Talking in the Past – Role Play + AI Practice

Speaking Goal: Students will talk about simple past events using short, complete sentences.

Step 1 – Past Tense Warm-Up (15 minutes)

Tell students:

"Today we will talk about things that happened yesterday. You do not need difficult English. Use simple sentences."

Practise these words together:

- woke up
- ate
- drank
- went
- came
- worked
- studied
- played
- watched
- cooked

Practise these sequencing words:

- First
- Then
- After that
- Finally

Teacher gives an example:

"Yesterday, I woke up at 6 o'clock. First, I drank tea. Then, I went to work. After that, I met my friend. Finally, I came home."

Students repeat the sentences.

Ask students to make one sentence about yesterday using one verb.

Example:

"Yesterday, I went to the market."

Step 2 – My Yesterday (10 minutes)

Students work in pairs.

Tell them:

“Tell your partner three things you did yesterday.”

Give the sentence pattern:

“Yesterday, I _____.”

“Then I _____.”

“After that, I _____.”

Example:

“Yesterday, I went to work. Then I came home. After that, I cooked dinner.”

Student A speaks.

Student B listens.

Then change roles.

Students practise one more time with a different partner if time allows.

Step 3 – Role Play Preparation (10 minutes)

Put students into pairs.

Give each pair one role play.

Tell students:

“You have 5 minutes to prepare. Use simple sentences. You can write keywords to help you.”

Role Play 1 – Friends

One friend asks the other:

“What did you do yesterday?”

The student explains where they went and what they did.

Useful sentences:

“I went to _____.”

“I went with _____.”

“We _____.”

“Then we _____.”

Role Play 2 – Mother and Child

The child came home late yesterday.

Mother asks:

“Why did you come home late?”

The child explains what happened.

Useful sentences:

“I went to _____.”

“I met _____.”

“I came home late because _____.”

“Sorry, Mother.”

Role Play 3 – Teacher and Student

The student did not complete the homework.

Teacher asks:

“Why didn't you complete your homework?”

Student explains what happened.

Useful sentences:

“I forgot my homework.”

“I was busy.”

“I came home late.”

“I completed it later.”

Role Play 4 – Neighbours

The electricity went off yesterday.

Two neighbours talk about what happened.

Useful sentences:

“There was a power cut.”

“It started at _____.”

“I was at home.”

“I sat with my family.”

“The electricity came back at _____.”

Step 4 – Role Play Practice and Presentation (25 minutes)

Students practise their role play with their partner.

Each pair should try to:

- speak in complete sentences.
- use past-tense verbs.

- use First, Then, After that, or Finally.
- listen to their partner.
- continue the conversation.

Invite pairs to perform for the class.

Each pair speaks for about **1–2 minutes**.

After each performance, give one short positive comment:

“Good past tense.”

“Good speaking.”

“Good teamwork.”

“Good clear sentences.”

Do not correct every grammar mistake.

Step 5 – AI Speaking Practice (20 minutes)

Students use ChatGPT Live Mode.

The teacher demonstrates first.

Students use this prompt:

I am learning English at A1–A2 level. Talk to me about what I did yesterday. Ask me one simple question at a time, and wait for my answer before asking the next one. Use easy English and help me use the past tense correctly. You can ask questions like: 'What did you do yesterday?', 'Where did you go?', 'Who was with you?', 'What did you do next?

Step 6 – Final Speaking Challenge (10 minutes)

Students close their books and tell their partner:

“What did you do yesterday?”

They should try to speak for **30 seconds**.

Encourage them to use:

“First…”

“Then…”

“After that…”

“Finally…”

End by saying:

“Today you talked about something that really happened to you. You used English to tell your story.”

Day 144: How to Start a Business With Little or No Capital

Step 1: Today's Topic (20 minutes)

- Share today's topic. Write it on the board. Pronounce the Topic as a class.
- Ask students to guess- what does the topic mean?
- Teacher gives a demo - copy the prompt from the AI document and paste on ChatGPT.
- Read the situation aloud. If needed, explain it.
- Ask students what they will do in this situation.
- Share the response.
- Now call a student. Ask the student to give a demo. (If everyone already knows the process, skip this)
- Once everyone understands the process, get started.

Step 2: Start AI Activity (15-20 minutes)

- Students sit in a zig-zag pattern
- Students copy the prompt from the AI document
- They paste it into the AI platform- ChatGPT
- Students begin interacting with AI individually
- Remind students that they should write important points in their notebooks while talking to the AI

Step 3: Mid-Check (Regroup) (5 minutes)

- Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern.
- Ask: What did the AI ask you? (AI mostly gives different situations to everyone, so take variety of responses)
- First: Students discuss with their partner
- Then: Take responses from 2 students
- Ensure everyone is on track

Step 4: Continue AI Activity (10-15 minutes)

- Students go back to their AI conversation
- Teacher walks around, supports, and guides students
- Remind students that they should write important points in their notebooks while talking to the AI

Energizer: Pink toe (2-3 mins)

Instructions:

This game involves the teacher calling out a colour and a body part. Students must find an object in the room that is that colour and then touch the selected body part to that object. For example, if the teacher calls out pink thumb, then students need to find an object that is pink and touch it with their thumb. The teacher continues calling colours and body parts. To make this into a game students that are too slow in completing the instruction can be asked to sit down. The last student remaining is the winner.

Teacher's Activity: The Zero-Capital Pitch

Step 5: Pick Your Idea (2 mins)

Keep folded chits on the table. Each student picks one. If they already have their own idea from the AI session or their own, they can use that instead.

The 10 Business Ideas on Chits:

1. Tuition classes at home for younger children
2. Selling homemade pickles or snacks through WhatsApp
3. Middleman between farmers and local buyers
4. Washing and cleaning bikes in the neighbourhood
5. Teaching mobile skills to elders in the village
6. Making and selling diyas or decorations before festivals
7. Delivering groceries for nearby shops on a cycle
8. Helping people fill forms, applications, or documents
9. Starting a WhatsApp group to sell second-hand items
10. Offering stitching or alteration services from home

Step 6: Prepare Your Pitch (5 mins)

Every student prepares their 30-second pitch using this simple format — write it on the board:

- "My business idea is..."
- "My first customer will be..."
- "My first step with zero money is..."

The teacher moves around and helps quietly. Push students who are stuck: "Who in your village would need this? What do you already have at home that helps?"

Step 7: The Pitch (15 mins)

One by one, each student stands and pitches in 30 seconds. No interruptions while they speak.

The teacher keeps the energy up and asks — who is your first customer?" or "Can you really do this with zero money?"

Day 145: Making Your First Resume with AI

Word of the Day: Resume

Meaning: A document that shows your skills and experience.

Example: "I created my resume."

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.

Word of the Day: The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

Step 1 – Learn the Parts of a Resume (10 mins)- Copy resume given in the AI document 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.

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 3 – Review and Share (30 mins)

Students read their resumes in pairs and check:

- Are all details correct?
- Is it easy to read?
- Teachers and cops verify if all the resumes look professional and easy to read.

The teacher gives final feedback and helps correct any spelling or formatting errors.

Day 146: English Progress Check

Explain Today's Activity — 5 minutes

Teacher says:

> "Today we will practise speaking in more detail."
>
> "You will speak for 2 minutes about a person who is important to you."
>
> "You will also tell a story about a memorable day."
>
> "Finally, you will have a group conversation. You will ask questions and respond to other people's ideas."
>
> "I will not give you the answers. I will help you only when you need it."
>
> "It is okay to make mistakes. The important thing is to communicate your ideas."

---

2. Teacher Models — 10 minutes

Task 1: Speak for 2 Minutes to your partner

Teacher gives a short model:

> "My mother has influenced my life. I have known her all my life. She has taught me to work hard and be responsible. She always supports me when I have a problem. I admire her because she is a strong person. She is important to me because she has helped me become the person I am today."

Ask students:

- "Who influenced me?"
- "How do I know this person?"
- "What did this person teach me?"
- "Why is this person important?"

Tell students:

> "When you speak for two minutes, don't give only one sentence. Add details and explain your ideas." You can use your SAB for notes

Write on the board:

Who → How I know them → What they taught me → Why important

---

3. Speak and Tell a Story — 30 minutes

Part A: 2-minute speaking

Students complete Workbook Exercise 1.

Put students in pairs.

Student A speaks for up to 2 minutes.

Student B listens.

Then change roles.

After both students finish, change partners and repeat if time allows.

4. Memorable Day (30 mins)

Students complete Workbook Exercise 2.

Remind them:

Where → Who → What happened → How I felt

Students tell their story to their new partner.

The listener asks:

> "What happened next?"

Teacher walks around and observes. Guide students to keep changing partners from time to time.

---

5. Keep the Conversation Going — 30 minutes

Put students into groups of 3–4.

Topic:

> "What makes someone successful?"

Explain the conversation pattern:

Give an opinion → Ask a question → Respond

Model:

A: "I think hard work makes someone successful."

B: "Why do you think hard work is important?"

A: "Because we improve when we practise."

C: "I agree, but I think confidence is also important."

Tell students:

> "Now you have the conversation. I will listen."

Students complete Workbook Exercise 3. And then discuss. The teacher moves around and observes.

At the end guide students to refer to the checklist and fill it for themselves. Move around and check if students fill correctly

Day 147: 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.

Consistency Champion – Recognition (15 mins)

Tell students:

"Today we are celebrating someone who showed great commitment to their learning this week."

Announce the **Consistency Champion** and ask the student to come forward.

Give the student a paper badge/certificate and ask the class to clap.

Say:

"_____ showed excellent consistency by attending regularly and making sure they did not miss learning opportunities. Well done!"

Then ask the student:

"What helped you come to class regularly?"

Allow them to answer in 1–2 sentences.

Finally, tell the class:

"Remember, every class you attend is another chance to learn, practise and improve. Our next challenge starts today!"

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)

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)

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)

Guide students to upload their resume on ChatGpt and say please ask me interview questions from my resume.

Please give a demo to your students before they begin. Ensure that they copy paste the exact prompt

Prompt - Please ask me interview questions from my resume.

Day 148: Income Growth Lesson - 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: "The Impossible Challenge!" (10-15 mins)

Walk into the class and say:

> **"Today, I have a challenge for you. It looks easy... but it is actually difficult!"**

Ask students to **stand on one leg**.

Say:

> "Don't move. Keep going!"

After 10–15 seconds, say:

> "Keep going!"

Let them continue for a little longer.

Then say:

> **"Some of you stopped. Some of you kept trying. What helped you keep going?"**

Take answers.

Students may say:

- "I wanted to win."
- "I didn't want to give up."
- "I tried again."
- "I concentrated."

Then ask:

> **"What do we call the ability to keep trying even when something is difficult?"**

Write:

💪 GRIT

Don't give the definition immediately.

🧠 "Grit or No Grit?" Game

Tell students:

> **“I will give you a situation. If the person shows grit, show 👍. If they give up too quickly, show 👎.”**

Situation 1

> “A student gets a low mark in English and decides, ‘I will never learn English.’”

👎

Situation 2

> “A student gets a low mark, practises every day, and tries again.”

👍

Situation 3

> “Someone tries to learn cycling, falls down, and stops forever.”

👎

Situation 4

> “Someone falls down, gets up, and tries again.”

👍

Then ask:

> **“Is grit about being perfect?”**

Students: **No!**

> **“Is grit about never making mistakes?”**

Students: **No!**

Then say:

> **“Grit means you can make mistakes, face problems, feel tired, and still keep moving forward.”**

🎯 Introduce the AI Activity: “Grit Challenge”

Tell students:

> **“Today, AI is going to test your grit!”**

Step 2: AI Speaking Practice (20–25 minutes)

• Instruct students to copy the prompt and paste it into 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)

• 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)

• 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.”

Day 149: Mock Interview 2- Strengths and Weaknesses

Learning Objective

Students will identify their personal strengths and one area for improvement, and answer the interview questions, "What are your strengths?" and "What is one weakness?" confidently using complete sentences.

Total Time: 110 minutes

Word of the Day (5 minutes)

Strength

Meaning: A quality that you are good at.

Example: *My strength is that I learn new things quickly.*

Ask 2–3 students to make their own sentence using the word strength.

Activity 1 – Understanding Strengths and Weaknesses (20 minutes)

Tell students:

"Interviewers ask about your strengths to understand what you do well. They ask about your weakness to see if you are honest and willing to improve."

Ask students:

- What are some good strengths for a job?
- What are some weaknesses that people are trying to improve?

Write examples on the board.

Examples of Strengths

- I am hardworking.
- I am honest.
- I learn quickly.
- I am a good listener.
- I work well in a team.
- I am responsible.
- I am punctual.
- I have a positive attitude.

Examples of Weaknesses

- I sometimes feel nervous when speaking in front of people.
- I am improving my English.
- I need to improve my time management.
- I am learning to become more confident.

Teacher Tip: Explain that students should mention only one genuine weakness and always explain how they are working to improve it.

Activity 2 – Prepare Your Answers (25 minutes)

Students write their own answers.

Question 1: What are your strengths?

Students should mention 2–3 strengths and give a short example if possible.

Example Structure

- My strengths are...
- I enjoy...
- This helps me...

Question 2: What is one weakness?

Students should use this structure:

- One area I am improving is...
- I am working on it by...

Teacher walks around the classroom and helps students improve their grammar, vocabulary, and pronunciation.

Encourage students to avoid memorizing and instead understand the main ideas.

Activity 3 – Partner Interview (30 minutes)

Students work in pairs.

One student becomes the interviewer.

The other student becomes the candidate.

The interviewer asks:

- What are your strengths?
- What is one weakness?

After both answers, the interviewer gives feedback using this checklist.

✔ Spoke clearly

✔ Used complete sentences

✔ Maintained eye contact

✔ Sounded confident

✔ Gave examples

Students then switch roles.

The teacher moves around the classroom, listening and providing support where needed.

Activity 4 – AI Interview Practice (20 minutes)

Students open ChatGPT or Claude.

The teacher demonstrates how to:

- Copy and paste the prompt.
- Use the live mode instead of typing.
- Listen carefully to the AI's feedback.
- Repeat the improved answer aloud.

AI Prompt

> I am preparing for a job interview.
>
> Ask me these questions one by one:
>
> 1. What are your strengths?
> 2. What is one weakness?
>
> Wait for my answer after each question.
>
> **After each answer:**
>
> - Tell me one thing I did well.
> - Tell me one thing I can improve.
> - Give me a simple sample answer using easy English.
> - Ask me to repeat the sample answer aloud.
> - Wait until I repeat it before asking the next question.
>
> Please use simple English because I am learning English.

Teacher walks around the classroom, helping students use AI effectively and encouraging them to speak rather than type.

Reflection and Homework (5 minutes)

Ask students:

- Which question was easier to answer?
- Which answer do you want to improve?

Homework

- Improve your answers based on today's feedback.
- Practice answering both questions at least five times without reading your notes.
- Focus on speaking clearly, confidently and naturally.

Day 150: Job Seekers Registration Day

Duration: 60–75 Minutes

Target Group: Job-Ready Students Only

Methodology: Discussion, Demonstration, Guided Practice, Registration Activity, Reflection

Learning Outcomes: By the end of the session, students will be able to:

1. Understand why Job Seeker Registration is important.
2. Identify if they are ready to apply for jobs.
3. Fill out the Job Seeker Registration Form correctly.
4. Upload their resume successfully.
5. Know what happens after they complete the registration.
6. Keep their contact details updated and respond to calls or messages from employers.

Resources Required:

- Students' Mobile Phones/Laptop with Internet
- Registration Form Link: https://dashboard.feaindia.org/#/login
- Sample Resume

Session Activities details:

Activity	Topic	Time
1	Career Aspiration Icebreaker	5 min
2	Importance of Registration	5 min
3	Job Readiness Self-Assessment	10 min
4	Understanding the Registration Form	15 min
5	Live Registration Activity	20 min
6	Live Registration Activity	5 min
7	Reflection & Closing	5 min

Activity-1 Career Aspiration Icebreaker (5 Min)

Ask Students: (Write key responses from students on white board)

1. Who wants to get a job within the next 6 months?
2. What type of job are you interested in?
3. Have you ever applied for a job before?
4. What challenges do students face while finding jobs?

💡 **Words of Encouragement**: "Every successful career starts with one step. Today, that step is registration. Employers cannot hire candidates they cannot find. Through this registration process, you become visible to potential employers."

Purpose:

- Motivates students to register
- Connects registration with their career goals
- Encourages action

Activity-2 Importance of Registration (5 Min)

Flow: Student → Registration → Candidate Database → Employer Search → Interview → Job

Explain:

- Registration makes your profile **visible to employers**.
- Correct information helps employers find the **right candidates**.
- Registered students can be **shortlisted for suitable jobs**.

Example:
"An employer needs 30 Customer Support Executives. They search the registered candidate database and shortlist suitable students."

Key Message: "No Registration = No Visibility = Fewer Opportunities"

Activity-3 Job Readiness Self-Assessment (10 Min)

Ask students to raise their hand if it's **YES**:

- I want a job.
- I have a resume.
- I can attend interviews.

- My phone is active.
- I check WhatsApp regularly.
- I am ready to join a job.

Ask: "How many YES answers did you get?"

Discuss: "What happens if a recruiter calls and your phone is switched off?"

Key Message "Being job-ready means being prepared, available, and responsive—not just completing the course."

Action: Who Should Register? Students who are looking for a job should complete the registration.

✅ Register If	❌ Do NOT Register If…
You are actively looking for a job.	You plan to continue your studies and are not currently looking for a job.
You are available to attend interviews and join a job if selected.	You are not sure whether you want a job yet.
You are interested in receiving job opportunities from the FEA Placement Cell.	You are registering only because your friend is registering.
You are ready to accept a suitable job offer.	You are opening the form just to check or explore it.
You are willing to participate in the placement process.	You are not interested in working at this time.
You will provide accurate and complete information.	You are submitting incorrect, incomplete, or false information.

Remember: Register only if you are serious and ready to explore job opportunities.

Activity 4: Understanding the Registration Form (15 Min)

Students should watch the video before filling out the registration form. Please share the link below with them.
https://1drv.ms/v/c/337deedf43d9174b/IQDUu2SbfizfT6tVxBIR0qsbAbpq6vmGTQlotZTjQID-FCg?e=fgLSDr

Registration Activity (20 Minutes)

Complete the following sections and Enter only correct and complete information

1. Personal Information – FEA ID, mobile, email, address, name
2. CEFR Level – Latest assessed level

3. Education – Course, institute, passing year, percentage/CGPA
4. Relocation Preference – Where you are willing to work
5. Shift Preference – Shifts you can work
6. Joining Availability – When you can join
7. Skills – Select only your actual skills
8. Area of Interest – Select preferred job roles
9. Resume – Upload your updated resume

Steps to Register

1. Open FEA Dashboard → Student → Job Seeker Registration
2. Log in with Student ID + Phone Number
3. Complete all sections
4. Upload your resume
5. Submit the form
6. Check for successful submission confirmation

Teacher Checklist: Ensure every eligible student:

- ✔ Completes the registration form.
- ✔ Uploads a resume.
- ✔ Receives the submission confirmation.

Activity 5: What Happens After Registration? (5 min)

- Registration → Candidate Database → Employer Requirement → Shortlisting → Interview Call → Selection → Job Placement
- Student Responsibilities: 📱 Keep Phone on → 💬 Check WhatsApp Daily → 📞 Answer Calls Professionally → 🕒 Attend Interviews on Time → 📝 Inform the Centre of Any Contact Changes

Explain:

- After you register, your details are saved in the candidate database.
- When an employer has job vacancies, they search the database.
- If your profile matches the job, you may receive an interview call.
- If you perform well in the interview, you may be selected for the job.

Reflection Activity (5 min) Reflection activity questions will need more time than 3 min

Ask students:

1. Why is registration important?
2. What information must be accurate?
3. What should you do after an interview call?
4. How can wrong information affect your job search?

👉 Take responses from 3–4 students.

Closing Message

"Registration is your first step toward the professional world. Fill in your details carefully, keep your information updated, and stay interview-ready. Your next job opportunity could start with the form you submit today."

"**Note:** Team managing job seekers' project may observe these interview activities L-153 to L-159 either through CCTV recordings or through zoom meetings with prior intimation. The observation is intended to support teaching quality, student engagement and effective delivery of the lesson."

Teachers – Easy Guidelines		
Teachers Tips	Engagement Tips	Success Indicator
Use simple Hindi-English.	Use hand-raising activities often.	100% eligible students registered
Give easy, real-life examples.	Appreciate students for participating.	100% resumes uploaded
Encourage girls and boys equally.	Share one real placement success story.	Students understand the next steps in the hiring process
Understand students' relocation concerns	Keep the session positive and professional.	Students know how to respond to employer communication
Help students who need support with forms.		
Appreciate every successful registration.		

Day 151: Mock Interview 3- Why Do You Want This Job?

Learning Objective

Students will practise answering the interview question **"Why do you want this job?"** using simple sentences about their interests, skills, and future plans.

Activity 1 – My Dream Job (15 minutes)

Write on the board:

I want to be a _____.

Give examples:

"I want to be a teacher."

"I want to be a nurse."

"I want to be a shopkeeper."

"I want to be a driver."

"I want to work in an office."

"I want to work in a hospital."

The teacher says each sentence and students repeat.

Then write:

I want this job because _____.

Give simple examples:

"I like helping people."

"I like talking to people."

"I like working with children."

"I like working with computers."

"I want to learn new things."

"I want to help my family."

Students choose one reason and complete the sentence.

Put students into pairs.

Student A:

"What job do you want?"

Student B:

"I want to be a _____."

Student A:

“Why?”

Student B:

“I want this job because _____.”

Students change roles and practise again.

Activity 2 – Match the Job and the Reason (15 minutes)

Write these jobs on the board:

Teacher
Nurse
Shopkeeper
Driver
Office worker
Tailor

Write these reasons:

- I like helping people.
- I like talking to people.
- I like working with children.
- I like driving.
- I like working on a computer.
- I like making clothes.

Read the jobs and reasons aloud.

Students work in pairs and match a job with a suitable reason.

Then discuss:

“A teacher can say: ‘I want to be a teacher because I like helping children.’”

“A tailor can say: ‘I want to be a tailor because I like making clothes.’”

Tell students:

“There can be more than one correct answer.”

Activity 3 – Build My Interview Answer (15 minutes)

Write this simple structure on the board:

I want to be a _____.

I want this job because _____.

I can _____.

Model:

“I want to be a teacher. I want this job because I like helping children. I can talk to people and I can learn new things.”

Another example:

“I want to work in an office. I want this job because I like working on a computer. I can learn computer skills.”

Students choose their own job and complete the three sentences.

Tell students:

“Write only keywords first. Then practise speaking.”

The teacher walks around and helps students with vocabulary.

Activity 4 – Find Someone Who… (15 minutes)

Students stand up and speak to different classmates.

Write these questions on the board:

“What job do you want?”

“Why do you want this job?”

Students speak to three classmates.

They listen and remember their answers.

Example:

Student A: “What job do you want?”

Student B: “I want to be a nurse.”

Student A: “Why?”

Student B: “I like helping people.”

After speaking to three people, students sit down.

Teacher asks students to share what they remember:

“Rani wants to be a nurse.”

“Sunita wants to work in an office.”

Keep this activity focused on speaking rather than writing.

Activity 5 – Mock Interview in Pairs (20 minutes)

Tell students:

“Now we will practise a real interview.”

Put students into pairs.

Student A is the interviewer.

Student B is the candidate.

The interviewer asks only:

“Why do you want this job?”

The candidate gives their three-sentence answer.

Example:

“I want to be a nurse. I want this job because I like helping people. I can work hard and learn new things.”

The interviewer then says:

“Thank you.”

Students change roles.

Repeat the interview two or three times with different partners.

Tell students:

“Do not memorise one answer. You can change your job and your reason.”

Activity 6 – Interview Challenge (10 minutes)

Invite 3–4 volunteers to the front.

Teacher asks:

“Why do you want this job?”

The student answers.

If the student gives only one sentence, the teacher points to the board:

Job → Why → I can

The student adds another sentence.

Teacher gives very short feedback:

“Good answer.”

“Good reason.”

“Speak a little louder.”

“Good full sentences.”

Do not correct every grammar mistake.

Activity 7 – AI Speaking Practice (20 minutes)

Teacher demonstrates the AI activity first.

Students use the live conversation and answer the question.

Day 152: Mock Interview- 4- Talking About My Experiences

Learning Objective

Students will practise talking about one simple experience from their life and answering basic interview questions using short, complete sentences.

Step 1 – Listen and Copy: One Simple Story (15 minutes)

Teacher tells students:

"Today we will talk about things that happened to us. You do not need a big story. A small story is okay."

Teacher tells this short story:

"Yesterday, I was late for work. I missed my bus. I called my friend. My friend helped me. I reached work late."

Teacher says each sentence again and students repeat together.

Write only these three questions on the board:

What happened?

What did you do?

What happened next?

Teacher explains:

"These three questions can help you tell a story."

Teacher tells the story again.

Students identify the three parts:

What happened?
"I missed my bus."

What did you do?
"I called my friend."

What happened next?
"My friend helped me."

Teacher gives one more example:

"I forgot my homework. I told my teacher. I completed it later."

Students repeat.

Step 2 – My Story, My Partner (20 minutes)

Tell students:

"Now think about one small problem you had."

Give examples:

“I was late.”

“I lost something.”

“I forgot something.”

“I missed a bus.”

“I had a problem at work.”

“I had a problem at home.”

Give students one minute to think.

Put students in pairs.

Student A tells a very short story using the three sentences:

“I _____.”

“I _____.”

“Then _____.”

Example:

“I lost my phone.”

“I called my sister.”

“Then we found it.”

Student B does not need to ask questions.

They simply listen.

Then students change roles.

Repeat the activity two times with a different experience.

Teacher walks around and helps students make simple sentences.

Step 3 – Interview Practice with Sentence Frames (20 minutes)

Tell students:

“Now imagine you are in a job interview.”

Write on the board:

Interviewer: “Tell me about a problem you had.”

Student:

“I had a problem with _____.”

“I _____.”

“Then _____.”

Model:

“I had a problem with my phone. I asked my brother for help. Then I fixed it.”

Students practise this answer with a partner.

Now write:

Interviewer: “Tell me about a mistake you made.”

Student:

“I made a mistake. I _____.”

“I said _____.”

“Then _____.”

Model:

“I made a mistake. I forgot my work. I said sorry. Then I completed it.”

Students practise with a partner.

Teacher does not interview every student. The teacher listens to pairs and helps only when students are stuck.

Step 4 – Interview Circle (20 minutes)

Students sit in small groups of 4–5.

One student becomes the interviewer.

The interviewer reads only one question from the board:

“Tell me about a problem you had.”

The student answers using the sentence frame.

The interviewer says:

“Thank you.”

The next student answers.

After everyone has answered, repeat with:

“Tell me about a mistake you made.”

Students take turns being the interviewer.

This allows every student to practise without the teacher asking every student individually.

Step 5 – Make Your Answer Better (20 minutes)

Teacher says:

“Let's make our answers a little longer.”

Write:

“I had a problem.”

“I had a problem with my bus.”

“I had a problem with my bus because I was late.”

Model how one small sentence can become a better answer.

Students choose one of their answers and add **one more detail**.

Example:

“I missed my bus.”

“I missed my bus in the morning.”

“I called my brother.”

“I called my brother for help.”

Students practise their improved answer with their partner.

Step 6 – AI Practice (20 minutes)

Teacher demonstrates the activity on the screen before students begin.

Teacher moves around the room and helps students with the technology rather than conducting individual interviews.

Step 7 – Final Speaking Challenge (10 minutes)

Tell students:

“Now tell your partner ONE story without looking at the board.”

Students speak:

“What happened?”

“What did you do?”

“What happened next?”

Ask students to try to speak for **30 seconds**.

End by telling students:

“You do not need difficult English for an interview. A simple story with clear sentences is a good answer.”

Day 153: See, Think, Speak

Objectives:

- Students will practise group discussion in English by sharing ideas about happiness.
- Students will describe a photo using details about who, what, where, when, and feelings.
- Students will ask and answer follow-up questions confidently.
- Students will speak for 1–2 minutes using full sentences.

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

Step 1: Happiness Speed Chat – 15 minutes

Write on the board:

"You have 3 minutes! Find 3 things that make you happy."

Examples:

- Spending time with friends
- Eating good food
- Travelling
- Helping someone
- Listening to music

Students make a list of 3 things that make them happy and add a reason for each one.

Example:

"Music makes me happy because it helps me relax."

After 3 minutes, divide students into groups of 3–4.

Tell them:

"You have 10 minutes. Talk about your 3 things. Your group must discover ONE thing that makes everyone happy."

Rules:

- Speak only in English.
- Speak in full sentences.
- Ask "Why?" and "How?"
- Do not simply say "Me too!"
- Add something to the conversation.

Write these questions on the board:

"Why does that make you happy?"

"How does it make you feel?"

"When do you usually do it?"

“What makes it special?”

The teacher moves around the classroom but does not interrupt. Observe whether students are speaking in English and full sentences.

After 10 minutes, each group chooses one Happiness Reporter.

The reporter says:

“Our group discovered that everyone is happy when…”

Then explains why.

Give 1 point when a student:

- speaks in a complete sentence.
- asks a follow-up question.
- gives a reason.

Step 2: Photo Detective Challenge – 15 minutes

Tell students:

“Today, you are not just describing a photo. You are going to be PHOTO DETECTIVES!”

Write on the board:

SEE → THINK → FEEL → GUESS

SEE: What can you see?

THINK: What do you think is happening?

FEEL: How does the picture make you feel?

GUESS: What happened before or what might happen next?

Show students an interesting sample photo. (or choose from SRB)

Do not immediately tell them what is happening.

Ask:

“What can you see?”

“What do you think is happening?”

“How do you know?”

“What do you think happened just before this photo?”

“What might happen next?”

Tell students:

“A good detective does not just see things. A good detective finds clues.”

Explain that good speakers can make guesses and explain their thinking, not just name objects.

Step 3: Photo Detective Competition – 30 minutes

Ask each student to choose a photo from their SRB.

Tell students:

“Your challenge is to speak at least 50 words.”

Give students 5 minutes to study their photo.

Tell them:

“Do not write your whole speech. Write only keywords. Your keywords are your detective notes.”

Example:

market – morning – vegetables – mother – busy – happy – festival

Students use their keywords to prepare their description.

Explain the three levels:

Level 1 – SEE

Describe what you can actually see.

“I can see a woman standing near a shop.”

Level 2 – THINK

Explain what you think is happening.

“I think she is shopping for vegetables.”

Level 3 – GUESS

Use your imagination.

“I think she came here with her mother, and after shopping they will go home.”

Students come to the front one at a time and speak for 1–2 minutes.

Challenge them to reach Level 3.

After each presentation, choose 2–3 classmates to become Detectives.

They must ask follow-up questions such as:

“Who took this photo?”

“Where was the photo taken?”

“Why were you there?”

“What happened before this photo?”

“What happened after this photo?”

“How were you feeling?”

“Would you like to go there again? Why?”

The presenter must answer in full sentences.

After the questions, give the class a Hidden Detail Challenge.

Ask:

“What is ONE detail you remember from this photo?”

A student answers.

If the answer is correct, give one point to their team.

Remind students:

“Do not wait for your turn. Listen carefully because you may be the next Detective!”

The teacher gives quick, positive feedback after each presentation, such as:

“Good details.”

“Excellent guess.”

“Good follow-up answer.”

“Next time, speak a little louder.”

“Try to give one more reason.”

“Good use of a full sentence.”

Second Half of the Lesson

AI Speaking Practice (30 mins)- For students who are not looking for a job

Ask students to practise the AI prompt individually

Note: For all the students who are looking for a job, conduct Mock Interview

INTERVIEW PREPARATION — 7 DAY ACTIVITY PLAN

I- Speak for 30 Seconds

OBJECTIVE

Help students become comfortable speaking in front of others, without fear of making mistakes.

MATERIALS REQUIRED

- **Topic slips (15–20 topics)**
- **Bowl or box (optional)**
- **Timer or stopwatch**

STEP 1 — Introduction *(5 min)*

Teacher says:

"Today we are not testing English or knowledge. We are only practicing speaking confidently.

Everyone is allowed to make mistakes."

Give the following instructions to the students:

- **Speak continuously, without pausing**
- **Don't worry about grammar**
- **Smile while speaking**
- **Appreciate every student after their speech**

STEP 2 — Activity *(20 min)*

- Student picks one topic
- 30 seconds to think
- Student speaks for 30 seconds
- Teacher asks one simple follow-up question: Repeat for remaining students

Sample follow-up (e.g. topic "A problem I want to solve"): "Why did you choose to solve this problem and not any other?"

Teacher's note: Observe eye contact, confidence, complete/full sentences, and non-verbal/hand gestures. Note each student's observations in a notebook; also take a round of the class while students present.

STEP 3 — Reflection *(5 min)*

- Was speaking easier than expected?
- What was difficult / what challenges did you face?
- What will you improve tomorrow?

End by appreciating everyone's effort.

TEACHER CAN SAY	NEVER SAY
✔ Good confidence. ✔ Nice eye contact. ✔ Good effort.	✘ Wrong English. ✘ Bad answer.

DAY 1 — 30 SECOND SPEECH TOPICS (pick 1 per student)

1. My dream job
2. A mistake that taught me something
3. What success means to me
4. My daily routine
5. Why communication skills matter
6. My ideal workplace
7. What I learned from my parents
8. Changes I want to see in my village
9. A place I want to visit
10. A movie with a good message
11. Where I see myself in 5 years
12. My biggest dream
13. A problem I want to solve
14. My message to my younger self
15. A change I want to make in my life
16. If I start my own business
17. My favorite sport / sport player
18. A hobby that helps me relax
19. Importance of punctuality
20. Why I want a job

Day 154: Role Play Challenge

Word of the Day: Situation

Meaning: Something that is happening at a particular time.

Example: “This is a difficult situation.”

Learning Objective

Students will practise using simple English in familiar real-life situations through short role plays.

Note for teachers: Before class, write the three role-play situations on separate slips of paper.

Step 1 – Warm-Up: Act It Out (10 minutes)

Tell students:

“Today we are going to act. You will use English in simple real-life situations.”

Teacher demonstrates with one student:

Teacher: “Excuse me. Where is the bus stand?”

Student: “Go straight.”

Teacher: “Thank you.”

Student: “You're welcome.”

Students repeat the conversation together.

Change one word and practise again:

“Where is the hospital?”

“Where is the school?”

“Where is the market?”

Tell students:

“You do not need long sentences. Short, clear sentences are good.”

Step 2 – Useful English (10 minutes)

Teach and practise these expressions:

“Excuse me.”

“Can you help me?”

“Where is it?”

“How much is it?”

“What should I do?”

“Thank you.”

“You're welcome.”

Students repeat the sentences together.

Then ask students to practise two or three sentences with a partner.

Step 3 – Groups and Preparation (15 minutes)

Divide students into pairs .

Give each group one situation.

Tell students:

“Practice a short conversation. Use the sentences we learned. You can change some words.”

Every student must have a speaking role.

Role Play 1 – Asking for Directions

Roles:

- Visitor
- Local person

Visitor: “Excuse me. Can you help me?”

Local: “Yes, of course.”

Visitor: “Where is the bus stand?”

Local: “It is near the market.”

Visitor: “How can I go there?”

Local: “Go straight and turn left.”

Visitor: “Thank you.”

Local: “You're welcome.”

Role Play 2 – At the Shop

Roles:

- Customer
- Shopkeeper

Customer: “Hello. I want to buy a bag.”

Shopkeeper: “Sure. Which bag do you like?”

Customer: “I like this one. How much is it?”

Shopkeeper: “It is 500 rupees.”

Customer: “Can you give me a lower price?”

Shopkeeper: “Okay. 450 rupees.”

Customer: “Okay. I will take it.”

Shopkeeper: “Thank you.”

Role Play 3 – Planning a Small Celebration

Roles:

- Friend 1
- Friend 2
- Friend 3

Friend 1: “It is Rani's birthday tomorrow.”

Friend 2: “Yes. What should we do?”

Friend 3: “Let's have a small party.”

Friend 1: “Good idea.”

Friend 2: “What food should we buy?”

Friend 3: “Let's buy cake and snacks.”

Friend 1: “Who will buy the cake?”

Friend 2: “I can buy it.”

Friend 3: “I can bring the snacks.”

Step 4 – Group Performance (20 minutes)

Each group performs its role play in front of the class.

The conversation should be about 1–2 minutes.

Students can look at their role cards if they need help.

After each performance, give one short positive comment:

“Good speaking.”

“Good teamwork.”

“Good voice.”

“Good English.”

After each performance, ask the audience:

“What was the situation?”

Students answer:

“They were asking for directions.”

“They were buying something.”

“They were planning a birthday.”

Step 5 – Change One Thing (10 minutes)

Tell students:

“Now do the same role play again, but change one thing.”

Examples:

- Bus stand → Hospital
- Bag → Shoes

- Birthday party → Picnic

Students practise again with their group.

Step 6 – Final Challenge and Reflection (5 minutes)

Students work with a partner.

They choose one situation from today's lesson and speak for 30–60 seconds without looking at their role cards.

Tell students:

“You don't need perfect English. Use the English you know.”

Second Half of the Lesson

AI Speaking Practice (30 mins)- For students who are not looking for a job

Ask students to practise the prompt individually on AI

Note: For all the students who are looking for a job, conduct Mock Interview

INTERVIEW PREPARATION — 7 DAY ACTIVITY PLAN

II- Know Yourself Day 2

OBJECTIVE

Develop confidence while speaking about personal experiences.

MATERIALS REQUIRED

- Self-discovery worksheet (Know Yourself worksheet, below)

STEP 1 — Procedure *(10 min)*

- Teacher explains the worksheet on the whiteboard, sharing the points
- Students write down the points in their notebooks / a piece of paper

STEP 2 — Know Yourself Worksheet *(10 min)*

- Students complete the worksheet in class, by themselves
- Answers must be written in complete sentences

STEP 3 — Presentation *(10 min)*

- Students present their worksheet in front of the class
- Encourage speaking without looking at notes; if they struggle, allow thinking time
- Appreciate each student after their presentation

Teacher's note: observe eye contact, confidence, and complete sentences. Log each student's observations in a notebook; also take a round of the class.

STEP 4 — Reflection *(10 min)*

- Share feedback: one good quality + one area of improvement (confidence / eye-contact / quality of answers)

Inform students that next class they will learn how to answer common HR interview questions. Share the reference folder link and the "Top HR Interview Questions for Freshers" video, and ask them to practice before tomorrow's class.

Reference folder:
https://drive.google.com/drive/folders/1hBuMDwmRbD3J7BF3kkzfjTzRoMHHzQwa?usp=sharing
Top HR Interview Questions video: https://youtu.be/UOcfda7oBVs?si=PPWP9GPq1g350dHd

ACTIVITY MATERIAL — KNOW YOURSELF WORKSHEET

My Name

_____

Highest Qualification

_____

My Strengths (list 3)

_____

My Hobbies

_____

One Achievement

_____

My Dream Job

_____

Why do I want this job?

_____

One habit I want to improve for the job

_____

Day 155: Income Growth Lesson - Emotional Stability

Step 1: Pre-AI Discussion – 10-15 minutes

- Share today's topic: **Emotional Stability**. Write it on the board and pronounce it as a class.
- Ask students:
    - What do you think **emotional stability** means?
    - When do people feel angry, worried, or stressed?
    - What do you usually do when you are angry or stressed?
    - Is it better to react quickly or pause and think first?
- Take 3–4 responses from students.
- Write on the board:

Pause → Think → Respond

- **Explain briefly:**
    - **Pause** – Stop for a few seconds.
    - **Think** – Think about the best action.
    - **Respond** – Speak or act calmly.
- Tell students: **"Now you will practise this with AI using real-life situations."**

Step 2: AI Activity – 20–25 minutes

- Students sit in a zig-zag pattern.
- Ask students to open **ChatGPT, Gemini, or Claude**.
- Students copy and paste the **Day 155 Emotional Stability prompt**.
- Ask them to start the conversation with AI individually.
- Students should **answer every question honestly** and interact with the AI instead of just reading its responses.
- AI will give them different situations and ask how they would react.
- Students should:
    - Think before answering.
    - Give their own response.
    - Read the AI's feedback.
    - Continue with the next situation.
- Remind students: **"Do not try to give the perfect answer. Give your real answer and learn from the AI's feedback."**
- Teacher walks around and supports students who need help.
- Encourage students to continue the conversation for the full **20–25 minutes**.

Step 3: Post-AI Discussion – 10 minutes

Bring the class back together and ask:

1. **What situations did the AI give you?**
2. **What will you do differently the next time you feel angry or stressed?**

Take responses from 4–5 students.

End by saying:

"Emotional stability does not mean that we never feel angry, sad, or stressed. It means we learn to pause, think, and choose how we respond."

Second Half of the Lesson

AI Speaking Practice (30 mins)- For students who are not looking for a job

Ask students to practise the following prompt individually with AI: (Also given in lesson 180)

> "Give me a 10-minute CEFR-style speaking assessment. Ask 2 different main questions, each followed by 2 follow-up questions, one at a time. Do not give hints or inflate scores."

Note: For all the students who are looking for a job, conduct Mock Interview

INTERVIEW PREPARATION — 7 DAY ACTIVITY PLAN

III- Prepare Your Best Interview Answers

OBJECTIVE

Understand how to answer common HR questions; prepare structured answers using simple tips; practice speaking them confidently.

MATERIALS REQUIRED

- Pen and notebook

STEP 1 — Introduction *(10 min)*

Teacher explains: "There is no single 'correct' answer to HR interview questions. Interviewers want to understand your personality, confidence, attitude, and communication skills. A good answer is clear, honest, and supported with a reason or an example."

- Answer: don't say unnecessary things — just answer the question asked
- Explain: if possible, share a reason for your answer
- Example: always support your answer with an example
- Length: 30–60 sec — avoid one-word or over-explained answers
- Honesty: be honest in your interview

Simple formula: Answer → Explain/Reason → Example

STEP 2 — Build Your Answers *(15–20 min)*

- Share the sample questions with students, or write them on the board (below)
- Each student selects any 3–5 questions and writes their own answers
- Teacher walks around the classroom and helps students improve their answers

STEP 3 — Practice *(10 min)*

- **Some students present their questions and answers in front of the class**

Before ending class: tell students the next class covers interview practice with common HR questions — share the "Top HR Interview Questions for Freshers" video and the answer-prep tips link.

Top HR Interview Questions video: https://youtu.be/UOcfda7oBVs?si=PPWP9GPq1g350dHd

Answer-prep tips:
https://drive.google.com/file/d/180fP0DqqYx6AzdO4prLKFyRqpBE7lE6k/view?usp=sharing

ACTIVITY MATERIAL — SAMPLE INTERVIEW QUESTIONS (pick 3–5)

1. **Tell me about yourself.**
2. **Why should we hire you?**
3. **What are your strengths?**
4. **What is one weakness you are working to improve?**
5. **Why do you want this job?**
6. **Why do you want to join our company?**
7. **Where do you see yourself in the next 3 years?**
8. **Tell me about a challenge you have overcome.**
9. **Why should we choose you over other candidates?**
10. **Are you comfortable learning new skills?**

Day 156: Present Tense Group Discussion

Note: If you think students require more practice, conduct this lesson over two days. On Day 1, students practise and present the assigned topics. On Day 2, repeat the same process with new topics from the SAB so that students get additional practice with different questions and speaking situations.

Duration: 110 minutes
Group size: 4–5 students

Objectives:

- Students talk about familiar topics using the present tense.
- Students speak in full sentences.
- Students ask questions and respond to others.
- Students give reasons and examples.
- Students listen and participate actively in a group discussion.

Note: Refer to the **SAB** for the Present Tense topics and use the questions/prompts provided there to prepare the topic cards.

Step 0 – Introduction (10 mins)

Teacher says:

> "Today, you will practise a group discussion. Each group will get a different topic. You will practise your discussion together in a different place in the classroom. I will call one group at a time to present their discussion. While one group is presenting, all other groups must continue practising their own topics."

Write on the board:

Group Discussion

1. Read your topic.
2. Discuss it with your group.
3. Everyone must speak.
4. Ask questions.
5. Give reasons and examples.
6. Listen to your group members.
7. English only.

Step 1 – Make Groups and Give Topics (10 mins)

Divide students into groups of **4–5**.

Give each group a different topic from the **Present Tense section of the SAB**.

Guide each group to refer to the relevant questions from the SAB.

Teacher says:

> "Go to different places in the classroom with your group. Read your topic and practise your discussion. You have 15 minutes."

Important: Groups should spread out so they can practise without disturbing each other.

Step 2 – Group Practice (15 mins)

Groups move to different areas of the classroom.

Students practise their topic together.

They should:

- Take turns speaking.
- Ask each other questions.
- Give reasons.
- Respond to each other's ideas.
- Help quiet students participate.
- Practise speaking without reading full answers.

Teacher walks around and supports groups only when needed.

Remind students:

> "Don't memorise your answers. Talk naturally."

> "Everyone in the group must speak."

Step 3 – Group Presentations (30-40 mins)

Teacher says:

> "Now I will call one group at a time. When your group is called, come to the front and discuss your topic together. You have about 5 minutes."

Call **Group 1**.

While Group 1 presents, **all other groups continue practising their own topics quietly in their different places**.

After Group 1 finishes:

> "Thank you, Group 1. Group 2, please come."

Continue until all groups have presented.

The teacher observes each group.

The teacher may ask 1–2 follow-up questions after each presentation.

For example:

"Why do you think so?"

"What about you?"

"Can you give an example?"

"Do you agree with your friend?"

Important: Other groups should **not sit and wait** while presentations happen. They should continue practising so that the entire class remains engaged.

Second Half of the Lesson

AI Speaking Practice (30 mins)- For students who are not looking for a job

Ask students to practise the following prompt individually with AI:

"Give me a 10-minute CEFR-style speaking assessment. Ask 2 different main questions, each followed by 2 follow-up questions, one at a time. Do not give hints or inflate scores."

Note: For all the students who are looking for a job, conduct Mock Interview

INTERVIEW PREPARATION — 7 DAY ACTIVITY PLAN

IV- Question Basket- Day 4

OBJECTIVE	MATERIALS REQUIRED
Reduce fear of common interview questions.	• Question cards / slips (18 questions, below)

STEP 1 — Understanding Interviews *(10 min)*

- What is an interview: A conversation between a company and a candidate to understand each other — it helps the company judge suitability, and helps you judge if the job is right for you.
- Why interviews are held: to see how you communicate, think & solve problems, your attitude, and fit for the job/workplace.
- What interviewers look for in freshers: positive attitude, confidence (not perfection), honest communication, willingness to learn, good behaviour/respect, punctuality and responsibility.

STEP 2 — Question Basket & Practice *(20 min):* Instructions for students

- Each student gets 2–3 minutes to go through their previous learning and comes to the front
- Student chooses a number from 1–18 then teacher will ask the question from the list and student answers that question
- Teacher asks one follow-up question after each answer; no interruptions while a student presents

Note: with fewer students, one student may pick 2–4 questions depending on time available.

Log each student's observations in a notebook; also take a round of the class.

STEP 3 — Reflection *(5 min)*

- Summarize common strengths and improvement areas across the group
- Highlight and appreciate any student who has shown progress

DAY 4 — QUESTION BASKET (18 QUESTIONS)

1. Tell me about yourself.
2. Why should we hire you?
3. What are your strengths and weaknesses?
4. Why do you want this job?
5. What do you do in your free time?
6. What motivates you in life (any person, moment, or experience)?
7. Are you comfortable working in rotational/night shifts? Why?
8. Are you willing to relocate for a job opportunity?
9. Where do you see yourself after two years?
10. Why do you want to work?
11. Can you work under pressure?
12. What does teamwork mean to you?
13. How do you handle mistakes?
14. Tell me about your biggest achievement.
15. What have you learned from failure?
16. Describe yourself in three words.
17. What are your career goals?
18. What makes you happy?

Day 157: Past Tense Group Discussion

Note: If you think students require more practice, conduct this lesson over two days. On Day 1, students practise and present the assigned topics. On Day 2, repeat the same process with new topics from the SAB so that students get additional practice with different questions and speaking situations.

Group size: 4–5 students

Objectives:

- Students talk about past experiences using the past tense.
- Students speak in full sentences.
- Students ask questions and respond to other group members.
- Students describe events with simple details.
- Students build confidence in speaking without memorising answers.

Note: Refer to the **SAB** for the Past Tense topics and use the questions/prompts provided there to prepare the topic cards for each group.

Step 0 – Introduction (10 mins)

Teacher says:

> "Today, you will practise a group discussion about things that happened in the past. Each group will get a different topic from the SAB. You will practise your topic together in different places. I will call one group at a time to present while all the other groups continue practising."

Write on the board:

Group Discussion

1. Read your topic.
2. Discuss it with your group.
3. Everyone must speak.
4. Ask questions.
5. Give details and examples.
6. Listen and respond.
7. English only.

Step 1 – Make Groups and Give Topics (10 mins)

Divide students into groups of **4–5**.

Give each group a different topic from the **Past Tense section of the SAB**.

Guide each group to refer to the relevant questions from the SAB.

Teacher says:

"Go to different places with your group. Read your topic and practise your discussion. You have 15 minutes."

Step 2 – Group Practice (15 mins)

Groups move to different areas of the classroom.

Students discuss their topic together.

Encourage them to:

- Take turns speaking.
- Ask each other questions.
- Talk about what happened.
- Give details about **when, where, who and what**.
- Respond to what other students say.
- Help quieter students participate.
- Use past-tense sentences.

Teacher moves around the groups and supports students when necessary.

Teacher reminds them:

"Don't memorise your answers. Talk about your real experience."

"Everyone must speak."

"Listen to your friends and ask questions."

Step 3 – Group Presentations (30 mins)

Teacher says:

"Now I will call one group at a time. When your group is called, come to the front and discuss your topic together. You have about 5 minutes."

Call **Group 1**.

While Group 1 presents, **all other groups continue practising their own topics in their different places**.

After Group 1 finishes:

"Thank you, Group 1. Group 2, please come."

Continue until all groups have presented.

After each presentation, the teacher can ask 1–2 students a follow-up question.

For example:

"What happened next?"

"How did you feel?"

"Who was with you?"

"Why do you remember this?"

"Did you have a similar experience?"

Second Half of the Lesson

AI Speaking Practice (30 mins)- For students who are not looking for a job

Ask students to practise the following prompt individually with AI:

> "Give me a 10-minute CEFR-style speaking assessment. Ask 2 different main questions, each followed by 2 follow-up questions, one at a time. Do not give hints or inflate scores."

Note: For all the students who are looking for a job, conduct Mock Interview

INTERVIEW PREPARATION — 7 DAY ACTIVITY PLAN

V- Interview Role Play- Day 5

OBJECTIVE

Experience an interview in a relaxed classroom environment.

MATERIALS REQUIRED

- Chairs for interview
- Question sheet

STEP 1 — Share Procedure — Good vs. Bad Interview *(10–15 min)*

Teacher demonstrates and discusses the differences — show the Good Interview vs. Bad Interview table given below on your laptop screen.

Key message: A good interview isn't about perfect English — it's about confidence, honesty, respect, and willingness to learn.

STEP 2 — Role Play Instructions *(20 min)*

Students take turns as interviewer and interviewee — 5 min per role play

- Interviewer asks 3–4 questions;
- Interviewee answers
- Teacher observes and notes 1–2 strengths + 1 improvement area per student

If only 1 student is job-seeker, teacher plays interviewer. With 2–4 ready students, switch roles after each role play.

STEP 3 — Reflection *(5 min)*

Ask all job seeker students: "What is one thing you will improve to give better interview answers next time?"

- Have students appreciate good behaviour before suggesting improvements

Tell students tomorrow is Mock Interview-1 — ask them to come well-groomed and dressed as they would for a real interview.

Good Interview vs. Bad Interview

GOOD INTERVIEW ✔	BAD INTERVIEW ✘
✔ Greets the interviewer politely	✘ Doesn't greet, or greets casually
✔ Arrives on time	✘ Arrives late without informing
✔ Wears clean, neat clothes	✘ Wears untidy/inappropriate clothes
✔ Maintains natural eye contact	✘ Looks down / avoids eye contact
✔ Sits with straight, relaxed posture	✘ Slouches, leans back, fidgets
✔ Listens to full question before answering	✘ Interrupts / answers too soon
✔ Speaks clearly at a comfortable pace	✘ Speaks too soft, fast, or mumbles
✔ Answers honestly	✘ Exaggerates or gives false info
✔ Gives relevant, simple answers	✘ Gives unrelated/confusing answers
✔ Admits not knowing & shows willingness to learn	✘ Pretends to know everything / argues
✔ Confident without being arrogant	✘ Overconfident or lacks confidence
✔ Uses polite words (Please/Thank you/Sir-Ma'am)	✘ Uses rude or very casual language
✔ Stays positive, even discussing weaknesses	✘ Complains about teachers/college/others
✔ Smiles naturally when appropriate	✘ Appears angry, bored, or uninterested
✔ Thanks interviewer before leaving	✘ Leaves without thanking interviewer

Day 158: Future Tense Group Discussion

Note: If you think students require more practice, conduct this lesson over two days. On Day 1, students practise and present the assigned topics. On Day 2, repeat the same process with new topics from the SRB so that students get additional practice with different questions and speaking situations.

Group size: 4–5 students

Objectives:

- Students talk about future plans, goals and ideas.
- Students use **will, going to, want to, and plan to** in meaningful sentences.
- Students ask questions and respond to other group members.
- Students give reasons and examples for their future plans.
- Students speak confidently without memorising answers.

Note: Refer to the **SRB** for the Future Tense topics and use the questions/prompts provided there to prepare the topic cards for each group.

First Half of the Lesson

Step 0 – Introduction (10 mins)

Teacher says:

> "Today, you will discuss your future plans and ideas. Each group will get a different topic from the SRB. You will practise your topic together in different places. I will call one group at a time to present while the other groups continue practising."

Write on the board:

Group Discussion

1. Read your topic.
2. Discuss it with your group.
3. Everyone must speak.
4. Ask questions.
5. Give reasons and examples.
6. Listen and respond.
7. English only.

Step 1 – Make Groups and Give Topics (10 mins)

Divide students into groups of **4–5**.

Give each group a different topic from the **Future Tense section of the SRB**.

Guide each group to refer to the relevant questions from the SRB.

Teacher says:

> "Go to different places with your group. Read your topic and practise your discussion. You have 15 minutes."

Step 2 – Group Practice (15 mins)

Groups move to different areas of the classroom.

Students discuss their topic together.

Encourage them to:

- Take turns speaking.
- Ask each other questions.
- Talk about their plans and goals.
- Give reasons for their choices.
- Give examples.
- Respond to their group members.
- Help quieter students participate.
- Use future-tense sentences.

Teacher moves around the groups and supports students when necessary.

Teacher reminds them:

> "Don't memorise your answers. Speak naturally."

> "Everyone must speak."

> "Ask your friends questions and respond to their ideas."

Step 3 – Group Presentations (30 mins)

Teacher says:

> "Now I will call one group at a time. When your group is called, come to the front and discuss your topic together. You have about 5 minutes."

Call **Group 1**.

While Group 1 presents, **all other groups continue practising their own topics in their respective places**.

After Group 1 finishes:

> "Thank you, Group 1. Group 2, please come."

Continue until all groups have presented.

After each presentation, ask 1–2 students a follow-up question.

For example:

> "Why do you want to do that?"
>
> "How will you achieve your goal?"
>
> "When will you start?"
>
> "Who will help you?"
>
> "What will you do if your plan does not work?"
>
> "Why is this important to you?"

Second Half of the Lesson

AI Speaking Practice (20 mins)- For students who are not looking for a job

Ask students to practise the following prompt individually with AI:

> "Give me a 10-minute CEFR-style speaking assessment. Ask 2 different main questions, each followed by 2 follow-up questions, one at a time. Do not give hints or inflate scores."

VI: Mock Interview Day 6

Mock Interview Practice is for all the students looking for a job.

OBJECTIVE	MATERIALS REQUIRED
Assess each student's interview readiness.	• Assessment checklist • Question bank (see Day 4)

STEP 1 — Instructions *(5 min)*

Teacher explains: "Today is your mock-interview-1, but remember — this is not an exam. This is your practice interview day."

STEP 2 — Mock Interview *(20–25 min)*

Teacher's role: interviewer. Call job-ready students one by one; each answers:

- Tell me about yourself
- What are your strengths?
- What is your weakness?
- Why should we hire you?
- Are you willing to relocate for the job?
- One situational question (e.g. What would you do if an angry customer shouts at you?): More situational questions are given in Day-7 Mock Interview-2.

Teacher may also ask questions from the Day 4 question list.

STEP 3 — Reflection *(5 min)*

- **Give individual feedback: one strength + one improvement area per student**

Share the Interview Preparation Tips link after class. Tell students tomorrow is Mock Interview day — come well-groomed and dressed presentably.

Interview Preparation Tips:
https://drive.google.com/file/d/1i81Dm6yDfrGR0ctTvcagfxCUZMftQmZL/view?usp=sharing

ACTIVITY MATERIAL — MOCK INTERVIEW OBSERVATION (In word or Excel or Notebook)

Student Name: _____
Student FEA ID: _____

COMMUNICATION SKILLS (Yes/No)

- ▢ **Spoke clearly and audibly**
- ▢ **Used simple, understandable English**
- ▢ **Answered in complete sentences**
- ▢ **Spoke ≥30 seconds per answer**

INTERVIEW SKILLS (Yes/No)

- ▢ **Greeted the interviewer politely**
- ▢ **Introduced self confidently**
- ▢ **Answered questions relevantly**
- ▢ **Supported answers with examples/reasons**

CONFIDENCE & PROFESSIONALISM (Yes/No)

- ▢ **Maintained eye contact**
- ▢ **Displayed positive body language**
- ▢ **Showed confidence while speaking**
- ▢ **Thanked the interviewer at the end**

Feedback Report Format

Student ID	Student Name	CEFR Level	Interview Ready? Yes /No	Communication Skills Meets Expectations / Needs More Practice	Interview Skills Job Ready / Needs More Practice	Specific Area to Improve English / Confidence / Communication / Interview Answers / Other	Relocation Yes / No / Maybe	Job Preference Retail, BPO, Hospitality, Warehouse	Teacher Name

Note: Invite the TM to visit the branch for tomorrow's lesson. If there are only a few job-ready students, the TM can conduct the Mock Interview on Zoom or Google Meet instead. If the TM is unavailable, the teacher should continue with Mock Interview 2.

Day 159: Art of Conversation- Recap

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.

First Half of the Lesson

Step 1 – Recap (15 minutes)

Ask the class: **"Who can share some ways to build and continue a conversation?"**

Call two volunteers and give them a topic. Ask them to imagine that they have met each other at a wedding and have an extended conversation.

If the pair struggles, invite another pair to try. Continue calling different volunteers until several students have had a chance to practise having an extended conversation.

Step 2 – Start AI Activity (45 minutes)

Tell students: **"Now I want to see if you can have an extended conversation with AI on different topics."**

Read the AI prompt together as a class. Before starting, ask students:

"What do you think the conversation with AI will look like?"

Accept all answers and then ask students to begin the activity.

Give students **20–30 minutes** to have conversations with AI.

After the activity, bring the class back together and discuss:

- What questions did the AI ask you?
- What was your experience interacting with the AI?
- What was easy or difficult about continuing the conversation?
- Do you think you can hold an extended conversation better now? Why?

Second Half of the Lesson

AI Speaking Practice (30 mins)- For students who are not looking for a job

Ask students to practise the following prompt individually with AI:

> "Give me a 10-minute CEFR-style speaking assessment. Ask 2 different main questions, each followed by 2 follow-up questions, one at a time. Do not give hints or inflate scores."

Note: For all the students who are looking for a job, conduct Mock Interview

INTERVIEW PREPARATION — 7 DAY ACTIVITY PLAN

VII- Mock Interview Day 7 (with TM)

IMPORTANT: *If job-ready students are few, the TM can conduct the Mock Interview on Zoom / Google Meet. In case, TM is not available then teacher to continue with the Mock-Interview-2.*

OBJECTIVE

Assess each student's interview readiness.

MATERIALS REQUIRED

- Assessment checklist
- Question Basket (In Day-4 activity)

STEP 1 — Instructions *(5 min)*

TM explains: "Today is your Mock-Interview day, but remember -this is not an exam. Think of it like a practice interview day."

STEP 2 — Final Mock Interview *(20 min)*

TM's role: interviewer. TM, with the teacher's help, calls job-ready students one by one; each answers:

1. Give your brief introduction
2. Tell me about your biggest achievement
3. What does success mean to you?
4. Are you willing to relocate for the job?
5. Tell me about a time you faced a challenge and how you overcame it

Plus one situational question, e.g.:

1. What would you do if your junior or colleague is not cooperating with you?
2. What would you do if you didn't understand your manager's instructions?
3. What would you do if you realized you made a mistake at work?
4. What would you do if you didn't know how to do a task?
5. How would you calm down an upset customer?

TM/Teacher may also ask questions from the Day 4 question list.

STEP 3 — Reflection *(5 min)*

• TM/Teacher gives individual feedback after all mock interviews: one strength + one improvement area per student

Share the Interview Preparation Tips link, reference folder link, and HR Questions video after class.

Interview Preparation Tips:
https://drive.google.com/file/d/1i81Dm6yDfrGR0ctTvcagfxCUZMftQmZL/view?usp=sharing

Reference folder:
https://drive.google.com/drive/folders/1hBuMDwmRbD3J7BF3kkzfjTzRoMHHzQwa?usp=sharing

Top HR Interview Questions video: https://youtu.be/UOcfda7oBVs?si=PPWP9GPq1g350dHd

ACTIVITY MATERIAL — MOCK INTERVIEW OBSERVATION (In word or Excel or Notebook)

Student Name: _____

Student FEA ID: _____

COMMUNICATION SKILLS (Yes/No)

- ▢ Spoke clearly and audibly
- ▢ Used simple, understandable English
- ▢ Answered in complete sentences
- ▢ Spoke ≥30 seconds per answer

INTERVIEW SKILLS (Yes/No)

- ▢ Greeted the interviewer politely
- ▢ Introduced self confidently
- ▢ Answered questions relevantly
- ▢ Supported answers with examples/reasons

CONFIDENCE & PROFESSIONALISM (Yes/No)

- ▢ Maintained eye contact
- ▢ Displayed positive body language
- ▢ Showed confidence while speaking
- ▢ Thanked the interviewer at the end

Ready to relocate: _____ (Yes/No) **Immediately available for job:** _____ (Yes/No)

Overall Readiness: Interview Ready / Needs More Practice / Needs Significant Practice

Students Training Feedback: https://dashboard.feaindia.org/#/auth/login

Instructions for Teachers/TMs to follow:

- Teachers/TMs can login in the dashboard using their Employee ID
- Once logged in, click refresh button in case no students details are shown.
- Click on **Give Feedback** button in the last **Action Column**
- Fill the feedback carefully, and Job Preferences in feedback form must be filled as per the interest of the respective students.

Day 160: Mock Interview- 5- Communication Skills for Interviews

Objective:

Students will improve their interview communication skills by speaking with confidence, maintaining eye contact, using positive body language, and answering questions clearly and naturally.

Reminder: Ask the English Only Cop and the Full Sentence Cop to stay active throughout the lesson.

Activity 1 – Good vs Poor Communication (20 minutes)

Tell students:

"Sometimes candidates know the correct answer, but they are not selected because they speak too softly, avoid eye contact, or look nervous. Today we will learn how to communicate confidently during an interview."

Activity: Good vs Poor Interview Communication

Setup
Call one confident student to the front. The student plays the interviewer, and you play the candidate. The student asks, "Tell me about yourself," in both interviews.

Interview 1: Poor Example
Play the candidate badly. You:

- Look down and avoid eye contact
- Speak very softly
- Give one-word answers
- Sit with crossed arms
- Say "Umm..." often
- Do not smile

Ask the class:

- What mistakes did you notice?
- Would you hire this candidate? Why or why not?

Write their answers on the board.

Interview 2: Good Example
Now play the candidate well. You:

- Smile and greet the interviewer
- Make eye contact (without staring)
- Sit straight
- Speak clearly and loudly enough to be heard
- Answer in complete sentences

- Thank the interviewer at the end

Ask the class:

- What did the candidate do well?
- Which interview made a better first impression?

Write this on the board:

Good Interview Habits
✔ Smile naturally
✔ Sit straight
✔ Look at the interviewer or camera
✔ Speak clearly and loudly enough
✔ Answer in complete sentences
✔ Avoid saying "Umm…" too often
✔ Thank the interviewer at the end

Teacher Tip: Remind students that confidence comes from practice, not perfection.

Activity 2 – Communication Practice (25 minutes)

Students work in pairs.

One student becomes the interviewer.

The other becomes the candidate.

The interviewer asks:

- Tell me about yourself.
- What are your strengths?

The interviewer does not correct grammar.

Instead, they observe communication skills using the checklist below.

Communication Checklist

□ Smiled before answering

□ Maintained eye contact

□ Sat with good posture

□ Spoke loudly

□ Spoke clearly

□ Used complete sentences

□ Sounded confident

After both questions, partners exchange feedback.

Students then switch roles.

The teacher walks around the classroom, encouraging quieter students to increase their volume and reminding everyone to maintain positive body language.

Activity 3 – Teacher Mock Interview (30 minutes)

Invite volunteers one by one. Ask the remaining students to observe and note down their feedback.

Ask each student:

- Tell me about yourself.
- What are your strengths?

The focus today is communication, not grammar.

After each interview, give:

Two strengths

One communication improvement

Examples:

- "Your voice was clear."
- "You smiled throughout the interview."
- "Try looking at the interviewer more often."
- "Slow down slightly while speaking."

Encourage classmates to applaud after every interview to build confidence.

Activity 4 – AI Interview Practice (20 minutes)

Students open ChatGPT or Claude.

Before they begin, demonstrate:

- How to use the microphone.
- How to speak without reading.

- How to listen carefully to AI feedback.
- How to repeat the improved answer aloud.

AI Prompt

> I am preparing for a job interview.
>
> Ask me this question:
>
> Tell me about yourself.
>
> Wait for my answer.
>
> After I answer:
>
> - Tell me if my voice was clear.
> - Tell me if my answer was complete.
> - Tell me if I sounded confident.
> - Give me one suggestion to improve my communication.
> - Give me a simple sample answer using easy English.
> - Ask me to repeat the sample answer aloud.
> - Wait until I repeat it.
>
> Please use simple English because I am learning English.

The teacher walks around the classroom, helping students use AI effectively and encouraging them to speak naturally rather than reading from notes.

Reflection and Homework (5 minutes)

Ask students:

- Which communication skill improved the most today?
- Was it difficult to maintain eye contact while speaking?
- What will you practice before the next lesson?

Homework

Practice your self-introduction five times without reading.

While practicing, focus on:

- Smiling.
- Sitting straight.
- Looking at the camera or listener.
- Speaking loudly and clearly.
- Using complete sentences.
- Speaking naturally instead of memorizing.

Teacher Observation Checklist

During today's lesson, observe whether each student:

Skill	Yes	Needs Practice
Smiles naturally		
Maintains eye contact		
Speaks clearly		
Speaks loudly		
Uses complete sentences		
Sits with good posture		
Sounds confident		
Greets and thanks the interviewer		

Day 161: Is waiting for a government job the only way to succeed or are there other ways to become successful?

Step 1: "The Success Mystery" – 10 mins

Start the class by writing only this on the board:

> SUCCESS = ?

Don't write the full topic yet.

Tell students:

> "Today we are going to solve a mystery. What does it really mean to be successful?"

1. Quick Prediction Game – 5 mins

Ask students:

> "Who is successful?"

Give them different examples:

A. A person gets a government job.
B. A person starts a small business.
C. A person learns a skill and gets a private-sector job.
D. A person works as a technician and earns well.
E. A person becomes a teacher.
F. A person learns a skill and starts earning from home.

After each example, students show:

👍 Successful
👎 Not successful
🤔 Not sure

Don't correct their answers.

Then ask:

> "Did everyone choose the same answer?"

Say:

> "Interesting! So maybe success can have more than one path."

---

2. Reveal Today's Topic – 5 -10 mins

Now write:

> "Is waiting for a government job the only way to succeed, or are there other ways to become successful?"

Read the topic together.

Ask students:

- "What does this question mean?"

- “What are some other ways a person can earn and build a good life?”
- “Why do many people want government jobs?”

Accept all answers.

Then say:

> “Wanting a government job is a good goal. Today we are not saying it is wrong. We are asking: Are there other successful paths too?”

---

3. “One Person, Three Paths” – 5 mins

Tell students:

> “Imagine three friends. All three want a successful future.”

Friend 1: Prepares for a government exam.

Friend 2: Learns computer skills and gets a job.

Friend 3: Learns mobile-phone repair and starts a small business.

Ask:

> “Who is working towards success?”

Students may say all three.

Then ask:

> “Do they have the same path?”

No.

Write:

Different Paths → Successful Future

---

4. AI Detective Challenge 🤖 – 2 mins

Now introduce the AI activity.

Say:

> “Today, AI is going to give you a situation. You are going to become a Career Decision Maker.”

Step 5: Start AI Activity (15-20 minutes)

- Students sit in a zig-zag pattern
- Students copy the prompt from the AI document
- They paste it into the AI platform- ChatGPT
- Students begin interacting with AI individually
- Remind students that they should write important points in their notebooks while talking to the AI

Step 6: Mid-Check (Regroup) (5 minutes)

- Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern.
- Ask: What did the AI ask you? (AI mostly gives different situations to everyone, so take variety of responses)
- First: Students discuss with their partner
- Then: Take responses from 2 students
- Ensure everyone is on track

Step 7: Continue AI Activity (10-15 minutes)

- Students go back to their AI conversation
- Teacher walks around, supports, and guides students
- Remind students that they should write important points in their notebooks while talking to the AI

Energizer: The "Accordion Clap" (2-3 minutes)

Instructions:

Tell the students to watch your hands closely and match their clapping speed and volume to the distance between your palms. When you stretch your arms wide apart, everyone claps slowly and quietly. As you slowly bring your hands closer together, the students must clap faster and louder. The moment your hands are right next to each other, they should be clapping at maximum speed! If you pull your hands back out wide, they instantly slow down or go slow again.

Keep moving your hands in and out, changing the pace unexpectedly to keep them focused, and end with one final, explosive clap when your hands fully meet!

Step 8: Teacher's Activity: Myth vs Reality (25 mins)

Tell the class: "I will read a statement. You tell me — is it a myth or reality? And why do you think so?"

After students respond, teacher reveals the answer and shares the fact.

Card 1
"Government job is the only stable and secure income."

Ask: "Myth or reality? Why do you think so?"
Take 2–3 responses. Then reveal:

Myth. A skilled mobile repair person in a small town can earn ₹15,000–₹25,000 every month — more than many entry-level government salaries.

Card 2
"Most people who apply for government jobs eventually get selected."

Ask: "Myth or reality? Why do you think so?"
Take 2–3 responses. Then reveal:

Myth. Every year over 2 crore students appear for government exams. Less than 1% get selected. That means 99 out of 100 people do not get the job.

Card 3
"Government jobs are always permanent — they will never go away."

Ask: "Myth or reality? Why do you think so?"
Take 2–3 responses. Then reveal:

Myth. Many government jobs have been privatized over the years. Air India, BSNL, and several coal and railway departments have all seen large job cuts after privatization.

Card 4
"Starting your own business requires a lot of money."

Ask: "Myth or reality? Why do you think so?"
Take 2–3 responses. Then reveal:

Myth. Many successful small businesses started with very little. A WhatsApp-based tiffin or pickle business can start with under ₹2,000.

Card 5
"Without a degree, you cannot earn well."

Ask: "Myth or reality? Why do you think so?"
Take 2–3 responses. Then reveal:

Myth. An ITI-certified electrician or plumber can earn ₹20,000–₹40,000 per month. In many fields, skill matters more than a degree.

Card 6
"People in villages only respect government job holders."

Ask: "Myth or reality? Why do you think so?"
Take 2–3 responses. Then reveal:

Myth — and it is changing. Many young people running their own businesses or working in skilled trades are now seen as role models in their communities.

Step 9: 3 Questions to the Class (5 mins)

Ask these one by one. Take 2–3 responses each time.

1. "How many of you — or someone in your family — is preparing for a government job right now? Why is that the goal?"
2. "Do you know anyone from your village or area who is doing well without a government job? What do they do?"
3. "If government jobs disappeared tomorrow — what would you do?"

Day 162: Resentment

Step 1: "The Unfair Situation" – 20 mins

Start the class with a situation instead of giving the meaning of **resentment** immediately.

Write on the board:

> **"THAT'S NOT FAIR!"** 😠

Tell students:

> "Imagine your teacher gives your friend a prize for something you also worked very hard on. You feel that your friend did not deserve it. You are happy for your friend on the outside, but inside you feel angry and upset. What would you feel?"

Take a few responses.

Students may say:

- Angry
- Jealous
- Sad
- Unfair
- Hurt

Then ask:

> **"What if you keep thinking about it for many days?"**

Take responses.

Now reveal:

RESENTMENT

> **A strong feeling of anger or unfairness that stays with you for a long time.**

Give a simple example:

> "I felt resentment because my friend received the opportunity I wanted."

Tell students:

> **"Feeling upset is normal. The important question is: What do we do with that feeling?"**

🎭 Quick Game: "What Would You Do?" – 5 mins

Tell students:

> "I will give you a situation. You have three choices. Show me 1, 2, or 3."

Your friend gets selected for a competition, but you think you deserved to be selected.

1️⃣ Stop talking to your friend.
2️⃣ Stay angry and think about it all day.
3️⃣ Talk about your feelings, learn from the experience, and prepare for the next opportunity.

Ask:

> **"Which choice will help you in the long run?"**

Then say:

> **"Today, we are going to explore how we can handle resentment in a healthy way."**

🤖 Introduce the AI Activity

Say:

> **"Today, AI is going to give you a difficult situation. You will become a Problem Solver."**

Step 2: Start AI Activity (15-20 minutes)

- Students sit in a zig-zag pattern
- Students copy the prompt from the AI document
- They paste it into the AI platform- ChatGPT
- Students begin interacting with AI individually
- Remind students that they should write important points in their notebooks while talking to the AI

Step 3: Mid-Check (Regroup) (5 minutes)

- Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern.
- Ask: What did the AI ask you? (AI mostly gives different situations to everyone, so take variety of responses)
- First: Students discuss with their partner
- Then: Take responses from 2 students
- Ensure everyone is on track

Step 4: Continue AI Activity (10-15 minutes)

- Students go back to their AI conversation
- Teacher walks around, supports, and guides students
- Remind students that they should write important points in their notebooks while talking to the AI

Energizer: 2-3 mins

One student becomes the leader and chooses:

- Fast jumps
- Slow jumps
- High jumps
- Tiny jumps

Class follows the leader.

Step 5: Teacher Activity (30 mins)

Introduction (10 minutes)

Ask:

- What is resentment?
- Ask students to share the resentment story they got from AI.

Step 2: Pair Role Play (15 minutes)

One student is the person with resentment.
One student is a friend trying to help.

Situation 1
A friend borrowed money and never returned it.

Situation 2
A classmate made fun of you in front of others.

Situation 3
Your friend stopped talking to you without explanation.

Situation 4
Your brother received more praise than you.

Step 6: Class Sharing (10 minutes)

Choose 3–4 pairs to perform. Pairs must first tell their situation

After each role play, ask the class:

- What was the problem?
- How did the person feel?
- What should they do?

Let students answer:

- They should talk.
- They should forgive.
- They should explain their feelings.
- They should solve the misunderstanding.

Closing Question:
"Does resentment solve problems or create more problems? Why?

Day 163: Mock Interview 6: Online Interview Skills

Learning Objective

Students will participate confidently in an online interview by setting up their device correctly, following online interview etiquette, and answering interview questions professionally.

Total Time: 110 minutes

Before the Session

The teacher should create a Zoom meeting link for today's session. If possible, create a recurring meeting so the same link can be used for future sessions without creating a new meeting each time. A recurring meeting allows the same meeting link to be reused. If you do not know how to create one, check YouTube for instructions, reach out to other fellow teachers, or contact your TM for assistance.

During the Session

Teacher should help students with the following

- Rename yourself using First Name + Last Name.
- Verify your microphone is working.
- Verify your camera is working.
- Join the meeting on time.
- Sit in a quiet place with good lighting.
- Keep the camera at eye level.
- Dress neatly.
- Keep your phone charged.
- Ensure your internet connection is stable.
- Speak clearly and loudly.
- Look at the camera while speaking.

Reminder: Ask the English Only Cop and the Full Sentence Cop to stay active throughout the lesson.

Word of the Day (5 minutes)

Professional

Meaning: Behaving in a polite, responsible, and respectful manner at work.

Example:
"She looked professional during her online interview."

Ask 2–3 students to make their own sentence using the word professional.

Activity 1 – Online Interview Etiquette (20 minutes)

Tell students:

"Many companies now conduct interviews online using Zoom, Google Meet, or Microsoft Teams. A good online interview requires not only good answers but also good preparation."

Discuss the importance of being ready before the interview begins.

Read the following to the students

Before the Interview

✔ Join the meeting 5–10 minutes early.

✔ Rename yourself using your First Name + Last Name.

✔ Test your microphone.

✔ Test your camera.

✔ Charge your device.

✔ Keep your internet connection stable.

✔ Close unnecessary apps and notifications.

During the Interview

✔ Smile and greet the interviewer.

✔ Look at the camera while speaking.

✔ Sit upright.

✔ Keep your face clearly visible.

✔ Speak clearly and confidently.

✔ Listen carefully before answering.

✔ Do not interrupt the interviewer.

✔ Thank the interviewer before leaving.

If a Technical Problem Happens

Discuss what students should do if:

- They cannot hear the interviewer.
- The interviewer cannot hear them.
- Their internet disconnects.
- Their camera stops working.

Teach students simple polite sentences such as:

- "I'm sorry. I can't hear you clearly."
- "Could you please repeat the question?"
- "I think my internet connection is unstable."
- "I'm reconnecting to the meeting."

Teacher Tip: Explain that technical problems can happen to anyone. Employers appreciate candidates who stay calm and communicate politely.

Activity 2 – Online Interview Practice (25 minutes)

Call two volunteers for a demo

One student becomes the interviewer.

The other student becomes the candidate.

Students join an online interview zoom link set up by the teacher

The interviewer checks whether the candidate:

□ Joined with the correct display name.

□ Greeted the interviewer politely.

□ Looked at the camera.

□ Sat with good posture.

□ Spoke clearly.

□ Maintained a professional tone.

The interviewer asks:

- Tell me about yourself.
- Why do you want this job?

Students then switch roles.

The teacher walks around the classroom, helping students improve their online interview behaviour and communication.

Different students keep taking turns.

Activity 3 – Parallel to Activity 2 - Teacher Mock Online Interview (30 minutes)

Invite students one by one.

The teacher acts as the interviewer. Place one laptop near the board and one laptop near the door far away from the first laptop.

Students begin the interview as if joining an online meeting.

The teacher observes:

- Greeting
- Camera position
- Eye contact
- Voice
- Confidence
- Listening skills

Questions:

- Tell me about yourself.
- Why do you want this job?

After each interview, give:

Two strengths

One suggestion for improvement

Examples:

- "Your camera position was very good."
- "You maintained excellent eye contact."
- "Try speaking a little louder."
- "Wait for the interviewer to finish speaking before answering."

Encourage students to practice remaining calm even if they make mistakes.

Activity 4 – AI Interview Practice (20 minutes)

Students open ChatGPT or Claude.

Before they begin, demonstrate:

- How to use the microphone.
- How to answer without reading.
- How to listen carefully to AI feedback.
- How to repeat the improved answer aloud.

AI Prompt

> I am preparing for an online job interview.
>
> Ask me these questions one by one:
>
> 1. Tell me about yourself.
> 2. Why do you want this job?
>
> Wait for my answer after each question.
>
> After each answer:
>
> - Tell me one thing I did well.
> - Tell me one thing I can improve.
> - Tell me if my answer sounded professional.
> - Give me a simple sample answer using easy English.
> - Ask me to repeat the sample answer aloud.
> - Wait until I repeat it before asking the next question.
>
> Please use simple English because I am learning English.

The teacher walks around the classroom, helping students use AI effectively and encouraging them to speak naturally rather than typing.

Reflection and Homework (5 minutes)

Ask students:

- What is the most important thing to do before an online interview?

- What should you do if your internet connection becomes unstable?
- Which online interview skill do you want to improve?

Homework

At home, practice your online interview setup.

Before practicing, make sure you:

- Rename yourself using your full name.
- Check your microphone and camera.
- Sit in a quiet place with good lighting.
- Position the camera at eye level.
- Practice answering:
    - Tell me about yourself.
    - Why do you want this job?
- Speak clearly, confidently, and without reading your notes.

Teacher Observation Checklist

Observe whether each student:

Skill	**Yes**	**Needs Practice**
Joined with correct display name	□	□
Camera positioned correctly	□	□
Microphone working	□	□
Looked at the camera	□	□
Greeted politely	□	□
Spoke clearly	□	□
Sounded confident	□	□
Listened carefully	□	□
Ended the interview professionally	□	□

Day 164: Income Growth Lesson - Importance of Ethics

Step 1: "What Would YOU Do?" – 20 mins

A. Start With a Dilemma, Not the Definition – 5 mins

Tell students:

> "I am going to give you a situation. There is no perfect answer. I want to know what YOU would do."

Situation:

> **"You find ₹500 in the classroom after everyone has left. Nobody saw you find it. You really need money. What would you do?"**

Give students three choices:

A. Keep the money. 💰
B. Give it to the teacher. 👩‍🏫
C. Try to find the person who lost it. 🔎

Ask students to show A, B, or C with their fingers.

Take 3–4 responses.

Ask:

> **"Why did you choose that answer?"**

B. Introduce "Ethics" – 5 mins

Now write:

ETHICS

Ask:

> "What do you think this word means?"

Accept different answers.

Then explain simply:

> **"Ethics means knowing what is right and wrong and choosing to do the right thing."**

Give a simple example:

> "If I find someone's wallet and return it even when nobody is watching, that is ethical behaviour."

Write:

Ethics = Doing the right thing, even when it is difficult.

Ask:

> **"Is doing the right thing always easy?"**

Let students respond.

C. "Ethical or Not?" Quick Game – 5 mins ⚡

Tell students:

> **"I will give you situations. Show 👍 if you think it is ethical and 👎 if you think it is not."**

1. "You see your friend cheating in an exam."
2. "You find a lost phone and return it."
3. "You take credit for someone else's work."
4. "You tell the truth even though you may get into trouble."
5. "You share someone's private information without permission."

After each one, ask one student:

> **"Why?"**

Encourage full sentences.

D. Introduce the AI Activity 🤖 – 5 mins

Say:

> **"Today, AI is going to give you difficult situations where there may not be an easy answer. You are going to become an ETHICS DETECTIVE!"**

Step 2: Start AI Activity (15-20 minutes)

- Students sit in a zig-zag pattern
- Students copy the prompt from the AI document
- They paste it into the AI platform- ChatGPT
- Students begin interacting with AI individually

- Remind students that they should write important points in their notebooks while talking to the AI

Step 3: Mid-Check (Regroup) (5 minutes)

- Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern.
- Ask: What did the AI ask you? (AI mostly gives different situations to everyone, so take variety of responses)
- First: Students discuss with their partner
- Then: Take responses from 2 students
- Ensure everyone is on track

Step 4: Continue AI Activity (10-15 minutes)

- Students go back to their AI conversation
- Teacher walks around, supports, and guides students
- Remind students that they should write important points in their notebooks while talking to the AI

Energizer: Clap on multiples of 3 (2-3 mins)

Instructions:

Stand in a circle and count upward from one, replacing every multiple of three with a single clap. The first student says "1," the second says "2," and the third must clap instead of saying the number three. The count continues around the circle with "4," "5," and a clap for six, then "7," "8," and a clap for nine, keeping this exact pattern going. If anyone accidentally speaks a multiple of three, claps on the wrong number, or hesitates too long, they are out and the next person must immediately restart the count at "1." Run the game at a rapid-fire pace to keep the energy high and force quick thinking.

Teacher's Activity: "What Would You Actually Do?" (30 mins)

Step 5: 3 Questions to the Class (10 mins)

1. "What is ethics in simple words — can anyone explain it like they would to a 10 year old?"
2. "Is it always easy to do the right thing? Why not?"
3. "Have you ever seen someone do the right thing even when it was hard? What happened?"

Step 6: Ethical (or moral) dilemma (20 mins)

1. Make pairs. Assign 1 situation from the board to each pair. Pair discuss:
2. Small Group- Ask 2 pairs to join and make a small group of 4 members.
3. Discuss: Step 3: Select 2–3 groups to share

Ethical Situations (Write on Board)

The 5 Situations:

Situation 1

You are sitting next to your close friend in the exam. You see them copying from a cheat sheet. The teacher hasn't noticed. Your friend looks at you nervously.

"What do you do — and why?"

Situation 2

You are walking home and find a wallet on the road. It has ₹800 cash and an ID card inside. Nobody saw you pick it up.

"What do you do — and why?"

Situation 3

Your group made a project together but you did very little work. The teacher praised the whole group equally and gave everyone full marks.

"Do you say something or stay quiet — and why?"

Situation 4

All your friends are making fun of one classmate behind their back. They expect you to join in. The classmate is not there.

"What do you do — and why?"

Situation 5

You told a lie to avoid getting into trouble. Now the lie has grown bigger and someone else is getting blamed because of it.

"What do you do now — and why?"

Day 165: Mock Interview 7- Panel Interview

Learning Objective

Students will confidently participate in a panel interview by answering questions from multiple interviewers, maintaining eye contact with all interviewers, and responding calmly and professionally.

Total Time: 110 minutes

Activity 1- Ask students to open zoom/google meet and practice interview checklist (5 minutes)

- Rename yourself using First Name + Last Name. (Example: Bhanu Pratap)
- Verify your microphone is working.
- Verify your camera is working.
- Sit in a quiet place with good lighting.
- Check your background is clean

Reminder: Ask the English Only Cop and the Full Sentence Cop to stay active throughout the lesson.

Word of the Day (5 minutes)

Panel

Meaning: A group of people who interview or evaluate a candidate.

Example:
"The interview panel asked me different questions."

Ask 2–3 students to make their own sentence using the word panel.

Activity 2 – Understanding a Panel Interview (20 minutes)

Tell students:

"Sometimes companies have more than one interviewer. This is called a panel interview. Different interviewers ask different questions to understand your communication skills, confidence, and suitability for the job."

Ask students:

- How do you think a panel interview is different from a one-to-one interview?
- Why might students feel nervous during a panel interview?
- How can we stay calm when several people ask questions?

Write students' ideas on the board.

Tips for a Successful Panel Interview

✔ Greet the entire panel.

✔ Smile before answering.

✔ Listen carefully to the person asking the question.

✔ Answer the interviewer who asked the question, but briefly make eye contact with the other interviewers as well.

✔ Speak clearly and confidently.

✔ If you do not understand a question, politely ask for it to be repeated.

✔ Thank the panel at the end.

Useful Sentences

- "Good morning, everyone."
- "Thank you for inviting me."
- "Could you please repeat the question?"
- "Thank you for your time."

Teacher Tip: Explain that interviewers expect candidates to be nervous. Staying calm and speaking politely leaves a positive impression.

Activity 3 – Panel Interview Preparation (25 minutes)

Divide students into groups of four.

- Three students become the interview panel.
- One student becomes the candidate.

Each interviewer receives one question.

Interview Questions

Interviewer 1

- Tell me about yourself.

Interviewer 2

- What are your strengths?

Interviewer 3

- Why do you want this job?

Students spend a few minutes preparing their questions and reviewing their answers.

Encourage candidates to:

- Listen carefully.
- Pause before answering.
- Speak naturally instead of memorizing.
- Answer each question completely.

After one interview, students rotate roles until everyone has been the candidate.

The teacher walks around the classroom, helping students improve communication and confidence.

Activity 4 – Panel Interview Challenge (30 minutes)

Invite volunteers to the front of the class.

Three classmates become the interview panel.

The teacher acts as the observer.

The panel asks different interview questions, such as:

- Tell me about yourself.
- What are your strengths?
- What is one weakness?
- Why do you want this job?
- Tell me about a challenge you faced.

Each interview lasts about 5 minutes.

After every interview, provide:

Two strengths

One suggestion for improvement

Examples:

- "You maintained good eye contact."
- "You answered confidently."
- "Try speaking a little slower."
- "Give more examples in your answers."

Encourage the class to applaud after each interview.

Activity 5 – AI Interview Practice (20 minutes)

Students open ChatGPT or Claude.

Before they begin, demonstrate:

- How to use the microphone.
- How to answer without reading.
- How to repeat the improved answer aloud.

AI Prompt

I am preparing for a panel interview.

Ask me five interview questions, one at a time.

You may choose from these questions:

- Tell me about yourself.
- What are your strengths?
- What is one weakness?
- Why do you want this job?
- What is your career goal?
- Tell me about a challenge you faced.
- Why should we hire you?

Wait for my answer after each question.

After each answer:

- Tell me one thing I did well.
- Tell me one thing I can improve.
- Give me a simple sample answer using easy English.
- Ask me to repeat the sample answer aloud.
- Wait until I repeat it before asking the next question.

Please use simple English because I am learning English.

The teacher walks around the classroom, helping students use AI effectively and encouraging them to answer naturally rather than memorizing responses.

Reflection and Homework (5 minutes)

Ask students:

- How did you feel answering questions from three interviewers?
- Which question was the most difficult?
- What helped you stay calm?

Homework

Practice a panel interview with three friends or family members.

Ask them to choose any five interview questions.

While practicing, remember to:

- Smile.
- Listen carefully.
- Answer in complete sentences.
- Maintain eye contact with everyone.
- Thank the interviewers at the end.

Practice without reading your notes.

Teacher Observation Checklist

Observe whether each student:

Skill	**Yes**	**Needs Practice**
Greeted the panel politely		
Maintained eye contact		
Listened carefully		
Answered confidently		
Used complete sentences		
Stayed calm		
Thanked the panel		
Spoke clearly		

Demo video(how to start a MOOC course)

Day 166- Introducing MOOC Club

Preparations:

Label the four corners of the room as: Daily, weekly, monthly, and yearly (See Accounting- "Four Corners")

Resources:

- MOOC Registration Form
- MOOC Introduction Video
- MOOC Club FAQ Sheet
- MOOC Club Course Description

Prerequisites 2:

- Email/WhatsApp this link of the MOOC course to students
- Email/WhatsApp this registration link to students

  http://43.242.227.170:8086/MOOCClubRegistration.aspx

  (Rural Registration Link)

Objectives:

- Students will know how they can continue to be a part of FEA after they graduate.
- Students will know about the MOOC Club and register to reserve a seat for a MOOC Club of their interest.

Step 1: 5 mins.

Write 'MOOC' on the board and ask students if anyone knows what it is. Invite answers. After a few responses, share that MOOCs are online courses. The instructors upload a series of short videos and lectures on these courses. There are also quizzes, and homework assignments in between which we must go through.

Inform students:

- FEA has an MOOC Club. When you join this MOOC Club, you will get a chance to meet FEA graduates from other states of India, like students from Haryana, Patna, Madhya Pradesh, Rajasthan and other parts of Uttar Pradesh. Ask them, isn't it interesting to meet new people and learn together?
- You get to learn from instructors from top universities around the world. Imagine learning from an IIT or Harvard instructor in the comfort of your home.
- You can post your queries in forums and connect with peers.
- It is FREE and without any restrictions of age or qualification.

Step 2: 20 mins:

Share that you have a video of urban graduates who joined the MOOC club. They are sharing their experiences of learning through the FEA MOOC club. Ask students to watch **AV 11**

Video Link: https://1drv.ms/v/s!AhZDQ4ziWYviomLmSpo2h6p-5IBH?e=6oM1sx

After students have watched the video, ask them –

1. What are some benefits of joining MOOC Club?

Step 3: 15 mins.

Now tell students that you would ask some questions to check students' understanding. Read out questions from the MOOC Club FAQ link, one at a time. Praise students if they give a correct answer. Tell students the correct answer if they answer incorrectly or are unaware.

Ask students if they have further questions regarding the MOOC club and classes

MOOC Club FAQ:

https://docs.google.com/document/d/14pRRM0vCAEvIdF6H0sxJppdk2N3GqsJrFqtckWBuVTY/edit?usp=sharing

Step 4: 25 mins.

Share that, after receiving input from many graduates on MOOCs and learning about their interests, the MOOC Club selected 13 fascinating career-related courses to benefit our graduates.

Share with students that after reading the course description, they can select any one course to begin MOOC Club classes.

(Note: Once they have completed a set of lessons for a certain MOOC CLUB, they can choose a second MOOC with the help of a mentor. There is no need to fill out the registration form again for the second MOOC)

The teacher will show them the MOOC course list on their laptop and slowly browse it.

MOOC Club Course description Link:
https://docs.google.com/document/d/1EK_C_VBCbzndK7MCDNdgHhgB5PtCDIEMNPFPOa6qgq4/edit?usp=sharing

Information: Share that after students successfully finish their MOOC courses, they have an opportunity to become a MOOC mentor in the MOOC club and they can also get an opportunity to lead sessions.

Step 5: 20 mins.

Now it's time to reserve a seat in the MOOC Club. Before registering, the teacher should communicate the instructions below with all the students.

MOOC Registration Instruction:

- Announce that joining the MOOC club would require a smartphone and internet.
- Inform students that if they have their personal, siblings or Parent's mobile phone and internet, they can join the MOOC club.
- Students can sit with their friends and take MOOC Club sessions together (Means 2-3 students can sit together to take MOOC Club Online sessions)
- Inform them that all the students are compulsory to register in the MOOC Club if they are interested select Yes and fill in the details, if they are not interested select NO and submit the information.
- Tell them that you will email or WhatsApp the MOOC registration link to students. Instruct that students have to reserve a seat for the MOOC club using this link today.
- A teacher will show them a demo and then ask them to proceed.

Allow students time to register at the branch and encourage them to fill out the necessary information. Students can use their mobile phones and branch laptops for registration.

Share the following registration link with students to reserve their seats for the MOOC Club:

Registration Link: http://43.242.227.170:8086/MOOCClubRegistration.aspx

Move around and help students register into a course. Once students have registered, ask the class who would like to register, but could not register because of the unavailability of the phone/internet. Help such students form a group with someone who has the access. Inform them that if they are unsure currently, they are free to think and discuss with their parents and register this week.

(A message from the FEA Alumni Coordinator)

Closure: 15 mins

Share with your students that you are going to share a personal message from the Alumni Coordinator - Prerna Sood (Alumni means former students and coordinator means a person who is responsible for organizing different people so that they work together

Read this aloud to your students:

At FEA, our support for students does not end when classes are completed. You are always part of the FEA family, and we believe in staying connected with you as you move forward in your learning and career journey.

My name is Prerna Sood, and I am your Alumni Coordinator at FEA. I am here to stay connected with you and support you even after your FEA course.

How I will help you:

- Help you to stay connected with FEA and your learning
- Share new learning ideas and opportunities
- Support you to grow step by step
- Guide you whenever you feel confused or need support

I am happy to connect with you and be a part of your learning and career journey. Reach out to me at - **Prerna.sood@feaindia.org**

After you have read the message aloud, ask students what they understand. Address their questions.

Day 167: Revision Lesson – Group Discussion

Objective:
Students revise and practise speaking on Present, Past, and Future Tense topics through group discussions, follow-up questions, reasons, examples, and unexpected questions. The lesson should feel like a speaking challenge rather than a revision class, preparing students for the formal assessment on Day 180.

Step 1 – Today's Speaking Challenge (5 mins)

Tell students:

> "Today is not a normal revision class. You are going to compete in a speaking challenge. You will discuss a topic, ask questions, answer unexpected questions, and present your ideas. The goal is not to speak perfect English. The goal is to keep the conversation going in English."

Explain that they will be practising the same skills they will need for the formal assessment on Day 180.

Step 2 – Make Your Team (10 mins)

- Divide students into groups of 4–5.
- Give each group a different topic from the Present, Past, or Future Tense sections of the SAB.
- Give each group the related questions from the SAB.
- Ask groups to choose a different part of the classroom for their discussion.

Give each group these four Speaking Mission Cards:

1. Ask – Ask another student a question.
2. Explain – Give a reason for your opinion.
3. Example – Give an example from your life.
4. Challenge – Ask another student a follow-up question.

Tell students:

> "Your group must complete all four missions during the discussion."

Step 3 – Group Discussion: Keep It Going! (20 mins)

Students discuss their topic.

Tell them:

> "Imagine you are talking to friends, not answering questions from a textbook. Listen to what your classmates say and respond to their ideas."

Remind students to:

- Speak in full sentences.

- Ask questions instead of only answering.
- Give reasons and examples.
- Listen carefully and respond.
- Use the correct tense.
- Try to speak only in English.
- Help a group member if they get stuck.

Teacher moves around the classroom and listens.

Instead of correcting every mistake, note 2–3 common mistakes to discuss later.

Step 4 – Speaking Showdown: Group Presentations (45 mins)

Call one group at a time to the front.

Each group gets approximately 5 minutes.

But there is a twist:

After the group finishes discussing its topic, the teacher says:

> "Challenge Question!"

Ask 1–2 students unexpected follow-up questions.

Examples:

> "Why do you think so?"
> "Can you give me an example?"
> "Do you agree with your friend? Why?"
> "What would you do differently?"
> "What will you do next?"
> "What happened next?"
> "What would happen if you changed your decision?"

While one group presents, the remaining groups quietly continue practising their own topics.

Step 5 – The Surprise Round (15 mins)

Tell students:

> "Now there are no prepared questions. I will ask you a question, and you have to think and answer."

Choose students randomly and ask unexpected questions connected to their topic.

Give each student 5–10 seconds to think, then ask them to answer in at least 2–3 sentences.

If a student gives a very short answer, ask:

> "Why?"
> "Tell me more."
> "Can you give an example?"

The aim is to see whether students can continue speaking when they do not have a prepared answer.

Step 6 – Class Feedback: What Helped You Speak? (10 mins)

Share 2–3 common strengths you observed and 2–3 areas that need improvement.

Ask students:

- Which topic was easiest for you?
- Which topic was difficult?
- Which question surprised you?
- Were you able to continue speaking when you did not know the answer immediately?
- Did you ask questions during the discussion?
- Did you give reasons and examples?
- Which tense do you need more practice with?

End by telling students:

> "In the assessment, you may not get exactly the questions you have practised. What matters is whether you can understand the question, think, and continue speaking. Today you practised exactly that."

Day 168: Mock Interview 8- Interview Questions That Test You

Learning Objective

Students will confidently answer difficult interview questions by thinking before they speak, giving honest answers, and supporting their responses with simple examples.

Activity 1 – Understanding the Difficult Interview Questions (20 minutes)

Tell students:

"Some interview questions are not about finding the right answer. They help the interviewer understand your attitude, confidence, and willingness to learn."

Ask students:

- Why do interviewers ask difficult questions?
- Is it okay to take a few seconds before answering?
- Is it okay to say you are still learning?

Explain that good candidates:

- Think before answering.
- Stay calm.
- Speak honestly.
- Give examples whenever possible.

Write the following tips on the board.

Tips for Answering Difficult Questions

✔ Pause and think for a few seconds

✔ Give one simple example.

✔ Focus on what you learned.

✔ Never argue with the interviewer.

Teacher Tip: Remind students that employers do not expect perfect people. They look for candidates who are willing to learn and improve.

Activity 2 – Prepare Your Answers (25 minutes)

As a whole class discussion, prepare answers for the following questions.

Question 1: Why should we hire you?

Discuss what employers want to hear.

Students may mention:

- I am hardworking.
- I learn quickly.
- I am honest.
- I am willing to learn new skills.

Question 2: What motivates you?

Students think about what encourages them to work hard.

Examples:

- I like learning new skills.
- I want to build a successful career.
- I like solving problems.

Question 3: Tell me about a failure.

Explain that everyone experiences failure.

Students should answer using this structure:

- What happened?
- What did you learn?
- What will you do differently next time?

Emphasise that the answer should end positively.

The teacher walks around the classroom, helping students improve grammar, vocabulary, pronunciation, and confidence.

Encourage students to write keywords, not complete paragraphs.

Activity 3 – Teacher Mock Interview (30 minutes)

Invite students one by one (or in small groups) for a short interview.

Ask:

- Why should we hire you?
- What motivates you?
- Tell me about a failure.

Encourage students to:

- Pause before answering.
- Speak naturally.
- Give examples when possible.
- Finish with a positive statement.

After each interview, provide:

Two strengths

One suggestion for improvement

Examples:

- "You answered honestly."
- "You explained your learning clearly."
- "Try giving a real example."
- "Slow down and speak a little louder."

Encourage classmates to clap after every interview to build confidence.

Activity 4 – AI Interview Practice (20 minutes)- While teacher is interviewing students, other practice AI

Students open ChatGPT or Claude.

Before they begin, demonstrate:

- How to answer without reading.
- How to listen carefully to AI feedback.
- How to repeat the improved answer aloud.

Reflection and Homework (5 minutes)

Ask students:

- Which question was the hardest to answer?
- What did you learn from today's practice?

Homework

Practice answering the following questions at least five times without reading your notes:

- Why should we hire you?
- What motivates you?
- Tell me about a failure.

Focus on:

- Speaking confidently.
- Giving one simple example.
- Ending every answer with something positive.

Teacher Observation Checklist

Observe whether each student:

Skill	Yes	Needs Practice
Thought before answering		
Gave an example		
Spoke confidently		
Used complete sentences		
Spoke clearly		
Stayed calm		
Thanked the panel		
Spoke clearly		

Day 169: Solving One Problem in My Village – A Panchayat Presentation

Objectives

Students will:

- identify one common problem in their village.
- explain the problem using simple sentences.
- suggest one simple solution.
- speak about their idea in a small group.
- answer simple questions about their solution.

Step 1 – What Is the Problem? (10 minutes)

Tell students:

"Today, imagine that we are members of our village Panchayat. Our village has a problem. We will choose one problem and think of a solution."

Give examples:

- Garbage
- Dirty roads
- Water problem
- No street lights
- Mosquitoes
- Stray animals
- No public toilet
- Poor internet

Students choose one problem that they know from their village.

Tell students:

"You don't need a big problem. Choose one problem that you see around you."

Students tell a partner:

"The problem is _____."

For example:

"The problem is garbage."

"The problem is bad roads."

"The problem is dirty water."

Step 2 – Why Is It a Problem? (15 minutes)

Teacher introduces two simple sentence patterns:

“The problem is _____.”

“It is a problem because _____.”

Give examples:

“The problem is garbage. It is a problem because the village is dirty.”

“The problem is bad roads. It is a problem because people have difficulty travelling.”

“The problem is mosquitoes. It is a problem because people are uncomfortable.”

Students complete the sentences about their chosen problem.

They practise with a partner.

Student A:

“What is the problem?”

Student B:

“The problem is garbage.”

Student A:

“Why is it a problem?”

Student B:

“It is a problem because the village is dirty.”

Change roles.

Step 3 – My Solution (15 minutes)

Tell students:

“Now think of one simple solution.”

Teach these sentence patterns:

“My solution is _____.”

“We can _____.”

“The Panchayat can _____.”

Give examples:

“My solution is more dustbins.”

“We can clean the roads every week.”

“The Panchayat can put street lights.”

“We can plant trees.”

Students complete:

“My solution is _____.”

“We can _____.”

Students practise their answers with a partner.

Step 4 – Build My Panchayat Presentation (15 minutes)

Students prepare a short presentation using four sentences: Use Student book to fill your information

1. “The problem is _____.”
2. “It is a problem because _____.”
3. “My solution is _____.”
4. “I think it will help because _____.”

Model:

“The problem is garbage. It is a problem because the village is dirty. My solution is more dustbins. I think it will help because people can put garbage in the dustbins.”

Students write keywords or short sentences in their SAB.

The teacher walks around and helps students with vocabulary.

Tell students:

“You do not need a long speech. Four clear sentences are enough.”

Step 5 – Practice With a Partner (10 minutes)

Student A presents their idea.

Student B listens and says:

“Good idea.”

Then Student B asks:

“Why is it a problem?”

Student A answers.

Students change roles.

Practise again.

Tell students:

“Try to speak without reading every word.”

Students who need support may look at their notes.

Step 6 – Panchayat Meeting (20 minutes)

Divide students into groups of 4–5.

Each student presents their village problem and solution.

After each presentation, another student asks **one question**:

“Why is it a problem?”

or

“How can we solve it?”

or

“Who can help?”

The presenter gives a simple answer.

Example:

Student:

“The problem is garbage. It makes the village dirty. My solution is more dustbins.”

Panchayat member:

“Who can help?”

Student:

“The Panchayat can help.”

Continue until everyone in the group has spoken.

The teacher moves between groups and supports students who are stuck.

Step 7 – Choose the Best Solution (10 minutes)

Each group discusses the ideas.

Tell students:

“Choose one solution that can help many people.”

Students complete:

“We choose _____ because _____.”

One student from each group shares the group's choice.

The teacher gives positive feedback for:

- Clear speaking
- Good idea
- Complete sentences
- Teamwork

Day 170: Income Growth Lesson - The Importance of Being Fearless

Step 1: "Fearless or Foolish?"

A. Start With a Surprise Question – 5-10 mins

Write on the board:

FEARLESS = ?

Don't explain the word yet.

Say:

> **"Today I want to know something about you. Are you fearless?"**

Ask students to show:

👍 **Yes**
🤔 **Sometimes**
👎 **No**

Then ask:

> "What are you afraid of?"

Accept simple answers:

- Speaking English
- Speaking in front of people
- Failing an exam
- Talking to new people
- Trying something new
- Making mistakes

Then say:

> **"Being fearless does NOT mean you never feel afraid."**

Write:

FEARLESS ≠ NO FEAR

FEARLESS = FEELING FEAR AND STILL TRYING

B. "What Would You Do?" Challenge – 5-10 mins

Tell students:

> **"I will give you a situation. You have 3 choices. Choose what you would do."**

Situation 1

You have to speak in English in front of the whole class.

A. "I am scared, so I will not speak."
B. "I will speak, even if I make mistakes."
C. "I will ask someone else to speak for me."

Ask:

> **"Which answer shows courage?"**

Situation 2

You want to apply for a job, but you think you may not get selected.

A. Never apply.
B. Apply and prepare well.
C. Wait until you feel completely confident.

Ask:

> **"Can we wait forever to feel confident?"**

Students: **No!**

Say:

> **"Sometimes confidence comes AFTER we take the first step."**

C. Introduce the AI Activity 🤖 – 2 mins

Say:

> **"Today, AI is going to give you a situation where you may feel afraid. Your job is to decide what a fearless person would do.**

Step 2: Start AI Activity (15-20 minutes)

- Students sit in a zig-zag pattern
- Students copy the prompt from the AI document
- They paste it into the AI platform- ChatGPT
- Students begin interacting with AI individually
- Remind students that they should write important points in their notebooks while talking to the AI

Step 3: Mid-Check (5 minutes)

- Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern.

- Ask: What did the AI ask you? (AI mostly gives different situations to everyone, so take variety of responses)
- First: Students discuss with their partner
- Then: Take responses from 2 students
- Ensure everyone is on track

Step 4: Continue AI Activity (10-15 minutes)

- Students go back to their AI conversation
- Teacher walks around, supports, and guides students
- Remind students that they should write important points in their notebooks while talking to the AI

Energizer: Stop-walk-clap-name (2-3 mins)

Instructions:

1. Start with Normal Mode, where students walk when you say "Walk" and freeze when you say "Stop."
2. After that, introduce the First Twist by reversing it: "Walk" now means freeze, and "Stop" means walk.
3. Next, add two new actions by telling them to clap once when you say "Clap" and shout their own name when you say "Name."
4. Finally, everything flips: "Walk" means freeze, "Stop" means walk, "Clap" means shout their name, and "Name" means clap. Call out the commands faster to create fun, high-energy chaos before ending.

Teacher Activity - Speak It Out Loud

Step 5: The 30-Second Speak-Up Challenge (20 mins)

Before class, the teacher writes these 10 topics on slips of paper — **2 slips per topic, 20 slips total.** Fold them and keep in a box or bowl on the table.

The 10 Topics:

1. Why I want to be successful
2. Something I want to change about my life
3. A person I look up to and why
4. One thing I am proud of
5. What I will do differently from now
6. A mistake I learned from
7. My biggest dream
8. Someone who believed in me

9. One fear I want to overcome
10. What fearless means to me

Tell the class:

"One by one, come to the front. Pick one chit. You get 10 seconds to think. Then speak for 30 seconds. No preparation, no notes."

Step 6: Final Thoughts (10 mins)

Ask these one by one. Take 2–3 responses each time.

1. "What is one thing you are afraid of — not ghosts or darkness, but in real life. Like speaking in front of people, asking for help, saying no to someone."
2. "Did that fear ever stop you from doing something important? What happened?"
3. "Do you know someone — real or from a film or story — who faced their fear? What did they do?"

Day 171: Mock Interview 9- Consolidation

Learning Objective

Students will confidently complete a full mock interview by applying everything they have learned during the previous nine lessons. They will demonstrate professional communication, confidence, clear speaking, and appropriate interview behaviour while receiving final feedback from both the teacher and AI.

Activity 1 – Interview Readiness Check (15 minutes)

Tell students:

"Today is your final mock interview. This is your opportunity to show everything you have learned over the past ten lessons. Imagine this is a real job interview."

Read the interview expectations to students

A Successful Candidate:

✔ Arrives prepared.

✔ Smiles and greets the interviewer.

✔ Maintains eye contact.

✔ Speaks clearly and confidently.

✔ Uses complete sentences.

✔ Gives examples when needed.

✔ Listens carefully.

✔ Thanks the interviewer.

Ask students:

- What is one thing you improved during these lessons?
- Which interview question are you most confident about?
- Which question is still challenging?

Allow a few students to share their thoughts.

Activity 2 – Final Mock Interview (60 minutes)

Arrange the classroom like a real interview room.

The teacher acts as the interviewer.

One student enters at a time.(if there are too many students, interview them in small groups)

The remaining students practice Mock interview on AI

Each interview lasts approximately 5–6 minutes.

Interview Questions

Choose 3-4 questions from the list below.

Introduction

- Tell me about yourself.

Personal Qualities

- What are your strengths?
- What is one weakness?

Career Goals

- Why do you want this job?
- What is your career goal?

Behavioural Questions

- Tell me about a challenge you faced.
- Tell me about a mistake you made.
- Tell me about a failure.

Customer Service

- How will you help a customer?
- What will you do if a customer is angry?

Closing Question

- Why should we hire you?

Students should answer naturally without reading notes.

Teacher Feedback

After each interview, provide:

Two Strengths

Examples:

- Excellent confidence.
- Clear voice.
- Good eye contact.
- Complete answers.
- Positive attitude.
- Good examples.
- Professional greeting.

One Area for Improvement

Examples:

- Speak a little slower.
- Give more details.
- Maintain eye contact throughout.
- Avoid repeating the same words.
- Smile more often.
- End your answer more confidently.

Encourage the class to applaud every student after the interview.

Activity 3 – AI Final Interview (20 minutes)

Students open ChatGPT or Claude.

Before they begin, remind them to:

- Use the microphone.
- Speak naturally.
- Do not read from their notebook.
- Listen carefully to the feedback.
- Repeat every improved answer aloud.

Activity 4 – Reflection and Celebration (5 minutes)

Ask students to sit in a circle.

Discuss:

- Which interview question became easier after practicing?
- What helped you improve the most?
- How did practicing with AI help you?
- Which skill are you most proud of?
- What will you continue practicing before your real interview?

Encourage students to appreciate their own progress and recognise that improvement comes through regular practice.

Homework

There is no written homework.

Instead, students should:

- Continue practicing interview questions without reading notes.
- Use ChatGPT or Claude to complete one mock interview every week.
- Record themselves answering interview questions and watch the recording to improve eye contact, voice, and confidence.
- Attend future interviews with confidence and a positive attitude.

Teacher Observation Rubric

Skill	**Excellent**	**Good**	**Needs Practice**
Professional Greeting			
Confidence			
Eye Contact			
Voice Clarity			
Body Language			
Complete Sentences			
Content of Answers			
Listening Skills			
Professional Closing			

Awards (Optional)

At the end of the lesson, recognise students for their effort by presenting simple awards such as:

- 🏆 Most Confident Speaker
- 🏆 Best Eye Contact
- 🏆 Best Communication Skills
- 🏆 Most Improved Student
- 🏆 Best Listener
- 🏆 Excellent Professional Behaviour

These awards celebrate progress and encourage students to continue building their interview skills.

Day 172: How to Improve my Presentation Skills?

Step 1: Word of the Day – "Collaborate" (5 mins)

Write on the board:

COLLABORATE

Meaning: To work together with others.

Example:

> "I collaborate with my classmates."

Ask 3–4 students to make their own sentences.

Then make it interactive:

> "Turn to your partner and tell them one thing you like to collaborate on."

Take 2 responses.

Step 2: Recap – "Last Class in 30 Seconds!" ⚡ (5 mins)

Tell students:

> **"You have only 30 seconds to prove that you remember our last lesson!"**

Ask:

> "What did we learn last class?"
>
> "What is one thing you remember?"

Take 3–4 responses.

Then say:

“Excellent! Now let's learn a skill you will use in school, college, work, and everyday life—PRESENTATION SKILLS.”

Step 3: Today's Topic – “The 10-Second Speaker Challenge” 🎤 (5-10 mins)

Write on the board:

HOW TO IMPROVE MY PRESENTATION SKILLS?

Don't explain the answer yet.

Say:

“I need two volunteers. Both of you have to speak about the same topic for 10 seconds.”

Give them a very simple topic:

“My favourite food.”

Ask Student A to speak normally.

Then ask Student B to speak while:

- Looking at the floor
- Speaking very quietly
- Keeping their arms crossed
- Speaking extremely fast

After both finish, ask the class:

“Who was easier to understand?”

“Why?”

Students will naturally identify voice, eye contact, body language, etc.

Step 4: “Spot the Presentation Mistake!” 🕵️(5-10 mins)

Tell students:

“Now you are presentation detectives. Watch me carefully.”

Give a 20-second fake presentation while deliberately making mistakes:

“Good morning... ummm... today... I don't know what to say... [look at floor]... so yeah... thank you.”

Ask:

“What mistakes did you notice?”

Write their answers on the board.

Guide them towards:

👀 **Eye contact**
🗣️ **Clear voice**

🧍 **Body language**
🧠 **Good structure**
🏁 **Strong closing**

Then say:

> **"You already know what a good speaker looks like. Today we are going to learn how to become one."**

Step 5: Introduce the AI Activity

Tell students:

> **"Today, AI is going to become your presentation coach."**

Step 6 – Start AI Activity (20-25 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

Teacher: Walk around the room while students interact with the AI. Help anyone who is stuck on the platform.

Teacher's Activity (30 minutes)

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.

Day 173: Income Growth Lesson - What if I fail at what I am trying to do?

Step 1: Topic Introduction – "Failure or First Try?" (5 mins)

Write on the board:

> **WHAT IF I FAIL AT WHAT I AM TRYING TO DO?**

Don't explain the answer yet.

Say:

> **"Today, I have one question for everyone. Have you ever tried something and it didn't work?"**

Take 2–3 simple responses.

Then ask:

> **"What is failure?"**

Accept all answers.

Now say:

> **"Imagine you are learning to ride a bicycle. You fall once. Does that mean you can never ride a bicycle?"**

Students: **No!**

Ask:

> **"So what does the fall mean?"**

Guide them towards:

> **"It means we need to learn, practise, and try again."**

Write on the board:

❌ Failure = "I can never do it."

✅ Failure = "I learned something. Let me try again."

Step 2: Quick Game – "What Happens Next?" 🚦 (5-10 mins)

Tell students:

> **"I will give you a situation. You tell me what the person should do next."**

Situation 1

> "Ravi studies for an exam but doesn't pass."

Ask:

A. Give up forever.
B. Understand his mistakes and prepare again.
C. Stop learning.

Students choose **B**.

Situation 2

> "A student gives a presentation and makes many mistakes."

Ask:

> "What should they do next?"

Take responses.

Situation 3

> "Someone applies for a job but doesn't get selected."

Ask:

> "Is their life finished?"

Students: **No!**

Say:

> **"Exactly. One failure is one event. It does not define your whole future."**

Step 3: Prompt Exposure – "AI Failure Coach" 🤖 (10 mins)

Ask students to open the **AI Spoken English Document**.

Tell them:

> **"Today, AI is going to become your Failure Coach. It will give you a situation where something doesn't go according to plan, and you will have to decide what to do next."**

Read the prompt together.

Don't immediately start the AI activity.

Ask students:

> **"What do you think this prompt means?"**

Take 2–3 answers.

Then break it down:

> **"Who will you be in this conversation?"**
>
> **"What problem might you face?"**
>
> **"What will AI ask you?"**
>
> **"Will AI expect you to give up?"**

Take responses.

Step 4: AI Speaking Practice – Round 1 (20-25 min)

Teacher instruction:

- “Copy the prompt”
- “Paste in Claude / ChatGPT”
- “Start speaking and answering”

Teacher role:

- Walk around
- Help with:
    - forming sentences
    - confidence

Step 5: Speaking Activity – “What Will You Do Next?” (15-20 mins)

Write on the board:

FAILURE → LEARN → NEXT STEP

Tell students:

> “I will give you a difficult situation. Your job is not to explain why you failed. Your job is to tell us what you will do next.”

Give students different situations:

1. You studied hard but failed an exam.
2. You applied for your dream job but were not selected.
3. You gave a presentation and made many mistakes.
4. You tried to learn English but still make mistakes.
5. You tried to start a small business but it did not work.

- Create pairs
- Students discuss their situation with a partner.
- Take responses from 5–6 students.
- Students must answer in full sentences.
- After each response, ask: **“What will you do next?”**

Example:

> “I would find out what mistakes I made and prepare better for the next exam.”

Step 6: Speaking Activity – "My Failure Plan" (15-20 mins)

Write on the board:

MY FAILURE PLAN

Ask students to complete these sentences:

"Something I am trying to improve is _____."

"One problem I may face is _____."

"If I fail, I will _____."

"My next step will be _____."

- Give students 2–3 minutes to prepare.
- Invite students one by one to share their answers with the class.
- After each student speaks, ask one follow-up question:
    - "Why is this important to you?"
    - "What will you do differently?"
    - "Who can help you?"
    - "When will you try again?"

For confident speakers: Ask them to speak for 30 seconds without stopping.

For students who need support: Give sentence starters:

"I am trying to..."
"It is difficult because..."
"If I fail, I will..."
"I will try again by..."

Day 174: Everyday Shopping Conversations

Note: Coordinate with your TM in advance to plan and conduct the student interviews on Day 180.

Word of the Day: Bargain

Meaning: To ask for a lower price.

Example: "I bargain at the market."

Objectives

Students will:

- use simple shopping vocabulary and expressions.
- ask about prices and products.
- bargain politely.
- make simple shopping decisions.
- speak confidently in a real-life shopping conversation.

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

Step 1 – Shopping Warm-Up (10 minutes)

Tell students:

"Imagine you are going to the market. What do you buy?"

Students discuss with a partner.

Give examples:

"Clothes."

"Vegetables."

"Shoes."

"Gifts."

"Food."

Then ask students to complete:

"I buy _____ at the market."

"I like buying _____."

Teacher takes 3–4 examples and encourages students to speak in complete sentences.

Step 2 – Learn Useful Shopping English (15 minutes)

Students open the SAB and practise these expressions.

“What is the price?”

“How much is this?”

“Can I try this?”

“Do you have another colour?”

“Is there any discount?”

“That is expensive.”

“Can you reduce the price?”

“I'll take it.”

Students repeat each sentence after the teacher.

Then demonstrate a short conversation:

Shopkeeper: “This shirt is ₹800.”

Customer: “That is expensive.”

Shopkeeper: “I can give it for ₹700.”

Customer: “Can you reduce the price?”

Shopkeeper: “Okay, ₹600.”

Customer: “Okay. I'll take it.”

Students practise the conversation in pairs.

Step 3 – Quick Shopping Game (10 minutes)

Tell students:

“You have ₹1,000. You can buy two things.”

Give examples:

Shirt – ₹600
Shoes – ₹700
Bag – ₹400
Saree – ₹800
Gift – ₹300

Students choose two things with a partner.

They say:

“I will buy a _____ and a _____.”

“It costs _____ rupees.”

“I have _____ rupees left.”

Ask 2–3 pairs to share their choices.

Step 4 – Shopping Role Play Practice (20 minutes)

Put students into pairs.

One student is the shopkeeper and the other is the customer.

Give each pair one simple situation.

Mission 1 – Buy Clothes

Customer has ₹1,000.

The customer wants to buy a shirt, saree, or dress.

The customer must ask:

- the price.
- the colour.
- for a discount.

Mission 2 – Buy a Gift

Customer has ₹500.

The customer wants to buy a gift for a family member.

The customer asks about the price and chooses one item.

Mission 3 – Market Bargain

The shopkeeper says:

“This is ₹800.”

The customer thinks it is expensive.

The customer tries to get a lower price.

The students practise for 5 minutes and then change roles.

Teacher walks around and helps students when they are stuck.

Remind students:

“Use simple English.”

“Ask questions.”

“Listen to your partner.”

“Do not worry about small grammar mistakes.”

Step 5 – Shopping Surprise (15 minutes)

Tell students:

“Now you will get a small surprise. Continue your conversation.”

Give one surprise to each pair.

- The colour you want is not available.
- The shopkeeper says there is no discount.
- You only have ₹500.
- The shopkeeper has no change.
- The price is ₹200 higher.
- Your friend says, “It is too expensive.”

Give students 30 seconds to think.

Then they continue the role play.

Example:

Shopkeeper: “The shirt is ₹800.”

Customer: “Can you reduce the price?”

Teacher: “STOP! You only have ₹500.”

Customer: “I only have ₹500. Can you give it for ₹500?”

Shopkeeper: “Okay.”

Customer: “Thank you. I'll take it.”

Step 6 – Shopping Role Play Challenge (20 minutes)

Students perform their conversation with another pair.

Each pair gets one minute to prepare.

They should try to use at least three shopping expressions.

After the conversation, the pairs change roles.

Teacher observes and gives quick feedback:

“Good question.”

“Good bargaining.”

“Good speaking.”

“Good teamwork.”

“Speak a little louder.”

Do not stop the conversation to correct every mistake.

Step 7 – Final Challenge and Reflection (10 minutes)

Students work with a new partner.

One student is the shopkeeper and one is the customer.

The customer must:

- ask the price.
- ask for a discount.
- make a decision.

The shopkeeper must:

- give a price.
- respond to the bargain.
- give a final price.

Students speak for 30–60 seconds.

Then change roles.

Finally, students complete orally:

“Today I learned to say _____.”

“I can use English when I _____.”

“My favourite shopping expression is _____.”

Teacher's Note: Shopping Championship

Give each pair one point for each:

- Both students speak.
- Students use shopping expressions.
- Students continue the conversation in English.

Announce the pair with the highest score.

End by saying:

“Today you used English to shop, ask questions, and solve a problem.”

Day 175- 5 Cool Things About Me

Note: Coordinate with your TM in advance to plan and conduct the student interviews on Day 180.

Word of the Day: Coordinate

Meaning: To work together in an organized way.

Example: "I coordinate with my team."

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.

Word of the Day: The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

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 (40 mins)

- Call 2-3 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.
- Now make small groups and guide students to present within groups. Assign a group monitor for each group.

Step 5 – Reflection & Wrap-up (5 mins)

- Ask students:
    - "What was easy about speaking today?"
    - "What was difficult?"
    - "What new thing did you learn about a classmate?"
- Summarize: "Today we practiced impromptu speaking. You spoke about yourself for almost a minute. Next time, we'll try to speak for even longer!"

Part 2- 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 ChatGPT. Move around and help.

End the class by assigning each student homework to practice AI speaking using Live Mode with the prompt provided in Lesson 180 of the AI document.

Day 176: Staying Calm with Difficult People

Note: Coordinate with your TM in advance to plan and conduct the student interviews on Day 180.

Step 1: "Can You Stay Calm?" Challenge

A. Start With a Surprise Situation – 5 mins

Walk into the class and say:

> **"Imagine someone is speaking to you very rudely. They are angry, they are blaming you, and they won't listen. What would you do?"**

Take 3–4 responses.

Then ask:

> "What happens when we become angry too?"

Take responses such as:

- We shout.
- We stop listening.
- We say things we regret.
- We become more angry.

Say:

> **"Today we are not learning how to change difficult people. We are learning how to control OUR response."**

B. "What Would You Do?" Quick Game – 5 mins

Tell students:

> **"I will give you a situation. Show me what you would do: A, B, or C."**

A: Shout back
B: Walk away without saying anything
C: Stay calm and respond respectfully

Situation 1:

> "A classmate blames you for something you did not do."

Situation 2:

> "Someone keeps interrupting you."

Situation 3:

> "A customer speaks rudely to you."

Situation 4:

> "Someone makes fun of your mistake."

After each, ask one student:

"Why did you choose that answer?"

Require full sentences.

C. Teach the "PAUSE" Trick – 5-10 mins

Write:

PAUSE

P – Pause
A – Ask yourself what happened
U – Understand the other person
S – Speak calmly
E – Exit if necessary

Tell students:

"You don't have to answer immediately when someone makes you angry. Sometimes the strongest response is to pause."

Practise together:

Teacher says angrily:

"Why did you do that? You never listen!"

Students practise:

Pause → Take a breath → Speak calmly

Possible response:

"I understand that you are upset. Can we talk about what happened?"

D. Introduce the AI Activity – 2 mins

Say:

"Today, AI is going to put you into difficult situations. Your job is to become a Calm Communication Expert."

Step 2: Start AI Activity (15 minutes)

- Students sit in a zig-zag pattern
- Students copy the prompt from the AI document
- They paste it into the AI platform- ChatGPT
- Students begin interacting with AI individually
- Remind students that they should write important points in their notebooks while talking to the AI

Step 3: Mid-Check (Regroup) (5 minutes)

- Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern.
- Ask: What did the AI ask you? (AI mostly gives different situations to everyone, so take variety of responses)
- First: Students discuss with their partner
- Then: Take responses from 2 students
- Ensure everyone is on track

Step 4: Continue AI Activity (15 minutes)

- Students go back to their AI conversation
- Teacher walks around, supports, and guides students
- Remind students that they should write important points in their notebooks while talking to the AI

Energizer: The "Accordion Clap" (2-3 minutes)

Instructions:

Tell the students to watch your hands closely and match their clapping speed and volume to the distance between your palms. When you stretch your arms wide apart, everyone claps slowly and quietly. As you slowly bring your hands closer together, the students must clap faster and louder. The moment your hands are right next to each other, they should be clapping at maximum speed! If you pull your hands back out wide, they instantly slow down or go slow again.

Keep moving your hands in and out, changing the pace unexpectedly to keep them focused, and end with one final, explosive clap when your hands fully meet!

Step 5: Teacher Activity - Staying Calm Roleplay (30 mins)

Write these on the board before starting:

- *"I understand your problem."*
- *"I am sorry for this."*
- *"Let me help you."*
- *"Please give me one minute, I will fix this."*

Tell students: *"In every situation, Person A is angry. Person B must stay calm and use these lines. Do not fight back."*

Make pairs. Assign one situation per pair. Let students be prepared.

Situation 1 — Angry Customer
Person A is a customer at a mobile recharge shop. They recharged their phone yesterday but the balance never came. They are very angry and speaking loudly.

Person A starts: *"I gave you ₹200 yesterday! My balance never came! You cheated me! Give my money back right now!"*

Person B is the shopkeeper. Stay calm. Listen fully. Then respond using the phrases on the board.

Situation 2 — Angry Parent
Person A is a parent who just saw their child's report card. The child failed in two subjects. They come directly to the teacher and are very upset.

Person A starts: *"My son failed because of you! You never teach properly! What are we paying fees for? This is your fault!"*

Person B is the teacher. Do not argue. Acknowledge the concern. Respond calmly.

Situation 3 — Complaining Neighbour
Person A is a neighbour who hasn't slept because of loud music from a birthday party next door last night. They knock on the door in the morning, very irritated.

Person A starts: *"Do you have any sense? We were up the whole night because of your noise! We have work in the morning! This is too much!"*

Person B lives in that house. Accept the mistake. Apologize. Keep your voice low and soft.

Situation 4 — Angry Team Member
Person A is a classmate/colleague. They did most of the group project work alone because Person B was absent. Now results are out and both got equal marks. Person A is very upset.

Person A starts: *"I did everything alone! You did nothing and you got the same marks as me! This is not fair! You always do this!"*

Person B was absent due to a family problem. Don't make excuses. Acknowledge their frustration first, then explain calmly.

Closure: End the class by assigning each student homework to practice AI speaking using Live Mode with the prompt provided in Lesson 180 of the AI document.

Day 177: Mock Interview 10- Final Practice

For the final Mock Interview practice, revisit the previous nine Mock Interview lessons. Choose the lessons that students need the most practice with. You do not need to conduct only one Mock Interview lesson. If students need more practice, conduct additional Mock Interview lessons over a few days as needed.

Closure: End the class by assigning each student homework to practice AI speaking using Live Mode with the prompt provided in Lesson 180 of the AI document.

Day 178: Practice Day Before the B1 Assessment

Note: Coordinate with your TM in advance to plan and conduct the student interviews on Day 180.

Word of the Day: Adapt

Meaning: To change according to a situation.

Example: "I adapt to new challenges."

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.

Word of the Day: The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

Step 1 (5 mins)

The teacher informs students that for the next 3 days, everyone will practice for assessment on Lesson 180. 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 – Peer Interview Practice | Throughout the Lesson

While students are waiting for their teacher Group Discussion, they must do **Peer Interviews**.

How it works

Student 1 = Interviewer
Student 2 = Candidate

The interviewer asks questions from the **SAB questions** given in lesson 156, 157 and 158

The candidate answers in full sentences.

After 5–7 minutes:

Switch roles.

Every 10–15 minutes:

Change partners.

This ensures that students practise with different classmates.

Teacher reminder:

"If you are not with the teacher or AI, you must be doing a peer interview."

Step 2.1 – Group Discussion | 40–50 mins

Teacher instructions:

1. Call a **small group of students** for the interview.
2. Select **one Group Discussion topic** from the Teacher Interview Questions document.
3. Give the topic to the students and make sure everyone understands the task.
4. Tell students to **discuss the topic for 10 minutes**.
5. Remind students:
    - Speak in full sentences.
    - Share your own ideas.
    - Listen to others.
    - Respond to what your classmates say.
    - Try to speak naturally without memorising answers.
6. Start the discussion and **do not help students with answers or ideas**.
7. Observe the group for **10–15 minutes**.
8. Assess each student individually based on their performance.
9. Record the **final CEFR level** for each student.

Teacher Interview Questions – Group Discussion Topics

Step 3– Closing Reflection | 10 mins

Bring everyone together.

Ask:

1. **How did you feel during the interview?**
2. **What was easy for you?**
3. **What was difficult?**
4. **What will you improve tomorrow?**

Step 4 (5 mins)

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 180 on the day of assessment.

Closure: End the class by assigning each student homework to practice AI speaking using Live Mode with the prompt provided in Lesson 180 of the AI document.

Day 179: Student Reflection

Note: Coordinate with your TM in advance to plan and conduct the student interviews on Day 180.

Word of the Day: Ambition: A strong desire to achieve something in the future. **Example:** *"My ambition is to become a software engineer."*

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.

AI Practice time (20-30 mins)

Say that- we are one day away from CEFR formal assessment. So let us begin our class today with AI practice. Make sure you use live conversation (not mic or typing) Students copy paste the prompt on AI and get started with live mode. Practice multiple times to keep improving

Step 1 – Warm-Up & Review (10 mins)

- The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences.
- 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 (20 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 (30-45 mins)

- Each student comes to the front and shares their story.
- The teacher listens and ask a follow-up question
- Class claps after each student finishes.
- Remind everyone to be present for tomorrow's class.

Closure: End the class by assigning each student homework to practice AI speaking using Live Mode with the prompt provided in Lesson 180 of the AI document.

Absolutely. The content is good, but the teacher has to process too many instructions at once. I'd make it **time-based, role-based, and action-focused**, so a teacher can almost run the lesson by simply following the steps.

Day 180: Student Interview B1 Level

Day 1: AI Assessment + Teacher Interview with ™

Objectives

By the end of the lesson, students will:

- Demonstrate their speaking skills in an AI and real interview.
- Speak in full sentences with confidence.
- Receive a preliminary CEFR level.
- Identify one strength and one area to improve.

Step 0 – Introduce the Interview | 5 mins

Teacher says:

> "Today you will have two interviews. First, you will speak with AI. Then, I will interview you. While I interview other students, you will practise with your classmates. Everyone must be speaking and participating."

Write on the board:

Today's Process

1. AI Interview → 2. Teacher Interview → 3. Feedback

Step 1 – Explain the Rules | 5 mins

Tell students:

During the interview:

- Speak in **full sentences**.
- Try to give **at least 5 sentences** when answering.
- Speak clearly.
- Do not give only one-word answers.
- Try to explain **why** and give **examples**.

Student rotation

Student A: AI Interview
↓
Student B: Teacher Interview
↓
Other students: Peer Interview

Important: No student should be sitting idle.

Step 2 – AI Speaking Assessment | 20–30 mins

Students do this:

1. Open **ChatGPT** on your device.
2. Open the **AI Speaking Practice Document**.
3. Copy the interview prompt (Prompt 1).
4. Paste it into ChatGPT.
5. Use the **Live/Voice button**.
6. **Speak your answers. Do not type.**
7. Complete the interview.
8. **Once the assessment is completed, use prompt-2 to get the accurate CEFR score.**
9. Show your CEFR result to the teacher/TM.

Teacher's job

- Make sure every student starts the AI interview.
- Help students who have difficulty opening or using ChatGPT.
- Make sure students **speak rather than type**.
- Record each student's **AI CEFR result**.

TM's job

- Move around the classroom.
- Observe students during the AI assessment.
- Record the CEFR result.
- **Do not finalize the student's CEFR level yet.**

Step 3 – Peer Interview Practice | Throughout the Lesson

While students are waiting for their teacher interview, they must do **Peer Interviews**.

How it works

Student 1 = Interviewer
Student 2 = Candidate

The interviewer asks questions from the **SAB questions** given in lesson 156, 157 and 158

The candidate answers in full sentences.

After 5–7 minutes:

Switch roles.

Every 10–15 minutes:

Change partners.

This ensures that students practise with different classmates.

Teacher reminder:

> "If you are not with the teacher or AI, you must be doing a peer interview."

Step 4 – Group Discussion + TM Observation | 40–50 mins

Teacher instructions:

Call a **small group of students** for the interview.

Select **one Group Discussion topic** from the Teacher Interview Questions document.

Give the topic to the students and make sure everyone understands the task.

Tell students to **discuss the topic for 10 minutes**.

Remind students:

- Speak in full sentences.
- Share your own ideas.
- Listen to others.
- Respond to what your classmates say.
- Try to speak naturally without memorising answers.

Start the discussion and **do not help students with answers or ideas**.

Observe the group for **10–15 minutes**.

Assess each student individually based on their performance.

In consultation with the TM, record the **final CEFR level** for each student.

Teacher Interview Questions – Group Discussion Topics

Step 6 – Closing Reflection | 5–8 mins

Bring everyone together.

Ask:

How did you feel during the interview?

What was easy for you?

What was difficult?

What will you improve tomorrow?

Then say:

> **"Today was your first interview. Tomorrow you will get another chance to improve. Your goal is not to be perfect. Your goal is to speak better than you did today."**

Teacher's Quick Checklist

Before the lesson

- Open the AI Speaking Practice Document.
- Keep the Teacher Interview Questions ready.
- Prepare a notebook/record sheet for CEFR results.
- Ensure students have access to ChatGPT.

During the lesson

- All students complete the AI interview.
- Students speak instead of typing.
- Teacher interviews students one by one.
- TM observes the interviews.
- Students waiting for their turn do peer interviews.
- Students change partners every 10–15 minutes.
- Record AI CEFR results.
- Record teacher/TM observations.
- Give each student 1 strength + 1 improvement.

Most important rule

AI interview → Teacher interview → Peer interview.

Nobody sits idle. Everyone speaks.

Day 181: Follow- Up Interviews

Note:
If any student was absent on Day 180 or wants to **repeat the AI CEFR interview**, allow them to take the interview today.

- **Absent students:** Coordinate with your TM and arrange an **online teacher/TM interview** for them.
- **Students repeating the AI interview:** Allow them to complete the AI interview again and record the new CEFR result.
- Ensure all students who missed Day 180 get an opportunity to complete the assessment.

Module 6: Achieving B1 and Moving Beyond B1 –Mentorship (Days 182 onwards)

- CEFR Level: B1
- Core Theme: Speaking Practice and mentorship.
- Key Focus Areas:
    - Passport/visa applications, form filling, and handling authority figures.
    - Debates and discussions: integrity, forgiveness, overcoming greed, and coping with bullying.

Day 182: Income Growth Lesson - Persistence (why giving up is easy but success is hard)

Step 1: Today's Topic — 15 mins

Write PERSISTENCE on the board.

Ask:

- "What do you think persistence means?"
- "Is giving up easy or difficult?"
- "If something is difficult, should you always continue?"

Tell students:

> "Today we are going to discover something: Why is giving up easy, but success hard?"

Then give a quick example:

"Imagine you are learning to ride a bicycle. You fall once. Do you stop forever?"

Take 2–3 responses.

Then demonstrate the AI activity and let students begin.

Step 2: AI Challenge (30-35 mins)

Students sit in a zig-zag pattern.

Students copy the prompt from the AI document and paste it into ChatGPT.

Tell them:
"Today your AI coach is Coach Maya. She will tell you true stories of people who found English difficult but never gave up. After each story, she will ask you a question. Answer it in English or Hindi, whichever feels easier. Do not be afraid of mistakes. Coach Maya will help you gently."

Students work with AI individually, one story at a time.

Tell them to write down:

- Which story did I hear?
- What did the person do when English was difficult?
- What was Coach Maya's question, and what did I answer?
- What will I do when English feels difficult?

After 15-20 minutes, pause.

Ask students to discuss with their partner:
"What did you learn from the story? What will you do when you feel like giving up?"

Take 2-3 interesting responses.

Then give them another 10-15 minutes to continue with more stories.

Energizer: Don't Give Up! — 5 mins

Tell students:

"I'm going to give you a challenge. If you make a mistake, don't stop. Just try again."

Give quick instructions:

- Touch your left ear with your right hand.
- Touch your right knee with your left hand.
- Clap twice and turn around.
- Touch your left shoulder with your right hand.

- Clap → stomp → clap.

Start slowly, then make it faster.

If someone makes a mistake, the class says:

"TRY AGAIN!"

The point is not winning. The point is trying again after making a mistake.

Step 3: What would you do? (20 mins)

Tell students:

> "I will give you a problem. You have to decide: **Give up or try again?** And tell us what you would do."

Write on the board:

Problem: _____
I would _____ because _____.

Read one situation at a time.

1. You studied for a test but got 40%. What will you do?
2. You tried to learn cycling but fell twice. What will you do?
3. You applied for a job but didn't get it. What will you do?
4. You tried speaking English but made many mistakes. What will you do?
5. You tried to wake up early for one week but failed. What will you do?
6. You tried to learn a new computer skill but found it very difficult. What will you do?

For each situation:

Step 1: Students think for 10 seconds.

Step 2: Students discuss with their partner.

Step 3: Ask 2–3 students:

> "What would you do?"

Encourage answers like:

> "I would try again."
> "I would practise more."
> "I would ask someone for help."
> "I would try a different way."
> "I would not give up."

Step 4: The Persistence Test — 10 mins

Say:

> "Now I will give you a problem. You have 10 seconds to think of ONE thing you can do instead of giving up."

Example:

"You failed your English test."

Students might say:

- "I will study more."
- "I will ask my teacher."
- "I will practise every day."
- "I will find my mistakes."

End with:

> **"When Plan A doesn't work, what can we do?"**

Day 183: Listening to Instructions

Word of the Day: Interpret

Meaning: To explain the meaning of something.

Example: "I interpret the message correctly."

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

Word of the Day: The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

Step 1: Listen and Draw (20 minutes)

- Give blank paper and pencils. Tell students: “I’ll say a sentence once. You must listen and draw.”
- Say 6–8 drawing instructions clearly and slowly.

  Example:

  - Draw a house in the middle of the page. Draw a tree next to the house. Draw a sun above the house. Draw a boy standing under the tree. Draw a dog near the door. Draw a ball between a house and a tree. Draw an apple under the tree. Draw a big star on the top right and a small star on the top left
- Once they finish, ask them to show their drawings to a partner to find any mismatches.
- Discuss:
  - Why were some drawings different?
  - Did everyone hear the same thing?
  - What helps in listening carefully?

Step 2: Video and Discussion (30 minutes)

- 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 **ChatGPT** on their device.
2. Copy and paste this prompt into ChatGPT 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**. ChatGPT 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, ChatGPT 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?

Day 184: Income Growth Lesson - How can I become comfortable when someone corrects me without feeling defensive?

Step 1: Today's Topic (20 minutes)

- Share today's topic. Write it on the board. Pronounce the topic as a class.
- Ask students: "What does this mean?"
- Ask: "How do you feel when someone tells you that you made a mistake?"
- Teacher gives a demo — copy the prompt from the AI document and paste it into ChatGPT.
- Read the situation aloud. If needed, explain it.
- Ask students: "What would you do in this situation?"
- Share the response.
- Call one student to give a demo. If everyone already knows the process, skip this.

- Once everyone understands, get started.

Step 2: Start AI Activity (15–20 minutes)

- Students sit in a zig-zag pattern.
- Students copy the prompt from the AI document.
- They paste it into ChatGPT.
- Students begin interacting with AI individually.
- Remind students to write important points in their notebooks while talking to AI.

Step 3: Mid-Check (5 minutes)

- Stop the class after 15–20 minutes. Keep the same seating pattern.
- Ask: “What did the AI ask you?”
- Students first discuss with their partner.
- Take responses from 2–3 students.
- Ensure everyone is on track.

Step 4: Continue AI Activity (10–15 minutes)

- Students return to their AI conversation.
- Teacher walks around, supports and guides students.
- Remind students to write important points in their notebooks.

Energizer: Silent Jump Challenge (2–3 mins)

- Students must complete 20 jumps without talking or laughing.
- If someone talks or laughs, everyone starts again.
- After the activity, say: “Making a mistake is okay. Starting again is important.”

Step 5: Listen or Defend? (10 mins)

Tell students:

> “I will say something someone might tell you. You decide: Should you listen or become defensive?”

Students show:

👍 **Listen**
🤷 **Defend**

Say:

- “Your pronunciation was not clear.”
- “You were late today.”

- “You made a mistake in your homework.”
- “You are speaking too loudly.”
- “You forgot to bring your book.”
- “Your presentation was difficult to understand.”

After each one, ask 1–2 students:

> “What could you say instead of getting angry?”

Teach these three responses:

- “Okay, I understand.”
- “Thanks for telling me.”
- “How can I improve?”

Step 6: Correction Challenge (20 mins)

Make pairs. One student is **A** and the other is **B**.

Student A gives a simple correction. Student B must respond without arguing.

Give them these examples:

A: “You are speaking too fast.”
B: “Okay, I will speak more slowly.”

A: “You forgot your notebook.”
B: “Oh, I didn't notice. Thanks.”

A: “Your answer is wrong.”
B: “Okay. Can you explain it again?”

A: “You made a spelling mistake.”
B: “Thanks. I'll correct it.”

After 2–3 examples, students switch roles.

Then give them slightly harder situations:

- Your friend says you are always late.
- Your teacher says your handwriting is difficult to read.
- Your friend says you interrupted them.
- Your brother says you were rude to a guest.
- Your teacher says you didn't complete your homework.

The student receiving the correction must respond using one of these:

> “Okay, I understand.”
>
> “Thanks for telling me.”

"How can I improve?"

Step 7: Bad Reaction / Good Reaction (10 mins)

Tell students:

"Now you will give two responses. First, show a bad reaction. Then show a good reaction."

Example:

Teacher: "You were late today."

Bad reaction:

"Why are you always blaming me?"

Good reaction:

"You're right. I'll try to come on time tomorrow."

Another:

Friend: "You made a mistake in your presentation."

Bad reaction:

"So what? You make mistakes too!"

Good reaction:

"Thanks for telling me. What should I improve?"

Give students 3–4 situations and let them act them out with their partners.

Step 8: Final Discussion (5 mins)

Ask:

1. "Why do we sometimes get angry when someone corrects us?"
2. "Is every correction an insult?"
3. "What can we say when someone corrects us?"

Finish by saying:

"A correction doesn't mean 'You are bad.' It means 'Here is something you can improve.'"

Day 185: What is a Business?

Note for B1-Level Students:

From Day 180 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.

Word of the Day: Enterprise

Meaning: A business or project started by a person or group.

Example: "He wants to start his own enterprise."

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.

Word of the Day: The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

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)

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)

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 **ChatGPT** on their device.
2. Copy and paste this prompt into ChatGPT 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**. ChatGPT 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, ChatGPT 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?

Day 186: Income Growth Lesson - Why is it important to have single pointed attention and not multi-task?

Word of the Day: Focus

Meaning: To give full attention to something.

Example: “I focus on my work.”

Ask 3–4 students to make their own sentences.

Step 1: The Focus Challenge — 5 mins

Tell students:

> “Let's see how good your focus really is!”

Ask everyone to clap **5 times**.

Then ask them to clap while saying the numbers:

> “1, 2, 3, 4, 5.”

Now make it harder:

> “Clap when I say an EVEN number. Don't clap when I say an ODD number.”

Say quickly:

1 — 2 — 3 — 4 — 5 — 6 — 7 — 8

Ask:

> “Was that easy?”

Then say:

> “Your brain was focusing on two things: listening and deciding whether to clap.”

Step 2: Multitasking Test — 5 mins

Tell students:

> “Now let's test multitasking.”

Ask them to:

Write their name and your family member’s name while saying the months of the year aloud.

Give them 30 seconds.

Then ask:

> "Was it easy?"
> "Did you make more mistakes?"
> "Which task got slower?"

Say:

> **"When we try to do two things at the same time, our attention keeps moving from one task to another."**

Write on the board:

ONE TASK → MORE FOCUS

TWO TASKS → MORE DISTRACTION

Step 3: What Steals Our Focus? — 5 mins

Ask:

> "What makes it difficult to focus?"

Take answers and write:

- Phone
- Friends
- Noise
- Notifications
- Talking
- Thoughts
- TV
- Social media

Then ask:

> "Which one distracts you the most?"

Students show hands.

Step 4: AI Activity Introduction — 10 mins

Tell students:

> "Today, your challenge is not just to speak English. Your challenge is to **stay focused on one conversation**."

- Open the AI Spoken English document.
- Show the prompt.
- Ask 2 students to read it aloud.
- Everyone reads silently.

- Ask: “What will you practise today?”
- Take 2 responses.
- Demonstrate how to copy and paste the prompt into ChatGPT/Claude.

Tell students:

> “For the next 20 minutes, this is your ONE task. Don't switch to other apps or start talking to friends.”

Step 5: Focus Mission — 20 mins

Students start their AI conversation.

Give them a simple mission:

Your goal: stay focused for 15 minutes.

If they finish one question, continue to the next.

Teacher walks around and observes:

- Who is staying focused?
- Who is talking to friends?
- Who is looking at other things?
- Who is actively speaking?

Don't interrupt students too much.

After 15–20 minutes, say:

> “Hands off the phones. How many of you stayed focused?”

Take a few responses.

Step 6: Distraction Attack! — 5 mins

Tell students:

> “Now I'm going to try to distract you.”

Ask students to continue a simple task, such as writing:

> **“I want to improve my English because...”**

While they are writing, the teacher deliberately:

- walks around
- asks random students questions
- makes funny sounds
- drops a book
- says “Look here!”

Students must **ignore everything and continue writing**.

After one minute, stop.

Ask:

"Was it difficult to ignore the distractions?"

Then say:

> **"Focus doesn't mean there are no distractions. Focus means you choose not to follow them."**

Step 7: AI Activity — Round 2 — 15 mins

Students return to their AI conversation.

Tell them:

> "This time, try to improve your focus. If you get distracted, notice it and come back to the conversation."

Students continue.

Remind them to note down **2 useful things** they learned from the AI.

Step 8: Focus or Multitask? — 10 mins

Read out situations.

Students show:

👍 **FOCUS**
👎 **MULTITASK**

1. "You are studying while checking WhatsApp every two minutes."
2. "You are talking to your friend while your teacher is explaining something."
3. "You put your phone away and study for 20 minutes."
4. "You are watching a video while doing your homework."
5. "You finish your homework and then check your phone."
6. "You are speaking to someone while looking at your phone."

After a few, ask:

> "Which habit do you want to change?"

Step 9: My 20-Minute Focus Plan — 5 mins

Ask students to complete:

> **"Tomorrow, I will focus on _____ for 20 minutes without _____."**

Examples:

> "I will study English for 20 minutes without checking my phone."
>
> "I will do my homework for 20 minutes without talking."

Take 3–4 responses.

End with:

> **"You don't need more time. Sometimes you just need better focus."**

Day 187: Forgiveness is the balm that heals

Step 1: Today's Topic (20 mins)

- Write **FORGIVENESS** on the board.
- Ask students:
    - "What does forgiveness mean?"
    - "Is forgiving someone the same as saying they were right?"
    - "Is it easy to forgive?"

Tell students:

> "Today we are going to discover why forgiveness can help **us**, even when the other person doesn't change."

Then demonstrate the AI activity.

- Copy the prompt from the AI document.
- Paste it into ChatGPT.
- Read the situation aloud.
- Ask students what they would do.
- Share the response.
- Call one student to demonstrate.
- Start the AI activity.

Step 2: AI Activity — 15–20 mins

- Students sit in a zig-zag pattern.
- Students copy and paste the prompt into ChatGPT.
- Students interact with AI individually.
- Remind students to note down important ideas.

Step 3: Mid-Check — 5 mins

Stop the class.

Ask:

> "What situation did the AI give you?"

Students discuss with their partner.

Take 2–3 responses.

Ask:

> "Was it easy or difficult to forgive in that situation? Why?"

Step 4: Continue AI Activity — 10–15 mins

Students return to their AI conversation.

Teacher walks around and supports students.

Ask students to note down:

> **One thing I learned about forgiveness is _____.**

Energizer: Forgive or Not? — 3 mins

Tell students:

> "I'll give you a situation. If you think the person should forgive, show 👍. If you're not sure, show 🤔."

Examples:

- Your friend forgot your birthday.
- Your friend accidentally broke your pen.
- Your brother ate your favourite food without asking.
- Someone laughed when you made a mistake.
- Your friend said something rude when they were angry.
- Someone repeatedly lies to you.

After each one, ask:

> "Why?"

Don't tell students there is always one correct answer. The point is to **think and explain**.

Step 5: The Invisible Bag — 10 mins

Ask students to pretend they are carrying a heavy invisible bag.

Say:

> "Imagine this bag contains anger, disappointment and things people have done to you."

Ask them to pretend to carry it around the room.

Then say:

> "Now imagine carrying this bag everywhere — to school, to work, while eating, while sleeping."

Ask:

> "Would you want to carry it every day?"

Tell them:

> **"Forgiveness is not saying that what happened was okay. Sometimes forgiveness simply means choosing not to carry the anger everywhere."**

Students pretend to put the bag down.

Ask:

> "How did it feel to put it down?"

Take 2–3 answers.

Step 6: What Would You Say? — 15 mins

Put students in pairs.

Tell them:

> "One person has hurt the other person. Your job is to practise what you could say."

Give each pair one situation:

Situation 1:
Your friend forgot something important you asked them to do.

Situation 2:
Your friend made fun of you in front of others.

Situation 3:
Your brother took something without asking.

Situation 4:
Your friend said something rude when they were angry.

Situation 5:
A classmate made a mistake and blamed you.

Student A explains:

> "I felt angry because _____."

Student B responds:

> "I'm sorry. I understand why you felt _____."

Then Student A can say:

> "I accept your apology."

OR

> "I need some time, but I don't want to stay angry."

Switch roles.

Emphasise:

> **"Forgiving someone does not mean you have to trust them immediately."**

Step 7: Forgiveness Line — 10 mins

Make an imaginary line across the classroom.

One side = **EASY TO FORGIVE**

Other side = **DIFFICULT TO FORGIVE**

Read a situation.

Students stand somewhere on the line depending on how easy they think forgiveness would be.

Examples:

- Someone accidentally steps on your foot.
- Your friend forgets your birthday.
- Someone laughs at your mistake.
- Your friend says something rude when angry.
- Someone breaks something important and doesn't apologise.

Ask 2–3 students:

> "Why did you stand there?"

This creates discussion without forcing students to reveal personal experiences.

Step 8: Final Reflection — 5 mins

Ask students to complete:

> **"Forgiveness does not mean _____."**

Take a few answers.

Then:

> **"Forgiveness can help me _____."**

Possible answers:

- feel lighter
- stop being angry
- move forward
- feel peaceful
- stop thinking about the past

End with:

> **"Forgiveness doesn't change the past. It can change how much of the past we carry with us."**

Day 188: How to Apply for a Passport and a Visa?

(This lesson was previously lesson 123)

Word of the Day: Process
Meaning: A series of steps to achieve something.
Example: "I understand the visa process."

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.

Word of the Day: The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

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/ChatGPT 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)

- 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 **ChatGPT** on their device.
2. Copy and paste this prompt into ChatGPT 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**. ChatGPT 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, ChatGPT 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).

Day 189: Bullying and How to Cope with it?

Step 1: Today's Topic (20 minutes)

- Share today's topic. Write it on the board. Pronounce the Topic as a class.
- Ask students to guess- what does the topic mean?
- Teacher gives a demo - copy the prompt from the AI document and paste on ChatGPT.
- Read the situation aloud. If needed, explain it.
- Ask students what they will do in this situation.
- Share the response.
- Now call a student. Ask the student to give a demo. (If everyone already knows the process, skip this)
- Once everyone understands the process, get started.

Step 2: Start AI Activity (15-20 minutes)

- Students sit in a zig-zag pattern
- Students copy the prompt from the AI document
- They paste it into the AI platform- ChatGPT
- Students begin interacting with AI individually
- Remind students that they should write important points in their notebooks while talking to the AI

Step 3: Mid-Check (Regroup) (5 minutes)

- Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern.
- Ask: What did the AI ask you? (AI mostly gives different situations to everyone, so take variety of responses)
- First: Students discuss with their partner
- Then: Take responses from 2 students
- Ensure everyone is on track

Step 4: Continue AI Activity (10-15 minutes)

- Students go back to their AI conversation
- Teacher walks around, supports, and guides students
- Remind students that they should write important points in their notebooks while talking to the AI

Energizer: Countdown (2-3 mins)

Instructions:

Students have to count from 1 to 20. There is one rule though: there is no particular order. Students have to yell the consecutive number whenever they want. But when two students yell

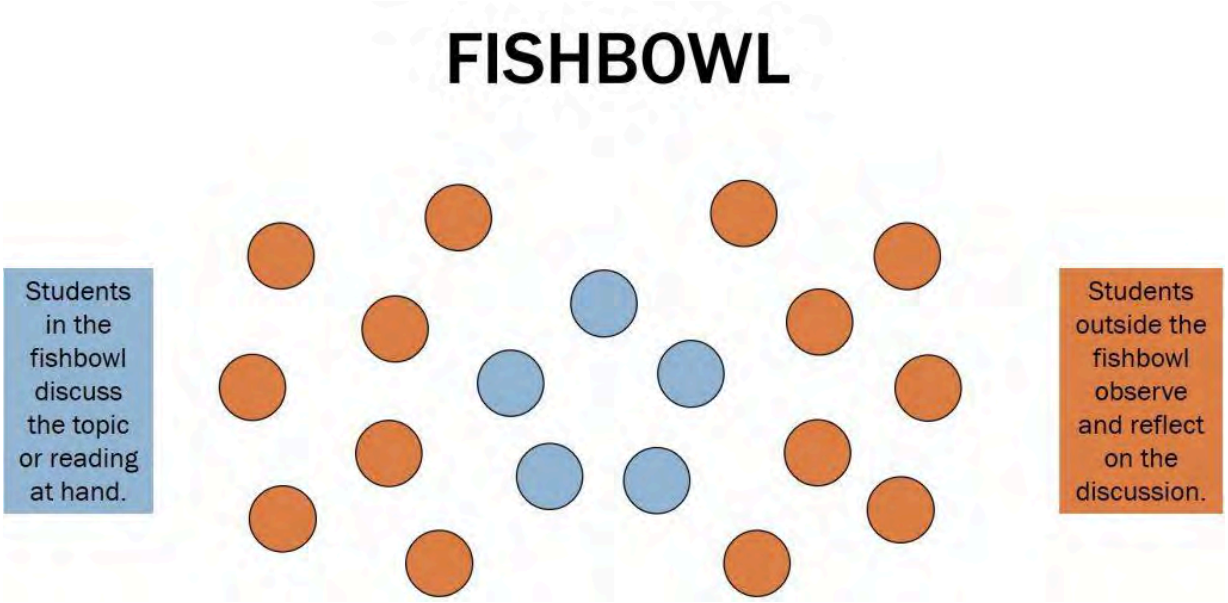
a number at the same time, they have to start counting from 1 again. Wonder how long it will take until they reach 20?

Step 5: Teacher Activity (30 mins)

Fishbowl – Bullying & Coping

Setup:

- Inner circle: 4–5 students (speakers)
- Outer circle: rest of the class (listeners)



Round 1

Inner circle discusses: (write the questions on the board)

1. What is bullying?
2. Have you seen bullying in real life?
3. How should a person react to bullying?
4. Why is it important to stay calm and confident?

Outer circle listens and thinks: One good idea they heard and one strong speaker

Switch: New students come to inner circle

Round 2: Discuss: (write the questions on the board)

1. What should you NOT do in bullying situations?
2. Who can you ask for help?
3. How can you support a friend who is bullied?
4. One action you will take if you see bullying

Day 190: How to fill a Form and Ask Questions

Note for B1-Level Students:

From Day 180 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.

Word of the Day: Submit

Meaning: To give something for review or approval.

Example: "I submit my form on time."

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.

Word of the Day: The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

Step 1: Form Filling Practice (30 mins)

Goal: Students learn to read, understand, and fill out a sample bank account opening form in English.

Steps:

1. The teacher explains the sections of the form (Applicant Info, Contact, ID, Nominee, Declaration).
2. Students fill in the form with imaginary details (teacher models 2–3 examples on the board).
3. A few students read one filled line each aloud for pronunciation and speaking practice.

Step 2: AI Question Creation + Hot Seat (30 mins)

Objective:

Students will create, ask, and answer simple English questions using AI to build fluency and confidence.

Step A – AI Question Creation (10 mins)

- The teacher shows how to ask AI: “Write 5 easy English questions to ask my classmates.”
- Students ask AI for their own 5 simple English questions and copy them into notebooks.
- A few students share their questions aloud. The teacher writes 5–6 of the best questions on the board for everyone to use.

Step B – Hot Seat Speaking (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 **ChatGPT** on their device.
2. Copy and paste this prompt into ChatGPT 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**. ChatGPT 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, ChatGPT 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.

Day 191: Let's talk about Luck

Word of the Day: Mindset

Meaning: The way a person thinks about things.

Example: "A positive mindset helps in learning."

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.

Word of the Day: The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

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 ChatGPT/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)

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 **ChatGPT** on their device.
2. Copy and paste this prompt into ChatGPT 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**. ChatGPT 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, ChatGPT 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?”

Day 192: Income Growth Lesson - Integrity

Step 1: Today's Topic (20 minutes)

- Share today's topic. Write it on the board. Pronounce the Topic as a class.
- Ask students to guess- what does the topic mean?
- Teacher gives a demo - copy the prompt from the AI document and paste on ChatGPT.
- Read the situation aloud. If needed, explain it.
- Ask students what they will do in this situation.
- Share the response.
- Now call a student. Ask the student to give a demo. (If everyone already knows the process, skip this)
- Once everyone understands the process, get started.

Step 2: Start AI Activity (15-20 minutes)

- Students sit in a zig-zag pattern
- Students copy the prompt from the AI document
- They paste it into the AI platform- ChatGPT
- Students begin interacting with AI individually
- Remind students that they should write important points in their notebooks while talking to the AI

Step 3: Mid-Check (Regroup) (5 minutes)

- Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern.
- Ask: What did the AI ask you? (AI mostly gives different situations to everyone, so take variety of responses)
- First: Students discuss with their partner
- Then: Take responses from 2 students
- Ensure everyone is on track

Step 4: Continue AI Activity (10-15 minutes)

- Students go back to their AI conversation
- Teacher walks around, supports, and guides students
- Remind students that they should write important points in their notebooks while talking to the AI

Energizer: Count and Jump (2-3 mins)

Instructions:

Students stand in a circle.

Count aloud from 1 onwards.

Whenever a number is a multiple of 3 (3, 6, 9, 12, etc.), the student must jump instead of saying the number.

Anyone who says the number instead of jumping starts the count again.

Step 5: Teacher Activity (30 mins)

1. Partner Discussion (5 mins)

Ask students to tell their partner one thing they learned from the AI session. Take 2–3 responses from the class.

2. Would You or Wouldn't You? (10 mins)

Read out these situations one by one. After each one, ask students to stand if they would do the right thing, stay seated if they wouldn't. Then ask 1–2 students to explain why.

1. You find ₹100 on the floor in the classroom. Nobody saw you pick it up.
2. Your friend asks you to lie to the teacher about your leave.
3. You got extra marks by mistake in your test. The teacher didn't notice.
4. You saw someone copying in the exam. The teacher didn't see.
5. Your group did all the work but your absent friend will also get credit.

Push back a little: "But nobody will ever know — so why does it matter?"

3. The Integrity Circle (15 mins)

Everyone stands in a big circle. Tell the class:

"Now we are going to be honest — not about others, but about ourselves."

Pick one student to stand in the middle of the circle. They answer 3 questions honestly. The class just listens — no laughing, no judging.

The 3 Questions:

1. "On a scale of 1 to 10, how much do you follow integrity in real life right now? Why?"
2. "Is there a situation where you wanted to do the right thing but didn't? What happened?" (They can keep it vague — they don't have to share details)
3. "Going forward, one small thing you will try to do more honestly — at home, in class, or with friends?"

After each person finishes, the class gives a silent clap — both palms touching but no sound.

Do this with 4–5 volunteers. Don't force anyone. But usually once one person goes, others want to as well.

Day 193: Why does hate harm us?

Step 1: Today's Topic (20 minutes)

- Ask students to guess- what does the topic mean?
- Teacher gives a demo - copy the prompt from the AI document and paste on ChatGPT.
- Read the situation aloud. If needed, explain it.
- Ask students what they will do in this situation.
- Share the response.
- Now call a student. Ask the student to give a demo. (If everyone already knows the process, skip this)
- Once everyone understands the process, get started.

Step 2: Start AI Activity (15-20 minutes)

- Students sit in a zig-zag pattern
- Students copy the prompt from the AI document
- They paste it into the AI platform- ChatGPT
- Students begin interacting with AI individually
- Remind students that they should write important points in their notebooks while talking to the AI

Step 3: Mid-Check (Regroup) (5 minutes)

- Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern.
- Ask: What did the AI ask you? (AI mostly gives different situations to everyone, so take variety of responses)
- First: Students discuss with their partner
- Then: Take responses from 2 students
- Ensure everyone is on track

Step 4: Continue AI Activity (10-15 minutes)

- Students go back to their AI conversation
- Teacher walks around, supports, and guides students
- Remind students that they should write important points in their notebooks while talking to the AI

Energizer: Ask everyone to stand up. Jump 20 times as a class. (2-3 mins)

Step 5: Teacher Activity

Activity: "The Heavy Bag of Anger" (Experiential + Speaking Activity)

1. Set the Context (5 mins)

Tell students:

“Today we learned: Hate is like carrying a heavy bag.
It does not hurt the other person. It hurts us.”

Ask 2 quick questions:

- “What happens when we stay angry for long?”
- “How does it affect our mind or body?”

2. The “Heavy Bag” Demonstration (5 mins)

Do this physically:

- Take a school bag or object
- Call 1 student in front
- Ask them to hold it with one hand

Say:
“This bag = anger / hate”

Now ask:

- “Is it easy to hold?”
  (wait 10 seconds)

Add more books (increase weight)

Ask:

- “Now how do you feel?”

Connect:
“Same happens when we keep hate inside.”

3. Roleplay – 2 Ways (30 mins)

Divide into 4 groups. Each group gets one situation. They act it out **twice** — once with anger, once with calm talking.

Each group does a quick roleplay:

Round 1 (Negative)

- Show: anger, no talking, ignoring

Round 2 (Positive)

- Show: talking calmly, solving problem

Role Play Situations:

1. Your friend told everyone you cheated in the exam. It was a lie.
2. Your classmate took credit for your idea in front of the teacher.
3. Someone in your group made fun of the way you speak English.
4. Your friend forgot your birthday but remembered everyone else's.

Day 194: Students Lead the Group Discussion

Word of the Day: Lead

Meaning: To guide or direct others.

Example: "I lead my group in discussion."

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.

Word of the Day: The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

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)

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)

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)

Day 195: Revision Lesson

Objective:
Students revise and practise speaking on Present, Past, and Future Tense topics using full sentences, questions, reasons, and examples.

Step 1 – Introduction (5 mins)
Teacher explains:

> "Today we will revise the speaking topics we have practised. You will work in groups, discuss a topic, and present it to the class."

Step 2 – Group Formation and Topic Distribution (10 mins)

- Divide students into groups of 4–5.
- Select topics from the **Present, Past, and Future Tense sections of the SAB**- 156-157-158
- Give each group a different topic and the related questions from the SAB.
- Ask groups to move to different places in the classroom to practise.

Step 3 – Group Practice (20 mins)
Students discuss their topic together.

Remind them to:

- Speak in full sentences.
- Ask questions.
- Give reasons and examples.
- Listen and respond to others.
- Use the correct tense.
- Speak in English.

Teacher moves around and supports groups that need help.

Step 4 – Group Presentations (45 mins)

- Call one group at a time to present.
- Each group discusses its topic for about 5 minutes.
- While one group presents, the other groups continue practising their own topics.
- After each presentation, ask 1–2 students a follow-up question.

Step 5 – Challenge Questions (15 mins)
Ask individual students unexpected questions related to their topic.

Examples:

> "Why do you think so?"
> "Can you give me an example?"
> "What would you do differently?"

"What will you do next?"
"What happened next?"

Step 6 – Reflection (10 mins)
Ask students:

- Which topic was easy for you?
- Which topic was difficult?
- Did you speak in full sentences?
- Did you ask questions?
- Which tense do you need more practice with?

Students complete:

"I am confident about _____."

"I need more practice with _____."

"Next time, I will _____."

Day 196: Practicing Daily Conversations

Note for B1-Level Students:

From Day 180 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.

Word of the Day: Converse

Meaning: To have a conversation.

Example: "I converse in English daily."

Objectives:

- Students will practice speaking in real-life situations.
- Students will perform role-plays with confidence.
- Students will improve speaking using AI conversations.

Word of the Day: The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

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)

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)

Guide students to practice the prompt from Day 180

Day 197: Why is Greed Harmful?

Step 1: Today's Topic (20 minutes)

- Share today's topic. Write it on the board. Pronounce the Topic as a class.
- Ask students to guess- what does the topic mean?
- Teacher gives a demo - copy the prompt from the AI document and paste it on ChatGPT.
- Read the situation aloud. If needed, explain it.
- Ask students what they will do in this situation.
- Share the response.
- Now call a student. Ask the student to give a demo. (If everyone already knows the process, skip this)
- Once everyone understands the process, get started.

Step 2: Start AI Activity (15-20 minutes)

- Students sit in a zig-zag pattern
- Students copy the prompt from the AI document
- They paste it into the AI platform- ChatGPT
- Students begin interacting with AI individually
- Remind students that they should write important points in their notebooks while talking to the AI

Step 3: Mid-Check (Regroup) (5 minutes)

- Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern.
- Ask: What did the AI ask you? (AI mostly gives different situations to everyone, so take variety of responses)
- First: Students discuss with their partner
- Then: Take responses from 2 students
- Ensure everyone is on track

Step 4: Continue AI Activity (10-15 minutes)

- Students go back to their AI conversation
- Teacher walks around, supports, and guides students
- Remind students that they should write important points in their notebooks while talking to the AI

Energizer: Countdown (2-3 mins)

Instructions:

> Students have to count from 1 to 20. There is one rule though: there is no particular order. Students have to yell the consecutive number whenever they want. But when two students yell a number at the same time, they have to start counting from 1 again. Wonder how long it will take until they reach 20?

Teacher's Activity: "Greed Is Good — Or Is It?"

Step 5: The Debate Roleplay (30 mins)

Tell the class: "Now we do what you did with AI — but with each other. One side says greed is good. The other side says greed is harmful. Both sides must fight for their point."

Divide the class into two sides. It doesn't matter what they personally believe — they argue the side they are assigned.

Side A — Greed Is Good
Side B — Greed Is Harmful

Give each side 3 minutes to prepare 2–3 arguments together.

Then run the debate in **2 rounds:**

Round 1 — Opening Arguments (10 mins)
One person from each side speaks. 1 minute each.

Side A opens with: "Greed is good because..."
Side B responds with: "Greed is harmful because..."

Round 2 — Attack Round (10 mins)
Each side directly challenges the other. Anyone can speak.

Give these challenge lines to help quieter students jump in:

- "But what about the example of...?"
- "That is not always true because..."
- "You said ___, but what happens when...?"

Teacher keeps energy up — push back on both sides occasionally. Ask: "Can nobody answer that point?"

Step 6: The Difficult Questions (10 mins)

1. "A farmer stores grain and sells it at high price when others are starving. Is that smart business or greed?"
2. "A student studies very hard only to earn more money than others — not to help anyone. Is that greed?"
3. "Can a greedy person ever be truly happy? Why or why not?

Day 198: Speaking Practice for the B1 Interview

Word of the Day: Engage

Meaning: To take part actively and show interest.

Example: "I engage in class activities."

Objective: Students confidently answer and ask questions in a one-on-one setting.

Word of the Day: The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

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)

- 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)

Practice prompt from Day 180

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.

Day 199: Income Growth Lesson - Power of Small Daily Habits

Step 1: Today's Topic (20 minutes)

- Share today's topic. Write it on the board. Pronounce the Topic as a class.
- Ask students to guess- what does the topic mean?
- Teacher gives a demo - copy the prompt from the AI document and paste on ChatGPT.
- Read the situation aloud. If needed, explain it.
- Ask students what they will do in this situation.
- Share the response.
- Now call a student. Ask the student to give a demo. (If everyone already knows the process, skip this)
- Once everyone understands the process, get started.

Step 2: Start AI Activity (15-20 minutes)

- Students sit in a zig-zag pattern
- Students copy the prompt from the AI document
- They paste it into the AI platform- ChatGPT
- Students begin interacting with AI individually
- Remind students that they should write important points in their notebooks while talking to the AI

Step 3: Mid-Check (Regroup) (5 minutes)

- Stop the class after 15-20 minutes of AI activity. Don't change the seating pattern.
- Ask: What did the AI ask you? (AI mostly gives different situations to everyone, so take variety of responses)
- First: Students discuss with their partner
- Then: Take responses from 2 students
- Ensure everyone is on track

Step 4: Continue AI Activity (10-15 minutes)

- Students go back to their AI conversation
- Teacher walks around, supports, and guides students
- Remind students that they should write important points in their notebooks while talking to the AI

Energizer: Ask everyone to stand up. Jump 20 times as a class. (2-3 mins)

Step 5: Teacher's Activity: 1 - 2 - 3 (30 mins)

1 Video - Students type and search this video on You tube:

- Small Steps, Big Changes|The Power of Habits | Saurabh Bothra | TEDxYouth@TheShriramMillenniumNoida

2 Simple Questions:

1. What is one small daily habit the speaker talks about that anyone can do easily?
2. Why does the speaker say we should start small instead of doing everything at once?

3 Quiz Questions:

Question 1: Why is it easier to build bad habits than good habits?

A) Bad habits need more hard work
B) Bad habits feel good quickly, but good habits take time to show results
C) Bad habits are difficult to notice
D) Our brain does not like good habits

Question 2: What is the "All or Nothing" trap?

A) You must do a habit perfectly every day or stop completely
B) You should only start a habit when you feel fully ready
C) You try to do too many things at once, and when motivation goes down, you quit everything
D) Every habit is either fully good or fully bad

Question 3: What is the best way to set an intention for a new habit?

A) Wish for it every morning
B) Decide in advance — exactly when, where, and how you will do it — so you don't have to think about it later
C) Watch motivational videos to feel more inspired
D) Tell everyone about your goal so they push you

Day 200: 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.

Day 201: 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

Day 202: 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

Day 203: 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

Day 204: 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

Day 205: 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

Day 206: Presenting: Career Research

(One of the following: Tele Sales Executive, Medical Laboratory Technician, Web Developer)

Word of the Day: Resolve

Meaning: To solve a problem or confusion.

Example: "I resolve my doubts by asking questions."

The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

Step 1: Instructions (45 mins)

1. Choose ONE career from the list given today.
2. Use Google or ChatGPT (AI) to search for information.
3. Answer the following questions about that career

Today's 3 Careers (Choose One):

A. Tele Sales Executive

B. Medical Laboratory Technician (MLT)

C. Web Developer

1. What is the name of the job?
The job I chose to talk about is called:

2. How much is the average salary?
The average salary for this job is around:

3. What does the person do in this job?
A person in this job is responsible for:

4. Where do they work?
They usually work in the _____ industry, at places like:

5. What skills are needed for this job?
To do this job well, you need skills such as:

6. What education or training is required?
Most people in this job need to study or train in:

7. What is exciting or different about this job?
This job is exciting because:

8. Would you like to do this job? Why or why not?
I would / would not like to do this job because:

9. One interesting fact I found was that:

10. In conclusion, I think this job is a good option for someone who:

Step 2: Presentation Instructions (45 mins)

1. Students prepare a **short presentation** using their answers.
2. Teacher selects **3 weak students and 2 average students** to present first.
3. These students come on stage and present their answers in an **exciting way (loud voice, eye contact)**.
4. After this, divide the class into **small groups.**
5. Rest of the students to take turns and present in their groups.
6. Teacher gives **simple feedback** (good voice, clear sentences, confidence).

Day 207: Presenting: Career Research

(One of the following: Sales Development Representative, Reporter, Cruise Ship Housekeeping Staff)

Word of the Day: Synthesize

Meaning: To combine ideas into one.

Example: "I synthesize information from different sources."

The teacher shares the word of the day and shares the meaning and example. Now ask a few students to share their sentences. **(5 mins)**

Step 1: Instructions (45 mins)

1- Choose ONE career from the list given today.

2- Use Google or ChatGPT (AI) to search for information.

3- Answer the following questions about that career

Today's 3 Careers (Choose One):

A. Sales Development Representative

B. Reporter

C. Cruise Ship Housekeeping Staff

1. What is the name of the job?
The job I chose to talk about is called:

_____

_____

2. How much is the average salary?
The average salary for this job is around:

_____

_____

3. What does the person do in this job?
A person in this job is responsible for:

_____

_____

4. Where do they work?
They usually work in the _____ industry, at places like:

_____

_____

5. What skills are needed for this job?
To do this job well, you need skills such as:

6. What education or training is required?
Most people in this job need to study or train in:

7. What is exciting or different about this job?
This job is exciting because:

8. Would you like to do this job? Why or why not?
I would / would not like to do this job because:

9. One interesting fact I found was that:

10. In conclusion, I think this job is a good option for someone who:

Step 2: Presentation Instructions (45 mins)

1. Students prepare a **short presentation** using their answers.
2. Teacher selects **3 weak students and 2 average students** to present first.
3. These students come on stage and present their answers in an **exciting way (loud voice, eye contact)**.
4. After this, divide the class into **small groups.**
5. Rest of the students to take turns and present in their groups.
6. Teacher gives **simple feedback** (good voice, clear sentences, confidence)

Day 208 Onwards: 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.

Mark “G” in the LMS

Lesson Duration: 60 mins

Materials:

- Certificates

Certificate Distribution

Objective: Students will receive their FEA graduation certificate. The teacher will recognize progress and motivate future learning.

Step 1: 60 minutes

Call students one by one (or in small groups) to receive their certificates. This will give you a chance to thank them personally and offer any final words of encouragement.

Personalized Comments:

When handing out certificates, you can briefly mention positive feedback about each student’s progress.

Photos:

Offer the opportunity for students to take a quick photo with their certificate if they want to.

Note for Teachers:

Please remember that cake cutting or parties at the branch are not allowed as per FEA policy. You can celebrate by having a discussion, sharing feedback, or simply acknowledging students’ achievements.

Thank you for following the rules!

Step 2:

Please coordinate with your Territory Manager to plan the remaining part of the day.

Troubleshooting Guide

Need Help? Scan the QR code to quickly find solutions to common IT and AI activity issues at your branch.

FEA Branch IT & AI Help Guide

Scan to open troubleshooting document

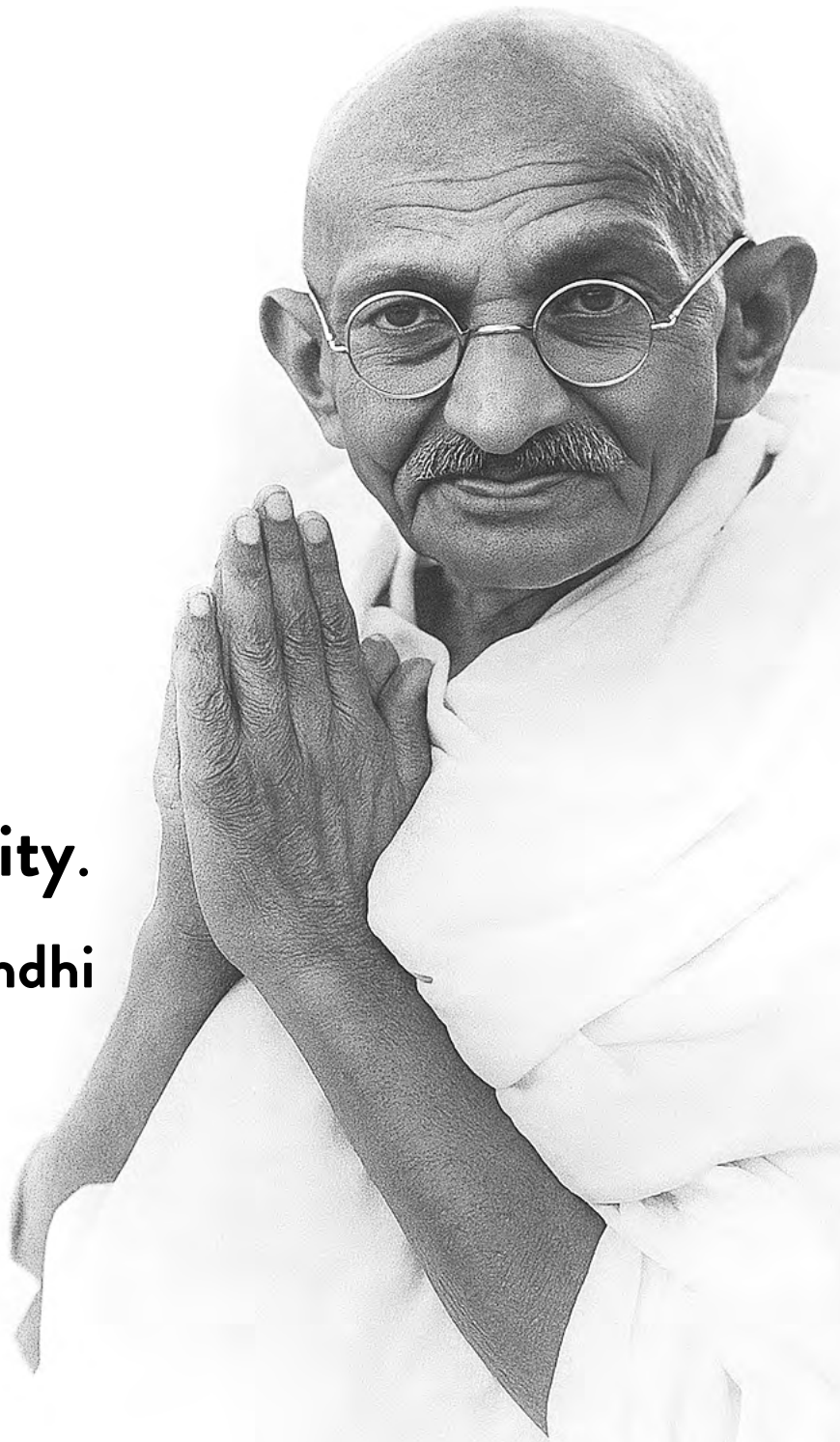
F E A

Building ethical, productive mindsets and core employability skills

Community Service

For me the road to salvation lies through incessant toil in the service of my country and the entire humanity.

- Mahatma Gandhi



FEA classes are completely free of cost for students

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