



This book has been issued to (Center Code).....(Center Name)
on..... (DD/MM/YY)

**“It is not in the stars
to hold our destiny
but in ourselves.”**
- William Shakespeare

**“Try to learn something
about everything and
everything about
something.”**
- Thomas Huxley

**“Education is the
passport to the future,
for tomorrow belongs to
those who prepare for it
today.”** - Malcolm X

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

FACILITATOR HANDBOOK

REVISED - NOV 17, 2016

**“If you think in terms of a
year, plant a seed; if in
terms of ten years, plant
trees; if in terms of 100
years, teach the people.”**
- Confucius

**“Live as if you were to die
tomorrow. Learn as if you
were to live forever.”**
- Mahatma Gandhi

**“The best preparation
for tomorrow is doing
your best today.”**
- H. Jackson Brown, Jr.



About This Resource

The English language program at Freedom English Academy organized by the AAM Foundation is aimed at building comfort, confidence and competence in oral communication. The one hour forty-five minute long, weekday classes are designed around a software where the students listen and imitate the language as spoken by native speakers for thirty minutes. Thereafter, for one hour and fifteen minutes, with guidance from the Facilitator, the students practice the learnt concepts through written exercises in the Workbook and planned oral communication activities.

AAM Foundation is also committed to building critical thinking skills that make the students independent and reflective thinkers. The language lessons are layered with activities to nurture a problem-solving mindset among students who become active contributors in their communities.

This Handbook is to be used in conjunction with the Student Workbook. The purpose of this Handbook is to serve as a comprehensive lesson-plan resource for those facilitating the learning of first generation learners of the English language, organizing information to foster comfort with the language at later Beginner (Level I). The language-acquisition activities in this handbook will also build habits of mind better attuned to thinking and understanding the community of which they are an integral part. At this level, the students are also taught touch-typing or keyboarding and hold Book Discussion after participating in the compulsory reading program.

All lessons/activities, will require the facilitators to prepare and familiarize themselves with the lesson before they implement them in the centers.

The Facilitator Handbook comprises lesson-plans, as a part of later Beginner (Level I) to be completed in two months. After the successful completion of lessons in this book and meeting the promotion criteria as assessed by the Student Evaluator, the student will be given Book 3 for early Intermediate (Level II).

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Lesson 49: Body Parts

Objectives

1. Students will learn vocabulary related to parts of body and use it appropriately.
2. Students will attempt creating a poem.

Materials

- Workbook
- Writing material

Vocabulary

- names of body parts
- ear, head, hair (not hairs), neck, lips, cheek
leg (pronunciation)

Critical Thinking

- alternative explanations

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. Along with students review the parts of body as given in A.1 and A.2 of the Workbook. (5 minutes)
3. Next ask students to complete Workbook exercise A.3. Students write about 2-3 of the newly learnt body parts - "I have two eyes. I have one nose. My nose is on my face." Or "I have 2 eyes on my face/in my head. My eyes are black in color. I see the world with my eyes." (5 minutes)
4. After everyone has finished writing, ask a few students to share what they have written. Use peer correction to guide students to pronounce the names correctly. Common confusion - fingers and toes. Some students will count their fingers/toes as distinct from thumb/big toe while some will not. Both are acceptable. Most students will mispronounce words like lips ('leeps'), cheeks ('chik) etc. (10 minutes).
5. Shared read poem "Be glad your nose is on your face" by John Prelutsky in Part B.1. (10 minutes)
6. Ask students to count the number of body parts that they can identify in the poem. Discuss words that are unfamiliar to the students. (5 minutes)
7. Ask students (10 minutes):
 1. Where else could your nose be?
 2. What would happen if your nose was there instead of your face?
 3. What if your eyes were not on your face?
 4. Where else could they be?
 5. What would happen if your eyes were there instead of your face?
8. As a class, compose a 7-8 sentences long similar poem about a body part. (10 minutes)

9. Ask students to work in small groups to compose a similar poem with their groups members.
(10 minutes)
10. Ask some of the students to recite the poem composed by their groups.

Extension

Additional vocabulary: chin, cheek, tongue, forehead, shoulder, wrist, knee, elbow, ankle, stomach, thumb, armpit, eyebrow and back.

Lesson 50: Common Illnesses

Objectives

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

Materials

- Workbook
- Writing material

Vocabulary

- medicine
- illness / disease
- clinic/hospital
- symptoms

Critical Thinking

- looking for evidence
- fact, opinion & inference

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. During the last 5 minutes of CBT ask the students to watch video Lesson 50. Encourage students to replay the video once so that they get the message.
3. After everyone has watched, ask (10 minutes):
 - What is one new thing they learnt about germs after watching the video?
 - What are the germ hotspots in their FEA center?
 - Which of the 3 germ knockout rules is most difficult one for them to follow?
4. After students read and complete Workbook exercise A, ask them to choose a partner.
5. Each pair has to:
 - name one common illness that they/those around them suffer/suffered from.
 - the probable cause of the illness.(Some students will name symptoms rather than illnesses. Accept all answers.) (5 minutes)Ask the partner to share the illness that his partner talked about and its cause(s).For instance, partner A will share what partner B said and vice versa. (5 minutes)
6. Write the responses on the board clearly identifying them as 'Illness' and 'Cause'.
7. Next ask students to review part B and C. Ask students to use the words given in part B in sentences of their own.

8. Role Play: Each pair prepares role play for Visit to the Doctor, including:
 - Opening greeting
 - Conversation about the illness. For example, Doctor (Partner 1): “How can I help you?” Patient (Partner 2): “I have a backache.”
 - Questions and responses. For example, Doctor: “When did the backache begin?”; Patient: “It began yesterday.”; Doctor: “What did you do yesterday?” Patient: “I moved the bed in my house.”
 - The prognosis (treatment). For example, Doctor: “Take this medicine and rest your back.”
 - Closing line. For example, Patient: “Thank you, doctor.” Doctor: “Get well soon.”
9. Ensure that each group chooses a different illness. (5 minutes)
10. Each group gets 2-3 minutes to present. Ask the confident groups first so that the shy and unfamiliar ones gain comfort from repetition. (15 minutes)
11. Share with students the following “medical facts,” as if you believe them. (In fact, doctors used to believe these were true!)
 - If you have an ache, you can cut a mouse in half, and put it on the spot that aches.
 - If you have a headache, you can let the doctor cut a hole in your skull, to let out the “bad air.”
12. Ask students (10 minutes):
 - Why did people believe these things?
 - How would you convince someone these are not good cures?
 - Have they come across any such beliefs?
13. Discuss the importance of (10 minutes) :
 - evidence in medicine - What would happen if the doctors prescribed medicines without check-up and medical test?
 - research in medicine - Do they know of any advancements in medical science?
 - learning of doctors - What does ongoing research mean for doctors?
14. End the day by asking the students if some of these illnesses can be avoided. Record the responses as key words.

Extension

Talk about different kind of medical practitioners: physician, surgeon, dentist, ENT, nurse, chemist, ophthalmologist, dermatologist, etc

Differentiate between illness and sickness; clinic and hospital; quacks, witch doctor and a qualified doctor.

Lesson 51: Sensory Organs

Objectives

1. Students will learn vocabulary related to sensory organs.
2. Students will learn associated vocabulary related to functions of the sensory organs and present them in simple sentences using lessons learnt over the past two months.

Materials

- Workbook
- Writing material

Vocabulary

- see / look
- hear / listen
- touch / feel
- smell

Critical Thinking

- alternative explanations
- looking for evidence
- self awareness

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. With the help of students recap the words commonly mispronounced by the students during Lesson 50 & 51. (5 minutes)
3. As a whole class go over part A.1 & A.2. (15 minutes)
4. A.1 can be read as "With my eyes, I can see....."
5. As the students are studying part A.1 & A.2 ask the difference between hear and listen; look and see; feel and touch. The former are natural functions that our eyes/ears/nose perform but latter are those that we make our eyes/ears/nose consciously do.
6. Script writing: Next ask the students to partner with a friend. Each pair prepares a conversation script, in a question and statement format, using learning from current and previous lessons. The conversation should focus on a place (without naming the place, which the rest of the class will have to guess).
 - Partner 1 asks a question. For example, "What do you see?"
 - Partner 2 responds. For example, "I see sand and sky."
 - Partner 1 asks another question. For example, "What do you hear?"
 - Partner 2 responds. For example, "I hear children laughing."
 - The partners do that for all the five senses - four sentences (2 questions and 2 statements) each.

7. Students present their conversation to the class. In case, there is not enough time, the Facilitator may ask a pair to present conversation about 2-3 senses only. The rest of the class should guess which place the conversation is describing. Encourage students to give specific evidence for their guesses. For example: "I think it is the beach, because s/he could see sand." (15 minutes)
8. End the day with a discussion on, "We cannot always trust our senses for truth." Ask students whether they agree or disagree and with the statement. Encourage students to reflect and share anecdotes/incidents from real life to prove their stance. (10 minutes)

Extension

Students give more examples of associated vocabulary like beautiful, smooth, sour, scary, loud, rough, etc.

Lesson 52: Healthy Eating

Objectives

1. Students will learn the concept of healthy and unhealthy diet.
2. Students will learn to talk about their own eating habits.

Materials

- Workbook
- Writing material
- A ball

Vocabulary

- healthy / unhealthy
- junk
- nutrition
- balanced

Critical Thinking

- making connections
- fact, opinion & inference

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. Ask students to compare the two plates in part A of the workbook. Ask (5 minutes):
 - What do they see?
 - Which one would they choose to it?
 - Which one is healthy? Why?
 - Which one is unhealthy? Why?
 - When is it OK to have unhealthy food?
3. Ask the students complete part B in the workbook. After all students have completed the exercise ask some of them to share their responses and reason(s) why they feel it is healthy or unhealthy. (5 minutes)
4. Ask students to go over the words in part C and use images as cues to guess what these words could mean. Each student must use any 2 of the words in sentences and share the two sentences with the person sitting next to him/her. (5 minutes)
5. Ask a few students to repeat what they were told by the person next to them and complete part D with the help of given images. Ask a few students to share what they have written. (10 minutes)
6. After the Workbook exercise, play Hot Potato (15 minutes):
 - ♦ Students sit in a circle with the Facilitator in the middle. Each student writes two sentences(real or imaginary) (15 minutes) in the blank space in the workbook:
 - Sentence 1 - A healthy eating habit. For example, "I eat a good breakfast every day."

- Sentence 2 - An unhealthy eating habit. For example, "I eat chocolate cake for lunch everyday."
9. The Facilitator throws the ball to a student in the circle. The student catches it and shares his/her two sentences.
 10. After speaking the two sentences, the student passes the ball back to the Facilitator.
 11. Next the Facilitator passes the ball to another student in the circle. Repeat till the ball has been passed around about 10-12 times. During the game as the students name different food items, question how that is healthy or unhealthy. For example, "Is a burger always bad for health?" "Is salad always good for health?" etc. Ask the confident students to share first so that the shy and unfamiliar ones gain comfort from repetition.
 7. After the game write, "We are what we eat." on the board. Ask students to share their views for/against the topic. Encourage them to reflect and share anecdotes/incidents from real life to prove their stance. (10 minutes)
 8. During discussion, raise the point of making assumptions about people. For instance, a person may be overweight because he has poor eating habits and consumes a lot of fatty food and does not exercise at all OR that he has severe hormonal issues which affect his body weight.

Extension

Introduce vocabulary such as nutrition, disease, strong/weak, mood, junk, preservatives etc.

Lesson 53: Hygiene

Objectives

1. Students will learn the concept of hygiene (cleanliness).
2. Students will learn to talk about their own habits/actions that are hygienic/unhygienic.

Materials

- Workbook
- Writing material
- A ball

Vocabulary

- disease
- death
- bath/scrub/ trim
- cleanliness

Critical Thinking

- fact, opinion & inference
- making connections

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. During the last 5 minutes of CBT ask the students to listen to audio Lesson 53. Encourage students to replay the audio once so that they get the message.
3. After everyone has listened to the audio, ask (10 minutes):
 - What is a restroom? What other words are used for it?
 - Who would be interested in this speech?
 - If you could ask the speaker a question what would you ask?
4. Ask to read and discuss with a partner the meaning of hygiene as given in part A. (5 minutes)
5. Next, along with their partner, the students complete the Workbook exercise B. They must discuss reasons on why it is unhygienic. Encourage them to use the vocabulary learnt in the past few lessons.(10 minutes).
6. Next the partners shared read the article given in part C and discuss to complete the questions that follow. (15 minutes)
7. After the Workbook exercise, students sit in a circle with the Facilitator in the middle.
8. Hot Potato: Students sit in a circle. Each student speaks 3 sentences (10 minutes):
 - Sentence 1 - His / her hygienic habit. For example, "I brush my teeth every morning."
 - Sentence 2 - His / her unhygienic habit. For example, "I forget to brush my teeth in the morning."
 - Sentence 3 - How he/she will change his/her unhygienic habit. For example, "I will set a reminder on my phone for every morning."

- 9.** The Facilitator throws the ball to a student in the circle. The student catches it and shares his/her three sentences. (15 minutes) After speaking the three sentences, the student passes the ball back to the Facilitator.
 - 10.** The Facilitator now passes the ball to another student in the circle. Repeat till the ball has been passed around about 10-12 times.
 - 12.** Ask the confident students to share first so that the shy and unfamiliar ones gain comfort from repetition.
 - 13.** After the game write, "Cleanliness is next to godliness." on the board. Ask students to share their views on the statement with examples/anecdotes to support their views.
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Lesson 54: Consolidation

Objectives

1. Students will recap, review and consolidate the learning of the week.

Materials

- Workbook
- Writing material

Vocabulary

- Vocabulary from lessons 49 - 53

Critical Thinking

- alternative explanations
- making connections
- multiple perspectives

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. Recap Lesson 49 - 53. (10 minutes)
3. Randomly ask students to share some of their answers from these lessons. Correct, wherever necessary. (10 minutes)
4. Identify gaps in learning and address the gaps through peer learning and re-teaching, if required. (10 minutes)
5. Ask students to shared read article given in part A with a partner. (10 minutes)
6. Ask a few pairs to summarise the article. (5 minutes)
7. In discussion with their partners, students complete the questions that follow. (5 minutes)
8. Ask a few pairs to share their responses. (5 minutes).
9. Next ask students to rate individually on how healthy, safe and hygienic they are and their surrounding is. (5 minutes)
10. Ask a few students to share their rating and support it with reasons/examples. (5 minutes)
11. If required, discuss the interconnectedness between individual and societal health, safety and cleanliness.
12. Ask students to "step inside" Pathak's life- to imagine themselves as Bindeshwar Pathak and talk about (10 minutes):
 - Why did he take up this work?
 - What problems did he face?

- 13.** Review the students' work displayed on the walls and remove outdated/irrelevant work. Ensure that all students' work is organized session-wise. Do not rip off the students' work when removed from the walls. Encourage students who have prepared the displays to take it with them once it is taken off the walls. Some of it can be taken to their schools and displayed there for use of their classmates. Some of it can be reused on the reverse side.
- 14.** Call the students who have been absent without information or are at-risk of dropping out and update the call log.

Lesson 55: Pronunciation

Objective

Students will learn to differentiate between the sounds /ʃ/ (SHip) and /s/ (Sip).

Students will learn to differentiate between the sounds /i:/ (sheep) and /i/ (ship)

Materials

- Workbook
- Writing material
- Appendix I (Facilitator Handbook)

Vocabulary

- 'Sh' and 'S' words
- "ee" and "i" words

Critical Thinking

- self-awareness
- making connections

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. Begin the lesson with pronunciation warm-ups Appendix I (Facilitator Handbook). Students should stand for warm-ups, as they need to be energetic. Ensure you have created a safe and fun space for practicing pronunciation. (10 minutes)
3. Begin with the consonant sounds: /ʃ/ (SHip) and /s/ (Sip).
4. Ask students to put a finger over their mouth as if they are asking someone to be quiet and make the "shhhhhhh" sound.
5. Elicit words that have the /ʃ/ sound in the beginning, middle and end - write them on the board. (5 minutes)
6. Ask students to make the sound of a snake - ssssssss
7. Elicit words that have the /s/ sound in the beginning, middle and end - write them on the board. Some of the examples can be - see/she, sear/sheet, sock/shock, save/shave, so/show, gas/gash, plus/plush, rust/rush, seen/sheen, sign/shine, single/shingle. (5 minutes)
8. Students to complete workbook exercise on /s/ and /ʃ/, and practice the words with a partner.
9. Introduce the sounds /i/ (shIp) and /i:/ (shEEp) - /i:/ is pronounced further forward in the mouth than /i/.
10. As above, elicit lists of words for /i:/ and for /i/. (5 minutes)
11. Ask students to complete workbook exercise A.1 on /i:/ and /i/. Ask some students to share the words that they have created. (5 minutes)

- 12.** With a partner, ask students to practice the tongue twisters. Divide the class in two, and hold a competition to speak the tongue twisters given in part A.2. Each team must check the opposite team's pronunciation. Each tongue twister pronounced correctly gets the team 10 points. Listen carefully for errors and with the help of other students correct the errors. (10 minutes)
- 13.** In pairs students create some tongue twisters for 'sh/'s' and 'ee'/i' sound words in part A.3. (10 minutes)
- 14.** Hold a competition for the most creative tongue twister, have a few students repeat the tongue twister awarded as most creative. (5 minutes)

Lesson 56: Safety

Objectives

1. Students will understand the concept of safety.
2. Students will learn to talk about their own habits/actions that are safe/unsafe.

Materials

- Workbook
- Writing material
- A ball

Vocabulary

- safe
- unsafe
- accident
- precautions

Critical Thinking

- multiple perspectives
- fact, opinion & inference

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. During the last 5 minutes of CBT ask the students to listen to audio Lesson 56. Encourage students to replay the audio once so that they get the message.
3. After everyone has listened to the audio, ask (10 minutes):
 - What does the speaker volunteer as?
 - What did the Captain ask the speaker to get from the fire?
 - What title would you give to this talk?
4. Ask students to read the meaning of safety given in part A. Ask students to write the meaning in their own words. After all students have written, ask them to find another person in the room to share their meaning. Ask students what meanings were they told. Ensure that the students share what others told them and not their own meaning. (10 minutes)
5. Next, ask students to look at the cartoon in part A.i. Ensure that the students understand vocabulary - blisters, eyepatch, dork. Ask (10 minutes):
 - Why is the young man not dressed safely?
 - How does his manager help him understand the importance of wearing safety gear ?
6. Ask student to complete part B. After they have completed, they take any 2-3 images and share with their partner why the act in the image is safe or unsafe. (10 minutes).

- 7.** Discuss about some safe and unsafe practices at (10 minutes):
 - home
 - on the road
 - in school/workplace
 - during public gatherings
 - 8.** Hot Potato: Students sit in a circle with the Facilitator in the middle. Each student writes/ thinks of 3 sentences (real or imaginary):
 - Sentence 1 - His / her safe habit. For example, "I always wear a helmet while driving my motorbike."
 - Sentence 2 - His / her unsafe habit. For example, "I cross the road without looking for traffic."
 - Sentence 3 - How he/she will change his/her unsafe habit. For example, "I will look both left and right before I cross the road."
 - 9.** The Facilitator throws the ball to a student in the circle. The student catches it and shares his/ her three sentences.
 - 10.** After speaking the three sentences, the student passes the ball back to the Facilitator.
 - 11.** The Facilitator now passes the ball to another student in the circle. Repeat till the ball has been passed around about 10-12 times.
 - 12.** Ask the confident students to share first so that the shy and unfamiliar ones gain comfort from repetition.
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Lesson 57: Quantifiers - 1

Objectives

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

Materials

- Workbook
- Writing material

Vocabulary

- countable
- uncountable
- few / some / many
- little / some / a lot of

Critical Thinking

- making connections

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. Make a T- chart on the board, with columns for "many" and "a lot of."
3. Ask students: What are some things we can count? As students give examples, list them under "many." Each time you write something, practice using it in a sentence. For example, when students say, 'chairs' you write 'chairs' in the column for many and say, 'We have many chairs in this room.' (2-3 minutes)
4. Ask students: "What about water? Can we count water?" If students say yes, we have bottles of water, point out that what we are actually counting is bottles and not water. Write "bottles" under "many," and "water" under "a lot of." Say, "we have many bottles, and we have a lot of water." Each time you write something, practice using it in a sentence. For example, when students say, 'hair' you write 'hair' in the column for 'a lot of' and say, 'We have a lot of hair on our head.' (2-3 minutes).
5. Help students understand the usage of 'many/some/few' and 'a lot of/some/a little' for countable and uncountable objects respectively. Ask students to give examples and use these words in sentences. (5 minutes)
6. Ask students to complete part A, B and C. (10 minutes)
7. Ask a few students to share their responses.
8. After completing the Workbook exercise, each student writes 4 sentences about objects / people in his / her house/class/neighborhood:
 - Sentence 1 & 2- Two countable object/persons in his/her house . For example, "There are two/few boys in my house", and, "In my house there are four/some chairs."

- Sentence 3 & 4- Two uncountable object/persons in his/her house . For example, “In my house, I have many clothes.”, “In my house, I have some sweets.”
9. Ask students to present the four sentences to the class. (10 minutes)
 10. Ask the confident students to present first so that the shy and unfamiliar ones gain comfort from repetition.
 11. Start collecting materials for Lesson 60 - Mock Market. Ask some students to make paper money and others to bring items for sale.

Lesson 58: Quantifiers - 2

Objectives

1. Students will learn concept of few, some, many, little and lots and use them appropriately.

Materials

- Workbook
- Writing material

Vocabulary

- needs / wants
- community
- similarities
- differences

Critical Thinking

- multiple perspectives
- making connections

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. With the help of students review the concept of few, some, many, little and lots. (5 minutes)
3. Ask students to make a sentence each beginning with, 'I want.....' and 'I need....' (2- 3 minutes)
4. Ask students to share their sentences and note on the board what they say their needs and wants are. After all students have shared, ask if there is a pattern in their responses or if they are unsure about some of the needs and wants mentioned by other students. (10 minutes)
5. Discuss the difference between needs and wants. Encourage students to share their views and seek clarification if they disagree with what someone said. Accept all answers. (5 minutes)
6. Next, in pairs ask them to complete Workbook exercise B and make a list of their needs and compare their needs with those of their partner. Explain what a Venn diagram is. Encourage them to look for similarities and differences in their needs. (5 minutes)
7. Next, in pairs ask them to complete Workbook exercise C and make a list of their wants and compare their wants with those of their partner. Explain what a Venn diagram is. Encourage them to look for similarities and differences in their wants. (5 minutes)
8. After they have completed the lists discuss (15 minutes):
 - What are some common/different needs? Why are they common/different?
 - What are some common/different wants? Why are they common/different?
 - Is there anything on the list that is a want and not a need?
 - Are needs and wants fixed or do they change? Why?
 - How would their list of wants/needs be similar/different to that of :
 - i) a homeless child on streets in Delhi
 - ii) the Director of a big company in Gurgaon

iii) a housewife in Chennai

iv) a farmer in a village etc.

- Do they spend more of the time/money on needs or wants?
- 9.** Ask them to put quantifiers for their needs/wants prepared in part B & C. If a student wants to change the list, allow them to. For example, "I need lots of food everyday and some money to buy food and clothing. I want some music CDs." (5 minutes)
- 10.** After everyone has completed, ask a few students to share what they have written.
- 11.** Discuss how sometimes we want more and need less - a powerful concept that must be discussed with a lot of examples from daily lives and openness and acceptance.
- 12.** Ask the confident students to speak first so that the shy and unfamiliar ones gain comfort from repetition.
- 13.** With their partners, students make a list of needs and wants of their community/neighborhood (not individuals) using appropriate quantifiers. For example, a lot of water, some more security etc. (5 minutes)
- 14.** Discuss commonalities and differences in the list prepared by different pairs. (5 minutes)
- 15.** Ask students (5 minutes):
- Who is responsible for the fulfilment of needs of their community/neighborhood?
 - How well are these people/agencies (named by students in the above provocation) fulfilling those needs and wants?
 - What happens when these needs are not fulfilled?
- 16.** Remind students about collecting materials/ fake money for Lesson 60 - Mock Market
- 17.** Ask students to bring colored pens/pencils for the next day.
-

Lesson 59: Numbers & Ordinals

Objectives

1. Students will learn vocabulary related to numbers and order of numbers and use it appropriately.
2. Students will understand that the counting terminology used in some other countries.

Materials

- Workbook
- Writing material
- Colored pens/pencils
- Appendix 2 in Facilitator Handbook

Vocabulary

- position
- more / less
- three, six, seven, ten, eleven, twelve, –teen (pronunciation)

Critical Thinking

- making connections
- logical reasoning

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. During the last 10 minutes of CBT ask the students to listen to audio Lesson 59. Encourage students to replay the audio once so that they get the message.
3. After everyone has listened to the audio, ask (10 minutes):
 - What was the speaker taking about?
 - "Everyone that you ever meet knows something you don't." Do you agree? Explain.
 - Do you listen to understand or to reply? Give examples.
4. In pairs ask students to complete exercise A. Ask students to share their responses. Ensure that the students enunciate the numbers clearly. (5 minutes)
5. Next call individual students to the board and ask him/her to write their 10-digit mobile number (real or imaginary) and say it out loud in hundreds and thousands. For example, if the number is 912 345 6780 - he/she must say 'Nine hundred and twelve, three hundred and forty five, six thousand seven hundred and eighty.' (5 minutes)
6. In pairs again, ask them to complete exercise B. Ask a few students to share their response ensuring that students pronounce the names of numbers correctly. (10 minutes)
7. Write 1,23,490 on the board and ask students how they would say that number. (One lac twenty three thousand, four hundred and ninety). Ask students how would a person in US say that number. (One hundred twenty three thousand four hundred and ninety) Explain how the big numbers are called differently in different countries. Ask students to look at some of the large numbers and how they are spoken in India and US. (10 minutes)

8. Practice with a few large numbers and how they would be spoken in US and India. (5 minutes)
9. Give each student a different ordinal number (5 minutes):
 - Ask the students to line up in the order from the first to the last.
 - While arranging themselves, students can ask and answer only in English. For example, “What is your position?” “I am tenth.”
10. Ask students to complete exercise D. Ask a few students to share their response ensuring that students pronounce the names of numbers correctly. (10 minutes)
11. Ask the confident students to speak first so that the shy and unfamiliar ones gain comfort from repetition.
12. Form 4 teams of students and write the number series (Appendix 2 in Facilitator Handbook) on the board and ask one team to complete the series. (10 minutes)
13. Keep scores and make it exciting and competitive.
14. Remind students about collecting materials/fake money for Lesson 60 - Mock Market

Extension

Introduce the concept of greater/more than and less than orally.

Lesson 60: Consolidation

Objective

Students will recap, review and consolidate the learning of the week.

Materials

- Workbook
- Writing material
- Fake money
- Items for sale

Vocabulary

- Vocabulary from lessons 55 - 59

Critical Thinking

- multiple perspectives

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. Recap Lesson 55 - 59. (15 minutes)
3. With the help of examples, explain the concept of 'cheap' and 'costly/expensive'. Encourage students to use these words in their sentences. (5 minutes)
4. Randomly ask students to share some of their answers from these lessons. Correct, wherever necessary. (10 minutes)
5. Identify gaps in learning and address through peer learning and reteaching. (10 minutes)
6. Each students must have brought 4-5 household items and fake money.
7. Teacher distributes fake money of different denominations among students for shopping. (2-3 minutes)
8. The class is divided into 2 groups (Group 1 and Group 2) of 10 students each.
9. Group 1 plays the role of Sellers and Group 2 plays the role of Buyers. Sellers arrange the items for sale on the floor.
10. Once Sellers are ready, Buyers go to different Sellers and strike a conversation about buying and selling. (10 minutes)
 - Opening line - Seller: "Good morning/afternoon/evening. How can I help you?"
 - Buyer 1 responds: "I want _____ (object). What is the price of _____ (object)?"
 - Seller : "The price is _____. How many _____ (number of objects) do you want?"
 - Buyer 1 responds: "I want _____ (number of objects) _____ (object)."
 - Seller: "That will be Rs. _____ (total money payable)."
 - Buyer 1: "Here is Rs. _____."

- Seller: “Here’s your change, Rs. _____.”
 - Buyer 1: “Have a good day.”
- 11.** There are 10 simultaneous buyer-seller conversations going on. Encourage students from Group 2 (Buyers) to go to different sellers from Group 1 (Sellers) and converse.
 - 12.** Encourage students to try out new vocabulary of ‘cheap’ and ‘costly/expensive’.
 - 13.** Switching roles, ask how can stepping inside the life of the buyer / seller help us to get the best deal?
 - 14.** Next , reverse roles and students of Group 1 now play the Buyers, while Group 2 now play Sellers. Repeat conversation between buyers and sellers. (10 minutes)
 - 15.** End the day by discussing who made how much money/profit, what items sold more, what items sold less/not at all etc. Also discuss why some items sell more and some don’t. (10 minutes)
 - 16.** Ask students which is better: to make the maximum profit, or to make the customer happy? Encourage participation and accept answers. Guide students to ask questions if they do not understand or disagree with someone else’s views. (10 minutes)
 - 17.** Review the students’ work displayed on the walls and remove outdated/irrelevant work. Ensure that all students’ work is organized session-wise. Do not rip off the students’ work when removed from the walls. Encourage students who have prepared the displays to take it with them once it is taken off the walls. Some of it can be taken to their schools and displayed there for use of their classmates. Some of it can be reused on the reverse side.
 - 18.** Call the students who have been absent without information or are at-risk of dropping out and update the call log.

Lesson 61: Fractions

Objective

1. Students will learn the vocabulary related to fractions and be able to use it appropriately.

Materials

- Workbook
- Writing material

Vocabulary

- half
- three quarters
- one quarter / one fourth
- whole / full

Critical Thinking

- multiple perspectives
- reasoning with evidence

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. Discuss terms like 'half', 'full/complete', 'quarter', 'three-quarter' etc with examples from the class. For example, "About half the class is reading books during D.E.A.R." "About a quarter of headphones are not working." etc. Encourage students to come up with examples of their own. (10 minutes)
3. Ask students to complete Workbook exercise A. (10 minutes)
4. Next ask them to compare their responses with that of another student in class. Discuss how were the answers similar/different. What did they do if they found that the answer was different? (10 minutes).
5. Ask students to complete the puzzle in exercise B. It requires knowledge of ordinal numbers and fractions. (5 minutes)
6. Next, give them fractional pattern making instructions, like (orally or by writing them on the board) (10 minutes):
 - ◆ Make 16 circles.
 - ◆ $\frac{1}{2}$ of these must be big circles.
 - ◆ $\frac{1}{4}$ of these must be medium circles.
 - ◆ $\frac{1}{4}$ of these must be small circles.
7. Once students have made the pattern ask them to hold it up for the others to see. Continue with other fractional instructions. (5 minutes)
8. Write the following statistics about education in India on the board. Students should guess (using evidence) which are true.
 - $\frac{1}{10}$ of children attend a college. (True - Teach for India)

- $\frac{1}{15}$ of children never start school. (False: $\frac{1}{25}$, according to Teach For India.)
9. End the day with students talking about use of fractions in their life. Encourage them to give concrete examples. (5 minutes)

Lesson 62: Money

Objective

1. Students will learn vocabulary related to denomination of notes and coins.
2. Students will learn to use vocabulary related to use of money correctly.

Materials

- Workbook
- Writing material
- 16 everyday use objects like pen, book, soap cake, toothbrush (use objects learnt in Lesson 25-28) with price tags on them.

Vocabulary

- currency
- coins, notes
- price, cost

Critical Thinking

- making connections
- making conclusions

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. During the last 10 minutes of CBT ask the students to listen to audio Lesson 62. Encourage students to replay the audio once so that they get the message.
3. After everyone has listened to the audio, ask (10 minutes):
 - What 'project' did the speaker start?
 - What did she find most difficult to do? Why was it difficult?
 - What is the main message of this talk?
 - Do you have more stuff in your house than you can accommodate? Explain.
4. Recap words like buy, sell, shop, market, shopkeeper, customer by reflecting on students' shopping experience in Lesson 60. (10 minutes)
5. In pairs, ask students to complete Workbook exercise A. Ask a few students to share their responses. Tell the students that the word Rs. is written before the number but spoken after the number. For example, we write Rs. 100 but say, "One hundred rupees." (15 minutes)
6. Next, play Mock Shop (15 minutes):
 - Form 4 groups of 5 students each. Each group gets 4 objects with price tags. Each group has one student playing the role of the shopkeeper and four as customers.
 - The shopkeeper, has all the 4 objects. The customers take turns to buy 1 object each.

- Each conversation between shopkeeper and customer needs to have 4-6 sentences:
 - ➔ Opening line - Shopkeeper: “Good morning/afternoon/evening. How can I help you?”
 - ➔ Customer 1 responds: “I want a _____ (object). What is the price of _____ (object)?”
 - ➔ Shopkeeper: “The price is _____. How many _____ (number of objects) do you want?”
 - ➔ Customer 1 responds: “I want _____ (number) _____ (object).”
 - Switch roles, now Customer 1 becomes the shopkeeper and Shopkeeper becomes a customer.
 - Repeat till each student gets a chance to play shopkeeper and customer.
7. End the lesson by telling students some common international currencies like Euro, Dollar, Pound Sterling.(5 minutes)

Lesson 63: Place and Position – 1

Objectives

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

Materials

- Workbook
- Writing material

Vocabulary

- position
- beside/besides
- under/below
- between
- above/over
- behind/at the back

Critical Thinking

- making connections
- synthesising arguments

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. Before the students start the exercise in the Workbook, with the help of a pencil/pen, demonstrate the meaning of 'in', 'out', 'beside', 'under', 'between', 'in front of', 'over', 'on top of', 'behind'. Such words tell us the position of an object/person/place etc. Ensure that the students pronounce the word 'position' correctly. (10 minutes)
3. Ask students to complete exercise A and swap their work with another student to discuss and compare. (10 minutes)
4. Ask a few students to share their responses. (2-3 minutes)
5. Next ask them to make sentences connecting two objects/persons using positional vocabulary. Each student must make at least one such sentence. For example, the laptops (Object 1) are on the table (Object 1). Encourage the students to use different positional words. Use peer correction to check errors, if any. (10 minutes)
6. Then ask the students to make sentences connecting an action words with an object/person to describe its position. For example, 'Birds fly(action) in the sky(object).' Each student must make at least one such sentence. Encourage the students to use different positional words. Use peer correction to check errors, if any. (10 minutes)
7. Next ask students to give them a few commands related to position and direction and ask them to demonstrate. For example, Facilitator : "Put your pencil under the chair." Students follow. Facilitator : "Put your right hand up." etc (2-3 minutes)
8. Ask the students to complete exercise B in pairs and encourage them to discuss the puzzles as they work on them. (10 minutes)

9. End the lesson, by asking individual pairs how they arrived at a particular solution and what did the pair discuss while completing that puzzle. Emphasise how different people use different strategies to solve problems. (10 minutes)

Lesson 64: Place and Position – 2

Objectives

1. Students will be able to follow/give simple directions to a specific location.

Materials

- Workbook
- Writing material
- A clean handkerchief/
piece of cloth

Vocabulary

- destination
- route
- direction
- landmark
- corner

Critical Thinking

- alternative explanations
- making connections
- different perspectives

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. Before the students start the exercise in Workbook exercise A, with the help of a pencil/pen, demonstrate the meaning of 'in', 'out', 'beside', 'under', 'between', 'in front of', 'over', 'on top of', 'behind'. Such words tell us the position of an object/person/place etc. Ensure that the students pronounce the word 'position' correctly. (10 minutes)
3. Explain that some words are used to describe movement. Demonstrate right turn, left turn, go straight and show corner of the room through body movement. Use words like into, towards, across etc to make this clear. (5 minutes)
4. Ask students to complete exercise A, and swap their work with another student to discuss and compare. (10 minutes)
5. Ask a few students to share their responses. (2-3 minutes)
6. Get Me To...- Each student pairs up with a partner. Partner 1 is blindfolded and the facilitator stands at a particular place within the center. Partner 2 gives Partner 1 specific directions to get to where the facilitator is standing. For example, Partner 1 has been blindfolded and the facilitator stands next to the whiteboard. Partner 2 tells Partner 1, "Go three steps straight and then turn right. Take 4 steps straight and you will reach your destination on the left." All other students must be quiet. (15 minutes)
7. After playing a few round of the game, give students a common destination, for example from FEA center to a popular landmark in the area (there must be more than one route to get there). Ask students to describe the route and give directions to get to that place. Ask if there are alternative routes to get to the destination. Students must describe the alternative route and give directions to get to that place. (10 minutes)

8. End with the discussion on possible learnings from the exercise. Steer conversation towards -
- Multiple ways of solving problems;, different reasons for students joining FEA yet common goal of English; different routes that students take to come to a common FEA center etc.
 - Challenges faced by people who are visually disabled.

Extension

Explain the concept of top, bottom and middle.

Lesson 65: Points of View

Objectives

1. Students will understand multiple points of view.

Materials

- Workbook
- Writing material

Vocabulary

- perspective
- multiple
- belief
- image
- optical illusion

Critical Thinking

- alternative explanations
- making connections
- multiple perspectives
- recognising errors in judgment

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. During the last 10 minutes of CBT ask the students to listen to audio Lesson 65. Encourage students to replay the audio once so that they get the message.
3. After everyone has listened to the audio, ask (10 minutes):
 - How would you define 'acceptance'?
 - "A world without acceptance is a world of judgment and hurt." Can you give an example to explain this?
 - "We always feel the need to be better than other people." Is that always wrong feel that way?
4. Ask students to look at the first image in exercise A. Ask students to focus on that image only and ask them what they see. Encourage participation. (2-3 minutes)
5. Next ask students to focus on the next image and go slow with the images so that they can focus. You will have students who will move on to the next one and ask for instructions but do not rush this. Ask students to focus on that image only and ask them what they see. Encourage participation. (2-3 minutes)
6. Tell students these images are called "optical illusions." They trick our brains - discuss that sometimes things are not as they appear. We need to look carefully to understand them better/ completely as first impressions will only give us incomplete/wrong understanding of the image. Also, it helps if we listen to others and what they see and that sometimes expands what we see. (5 minutes)
7. In pairs ask students to complete optical illusions 3-9. Encourage students to speak with each to talk about what they see in these images. (10 minutes)

- 8.** For images 10 and 11, ask students what they see. Encourage students to name objects and their positions in relation with each other. Ask them to discuss with their partners to complete the questions. (5 minutes)
- 9.** Ask a few pairs to share their answers and highlight how different people share different perceptions of the same thing.
- 10.** Ask students to create optical illusions such as these. (5 minutes)
- 11.** End the lesson with a discussion on what it means for us in our daily lives. They must relate examples/anecdotes to explain their understanding of multiple perspectives and how our inability to see the different perspectives limits our understanding. (5 minutes)

Lesson 66: Consolidation

Objectives

Students will recap, review and consolidate the learning of the week.

Materials

- Workbook
- Writing material

Vocabulary

- Vocabulary from lessons 61 - 65.

Critical Thinking

- different viewpoints

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. With the help of students recap Lesson 61 - 65. (15 minutes)
3. Randomly ask students to share some of their answers from these lessons. Correct, wherever necessary. (10 minutes)
4. Identify gaps in learning and address through peer learning and reteaching. (10 minutes).
5. Shared read "The Blind Men and the Elephant." Connect the story to making assumptions and different points of view. (10 minutes)
6. Ask a few students to retell the story and ask a few comprehension questions to ensure that the students have understood. (5 minutes)
7. Ask students (15 minutes):
 - How does it feel when another person doesn't "see" something the same way as you do?
 - Why were there six different ideas about the elephant?
 - Were any of the men right about the elephant? Were any of them completely wrong?
 - Do problems like this happen in real life? Think of times when arguments or misunderstandings have occurred because people saw situations from different points of view. Describe what happened.
 - Does the story give you any ideas about how these problems can be solved? What are some steps you can take to understand why another person doesn't see things the way you do?
8. Play Scavenger Hunt: Form 4 groups. Have one student from Group 1 step out of the room and hide something while he/she is gone. When the student returns, his group members direct him to the hidden object using only positional words. The group must give instructions/ directions right from the time the student enters. Ensure that the group members do not give non-verbal clues.
9. Repeat with other groups. (15 minutes)

- 10.** Review the students' work displayed on the walls and remove outdated/irrelevant work. Ensure that all students' work is organized session-wise. Do not rip off the students' work when removed from the walls. Encourage students who have prepared the displays to take it with them once it is taken off the walls. Some of it can be taken to their schools and displayed there for use of their classmates. Some of it can be reused on the reverse side.
- 11.** Call the students who have been absent without information or are at-risk of dropping out and update the call log.

Lesson 67: Descriptive Words - 1

Objectives

1. Students will learn vocabulary used to describe people and use descriptive words for people.

Materials

- Workbook
- Writing material

Vocabulary

- Appearance / looks
- Personality
- happy, sad, honest, fat, citizen, oval (pronunciation)

Critical Thinking

- alternative explanations
- reasoning with evidence

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. Before the students begin the Workbook exercise, with the help of examples, explain that there are two ways to describe people: appearance and qualities/personality. Ensure that the students understand the difference between appearance and personality. (5 minutes)
3. Next, guide students through Workbook exercise A one word at a time randomly selected. For example, "What would you call a person who likes to put things in their proper place or is able to manage time well?" Students choose an appropriate word from the list of words in part A. After students come up with the answer, "Organized" ask if they know someone like that. Give all students opportunity to speak. (20 minutes)
4. Ask students to read and review how to describe appearance of a person in part B of the Workbook exercise. (5 minutes)
5. Along with a partner, ask students to write their own description and that of their partner. After all pairs have completed writing, ask a few to share the description with the class. (10 minutes)
6. Model to students your own 'I Am..' poem, and then ask students to write their own 'I Am..' poem. (15 minutes)
7. Ask some of the students to share their "I Am.." poem. After students have recited(not read) their poems ask:
 - Will these things always be true about them?
 - Which things about their description might change?
 - Which words describe appearance and which one describe personality?
8. End the lesson with writing, "All that glitters is not gold" on the board. Ask students to explain what they understand from it. Accept different interpretations. Encourage students to give examples or anecdotes from real life to explain their point of view.

Lesson 68: Descriptive Words - 2

Objectives

1. Students will learn vocabulary to describe objects.
2. Students will be able to use the correct words to describe objects in details.

Materials

- Workbook
- Writing material

Vocabulary

- 2D / 3D
- shape names
- rectangle, oval, cone (pronunciation)

Critical Thinking

- different viewpoints

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. During the last 10 minutes of CBT ask the students to listen to audio Lesson 68. Encourage students to replay the audio once so that they get the message.
3. After everyone has listened to the audio, ask (10 minutes):
 - What was the speaker trying to achieve?
 - What were some of her challenges?
 - Have you every been as determined as the speaker? Explain.
4. Recap the previous day's lesson and ask students to pair up. Partner 1 describes his favorite popular person and gets the perspective of Partner 2 about that person. Partner 2 shares his/her views about the popular person described by Partner 1. Next Partner 2 describes his favorite popular person and gets the views of Partner 1 about that person. (5 minutes)
5. Ask a few students to share their responses with the class. As students share their responses, steer the discussion towards how the same person can be viewed differently by different people. Discuss how our perspective is based on our personal experiences and beliefs; sometimes that matches those of others and sometimes it does not. If we understand the experiences and beliefs of others we can understand their point of view better. Take an example of popular person like Mahatma Gandhi and ask students to describe his personality from the point of view of the British leaders, an Indian weaver, an Indian prince. This will bring out the difference in how he was perceived differently by different people based on beliefs and experiences. (10 minutes)
6. Ask students to describe the an object around them. As the students describe the object write the attributes under a different column - color, size, shape etc. Explain how objects are described these attributes. (5 minutes)

- 7.** Before the students begin Workbook exercise A, tell them ways to describe objects: color, shape and size. (5 minutes)
- 8.** Students find it difficult to visualize 3-D objects. Use concrete materials like a ball, a phone, a pen etc to help students understand better.
- 9.** As the students complete Workbook exercise A, explain the meaning of each descriptive word and give them time to write the meaning and associate it with an object of that description. (5 minutes)
- 10.** Next ask students to complete Workbook exercise B, each student thinks of one household/ classroom/office object and writes 5 sentences about color, shape, size and use of that object. (5 minutes)
- 11.** Students exchange their texts with a partner to proofread, using proofreading symbols (write the proofreading symbols for students' reference on the board - refer to proofreading symbols in Appendix 3 of Facilitator Handbook) (2-3 minutes)
- 12.** Ask students to describe the object that they have selected without naming it. While one student calls out the description of his/her object, the others have to guess what it is. (10 minutes)
- 13.** Did anyone describe the same object? Did they describe it differently? Use this as an opportunity to discuss multiple perspectives.
- 14.** End the lesson by asking students to compare how description of people and objects is similar/ different. (5 minutes)

Lesson 69: Text & Images

Objectives

1. Students will understand the correlation between text and images.
2. Students will learn be able to express narrative through images.

Materials

- Workbook
- Writing material
- Drawing/coloring materials
- Appendix I (Student Workbook)

Vocabulary

- comic strip
- political cartoon
- motivation

Critical Thinking

- multiple perspectives
- fact, opinion & inference
- analysing arguments
- reasoning with evidence

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. Ask the students to look at the images in the Workbook and share:
 - What they see? Students must using descriptive words to for people and objects.
 - What they think about the depiction in the image? This may or may not be evident in the image. Students must also give a reason about why they think so.
 - What title would they give the image? Ensure that the students understand that the title must be brief and phrasal summing up their thoughts about the image.
3. Do a few images together as a class and then ask the students to complete the exercise individually. Some students may need support. (15 minutes)
4. Ask students to share their responses. If required, discuss possible responses and help students correlate images to text as students complete the exercise. If helpful, correlate it with verbal and non-verbal language. Encourage students to appreciate the diversity of viewpoints about the same image and how different people see/think differently about the same image. (10 minutes)
5. Ask students to look at the political cartoons in Appendix I (Student Workbook). Discuss how one physical feature of the character is highlighted/exaggerated to make it look like the character (for example - Manmohan Singh's broad rounded forehead; Sonia Gandhi's nose etc.) (15 minutes)

6. Discussion should touch on:
 - the witty portrayal of a serious message through illustration and text.
 - the cartoonist's perspective. What does s/he think of the subject? What is his/her motivation in making that cartoon ?
 - What the students are saying - is it a fact (what's the evidence?), opinion (a personal view based on beliefs and personal experiences) and inference (conclusions drawn on the basis on some suggestive information)?
 - do students agree or disagree with the cartoon? Why?
7. Ask students to make a comic strip/picture story mostly through illustrations. This can be an imaginative, fictitious comic strip/picture story or one with social/political message. (10 minutes)
8. After students have completed the cartoon, ask them to exchange their work and talk about what they see in their friends' work. Highlight differing viewpoints. (5 minutes)
9. Ask students to record the timings and name of the TV shows that they watch and make a list of advertisements that are broadcasted during that time.

Lesson 70: Reading a Newspaper

Objectives

1. Students will become familiar with the different sections of a newspaper.
2. Students will learn where to find information in a newspaper.

Materials

- Workbook
- Writing material
- Complete edition of Times of India
- Newspaper guide (Appendix 4 in Facilitator Handbook)

Vocabulary

- sections
- articles
- magazine
- news
- editorials

Critical Thinking

- multiple perspectives
- fact, opinion & inference
- analysing arguments
- looking for evidence

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. With students help, recap the previous day's comic strips/picture stories and how the cartoonist's perspective and motivation varied sometimes from that of the readers. (10 minutes).
3. Show and tell the students the different sections of an English daily newspaper and what can be found in the different sections. (Refer to Appendix 4 in Facilitator Handbook) (10 minutes)
4. As the students complete the Workbook exercise A, help them find the information in the newspaper under the different sections. (10 minutes)
5. After the students have completed the Workbook exercise, ask some students to share their answers with the class. (2-3 minutes)
6. Discussion - Discuss how news reports are based on facts, and the editorials contain opinions. Is that always true. With the help of students review the difference between fact and opinion. (5 minutes)
7. Tell students that they will be making a crossword today with a minimum of 10 words.
8. Demonstrate how to make the crosswords using vocabulary from the current lesson. (5 minutes)
9. Give students 10 minutes to make the crossword puzzle on the vocabulary learnt during the day. After all students have finished, ask them to swap their crossword and clues with a friend and solve each other's crossword puzzles. (15 minutes)

- 10.** Ask students to record the timings and name of the TV shows that they watch and make a list of advertisements that are broadcasted during that time.
-

Extension

Tell the students the difference between a newspaper and magazine.

Lesson 71: Media Literacy

Objectives

1. Students will learn to interpret messages in popular media critically.

Materials

- Workbook
- Writing material

Vocabulary

- media
- advertisements / commercials
- target audience

Critical Thinking

- fact, opinion & inference
- multiple perspectives
- questioning validity of a source
- reasoning with evidence

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. During the last 15 minutes of CBT ask the students to watch video Lesson 71. Encourage students to replay the video once so that they get the message.
3. After everyone has watched the video, ask (10 minutes):
 - Why do companies and businesses advertise ?
 - Why do companies and business make false claims in their advertisements?
 - Who would not be interested in that video?
4. Ask students to share their list of TV programs that they have watched and the advertisements that are aired during those programs over the last two-three days.
5. As the students share their lists, discuss if there is a correlation between the timing of the program, the target audience of the program and products advertised during the program. For example, what kind of advertisements are aired during kids' cartoon show? How are these different from the advertisements aired during soap operas? Why are they different? (15 minutes)
6. Based on the students' list of advertisements, discuss the message in the advertisement and claims about the product in some of the advertisements. Ask students (15 minutes):
 - How true are the claims?
 - Can a buyer make a decision based completely on claims made by the advertisements? If not, what other considerations must go into a buyer's decision making?
 - What has been the personal experience of the students?

- 7.** Divide the class into 4 groups - Group 1- Food group; Group 2 - Toy group; Group 3 - Household Goods group; Group 4 - Vehicles group.
 - 8.** Take one example for each category/group from students' list of advertisements and ask the groups to discuss:
 - Purpose of the advertisement.
 - Persuasion strategy used - Cool kids: everybody wants to be these kids; Family fun: something that instantly helps families have fun together; Excitement: the product is the key to amazing fun and adventure; Star Power: a celebrity uses this product; Repetition: manufacturers hope that if you see or hear the product name a lot, you will want it; Feel Good: this ad tells a story that makes you feel good; Sounds good: music and other sound effects are used to make the product appealing; Cartoon characters: They help you remember the product (like Chhota Bheem).
 - What claims does the advertisement make?
 - Have you / someone you know used that product?
 - Have the claims been found to be true?
 - 9.** Give groups 10 minutes to discuss each question within the group about the assigned advertisement.
 - 10.** Ask each group to share the ideas/responses that came up during the discussion. (2-3 minutes each group)
 - 11.** Ask students to bring a complete English newspaper (with supplements) for Lesson 72
-

Lesson 72: Consolidation

Objectives

1. Students will recap, review and consolidate the learning of the week.
2. Students will begin to learn keyboarding/touch typing.

Materials

- Workbook
- Writing material
- Newspaper for each student
- Appendix 3 (Facilitator handbook)

Vocabulary

- Vocabulary from lessons 66 - 71.

Critical Thinking

- multiple perspectives
- making connections

Facilitator's Reflections:

Procedure

1. There will be no CBT today. Students will begin to learn keyboarding/touch-typing during the CBT time.
2. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
3. With students help, recap Lesson 66 - 71. (15 minutes)
4. Randomly ask students to share some of their answers from these lessons. Correct, wherever necessary.
5. Identify and address gaps in learning through reteaching and peer learning. (10 minutes)
6. Ensure that each student has a newspaper. Ask the students to complete exercise A. (10 minutes)
7. After students have completed, ask them to pass their work and newspaper to their neighbor. Have peers check the responses. (2-3 minutes)
8. After correction, the Workbooks are returned and students continue to complete exercise B. Tell students about draft writing - thinking and writing at the same time can be difficult especially if we are doing it in a language other than our mother tongue. So we write down a rough draft and then review/edit it to make it better and then write the final draft. This ensures that our writing is more sores and better articulated. First draft writing - 5 minutes. Editing - 5 minutes. Final draft writing - 5 minutes.
9. While students are writing the first draft in exercise B, encourage students to consider the person reading their article as they write it. What information would they like to know?

- 10.** Have students use proofreading symbols to check each others' work. (Refer to Appendix 3 in Facilitator Handbook) (5 minutes)
- 11.** Rewrite the article based on the feedback given during peer review. (5 minutes)
- 12.** After all students have finished, ask a few students to share their experience of writing drafts and reviewing it themselves or getting it peer reviewed. (5 minutes)
- 13.** Tell the students that based on popular demand by students, a new program component will be initiated today - keyboarding. This skill will be developed every week.
- 14.** Tell the students how keyboarding is similar to yet different from typing. Ask students to complete exercise C with a partner. (5 minutes)
- 15.** Ask students how important is keyboarding and where they can use it. Ask students to fill that information in the workbook. (5 minutes)
- 16.** Explain the importance of technique and speed in keyboarding - it is no use having a super-fast processing computer if the input will be super slow. Technique of keyboarding is more important and if the technique is correct, speed will come with practice. If the technique is incorrect, keyboarding will be slow and/or full of errors.
- 17.** Discuss the name and position of fingers and finger-key correspondence as given in workbook part D & E. Encourage students to quiz each other and practice to become more familiar with the names and combinations. (10 minutes)
- 18.** Get students familiar with the keys on the keyboard and finger-key combination. Explain to students that the keyboarding memory is in the muscles. Use an example such as riding a bicycle. Tell them that once their fingers learn the keyboard, the fingers will not forget, just as they will never forget how to ride a bike once they have learned. Tell students to be patient with themselves; they are training their fingers/hands to remember the position of the keys. This is why it is important to sit up straight, keep their feet flat on the floor and their keyboards at the proper height and adjustment – so the fingers always approach the keys the same way.
- 19.** Ask students to review the image and practice with their fingers positions as in the workbook. Make sure no word processing program is running on the screen and that the screen does not show output text.
- 20.** Review the students' work displayed on the walls and remove outdated/irrelevant work. Ensure that all students' work is organized session-wise. Do not rip off the students' work when removed from the walls. Encourage students who have prepared the displays to take it with them once it is taken off the walls. Some of it can be taken to their schools and displayed there for use of their classmates. Some of it can be reused on the reverse side.
- 21.** Call the students who have been absent without information or are at-risk of dropping out and update the call log.

Lesson 73: Jobs & Occupations - 1

Objectives

1. Students will learn about different professions in the world of work.
2. Students will be able to converse using descriptive words for different professions.

Materials

- Workbook
- Writing material
- Quiz time (Appendix 5 in Facilitator Handbook)

Vocabulary

- names of professions
- job
- interesting / boring
- business, manager, secretary, actor/ actress, nurse (pronunciation)

Critical Thinking

- making connections
- reasoning with evidence
- different viewpoints

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. Before the students begin the Workbook exercise, ask students why people work. Accept all answers and encourage different viewpoints. (5 minutes)
3. Next ask what kind of work do people do. Make a T-chart on the board. In one column write, 'Job' and the other column write 'Profession'. As students respond categorise their responses in the two columns. For example, gardening/gardener will go in the 'Job' column and doctor will go in the Professions column. (5 minutes)
4. Next ask students what is the difference the work the people do in work categorised in the two columns. Accept all answers and steer the conversation to explain that 'job' is the work that is undertaken while a profession is a work undertaken after formal training. So technically speaking, all professions are jobs but all jobs are not professions. Both the works require skills but in the former, skill is learnt informally while in the latter the skill is learnt formally. (5 minutes)
5. Ask students to complete Workbook exercise A in pairs after discussion. (10 minutes)
6. Ask a few students to share their responses to ensure that the students know description of the different professions.
7. Ask students to reflect on professions given in part B and write a short job description for each of the professions as they know it. (5 minutes)
8. Ask a few students to share their responses to ensure that the students know description of the different professions. Ask the student what they think of that profession. For example, ask Student 1, "What do you think about the job of a teacher?", Student 1, "I think that it is a boring

job.” Facilitator, “Why do you think so?” The student then needs to give a reason to explain his choice. (10 minutes)

9. Quiz the students to complete part C.1 and C.2 as a whole class. (5 minutes)
10. Quiz Time - Divide the class into 4 groups. Each group is given a hint (refer to Appendix 5 in Facilitator Handbook) and has to name the profession. For example, Team 1 is asked, “If you call an office, you will speak with me first. Who am I?” If they come up with the right answer, within the allotted time, they score 2 points.
11. If they cannot answer correctly, then the quizmaster passes it to Team 2. If Team 2 gives the correct answer they get 1 point. They do not get any additional time to think about the answer. If they cannot answer correctly, anyone from the class can answer.
12. The next question is asked from Team 2. There can be up to 10 rounds. (20 minutes)
13. Ask the two teams to make their own riddles about professions and ask the other team.
14. Ask students to learn this vocabulary in Part C.1 & C.2 for a test the following week and use them appropriately in sentences.

Lesson 74: Jobs & Occupations - 2

Objectives

1. Students will learn to select jobs / occupations based on interest and aptitude.
2. Students will use this learning to review their Learning Contract.
3. Students will practice pronunciation of /θ/ as in “THink.”

Materials

- Workbook
- Writing material
- Multiple Intelligences Survey (Appendix 2 in Student Workbook)
- Indicative Career Choices (Appendix 6 in Facilitator Handbook)
- Appendix 1 (Facilitator Handbook)

Vocabulary

- interests
- ability
- career choice

Critical Thinking

- different viewpoints
- reasoning with evidence
- making connections
- making conclusions

Facilitator’s Reflections:

Procedure

1. There will be no CBT today.
2. Discuss the Q.O.D. with the students and the response to the previous day’s question. (5 minutes)
3. Ask the students to watch video Lesson 74. Encourage students to replay the video once so that they get the message.
4. After everyone has watched the video, ask (10 minutes):
 - What is career planning?
 - Why is career planning like a journey?
 - Is there any useful information in that video that you can use for your career planning?
5. Begin the lesson with a few pronunciation warm-ups (Facilitator Handbook Appendix 1). Ensure students are standing up and participating energetically. (5 minutes)
6. Introduce the sound /θ/ as in THink. (Many students will pronounce it as the Hindi “tha”)
7. If students are struggling with /θ/, ask them to put the tip of their tongue between their teeth. The tongue does not touch the roof of the mouth in this sound.

8. Brainstorm words that use /θ/ - ensure students are pronouncing it properly as an unvoiced consonant. (5 minute)
 9. Practice /θ/ sentences from different workbook lessons with students. (5 minutes)
 10. Ask students how do people decide their choice of career/profession. Accept all answers and encourage different view points. (5 minutes)
 11. Ask students what role do 'Interest' and 'Ability' (Lesson 6) play in choice of career/profession. Accept all answers and encourage different view points. (5 minutes)
 12. Ask students to look at the discussion cartoon in part A of workbook. Ask (5 minutes):
 - What do Sanjay and Maya think about being a software engineer?
 - Who is right? What makes you say that?
 13. Ask students to think about their interests and abilities and write them in part B of the workbook. (2-3 minutes)
 14. Based on what they have written, ask them about their career choices. By now students must be able to give you a reason for the choice - "I want to be a doctor because I have a good understanding of how the human body works." Probe and ask questions to help students think deeper and logically about their choices, if they give clichéd and/or shallow response, "I want to be a doctor because I want to help poor people." Ask questions like, "Do all doctors help poor people?" or "Is becoming a doctor the only way to help the poor people?" (15 minutes)
 15. Tell students that knowing interest and strengths can help us make more informed choices about our careers/professions. Ask students to complete the Appendix 2 in their workbook. (10 minutes)
 16. Based on their score, the facilitator tells them what kind of careers they are more likely to succeed in. Reiterate that these are indicative and not exact. The purpose of this is not to tell students what careers they must choose but to give them an idea of how interest and abilities can tell us what professions and careers may be suitable for us. (Refer to Appendix 6 in Facilitator Handbook). (10 minutes)
 17. Ask students to review their Learning Contract and check whether the career choice or goal they have set is based on their interests/abilities and make changes, if necessary. (10 minutes)
-

Lesson 75: Phone Calls – Informal

Objectives

1. Students will learn how to make phone-calls and take a messages over the telephone.

Materials

- Workbook
- Writing material
- 5 slips of paper with 1 situation each as given in Ring, Ring (Appendix 7 in Facilitator Handbook)
- Appendix 8 (Facilitator Handbook)

Vocabulary

- informal
- caller / receiver
- landline
- mobile / cellular
- message (pronunciation)

Critical Thinking

- making connections

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. With the help of students, revise the formal and informal situations and discuss some informal situations in which they might:
 - receive a call and take a message (2-3 minutes)
 - make a call (2-3 minutes)
3. Ask students about similarity and difference between landline and mobile/cell phone. (2-3 minutes)
4. In pairs ask students to complete the Workbook exercise A.1 about making a call. (5 minutes)
5. After all students have finished, ask a few to share their responses. (2-3 minutes)
6. Next in pairs ask students to complete the Workbook exercise A.2 about answering call. (5 minutes)
7. After all students have finished, ask a few to share their responses. (2-3 minutes).
8. After the students complete the Workbook exercise, divide the class into 4 groups.
9. Each group picks a slip of paper and has to prepare a telephone conversation as per the situation given in the slip. Give them 10 minutes to prepare.
10. Each group then presents the telephone conversation to the class. (10 minutes)
11. Time and pace the activity such that all groups get a chance to present.

- 12.** Telephone Game -Write the first puzzle given in Appendix 8 (Facilitator Handbook) on the board and solve it with the help of the whole class. (2-3 minutes)Then assign other puzzles as given in Appendix 8 (Facilitator Handbook) to each group. (10 minutes)
 - 13.** Each group must discuss (in English using polite phrases) and try to solve the puzzle. When one group solves it, they share the response with the facilitator (not with the other groups). Then they can move to solving the puzzles assigned to the other groups.
 - 14.** At the end of the game, ask different groups to share their solutions to the puzzles.
-

Lesson 76: Phone Calls – Formal

Objectives

1. Students will learn how to politely answer the telephone - formal situations.
2. Students will learn how to take a message over the telephone - formal situations.

Materials

- Workbook
- Writing material
- 5 slips of paper with 1 situation each as given in Ring, Ring (Appendix 7 in Facilitator Handbook)
- Telephone Message Card (Appendix 7 in Facilitator Handbook)

Vocabulary

- formal
- etiquette
- message center
- please hold

Critical Thinking

- making connections

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. With the help of students, revise the formal and informal situations and discuss some formal situations in which they might:
 - receive a call and take a message (2-3 minutes)
 - make a call (2-3 minutes)
3. Ask students on how the functionality and use of phone has changed over the last 10-20 years. (2-3 minutes)
4. In pairs ask students to complete the Workbook exercise A.1 about making a call. (5 minutes)
5. After all students have finished, ask a few to share their responses. (2-3 minutes)
6. Next in pairs ask students to complete the Workbook exercise A.2 about answering call. (5 minutes)
7. After all students have finished, ask a few to share their responses. (2-3 minutes).
8. Next ask students to complete filling up the Absent Cards in part B as per the given instructions. After all students have finished ask a few to share their responses. (10 minutes)

- 9.** Divide the class into 4 groups. Each group picks a slip of paper and has to prepare a telephone conversation as per the situation given in the slip (Refer to Appendix 7 in Facilitator Handbook). Give them 10 minutes to prepare.
 - 10.** Each group then presents the telephone conversation to the class. (10 minutes)
 - 11.** Tell students about the use of Message Cards in offices. (Appendix 7 in Facilitator Handbook). ask them (10 minutes):
 - Why would a Message Card be used?
 - When would it be more appropriate to use a Message Card rather than verbally inform the person who was called?
 - To imagine that they work in an office. Would they use the same Message Card as in Appendix 7 or make changes to it? If yes, what kind of changes would they make and why?
 - 12.** At the end of the lesson, each group makes two Telephone Game puzzles as in Lesson 75 and presents it to the other groups to solve it.
 - 13.** Keep the score and make it exciting and competitive.
-

Lesson 77: Phone Conversation

Objectives

1. Students will learn some common phrases used during phone conversations.
2. Students will practice how to make and answer phone calls politely.

Materials

- Workbook
- Writing material

Vocabulary

- phrases used in phone calls

Critical Thinking

- making connections
- making conclusions
- reasoning with evidence

Materials

- Workbook
- Writing materials

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. During the last 10 minutes of CBT ask the students to listen to audio Lesson 77. Encourage students to replay the audio once so that they get the message.
3. After everyone has listened to the audio, ask (10 minutes):
 - What 2 new things about phone etiquette did you learn today?
 - Do you think that phone etiquette is important? Why?
 - Was there anything in the audio that was confusing or difficult to understand? What was it?
4. In pairs ask students to go over some of the common terms and phrases used during a phone conversation as highlighted in part A.1 - A.4 of the lesson. (10 minutes)
5. Ask a few students to share the phrases for each of the four - beginning the call, non-availability, asking for someone, ending the call. (5 minutes)
6. Ask students to come up with different phrases that can be used in place of the ones mentioned in A.1 to A.4. (5 minutes)
7. Shared Read the poem "Eletelphony" by Shel Silverstein. Discuss his playful use of words. Give students time to practice and recite the poem (from memory if possible). (15 minutes)
8. Next students review the phrases given in part B and quiz each other about it. (5 minutes)
9. Then ask students to complete part C with their partners. (5 minutes)

- 10.** After each pair has completed the exercise, ask them to share their responses. (2-3 minutes)
- 11.** Next assign each pair one of the following situations for phone conversation:
- Call up the local shopkeeper for home delivery of your grocery items.
 - Call up the local electricity office for faulty meter/power outage.
 - Call up the local municipal office for repair of road.
 - Call up the hospital for an ambulance.
 - Call up an office to find out if they is a specific position available. (for example call up a restaurant to find out if there is a vacancy for a chef).
 - Call the local MLA's office for an appointment.
- 12.** Give them 10 minutes to prepare. Ask students to make it realistic and witty. .
- 13.** Each pair then presents the telephone conversation to the class. (15 minutes)
- 14.** End the lesson by quizzing the students about the commonly used phrases used in phone conversation. (2-3 minutes)
-

Lesson 78: Consolidation

Objective

Students will recap, review and consolidate the learnings of the week.

Materials

- Workbook
- Writing material
- Appendix 3 (Student Workbook)

Vocabulary

- Vocabulary from lessons 73 - 77

Critical Thinking

- making connections
- reasoning with evidence

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. With the help of students recap Lesson 73 - 77. (15 minutes)
3. Randomly ask students to share some of their answers from these lessons. Correct, wherever necessary. (10 minutes)
4. Identify gaps in learning and address through peer learning and reteaching. (10 minutes)
5. Ask students to look at the information given in Making and Dealing with Enquiries in the Workbook part A.
6. In pairs, ask students to prepare a phone conversation. Partner 1 plays the role of the employee at Office Deluxe and Partner 2 plays the role of customer seeking information about the products and wanting to place an order.
7. Ask students to ensure that the conversation:
 - complete - includes specific info about the product numbers, availability, quantity to be ordered, delivery time/address, mode of payment etc.
 - uses phrases learnt during Lessons 76-77
8. Give students 10 minutes to prepare and 2-3 minutes to each pair to present. (30 minutes)
9. Ask a few pairs to present the telephone conversation to the class.
10. Keyboarding (45 minutes) - Recap the layout of the keyboard and names of the fingers with students. Ensure that the students use the names of the fingers. (2-3 minutes)
11. Also, discuss the appropriate body posture during keyboarding and its importance. (Appendix 3 in Student Workbook) (5 minutes)

- 12.** At this stage students should not be required to enter information into a computer before and focus completely on correct hand and body position and the keying technique and body posture.
- 13.** Rapping the Keyboard – Ask students what strategies they use to remember complex information. Tell them that they remember the finger-key combination using the given rap:
- Left hand little finger A, reach for B. Same finger C, D, E,
Side by side F and G
 - Right hand first finger H, reach up for I,
 - Both hands - J, K, L -three in a row,
M and N side by side,
Use ring finger, reach up for O.
 - Both little fingers P and Q,
R, S, T not hard for you.
Up for U, down for V.
 - Left ring finger up and down Press W and X without a frown. Reach up for Y and down for Z. Now you have them all you see.
- 14.** Ask your students to sing it in their heads as they practice finger-key combination in the keyboarding software. (15 minutes)
- 15.** While students are practicing with the correct finger on the keys, review the students' work displayed on the walls and remove outdated/irrelevant work. Ensure that all students' work is organized session-wise. Do not rip off the students' work when removed from the walls. Encourage students who have prepared the displays to take it with them once it is taken off the walls. Some of it can be taken to their schools and displayed there for use of their classmates. Some of it can be reused on the reverse side.
- 16.** Call the students who have been absent without information or are at-risk of dropping out and update the call log.
- 17.** End the lesson by playing Simon Says - ask students to close their eyes as the facilitator calls out a letter. With their eyes closed, they must place the correct finger on that letter on the keyboard. Then they open their eyes to see if they got it right. If they did, they give themselves one point. Once again, they close their eyes and the facilitator calls out another letter. Play as many rounds as time permits. (10 minutes)

Lesson 79: At the Restaurant - 1

Objectives

1. Students will learn about objects and staff at the restaurant.
2. Students will learn how to order food in a restaurant.

Materials

- Workbook
- Writing material
- Restaurant menu (Appendix 4 Student Workbook)
- Riddles (Appendix 5 Student Workbook)

Vocabulary

- plate, glass, fork, napkin, chef, manager (pronunciation)
- dine in / take away
- buffet (boo-fay)

Critical Thinking

- reasoning with evidence
- making connection
- making conclusion
- different viewpoints

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. Quiz the students on vocabulary learnt in Lesson 73 part C.1 & C.2. (5 minutes)
3. Begin by asking students occasions when they/their friends/family members eat at a restaurant. Encourage students to come up with both formal and informal occasions. Ask them to write these in part A of the lesson.(5 minutes)
4. Ask them what do they ask for before they order the food at a restaurant. Then ask them to read the Restaurant Menu (Appendix 4 in Student Workbook). (5 minutes)
5. Ask (5 minutes):
 - Do they see anything they like?
 - What would they need to eat these dishes?
 - Who would serve you these dishes?
 - Who would you ask for assistance, if required?
6. Elicit or tell students the names of dishes and cutlery found at the table in a restaurant and their usage. Ask students to review the objects and people at a restaurant in part B and C of the lesson. (5 minutes)
7. In pairs, ask students to complete the conversation in part D of the lesson. (10 minutes)
8. Ensure that the students understand the flow of conversation while placing an order at a restaurant.

9. After the students complete the Workbook exercise, ask a few students to share their response. (2-3 minutes)
 10. Next divide the class into 5 groups of 4 each. Each group has to prepare a script for role play of dining at a restaurant, using the menu in Appendix 4. Each member of the group must play one of the roles as given in part C of the lesson. Give them 10 minutes to prepare.
 11. Each group presents their role play. (3 minutes each group)
 12. End the lesson by asking students the riddle in Appendix 5 (Student Workbook). (5 minutes)
-

Lesson 80: At the Restaurant - 2

Objectives

1. Students will learn about Do's and Don'ts at the restaurant.

Materials

- Workbook
- Writing material
- Restaurant menu (Appendix 4 Student Workbook)

Vocabulary

- check
- tip

Critical Thinking

- fact, opinion & inference
- alternative explanations
- reasoning with evidence

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. There will be no CBT today. Ask the students to watch video Lesson 80. Encourage students to replay the video once so that they get the message.
3. After everyone has watched the video, ask (10 minutes):
 - What are some new table manners you learnt in the video?
 - What were some examples of poor table manners in the video?
 - How would you rate your table manners? Explain
4. Start the lesson by having students look at the restaurant cartoon in part A of the lesson. Ask (5 minutes):
 - Who are the people in the cartoon?
 - Why are they there?
 - What is the cartoon about?
5. With the help of students, recap the common objects (especially dishes and cutlery) found at the table in a restaurant and their usage. (2 - 3 minutes)
6. With the help of the image in part B of the lesson, explain the placement of cutlery on the table explain its functionality. (5 minutes)
7. Recap the staff at the restaurant and their duties. (2 - 3 minutes)
8. Along with a partner, ask students to discuss the Do's and Don'ts of dining-in at a restaurant. As they are discussing, encourage them to also discuss the possible reason behind that Do or Don't. (10 minutes).

9. After all pairs have discussed, ask a few to share the (10 minutes):
 - One Do and Don't that they found most interesting/surprising
 - One Do and Don't that they already knew about
 - One Do and Don't that they did not know about
 - One Do/Don't that most people do not follow
10. Divide the class into 5 groups of 4 each: one waiter and three customers.
11. With minimal preparation (5 minutes), the waiter will take the customers' orders , without writing anything down.
12. Active listening exercise: Before the groups begin, write a sequence of any 5 digits (ex: 53719) on the board. Show these to the waiters, and tell them they will have to remember this code after they have taken the orders. Ask waiters to repeat the digits, and then erase the sequence.
13. Each group then presents the role play. Waiters go and take their group's orders (without writing anything down). Each customer orders food and drinks. (20 minutes)
14. At the end of the role plays, ask students who played the role of the waiters if they remember (5 minutes):
 - the 5 digit number
 - what their group ordered? (It is likely they won't be able to, because they were trying to remember the 5 numbers.) Why not?
 - Were they listening to the customers, or were they thinking of something else? End the lesson by discussing Active Listening. Are there any other times when we miss somebody's message because we are thinking of something else? (5 minutes)

Lesson 81: Going to the Bank -1

Objectives

1. Students will learn vocabulary related to bank transactions and the staff at a bank.
2. Students will understand the flow of conversation to conduct business in the bank.

Materials

- Workbook
- Writing material
- Deposit Form and Cheque (Appendix 6 in Student Workbook)

Vocabulary

- bank
- teller
- deposit
- withdrawal
- account

Critical Thinking

- making connections
- reasoning with evidence
- making conclusions

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. Before the students begin the Workbook exercise, ask them about the banks in their neighbourhood and if they have been inside a bank. (2-3 minutes)
3. Ask students some of the reasons for visiting a bank. (2-3 minutes)
4. Next in pairs, ask students to complete part A of the lesson. (5 minutes)
5. After all students have completed, ask some to share the responses. Ensure that all students understand each word by using them in sentences. (5 minutes)
6. With the help of part B in the lesson, tell students about the staff in the bank. (2-3 minutes).
7. Ask the pairs to practice the conversation in part C of the lesson. They must do this twice so that each partner gets the opportunity to play both the teller and the customer. (5 minutes)
8. Divide the class into 4 groups. Each group is given one of the following business to conduct in the bank:
 - i) Deposit money.
 - ii) Withdraw money.
 - iii) Get a cheque book issued.
 - iv) Open an account.
9. Each group is given 10 minutes to prepare a conversation between the client and bank staff as per their business (refer to 8. above)

- 10.** Each group has to present the conversation to the class. The group that presents i) and iii) also has to explain how to fill the forms (Appendix 6 in Student Workbook) (15 minutes)
 - 11.** Encourage students to use polite phrases and vocabulary learnt in this lesson.
-

Lesson 82: Going to the Bank - 2

Objectives

1. Students will learn vocabulary related to bank transactions and the staff at a bank.
2. Students will understand the flow of conversation to conduct business in the bank.

Materials

- Workbook
- Writing material

Vocabulary

- cheque
- open an account
- debit / credit card

Critical Thinking

- making connections
- reasoning with evidence
- making conclusions

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. During the last 15 minutes of CBT ask the students to listen to audio Lesson 82. Encourage students to replay the audio once so that they get the message.
3. After everyone has listened to the audio, ask (10 minutes):
 - What did mama mole tell her moles to do, before they left the house?
 - Do you anyone like Baby Mole who saves/Biggie Mole who does not save?
 - Does this story have any connection with your real life?
4. Recap vocabulary related to business in and banking by completing the Crossword in part A. individually. (5 minutes)
5. After all students have completed the crossword, exchange the students' workbook for peer correction. (2-3 minutes)
6. With a partner, ask students to shared read "Debit or Credit?" in part B of the lesson. Ask them to discuss (15 minutes):
 - unfamiliar words
 - follow-up questions
7. After each pair has completed reading and discussing, ask different pairs to share their unfamiliar words. If Pair 1 comes up with their unfamiliar word, ask other pairs what it could mean. If guessed correctly by another pair, ask Pair 1 to use it in a sentence. If not guessed correctly by any pair, use it in a sentence and ask what it could mean. (10 minutes)
8. Ask pairs to share their responses to the follow-on questions and encourage students to give reasons to justify their responses. (10 minutes)

Lesson 83: Going Shopping

Objectives

1. Students will learn about different type of shops and vocabulary related to buying and selling.
2. Students will understand the flow of conversation between the buyer and seller during shopping.

Materials

- Workbook
- Writing material
- 5 slips of paper with 1 situation each - 1. Shopping for Clothes 2. Shopping for Books 3. Grocery Shopping 4. Shopping for Medicines 5. Shopping for Stationery
- Shopping Receipt (Appendix 8 in Student Workbook)

Vocabulary

- shop / mall
- buy / purchase
- receipt
- bargain
- discount

Critical Thinking

- different points of view
- making connection
- reasoning with evidence

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. Start the lesson by looking at the pictures of differently dressed people in part A. Ask students "Why might they be dressed differently?" Accept all answers and encourage different points of view. (5 minutes)
3. Discuss the concept of taste and preference. Ask students how their taste in food, clothes, movies, music etc is similar/different from those of their family/friends.
4. Ask students to write what they/their family shops for and write in part B of the lesson. (2-3 minutes)
5. Ask students where they shop and if they get everything that they need/want in one shop or do they have to visit different shops for different items. Ask what are some of the shops that they visit for example, what the place where they get medicines from is called. (5 minutes)
6. In pairs ask students to complete Part C. (5 minutes)
7. Ask a few pairs to share their responses to ensure that they are correct. (2-3 minutes)
8. Ask students who are the people in the shop that they interact with.
9. Ask students words from D.2 and use in sentences of their own. If the students do not know the meaning, use it in a sentence to give clues but do not share the meaning directly. (15 minutes)

- 10.** In pairs, ask students to go over the conversation in part E of lesson twice so that each partner gets to play the role of Salesman and Shopper. (10 minutes)
- 11.** After the students complete the Workbook exercise, divide the class into 5 groups of 4 each.
- 12.** Each group picks a slip and prepares a script for role play as per the situation in the chosen slip. Give them 5 minutes to prepare. The group must also prepare a sale receipt similar to the one in Appendix 8 of Student Workbook.
- 13.** Each group then role plays as per the script they have prepared. (15 minutes)
- 14.** End the lesson by asking students to describe information on their receipts and what other info can be added to it and why. (5 minutes)

Lesson 84: Consolidation

Objective

Students will recap, review and consolidate the learning of the week.

Materials

- Workbook
- Writing material
- Bank account opening form (Appendix 14 in Student Workbook)

Vocabulary

- Vocabulary from lessons 79 - 83

Critical Thinking

- fact, opinion & inference
- looking for evidence
- multiple perspectives

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. With the help of students recap Lesson 79 - 83. (15 minutes)
3. Randomly ask students to share some of their answers from these lessons. Correct, wherever necessary. (10 minutes)
4. Identify gaps in learning and address through peer learning and reteaching. (10 minutes)
5. In pairs ask students to review the vocabulary about clothes in part A of the lesson. Ask a few questions to ensure that all students have understood the meaning of the words. (5 minutes)
6. In pairs ask students to review the vocabulary about shopping in part B of the lesson. Ask a few questions to ensure that all students have understood the meaning of the words. (5 minutes)
7. Next ask students to complete the two exercises in part B. Ask a few questions to ensure that all students have answered it correctly. (10 minutes)
8. Write the following two quotes on the board:
 - "Money isn't everything, but everything needs money." - Unknown
 - "Money is numbers and numbers never end. If it takes money to be happy, your search for happiness will never end." - Bob Marley
9. Ask students to (10 minutes):
 1. share their views/agreement/disagreements about the two quotes
 2. compare the two quotes - how the viewpoints similar / different
10. Keyboarding (30 minutes) - Recap the layout of the keyboard, names of the fingers and correct finger-key correspondence with students. (5 minutes)
 1. At this stage students should not be required to enter information into a computer before and focus completely on correct hand and body position and the keying technique and body posture.

- 12.** Switch hands: Have students cross their left and right hands over each other and try to type words or phrases (Refer to Lesson 79 - 83) that the facilitator calls out. Ask students to time themselves. Then ask them to use the learnt finger-key combination. Ask them to type the same word/phrase and time themselves. They realize that the first one was very awkward. Reiterate the concept of muscle memory - if the right hand has developed the memory for position of a certain key it will be difficult for the left hand to key it in. (10 minutes)
- 13.** Recap the Keyboard Rap (refer to Lesson 78) and ask students to practice using the correct finger/key combination.
- 14.** While students are practicing with the correct finger on the keys, review the students' work displayed on the walls and remove outdated/irrelevant work.
- 15.** Review the students' work displayed on the walls and remove outdated/irrelevant work. Ensure that all students' work is organized session-wise. Do not rip off the students' work when removed from the walls. Encourage students who have prepared the displays to take it with them once it is taken off the walls. Some of it can be taken to their schools and displayed there for use of their classmates. Some of it can be reused on the reverse side.
- 16.** Call the students who have been absent without information or are at-risk of dropping out and update the call log.

Lesson 85: Summarizing

Objectives

1. Students will understand that all narratives are summaries.
2. Students will be able to summarize the read or heard narrative.

Materials

- Workbook
- Writing material

Vocabulary

- story / narrative
- summarize
- fluency
- comprehension

Critical Thinking

- making connections
- fact, opinion & inference
- different viewpoints

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. Retell a popular story (based on a movie, novel, TV shows etc) to the students in 8-10 sentences. (15 minutes)
3. Ask students to retell their favorite story (based on a movie, novel, TV shows etc) in 5-6 sentences. After each retell, ask the students the duration of the movie/story plot. For example, if a student retold the story of Kabhi Khushi, Kabhi Gam (the movie) ask them what was the duration of the movie/lifespan of the story (probably 15-20 years).
4. Share how a story that was about a family's life spread over 20 years; produced over a period of about a year; watched over 3 hours was summed up by them in 5-6 sentences in 2-3 minutes.
5. Discuss with students possible reasons for summarizing and where in their daily lives do students summarize. (5 minutes)
6. In pairs ask students to read the passage in part A of the lesson and answer the questions that follow. (10 minutes)
7. After the students have completed the exercise, ask a few students to share their answers to the follow-up questions. (5 minutes)
8. Ask students to take one sentence from the article and connect it with their real life. For instance, "Sentence - With our society moving at a faster and more detached manner due to technology, busy schedules and the frequency at which we change jobs, homes and locations, it makes it harder to feel any sense of community." Connection - "When we moved to this town last year, we found it very difficult to make friends and I used to ask my father to take us back." Ensure that all students speak and share their connections. Some may need assistance and guidance. (10 minutes)
9. Ask the students to draw or describe their Dream Community. (10 minutes)

- 10.** End the lesson by asking students to share their drawing/description with the class.(10 minutes)
- 11.** Ask students to bring a full-edition of an English newspaper for Lesson 86.

Lesson 86: Main Idea

Objectives

1. Students will understand that all narrative (written or spoken) have a main idea
2. Students will learn to find the main idea in a narrative (written or spoken).
3. Students will practice adding details to the main idea to make it clear and complete.

Materials

- Workbook
- Writing material
- An English daily newspaper

Vocabulary

- passage
- main idea
- title

Critical Thinking

- making connections
- reasoning with evidence
- alternative explanations

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. During the last 10 minutes of CBT ask the students to watch video Lesson 86. Encourage students to replay the video once so that they get the message.
3. After everyone has watched the video, ask (10 minutes):
 - Have you ever felt like Casey? Explain.
 - "You don't have to be same to understand how someone feels." Do you agree? Explain.
4. Before the students begin the Workbook exercise, tell them how the main idea is like a thread that runs through the entire written piece.
5. Before the students begin the Workbook exercise, tell them how the title gives the reader an idea about what the article/written piece is about.
6. With the help of students revise the punctuation and capitalization rules. (2-3 minutes)
7. After the students have completed Workbook exercise A, ask students to proofread a partner's work using proofreading symbols (Appendix 3 in Facilitator Handbook). (15)
8. Complete exercise B as a whole class. Ask students to read the passage aloud and check that the students understand the meaning of the text. Ask students what the passages are about. When a student gives his response, ask him/her to quote from the passage to prove his point. For example, "I think that the main idea in this passage is "Homes are always changing" because both the opening and closing sentences state that."
9. The purpose of this compare and contrast exercise is to allow for discussion and students to come up with their own points of view. Therefore, accept all answers as long as students are able to support it logically from the text itself. (15 minutes)

- I 0.** Next, individually ask students to complete part C. and proofread a partner's work using proofreading symbols (Appendix 3 in Facilitator Handbook) (10 minutes)
 - I 1.** End the lesson by asking a few students to summarise the lesson of the day. (10 minutes)
-

Lesson 87: Passage Reading

Objectives

1. Students will learn how to read and find required information in a passage.
2. Students will learn to provide required information after listening to a passage.

Materials

- Workbook
- Writing material

Vocabulary

- passage
- main idea
- points made

Critical Thinking

- fact, opinion & inference
- making connections
- making conclusions
- reasoning with evidence

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. Before the students begin the Workbook exercise, have the students read the book that they are reading from FEA library. (20 minutes)
3. Ask students to summarise what they have read. Ensure that they do not summarise the actual storyline of the book that they are reading but only what they have read on that day. (15 minutes)
4. In pairs ask students to take turns to read aloud the passage in part 1. After they have read, ask the pairs to answer the questions that follow. (5 minutes)
5. Ask a few students to share their response to the questions. (2-3 minutes)
6. Individually students read the passage in part 2 silently and answer the questions that follow. (5 minutes)
7. Ask students to swap their Workbooks and get their answers to passage 2 proofread using proofreading symbols (Appendix 3 in Facilitator Handbook) (5 minutes)
8. Ask a few students to share their response to the questions. (2-3 minutes)
9. Select sentences from the passages, and discuss whether they are facts, opinions or inferences. Emphasise that for something to be a fact, we have to be able to prove it. Ask students to justify their response. For example, if a student says that a particular sentence is a fact, he/she must be asked to justify it. (10 minutes)

Lesson 88: Paragraph Writing

Objectives

1. Students will learn how to organize information in a paragraph.
2. Students will learn how to write thematic paragraphs clearly and completely.

Materials

- Workbook
- Writing material
- Appendix 9 (Facilitator Handbook)

Vocabulary

- topic sentence
- detail
- closing sentence

Critical Thinking

- reasoning with evidence
- synthesising arguments
- fact, opinion & inference

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. Before the students begin the Workbook exercise, tell them how to organize information about the main idea/topic into a paragraph using the example of a hamburger - the bun is the opening and closing, and the filling ingredients are the details about the topic. (Refer to image in Lesson 88 of Workbook and Appendix 9 in Facilitator Handbook)
3. With the help of students recap rule of punctuation and capitalization. (2-3 minutes)
4. With the help of examples, remind the students about the use of pronouns - I, He, She and It - to avoid repetition of the name in every sentence. (2-3 minutes)
5. As the students complete the Workbook exercise, tell them to use the hints to write details in clear and complete sentences. (15 minutes)
6. Encourage students to consider whether their details are facts, opinions or inferences. After the students have completed the Workbook exercise, ask some students to share the paragraph about their community/neighborhood with the class. (10 minutes)
7. Ask students to - i) think of a problem within or around their community/neighborhood and ii) write a paragraph about it and give it a suitable title. The paragraph must:
 - Start with an introductory sentence
 - 2-3 sentences about the problem (ask students to think what, where, how)
 - 2-3 sentences about possible solutions (ask students to be imaginative and realistic - the solution could be to end the problem or reduce it).
 - End with a concluding sentence. (10 minutes)
8. End the lesson by asking the some of the students to share their paragraphs. (10 minutes)

Lesson 89: Being Considerate

Objectives

1. Students will learn to be more considerate.

Materials

- Workbook
- Writing material

Vocabulary

- civil
- considerate
- kind

Critical Thinking

- making connections
- different viewpoints

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. During the last 10 minutes of CBT ask the students to watch video Lesson 89. Encourage students to replay the video once so that they get the message.
3. After everyone has watched the video, ask (10 minutes):
 - Did the situation in the video seem similar to something in your real life ?
 - How were the two situations in the video similar/different?
 - Give a title to the video.
4. With a partner, ask the students to read the article in part A. (15 minutes)
5. Encourage students to take turns to read and pause to discuss.
6. Ask a few questions to ensure that all students have understood the article. (5 minutes)
7. Ask pairs to interview each other about that follow. For example, Partner 1 shares his/her response and asks Partner 2 question 1 in part B. Then Partner 2 shares his/her response and asks Partner 1 question 2 in part B. (10 minutes)
8. Ask a few pairs to share their responses. (5 minutes)
9. Next, individually students complete part C and D. Ask the students to complete these thoughtfully and honestly. (10 minutes)
10. End the lesson by asking a few students to share their responses. (5 minutes)

Lesson 90: Consolidation

Objective

- Students will recap, review and consolidate the learning of the week.
- Students will learn to pronounce the sounds /ʒɪ/ (shIRt) and /ə/ (shUt).

Materials

- Workbook
- Writing material
- Appendix 1 (Facilitator Handbook)

Vocabulary

- Vocabulary from lessons 85 - 89

Critical Thinking

- making connections

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. Begin the lesson with a few pronunciation warm-ups (Appendix 1). Ensure students are standing up and participating energetically!
3. Introduce the sound /ə/ - this is a short sound, and students will be familiar with it. Remember that students do not need to know the IPA letters - only the sounds.
4. Quickly brainstorm a list of words to go with /ə/.
5. Now look at the sound /ʒɪ/ as in shIRt. Ask students to say the word "shirt," lengthening the vowel sound. Do not emphasise the R, or students may overdo it.
6. Brainstorm a list of words to go with /ʒɪ/ sound.
7. Ask students to complete the workbook exercise A and practice the /ə/ and /ʒɪ/ sounds with a partner using the sentences in their workbooks. (15 minutes)
8. Ask the students to make some tongue-twisters using the sounds /ʒɪ/ (shIRt) and /ə/ (shUt) (10 minutes)
9. Ask students to give their tongue twisters to others for speaking out. (5 minutes)
10. With the help of students recap Lesson 85 - 89. (15 minutes)
11. Randomly ask students to share some of their answers from these lessons. Correct, wherever necessary. (10 minutes)
12. Identify gaps in learning and address through peer learning and reteaching. (10 minutes).
13. Inform students about the dates and details of FTS.

- 14.** If there are some lessons that students continue struggle with, re-teach that lesson and have students practice.
- 15.** If there is no lesson that they have a problem with, use this lesson to revise and demonstrate how to respond correctly.
- 16.** Keyboarding (45 minutes) - Recap the layout of the keyboard, names of the fingers and finger-key correspondence with students.
- 17.** Students should not be required to enter information into a computer before they have had the opportunity to learn and practice the entire keyboard. Your primary task is to instruct them on the absolute necessity of correct hand and body position and the correct keying technique, even under time pressures.
- 18.** Students who are fluent with finger-key coordination should be allowed to start keyboarding with visible text output on the screen.
- 19.** Recap the Keyboard Rap with students struggling to get the the finger-key coordination correct. Counsel them if they feel frustrated with the technique. (5 minutes)
- 20.** Duets: Have each student choose a partner and sit next to him/her. One person is the right hand the other is the left and together they have to type a phrase/short sentence that the facilitator calls out aloud. This is a great drill to get them to type with a sense of rhythm. At first they will want to call the letters out loud to help tell each other where they are in the word. After a few times, tell them they have to do it silently and watch them start tapping their feet or bobbing their heads. (15 minutes)
- 21.** The fastest pair to type the phrase/sentence correctly is the winner. Have this for each of the sentences/phrases that the facilitator calls out.
- 22.** After a few rounds, ask pairs to time themselves as they type the sentences (Duet-style) of their choice. They can practice the same sentence a couple of times to improve their timings or try a different sentence every time.
- 23.** Ask students to record the sentences that they practice from the workbook as well.
- 24.** While students are practicing, review the students' work displayed on the walls and remove outdated/irrelevant work. Ensure that all students' work is organized session-wise. Do not rip off the students' work when removed from the walls. Encourage students who have prepared the displays to take it with them once it is taken off the walls. Some of it can be taken to their schools and displayed there for use of their classmates. Some of it can be reused on the reverse side.
- 25.** Call the students who have been absent without information or are at-risk of dropping out and update the call log.

Lesson 91: Active Listening – 1

Objectives

1. Students will understand what it means to listen actively.

Materials

- Workbook
- Writing material

Vocabulary

- Active listening

Critical Thinking

- multiple perspectives
- alternative explanations

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. During the last 15 minutes of CBT ask the students to listen to audio Lesson 91. Encourage students to replay the audio once so that they get the message.
3. After everyone has listened to the audio, ask (10 minutes):
 - Summarise the story narrated by the speaker at the beginning of the audio.
 - "Perspective is everything." Do you agree? Explain with examples.
 - What are the two perspectives that the speaker advises against?
4. Start the lesson with a variation of Chinese Whispers: 5 volunteers leave the room. Bring the first person in, and tell them the following story (only once): "I went to a restaurant because it was my uncle's birthday. I ate a burger with fries and ketchup, and drank two Pepsis. I gave my uncle a new watch, but when he opened the present, it was broken." Person 1 must now call in Person 2, and tell him/ her the same story. Carry on until Person 5 has received the message. The rest of the class should observe how the message changes. (10 minutes)
5. Discuss the importance of listening carefully (15 minutes).
 - What can happen if we do not listen properly?
 - How does it feel when someone is not listening to us?
 - What do we need to do to make sure we are listening properly?
 - What does listening look like?/How does a person show that he/she is listening?
6. Shared read the passage "Active Listening," and discuss the follow-up questions. (10 minutes)
7. Ask students a few questions to ensure that they have understood the article. (2-3 minutes)
8. Ask students to complete the questions that follow. (10 minutes)

9. Ask students to share their responses. When Student 1 is sharing his/her response, ask Student 2 to repeat what student 1 said. Ensure that Student 2 repeats the same (in meaning) response as Student 1 and does not add to or delete from it.(15 minutes)
10. Speak with the Compliance Supervisor and fix up a date for end of Level 1 evaluation of your students.

Lesson 92: Active Listening - 2

Objectives

1. Students will practice active listening.

Materials

- Workbook
- Writing material

Vocabulary

- Active listening

Critical Thinking

- multiple perspectives
- alternative explanations
- reasoning with evidence

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. Begin with Active Listening game as in Lesson 91. Today, the message is: "Your cousin called while you were out, and said he wants you to meet at the usual place. He said it's is nothing important, but he sounded a bit upset. He wants you to bring a balloon, a felt tip pen, a scissors and a thick piece of string. (10 minutes)
3. Shared Read Active Listening 2 - Becoming an Active Listener. (10 minutes)
4. Ask students a few questions to ensure that they have understood the article. (2-3 minutes)
5. Ask students to complete the questions that follow. (10 minutes)
6. Ask students to share their responses. When Student 1 is sharing his/her response, ask Student 2 to repeat what student 1 said. Ensure that Student 2 repeats the same (in meaning) response as Student 1 and does not add to or delete from it.(15 minutes)
7. Next, individually students complete part B and C. Ask the students to complete these thoughtfully and honestly. (10 minutes)
8. Ask a few students to share their responses. (5 minutes)
9. End the lesson with the Review Game. Divide the class into 4 groups. Group 1 prepares and asks questions from other three groups on Lessons 1-24; Group 1 prepares and asks questions from other three groups on Lessons 25- 48; Group 1 prepares and asks questions from other three groups on Lessons 49-72; Group 1 prepares and asks questions from other three groups on Lessons 73- 90. (15 minutes)

Lesson 93: Stage Time

Objectives

1. Students will practice preparing and presenting an enactment.

Materials

- Workbook
- Writing material
- Appendix 10 (Facilitator Handbook)

Vocabulary

- Active listening

Critical Thinking

- multiple perspectives
- making conclusions

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. During the last 10 minutes of CBT ask the students to listen to the audio Lesson 93. Encourage students to replay the audio once so that they get the message.
3. After everyone has listened to the audio, ask (10 minutes):
 - What was the boy's advise in the audio?
 - What do you think of that advise?
 - If you were making this speech what new point would you add to it or what part would you delete from it? Why?
4. Organize students into groups of 5. Each group gets 10 minutes to read a short story. (Appendix 10 in Facilitator Handbook and Lesson 93 in Student Workbook)
5. Each group discusses the story within the group and gets 15 minutes to prepare a script for the story. Students must use the space given in the lesson to write the script. (10 minutes)
6. Each group divides the roles among the group members and each member gets 10 minutes to learn his/her part. Give each group 5 minutes to rehearse.
7. Each group will enact the story with the prepared script before the class. (15 minutes)
8. Ask students to bring their family photos for Lesson 94. They can draw pictures of their family members if they do not have a family photo.

Lesson 94: Presentations

Objectives

1. Students will practice preparing a speech for making a presentation.
2. Students will practice making an independent presentation.

Materials

- Workbook
- Writing material
- Family photo

Vocabulary

- family
- speech
- presentation
- intonation

Critical Thinking

- making connections
- making conclusion
- synthesising arguments

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. Start the class by collecting students' family photos and mixing them up. Display them around the class, and give students a chance to walk around and guess whose photo belongs to whom.
3. Ask students for the reasons behind their choices. (10 minutes)
4. After each student has been given his/her family photo, each student prepares two paragraphs of about 20 sentences in all, to introduce his/her family to the class. (15 minutes)
5. This will include everything from opening greeting to closing sentence.
6. Each student will introduce his family to the class. Students may refer to the notes but cannot read from them. (15 minutes)
7. Time and pace the activity such that all students get a chance to present.

Lesson 95 & 96: Internal Evaluation

Objectives

Students will be assessed for oral and written communication by the facilitator.

Materials

- Workbook
- Writing material

Vocabulary

- Proficiency - high, medium, low

Facilitator's Reflections:

Procedure

1. Discuss the Q.O.D. with the students and the response to the previous day's question. (5 minutes)
2. The center facilitator along with an external evaluator assess the oral and written communication competencies of the students. In this lesson the facilitator assesses the speaking, writing and keyboarding skills of the students. This evaluation is spread over two days - Lesson 95 and 96.
3. Organise the students in three groups. Group 1 will complete the writing assessment, Group 2 will complete the oral assessment and Group 3 will practice keyboarding. Switch groups such that all students complete all parts - speaking, writing and keyboarding.
4. Give Group 1 students some topics to write a paragraph. Encourage them to write a draft, proofread it and write a final draft before submission. (30 minutes)
5. Individually interview each student of Group 2. Look for:
 - Familiarity with lessons and topics/vocabulary
 - Ability to comfortably respond to questions (even if the grammar is incorrect)
 - Use of complete sentences and polite phrases
 - Ability to explain his/her own Learning Contract.
 - Ability to participate in role-plays
 - Ability to use appropriate vocabulary to describe objects/events/places/people
6. Prepare students result as Proficiency Level in writing and speaking - A1/A2/B1/B2/C1/C2 (A1 being the lowest and C2 being the highest).
7. Ensure that all the students have complete reading a minimum of one book from FEA Library.
8. Ensure that all the students are comfortable with the keyboarding technique.
9. Prepare the student evaluation result and email to the Evaluator as per the instructions given in the evaluation scheduling email.

- 10.** Recognise individual weaknesses of the students and over the next one week or so address those learning gaps so that students are better prepared for the external evaluation.
- 11.** All students must have their own Book 1 and Book 2 completed for external evaluation.
- 12.** Students' Workbook can be given to students who are promoted/provisionally promoted and they can take it home with them.
- 13.** Make sure that your students feel relaxed and confident during external evaluation - use positive and motivating reinforcements.
- 14.** For more details about Students' Evaluation speak with your supervisor

Suggestion - It is recommended that the facilitator invites another facilitator to take this evaluation so that students overcome shyness and inhibitions in speaking English with people other than their own facilitator.

Appendix

Appendix I

PRONUNCIATION WARM-UPS

Warming up the body

- Stretch arms up as high as you can, and take a deep breath. Slowly let it out, as you let your arms down.
- Roll shoulders backwards 5 times and forwards 5 times.
- Shake out arms and legs
- Stick your tongue out as far as it will go
- Massage your cheeks
- Bubble your lips, as if you are making the sound of a car engine
- Scrunch up your face as tight as you can, and then make it as wide as you can.
- Purse your lips as if you are drinking through a straw, then grin as widely as possible.
- Yawn, making “yawning” noises, as high as possible. Notice how big your mouth gets on the inside!
- Wash your teeth with your tongue going clockwise 5 times and then counterclockwise 5 times.

Warming up the articulators

When you practice making consonant sounds, encourage students not to make an “uh” sound after the consonant. They should say “p,” not “puh.” The consonant warm-ups should be done in a variety of rhythms.

- p-p-p-p-p-p / t-t-t-t-t-t / k-k-k-k-k-k / p-t-p-t-p-t / t-k-t-k-t-k / p-k-p-k-p / p-t-k-p-t-k-p-t-k
- b-b-b-b-b-b / d-d-d-d-d-d / g-g-g-g-g-g / b-d-b-d-b-d / d-g-d-g-d-g / b-g-b-g-b-g / b-d-g-b-d-g-b-d-g
- /i/ - /u/ (as in grEEEn - pOOl, going back and forth between the two vowel sounds.) Then try it without moving lips - put hand on top of mouth to check. Notice how your tongue moves to make the two sounds.
- /i/ - /ɔ/ (as in grEEEn - wAlk, going back and forth between the two vowel sounds.) Then try it without moving lips - put hand on top of mouth to check. Notice how your tongue moves to make the two sounds.

Voice and unvoiced consonants

- Ask students to put their hand on their throat, and make the sound of a snake (ssssssssss). Next, ask them to make the sound of a bee (bzzzzzzzzzzzzzz). Note the vibrations in their throat. Sing any song on /z/ sound - notice that you cannot do it on /s/.

Appendix 2**NUMBER SERIES**

Look at this series: 7, 10, 8, 11, 9, 12, ... What number should come next?

- A. 7
B. 10
C. 12
D. 13

2. Look at this series: 36, 34, 30, 28, 24, ... What number should come next?

- A. 20
B. 22
C. 23
D. 26

3. Look at this series: 22, 21, 23, 22, 24, 23, ... What number should come next?

- A. 24
B. 22
C. 25
D. 26

4. Look at this series: 53, 53, 40, 40, 27, 27, ... What number should come next?

- A. 12
B. 14
C. 27
D. 53

5. Look at this series: 21, 9, 21, 11, 21, 13, 21, ... What number should come next?

- A. 21
B. 14
C. 23
D. 15

6. Look at this series: 58, 52, 46, 40, 34, ... What number should come next?

- A. 26
B. 30
C. 28
D. 32

7. Look at this series: 3, 4, 7, 8, 11, 12, ... What number should come next?

- A. 07
B. 10
C. 14
D. 15

8. Look at this series: 8, 22, 8, 28, 8, ... What number should come next?

- A. 09
B. 29
C. 32
D. 34

9. Look at this series: 31, 29, 24, 22, 17, ... What number should come next?

- A. 15
B. 14
C. 12
D. 13

10. Look at this series: 201, 202, 204, 207, ... What number should come next?

- A. 208
B. 205
C. 210
D. 211 Success Stories

Appendix 3**PROOF READING SYMBOLS**

Notation	Stands for
C	Capitalisation
P	Punctuation
Sp	Spelling
St	Sentence structure
W	Word order
H	Handwriting illegible
I	Indent

Appendix 4**NEWSPAPER GUIDE****PARTS OF A NEWSPAPER**

Front Page: The first page of the news paper. It contains the most important information.

Headline: The most important news of the day. Point to the headlines and ask the student to repeat.

News Article: The story that comes after the headline.

Section: Contains specific types of news and information. Read through the sections your paper offers like sports, entertainment, etc.

Classified Ads: Advertisement for jobs, homes, apartments, selling items, etc.

Personal Ads: Messages for people.

Editorials: The editor's views about a subject

Advertisement: Tells about goods and services for sale.

Comics: Funny drawings with humor

Movies: Tells the name of the movie, where it is playing, and what time(s)

Puzzles: Crossword puzzles, word games.

Weather: The local and national forecasts.

Sports: Tells about the games/sports, carries articles about teams and sportspersons.

Local News: Your city news.

National News: News around India.

International News: News around the world.

Reporter: The person who gets the news and writes about it.

Appendix 5**QUIZ TIME - PROFESSIONS**

Somebody who catches thieves.

Somebody who helps sick people.

Somebody who fights fires.

Somebody who gives homework.

Somebody who sells things.

Somebody who prepares food.

Somebody who grows food.

Somebody who brings letters.

Somebody who helps a doctor.

Somebody who drives a vehicle.

Appendix 6

INDICATIVE CAREER CHOICES

Predominant Intelligence	Possible Careers
Verbal-Linguistic	Lawyer, comedian, journalist, librarian, news anchor, poet/writer, politician, speech/song-writer, teachers, talk-show host, translator, salesperson, translator etc
Naturalist	Botanist, biologist, nature photographer, geologist, farmer, environmental lawyer, meteorologist, veterinarian, forest office, ecologist etc.
Mathematical-logical	Accountant, auditor, computer analyst, technician, detective, economist, engineer, mathematician, physician, researcher, scientist etc
Rhythmic-Musical	Musician, singer, composer, choir director, music critic, music teacher, music therapist, recording engineer, sound editor, voice trainer, voice actor etc
Visual-Spatial	Graphic designer, architect, artist, engineer, animator, photographer, designer, pilot, surveyor, city planner etc
Bodily-Kinesthetic	Actor, athlete, games designer, dancer, mechanic, personal trainer, Physical Education teacher, yoga instructor etc
Interpersonal	Actor, communication professional, event organizer, customer service representative, human resource manager, nurse, politician, travel guide, teacher, trainer, counselor, flight attendant etc.
Intrapersonal	Writer, counselor, therapist, researcher, philosopher, intelligence officer, investigator, psychologist, artist, actor etc.

Appendix 7**RING, RING****Phone calls - Informal (Lesson 75)**

1. Rohit calls his friend Raju's house to inform him that the school is closed the next day. Raju is not at home. Rohit leaves a message for Raju.
2. Rinku calls her friend, Roma to invite her for her sister's wedding. She speaks with Roma.
3. Ramneek calls his friend, _____ to borrow his car. He speaks with his friend's wife and leaves a message.
4. Rajat calls his brother, _____ living in the hostel to tell him that his father is hospitalised. His brother is in the class.
5. Rajni wants to go shopping with her friend, Rani and calls her. _____.

Phone calls - Formal (Lesson 76)

1. Sita Ahuja calls Anita Joshi of Oriental Travels to book a ticket to Mumbai.
2. Sonia Kaul calls Razia Sheikh of Bookworm store to find out about availability of a book.
3. Satish Singh calls Mohammad Younis, Director of Offshore Placement to fix an appointment to meet him.
4. Satbir Anand calls Manager of the DTDC to track his courier.
5. Sanjay Shukla calls his son's Principal, Rita Kumar to find out about his son's progress.

Phone Conversation**TELEPHONE MESSAGE CARD**

Name of the Caller: _____

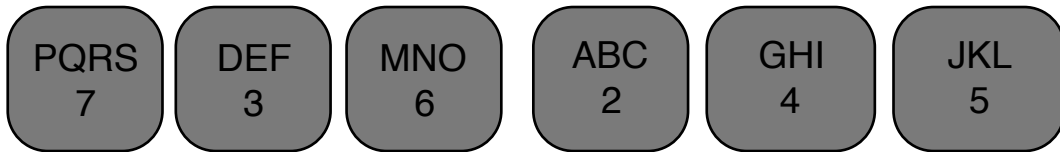
Call taken by: _____

Time of Call: _____

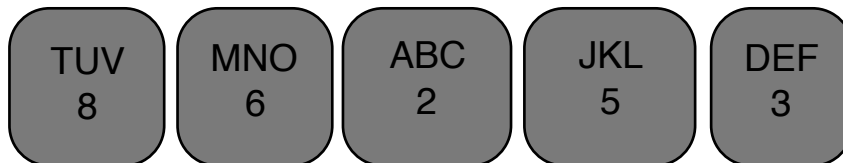
Message: _____

Appendix 8

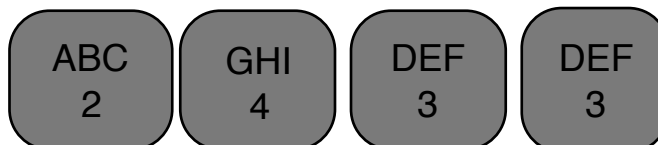
TELEPHONE GAME



1. HINT - SOMETHING IN THE CLASSROOM



2. HINT - A FAMILY MEMBER



3. HINT - A PROFESSION

Appendix 9

PARAGRAPH HAMBURGER

Hamburger paragraph organizer is a way to organize information in a paragraph. Topic sentence, detail sentences, and a closing sentence are the main elements of a good paragraph. Compare a burger with a paragraph: the top bun represents the topic sentence, bottom bun represents the closing sentence, and the ingredients in the middle represent the details related to the topic and closing sentence.

Topic Sentence

Topic sentence is the main idea of the paragraph. The topic sentence represents one idea and the idea must be specific. It should not be too detailed or descriptive. It is an introduction to their topic.

Detail Sentences

Detail sentences are the meat of the paragraph and this is the part of the paragraph where students give details about the topic sentence with related facts, examples, and opinions. Detail sentences are easier for students to create, but often they will get off topic or provide too many details. Compare the burger ingredients to the amount of details. Typically a burger consists of lettuce, cheese, and the burger but at times more ingredients will be added. However, it is a rarity for a burger to have 12 ingredients; explain the typical paragraph is between 6-8 sentences.

Closing Sentence

Closing sentence is the ending of the paragraph. It is the same as the topic sentence but reworded. It is only to represent the main idea of the paragraph. Closing sentence is simple and short.

Appendix 10

SHORT STORIES

The story of Chinese New Year

Long ago in the mountains, there lived a horrible demon creature named Nian. Every year, on the first day of the year, the creature would awaken and descend upon the village. He would eat all the grain and livestock. And if there were any children stuck outside, they would disappear.

The villagers lived in fear of this beast and boarded up their houses on this night to protect their families. One year, right before this event was to occur, an old man visited the village. He turned to the villagers and asked, "Why do you fear this creature such? You are many and he is but one. Surely he could not swallow all of you."

But the villagers locked themselves up anyway. That night, Nian did not come. The old man had ridden him until dawn and the creature went back to its cave hungry. This went on for several nights until the old man revealed, "I cannot protect you forever." The villagers were terrified that once the old man left, they would once again see Nian return.

So the old man informed them, "The beast is easily scared. He does not like the color red. He fears loud noises and strange creatures. So tonight, spread red across the village. Hang red signs on every door. Make loud noises with drums, music, and fireworks. And to protect your children, give them face masks and lanterns to protect them."

The villagers did as the old man instructed and Nian never returned again. In Chinese, the word for New Years is Guo Nian. Literally translated it means to "pass over Nian" or "overcome Nian". That is exactly what the villagers did.

The Picnic

It was a beautiful day. Mother, Gina and Tony went to the park for a picnic. they brought food to eat and games to play. They chose a picnic table near the flowers. Tony and Gina went to play and mother read a book. Later, Mother put out the food. "Come and eat!" she called. Tony and Gina sat down. Soon, they had many visitors. Bees! The bees landed on the food, they sat on Gina's head and buzzed in Tony's ear. Mother swatted them but they wouldn't go away. "I think I have an idea," said Mother. She put jelly and fruit on a plate. then she put the plate on the ground away from the table. The bees followed her! Now the bees had their own picnic. Mother, Tony and Gina ate their food. Mother read a story and then it was time to go home. It was a fun-filled afternoon.

King Midas and the Golden Touch

There was once a king in Greece who had a beautiful castle and everything he wanted. The person he loved most of all was his daughter, Ari. One day an old man came to his door, and begged for food. King Midas gave him some rice to eat, and a bed for the night. The next morning, the old man thanked King Midas.

"I am a magician," he said. "I will give you one wish!"

Now, King Midas began to be greedy. He said, “My wish is that everything I touch turns to gold.”

The magician’s eyes grew big. “Are you sure?”

King Midas shouted, “Yes, yes I am sure! Now give me my wish.”

That day, King Midas touched flowers in the garden, and the floor of his castle. He touched everything he could, and of course it turned to gold. He began to laugh, thinking of how rich he was becoming. Then it came time to eat. The King put a bite of chicken in his mouth, but he could not chew it! The chicken had turned to gold.

The King jumped out of his chair with surprise. Worried, his daughter, Ari, ran to him, crying, “What’s wrong, father?”

But then she stopped, for she had put her hand on his arm, and turned to gold, herself. Now King Midas began to cry. “Oh, I wish I had never asked for this thing!” He called out. “Please take it away from me!”

The magician appeared. “So, King, are you happy with your wish?”

Midas cried, “No, no! Please take it away. I will never be greedy again.”

The magician nodded, and Ari began to move and breathe again. The King gave the magician a great prize for teaching him such a great lesson about what he should really value.

Anansi and the Turtle

There was once a tricky spider, called Anansi. One day he was making dinner, when Turtle arrived at his door. He knew he had to invite Turtle to eat, but he did not want to. So when Turtle was sitting down, Anansi said, “Wait! Your hands are dirty.”

It was true that Turtle’s hands were dirty from walking on the ground, so he went to the river to wash them. While he was away, Anansi ate all the food. When Turtle returned and the food was gone, he felt very sad.

The next day, Turtle invited Anansi to dinner in the river where he lived. Anansi rushed over, but when he got there, he realised that because he was a spider, he could not swim down. While he waited on by the river, Turtle enjoyed his meal.

“You may encounter many defeats, but you must not be defeated.”

- Maya Angelou

“It does not matter how slowly you go as long as you do not stop.”

- Confucius

“Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do.”

- Pele

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“I hated every minute of training, but I said, 'Don't quit. Suffer now and live the rest of your life as a champion.’”

- Mohammad Ali

“Nothing is impossible, the word itself says 'I'm possible.’”

- Audrey Hepburn

“A creative man is motivated by the desire to achieve, not by the desire to beat others.”

- Ayn Rand

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