
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.

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 Level I (Beginner). 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.

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 Level I (Beginner) to be completed in four months. At the end of the four months, the Facilitator will assess language acquisition by the students to determine progression to Level II (Intermediate).

Table of Content

Lesson #	Topic	Page #
Week 1		
1	Me and My Address	5
2	My Title and Work	7
3	My Family	9
4	Introducing Myself	11
5	Introducing Others	13
6	Learning Contract - I	14
Week 2		
7	Body Language	16
8	Intonation	18
9	Color & Clothing	19
10	Food & Drinks	20
11	Fruits & Vegetables	22
12	Consolidation	23
Week 3		
13	Hobbies & Pastimes	24
14	My Favorite Things	25
15	Requests & Commands	27
16	Can you..?	29
17	May I...?	30
18	Consolidation	31
Week 4		
19	Vowel Sounds	32
20	Consonant Sounds	33
21	Blends	35
22	Homophones & Opposites	36
23	Sentence Structure	37
24	Consolidation	38
Week 5		
25	My House	39
26	My Neighborhood	41
27	My Classroom	42
28	My Office	43
29	Actions & Places	44
30	Consolidation	46

Lesson #	Topic	Page #
Week 6		
31	Time of the Day 1	47
32	Time of the Day 2	48
33	Weeks	49
34	Months	50
35	Calendar	51
36	Consolidation	52
Week 7		
37	Seasons & Weather	54
38	Favorite Season	55
39	Weather Forecast 1	57
40	Weather Forecast 2	58
41	Seasonal Matters	59
42	Consolidation	60
Week 8		
43	Asking Questions 1	61
44	Asking Questions 2	62
45	Parts of a Story 1	64
46	Parts of a Story 2	65
47	Revision/Internal Evaluation	66
48	Learning Contract - 2	67
Week 9		
49	Body Parts	68
50	Common Illnesses	69
51	Sensory Organs	70
52	Healthy Eating	71
53	Hygiene	72
54	Consolidation	73
Week 10		
55	Safety	74
56	Quantifiers - 1	75
57	Quantifiers - 2	76
58	Quantifiers - 3	77
59	Numbers & Ordinals	78
60	Consolidation	79

Lesson #	Topic	Page #
Week 11		
61	Fractions	81
62	Money	82
63	Spatial Vocabulary - 1	83
64	Spatial Vocabulary - 2	84
65	Multiple Perspectives	85
66	Consolidation	86
Week 12		
67	Describing Words - 1	87
68	Describing Words - 2	88
69	Text and Images	89
70	Reading a Newspaper	90
71	Media Literacy	91
72	Consolidation	92
Week 13		
73	Jobs & Occupations - 1	93
74	Jobs & Occupations - 2	94
75	Phone Calls - Informal	95
76	Phone Calls - Formal	96
77	Phone Conversation	97
78	Consolidation	98

Lesson #	Topic	Page #
Week 14		
79	At the Restaurant -1	99
80	At the Restaurant -2	100
81	Going Shopping	101
82	Going to the Bank - 1	102
83	Going to the Bank - 2	103
84	Consolidation	104
Week 15		
85	Summarizing	105
86	Main Idea	106
87	Passage Reading	107
88	Paragraph Writing	108
89	Proofreading	109
90	Consolidation	110
Week 16		
91	Listening Comprehension -1	111
92	Listening Comprehension - 2	112
93	Stage Time	113
94	Class Presentation	114
95	Internal Evaluation 1	115
96	Internal Evaluation 2	116

Appendix

1	Success Stories	118
2	Sign Language	119
3	Tasks	120
4	Quiz Time 1	121
5	Quiz Time 2	123
6	Vowel Sounds	124
7	Consonant Sounds	126
8	Quote Marks & Exclamations	127
9	Time Zones (USA & Australia)	128
10	Weekly Chores	129
11	Number Series	130
12	Newspaper Guide	131

13	Quiz Time 3	132
14	Indicative Career Choices	133
15	Ring, Ring	134
16	Telephone Game	135
17	Paragraph Hamburger	136

Facilitation Vs Teaching

Teaching Students	Facilitation of Students' Learning
1. Believes that students are empty vessels.	1. Believes that students carry prior knowledge that needs to be triggered and linked to new knowledge.
2. Aim is to transmit knowledge to students.	2. Aim is to help students make sense of new knowledge.
3. Teaches, talks, lectures.	3. Provokes, guides, motivates, thinks aloud.
4. Encourages individual, silent work.	4. Encourages cooperative, task-focused discussion/conversations.
5. Teacher is the infallible expert.	5. Aims for students' expertise.
6. Encourages memorization and rote.	6. Encourages students to make connections between content and real life.
7. Teacher-led learning.	7. Teacher-led and peer learning.
8. Teacher talks the most.	8. Teacher gets the students to talk more.
9. Caters to the learning of those who learn by listening.	9. Caters to multiple styles of learning.
10. Driven by direct questions ("What is a homophone?") and uses jargons ("This is a verb.").	10. Driven by open-ended questions ("I am Mr. Ram Choudhary's son. My sun sign is Leo." Did I repeat any word in the two sentences? Discussion follows) and does not use jargons ("So can these be called 'doing' words - where some work is being done.")

Notes to Facilitator:

1. Ensure that the lessons/level is completed in a timely manner. If there has been long absence (due to holidays, leaves etc), it is the responsibility of the facilitator to catch up on lost time.
2. Ensure that the students fill up the workbooks in pencil only.
3. Students must not take the Workbook home. However, a day before the evaluations, students may be allowed to take the Workbook home. Please tell them that they will not be allowed to appear for the evaluation if they do not have their own Workbook duly completed. Demand honesty and responsibility from students.
4. After the completion of a Level, allow the students to take their workbooks home.
5. Ensure that there is a Workbooks monitor in every session and that he/she ensure that the books are arranged in an orderly manner on the shelves. In case, you require more storage space let your supervisor know.
6. Issue books to students responsibly and reuse workbooks of dropout students.

Lesson 1: Me & My Address

Objectives

1. Students will be able to introduce themselves using name, age and contact details.
2. Students will be able to introduce a friend using name, age and contact details.

Materials

- Workbook
- Writing material
- Construction paper of different colors cut into rectangular pieces of 3,5 x 2 inches
- Sketch pens
- Sample business cards

Procedure

1. Before the students start the exercise in the Workbook, tell them about the use of I, He and She, My, His, Her. Students must mimic 'I am....', 'He is....', 'She is...', 'His name...', 'Her name...', 'My name...'.
 2. Explain the concept of first name, middle name and last name. Help students make connection between last name as family name - common for all family members.
 3. Students often get confused about gender - girl or woman/lady, boy or man.
 4. Ask the students to complete exercise A in the Workbook.
 5. After everyone has completed exercise A :
 - ◆ Each student partners with a friend.
 - ◆ With his/her partner, each student writes his/her introduction using full name and age.
 - ◆ With their partner, each student practices speaking his/her introduction using full name and age.
 - ◆ Each student takes turn to introduce self and friend to the class. Students should be discouraged from reading the introduction.
 6. Next, tell the students about the concept of street, city, state and country. Ask them to name other streets, cities, states and countries that they know of.
 7. Ask the students to complete exercise B in the Workbook.
 8. Then the students make Business Cards:
 - ◆ Show the students a sample business card and talk about its use.
 - ◆ Each student gets a 3,5 x 2 inch piece of construction paper.
 - ◆ Each student makes his/her business card with full name, complete address and telephone number. Give students the option to make it with their current details/profile or hypothetical profile/details based on who they aspire to be. Students may use a real or fake address/phone number.

9. Ask students to bring their business cards the next day.

Extension

Introduce the concept of younger and older as the students tell their age.

During the presentations, help students make connection between same/different address, same street, city, state and country

Lesson 2: My Title and Work

Objectives

1. Students will understand the use of title as prefix to a name and use them appropriately.
2. Students will be able to use the professions/occupations appropriately in introductions.

Materials

- Workbook
- Writing material
- 2 sets of 5 Placards: Teacher- Student, Boss - Junior, Uncle - Nephew/Niece, Sister- Sister and Friend- Friend.

Procedure

1. Before the students start the exercise in the Workbook, tell them about the use of Mr., Miss, Mrs., Sir, Ma'am. Students tend to confuse these titles. Master - prefix for male person under the age of 18 years. Mister (Mr.)- prefix for male person over the age of 18 years. Miss - prefix for an unmarried female person. Mrs. - prefix for a married female person.
2. Ask the students to complete Workbook exercise A.
3. Then, tell the students about difference between profession, job and occupation.
4. Ask students to complete exercise B in the workbooks.
5. After completing the Workbook exercise, each student partners with a friend.
6. Discuss reciprocity of relationship with the help of a few examples and assign a placard to each pair. For example, Partner A gets the placard 'Teacher' and Student B gets the placard - Student.
7. Students write the introduction of his/her partner including Title, Full Name, Age, Address and Phone Number.
8. Students introduce their partner to the group holding their respective placard. For example, the Teacher-Student group introduces each other like this -
 - ♦ Partner 1 - "This is my teacher. His/ Her name is (title) (full name). He/She is (age) years old. His/Her address is (address). His/Her phone number is (phone number). He/She is a (profession).
 - ♦ Partner 2: "This is my student. His/Her name is (title) (full name). He/She is (age) years old. His/Her address is (address). His/Her phone number is (phone number). He is a (profession)
9. Encourage students to speak in full sentences and refer to the notes only for specific information about address and phone number, if need be.
10. Time and pace the activity such that most pairs get to present.
11. Ask each student to exchange his/her business card with a friend in class.
 - ♦ Ask 8-10 students, to introduce his/her partner. For example : " My friend is (title and full name). He/she is a (profession). You can contact him/her at (address) or at (phone number)."

- 12.** Ask the confident pairs to introduce themselves first so that the shy and unfamiliar ones gain comfort from repetition.
- 13.** Ask students to bring a passport size photo for Lesson 6.

Extension

Introduce commonly used titles such as Doctor (Dr.), Judge (Your Honor), Professor (Prof) etc. Ask students to identify professions of people in their family and neighborhood.

Lesson 3: My Family

Objectives

1. Students will learn vocabulary about relations within the family and associate it with the gender of the family member.

Materials

- Workbook
- Writing material

Procedure

1. Before the students start the exercise in the Workbook, tell them about the concept of a family tree.
2. Start with a story, real or imaginary about a popular family and talk of relationship within the family. As you mention the names of the relationship -like 'son' ask the students innocently if anyone in the group is a 'son' and so on.
3. Show the different relationships within a family in the form of a family tree.
4. After students complete the Workbook exercise, play The Name Game:
 - ◆ Male relation who has same parents as you. Brother.
 - ◆ What do you call your father? Papa/Daddy/Dad.
 - ◆ What do you call your mother's mother? Grandmother/Grandma.
 - ◆ What do you call your uncle's son? Cousin.
 - ◆ What do you call your sister's son? Nephew.
 - ◆ What do you call your brother's daughter? Niece.
 - ◆ Name your sister. _____
 - ◆ Is your grandfather male or female? Male.
 - ◆ How old is your brother/sister? _____ years.
 - ◆ Are you a son or daughter of your parents? _____

This can be a group game or an individual game depending on confidence and comfort of the students. If playing individually, repeat one question with 2-3 students so that it is reinforced.

5. Encourage students to answer in complete sentences. For example: "What do you call your father?" "I call my father Papa/Daddy/Dad."
6. After the game, write this puzzle on the board - "There are 6 members in a family. A to F. There are two married couples. D is the grandmother of A and mother of B. C is the wife of B and mother of F. F is the granddaughter of E."
7. Give the students a few minutes to think about the puzzle.
8. If need be, guide the students to categorize them as per gender and generation.
9. When a student answers, ask how he/she arrived at the answer.

10. This can be made into a team game for added excitement and conversation.

Extension

- ◆ Introduce the concept of nuclear and joint family connecting it with address of the family member.

Lesson 4: Introducing Myself

Objectives

1. Students will learn the suitable greeting for family, friends, neighbors, older and senior people.
2. Students will learn to introduce self to family, friends, neighbors and people in authority.

Materials

- Workbook
- Writing material
- 5 placards: Principal, Teacher, President, Director and Minister
- 5 slips of paper: Principal, Teacher, President, Director and Minister written on each slip

Procedure

1. Before the students start the exercise in the Workbook, tell them about the concept of younger/junior, older/senior and same age group. Also, discuss with them formal and informal greetings according to the time of the day.
2. Explain the correct use of “Hello” and “Hi” while greeting family, friends and neighbors. In informal situations, “Hello” is to be used with older people and “Hi” is to be used to greet younger or people of the same age group.
3. Before the students start the exercise, tell students about the correct use of formal greetings according to time of the day.
4. Ask the students to complete the Workbook exercise A & B.
5. After the students have completed the Workbook exercises, divide the class into two groups- Group A - Formal and Group B - Informal.
6. Group A will present on the informal situations and Group B will present formal situations.
7. Informal group - Tell students about the protocol for introductions:
 - ◆ Suitable greeting: Hello, Hi or Hello everyone (in case greeting a group of people)
 - ◆ A few words about self, using first name only: “I am (name)/ My name is (name).”
 - ◆ Response to the introduction using the person’s first name: “Nice to meet you, (name).
 - ◆ I am (name).”
8. Formal group - Revise the protocol for introductions:
 - ◆ Suitable greeting, using suitable title and family name of the person: Greetings, everyone. (In case of a larger group)
 - ◆ Introduction with a few words about self, using full name: “I am.. / My name is ...”
 - ◆ Response to the introduction starting with the greeting and using the person’s name/full name with title.
9. Give one placard each to five students (male and female) and have them hold it up to the class.

- 10.** The remaining students take turns to introduce themselves to the person from the panel by picking lots. For example: the Facilitator takes the five slips to Student 1. Student 1 picks one slip; it has Principal written on it. Student 1 has to introduce himself/herself to the person holding up the Principal placard.
- 11.** Ask the confident students to introduce themselves first so that the shy and unfamiliar ones gain comfort from repetition.
- 12.** Time and pace the activity such that most students get to speak.

Extension

Encourage students to continue a conversation beyond the basic introduction. For example:

1: "Let us keep in touch..."

2: "Yes, my telephone number is..."

3: "See you soon/later..."

Discuss real life situations in which students may need to introduce themselves to people higher in position/authority.

Lesson 5: Introducing Others

Objectives

1. Students will practice introduction protocol while introducing others.
2. Students will practice introducing others, formally and informally.

Materials

- Workbook
- Writing material

Procedure

1. Before the students start the Workbook exercise, tell them about formal and informal situations.
2. Revise the suitable use of formal and informal greetings.
3. Revise the protocol for introductions:
 - ◆ Introduce younger person to older person
 - ◆ Introduce men/boys to women/girls
 - ◆ Introduce junior to senior
 - ◆ People of similar age can be introduced in any order
4. Role Play: Organize students in groups of three. Each group selects one situation from Lesson 9 in the Workbook and divides roles within the group. For example, Group 1 may choose the introduction scenario of Me, My father and My boss. Within the group, one student plays himself/herself, while the other two play the role of father and boss. Students can use names different from those in the Workbook, if they so choose. Each group presents to the class.
5. Ensure that the students follow the suitable order of introduction: greeting, name, response.
6. Ask the confident groups to introduce themselves first so that the shy and unfamiliar ones gain comfort from repetition.
7. Time and pace the activity such that most student get to present.
8. Ask students to bring a passport size photograph for Lesson 6.

Extension

- ◆ Discuss real life situations with students where they may need to introduce others, formally and informally.

Lesson 6: Learning Contract 1

Objective

1. Students will create their learning contract.
2. Students will plan the learning outcomes for themselves with the facilitator.
3. The facilitator will be able to connect with the students as they begin their journey of learning.

Materials

- Workbook
- Personal Information form (Appendix 1 in Student Workbook)
- Success Stories (Appendix 1 in Facilitator Handbook)

Procedure

1. Talk to your students about their reasons for joining the FEC program.
2. Share your views and discuss how regularity and participation are the keys to learning to speak in English.
3. Students learn better when they have a good relationship with their teacher. Your students look at you as professional role models.
4. Start by telling students about your professional goal. Also tell them how you plan to achieve that goal.
5. Discuss with students how aptitude and interest are key indicators of career choices. Give a few examples to explain this.
6. Give students a few examples so that they begin to understand the terms 'interest' and 'ability' as well as the connection between interest/ability and career choice.
7. Ask students about their interests and abilities and share how that can be an indicator of possible career choices for them. Keep the discussion very general and not specific to professions/occupations. For example, if a student expresses interest in art - probe further to ascertain if it is making the art or viewing the art. If it is making the art, what medium of art. Mention some possible options - art galleries, graphic artists, art journalism.
8. Take more examples from students. Help students understand that it is a combination of both interest and aptitude (including educational qualifications) that drive successful career choices.
9. Share the stories in Appendix 1 (Facilitator Handbook) with students and ask them to identify someone from their family/neighborhood/community who has persevered in chosen career in spite of the odds.
10. Steer the discussions towards perseverance and how perseverance can sometimes compensate for lack of ability or interest.
11. Ask students to reflect on their career choices based on their interest, aptitude and qualifications.
12. While students are working with CBT, call students individually by turns and hold a brief interview with them to discuss their learning goals.

- 13.** Most/All of your students will not be able to communicate in English/at all, as they have just started the program. Help them by prompting, giving ideas/examples. Do not choose the goals for the students. Let the students decide their own goals.
- 14.** If required, allow students to communicate in Hindi.
- 15.** The facilitator's job is to get the students to think about their learning needs/goals and to help them make these goals specific. For example, if a student says, "I joined FEC to improve my English." That is a very broad goal. Help the student identify and specify what they need to change to improve their English for example, to build vocabulary, grammar, oral communication or confidence in speaking etc.
- 16.** Students fill up the Learning Contract in their Workbook. The facilitator must enter it into the LMS for individual students.
- 17.** Ask them to make a plan on how they will achieve this. For example, by reading newspaper, by speaking with my friend only in English, by listening carefully to the teacher, by coming regularly for class, etc.
- 18.** Next they explain/write how learning English at FEC is helpful in achieving their life goals/ambition.
- 19.** After everyone has filled up the Learning Contract, one-on-one with the facilitator, ask some of the students to share their learning goals and plan with the class.
- 20.** This lesson may stretch to 2-3 days. On Day 2 ask students to complete the Personal Information form (Appendix 1 in Student Workbook).

Lesson 7: Body Language

Objectives

1. Students will understand that communication can take place with or without words.
2. Students will learn to use correct body language during conversations / interactions.

Materials

- Workbook
- Writing materials
- Sign Language (Appendix 2 in Facilitator Handbook)

Procedure

1. Divide the class into two teams. Representatives from each group take a slip from the facilitator and have to communicate that to the member of the other group without using oral or written language. The other group has to guess the message in a simple, brief sentence.
2. After the activity is over, discuss:
 - ◆ What were the challenges faced?
 - ◆ How did they come up with the gestures?
 - ◆ How else can the message be conveyed?
 - ◆ Were they able to understand the gestures that the other team used?
3. Once these points have been discussed ask them if they know anyone in their neighborhood who is deaf or mute.
 - ◆ Are they comfortable getting a message across?
 - ◆ How do you hold a conversation with them?
 - ◆ Did you face similar challenges while performing the skit?
 - ◆ Introduce the concept of sign language - who is it for, why do we need it etc. (Refer to Appendix 2 in Facilitator Handbook)
4. Ask students to complete the Workbook exercise.
5. After students have completed the exercise, model appropriate and inappropriate body language to students:
 - ◆ Eye Contact: Introduce yourself looking down and/or looking around. Help students understand how this is rude and impolite. While introducing self and being introduced by others, we need to make eye contact.
 - ◆ Hand Movement: Help students understand how in a formal situation, a handshake initiated by the senior is most acceptable way to greet; cultural greetings like namaste, salaam etc with their own hand movement are more acceptable with family; casual gestures like a pat on the back or a wave is acceptable with friends or people of same age group.
6. Divide the class into two groups - students from Group A model the intonation/body language incorrectly/inappropriately and students from Group B find the errors and correct them. Next

the students from Group B model the intonation/body language incorrectly/inappropriately and students from Group A find the errors and correct them. The game goes on till all the students have taken turns to model incorrectly and correct the errors.

7. Encourage students to make notes in the Workbook.

Extension

- ◆ Ask students to learn the question words in sign language (Refer to Appendix 2 in Facilitator Handbook)

Lesson 8: Intonation

Objectives

1. Students will understand the importance of intonation during communication.
2. Students will learn to modulate their voice appropriately during formal and informal introductions.

Materials

- Workbook
- Writing materials
- Task Slips (Appendix 3 in Facilitator Handbook)

Procedure

1. Tell the students about the concept of fast, slow, loud, soft, handshake and cultural forms of greeting like folding hands (namaste).
2. Tell the students that the pitch and pace of voice can be rude or polite; hurried or bored etc.
3. Modeling by Facilitator: Intonation
 - ◆ Introduce yourself very fast, very slow, very loud, very soft and just right (well paced and pitched).
 - ◆ Discuss with students which of the five sounded correct.
 - ◆ Explain how very fast cannot be understood, very slow is boring, very loud is disrespectful/ rude and very soft cannot be heard.
4. Divide group into two teams. Representatives from each group take a slip from the facilitator and have to communicate that to the member of the other group as per the instructions on the task slip. The other group has to tell whether the intonation is appropriate or not and, if inappropriate, they have to present it in the appropriate form.
5. Encourage students to make notes in the Workbook.

Extension

- ◆ Explain how incorrect use of body language and intonation can hinder effective communication.

Lesson 9: Color & Clothing

Objectives

1. Students will learn vocabulary related to colors and clothing.
2. Students will be able to identify color/names of clothing items and hold simple conversations about it.

Materials

- Workbook
- Writing material

Procedure

1. While completing the Workbook exercise, students can choose any of the suitable colors. For example, the color of the leaves can be yellow, green, brown or orange. Use multiple answers to initiate a simple question and response conversation with students.
2. After all students have completed exercise A, ask the students to sit in a circle with a nominated leader in the middle.
 - ◆ The students in the circle ask, “Tippy, tippy tap. What color do you want?”
 - ◆ The leader in the middle asks for a color saying, “I want ____ (name of the color).”
 - ◆ The students in the circle try to find the color around them. The student who points out the asked color in the surrounding correctly first, gets to choose the next color. The students in the circle ask him/her, “Tippy, tippy tap. What color do you want?”
3. After 8-10 rounds of the game, call out the name of a color and ask students to write one word that they can associate with that color. Every student must be able to explain reason for the association. There are no correct answers.
4. After students have completed exercise B, play Charades by dividing the class into two groups - Group 1 & Group 2.
5. One student from Group 1 uses body language and gestures (no words or writing) for a piece of clothing. For example, use hand movement to show draping of sari or zipping up a jacket. Students from Group 2 have to guess what the name of the clothing is. Group 2 gets only 2 turns to guess and must speak as a group and not as individuals. If they get it right, they score a point, if they cannot get it right, then Group 1 scores a point.

Group 2, uses body language and gestures (no words or writing) for a piece of clothing. Group 3 gets to guess. Thereafter, Group 3 presents to Group 1. The game goes on till each group has got 2-3 turns. The colors can be repeated but the color-object combination cannot be repeated.
6. The Facilitator organizes, manages the game and keeps the score.

Extension

- ◆ Students make a list of different items of clothing in their cupboard and their color. For example, I have two shirts. One is red and one is green OR I have two purple shirts.

Lesson 10: Food & Drinks

Objectives

1. Students will learn vocabulary related to foods and drinks and meals of the day.

Materials

- Workbook
- Writing material

Procedure

1. Before the students start the exercise in the Workbook, tell them about the names of the 3 meals in a day: breakfast, lunch and dinner. Tell the students about the 3 course meal- starter, main course and dessert.
2. Let students know that you will ask riddles today and that they have to try and guess the answer.
3. Divide the group into teams to increase the excitement/ involvement.
4. Ask these riddles and take reasons for the answers.
5. What are two things you can't have for breakfast? (Lunch and Dinner – if students give other food items validate it if they have a good reason)
6. What has eyes that cannot see, a tongue that cannot taste and a soul (sole) that cannot die? (A shoe).
7. What weighs more, a kilo of lead or a kilo of feather? (Same)
8. I am a verbal acrobat. Flip me forward, backwards and upside down. While you are at it, why don't you have lunch? (The word "NOON") – This might be a little tricky.
9. Start with these and then use riddles that have to do with food and drinks.
 - ◆ What do you call really scared pasta? (Chicken Noodles)
 - ◆ Jill left a solid object on the floor of her room for 3 hours. In those 3 hours, no one had touched it and yet it completely disappeared on its own. What was the object? (Ice)
 - ◆ Cucumbers, carrots, onions, tomatoes and peas. Which one does not belong? (Tomatoes)
 - ◆ One day Katherine decided to make a picture out of food, just for fun. First she used strawberries, then oranges, then lemons, then kiwis, then blueberries and then another fruit. What did she use last and why? (VIBGYOR= Rainbow)
 - ◆ What drink always comes to your rescue? (Lemonade)
 - ◆ What did the potato call his son? (Chip)
 - ◆ Everyday a strange man walked past several grapevines growing on a fence. One very hot day the owner asked the strange man what he had done with his grapes. "I did not take your grapes," replied the strange man. "I am innocent!" The strange man was telling the truth yet the grapes were gone. Can you solve the mystery? (Raisin)
10. When students respond to the questions don't forget to ask how they came to that conclusion.

- I 1.** Once students have answered these questions transition into the lesson by saying, “Now that we have given our brain some food let us talk about food that our body needs...”
- I 2.** Ask students to complete the workbook exercise. Accept both yogurt and curd for ‘dahi’.

Extension

- ◆ Discuss the concept of snacks and the different snacks that the students eat.

Lesson 11: Fruits & Vegetables

Objectives

1. Students will learn vocabulary related to fruits and vegetables and talk about taste of different foods/fruits/vegetable

Materials

- Workbook
- Writing material
- Appendix 4 in Facilitator Handbook

Procedure

1. Review the food and drinks learnt on the previous day.
2. Think, Pair, Share:
 - ◆ Divide the class into two groups - Group 1 & Group 2.
 - ◆ Each student partners with a friend within the group.
 - ◆ With their partner they practice writing and speaking. Group 1: "In the morning, I eat _____ for breakfast. In the afternoon, I eat _____ for lunch. At night, I eat _____ for dinner." Group 2: "My favorite food is _____, My favorite drink is _____, My friend likes to eat _____ and drink _____."
3. Time and pace the activity such that most student get to speak.
4. Each student takes turn to speak to the class. Students should be discouraged from reading the notes.
5. Review names of fruits of vegetables.
6. Quiz Time: Divide the class into 4 groups of 5 students each.
7. Each group is given a hint (refer to Appendix 4 - Facilitator Handbook) and has to name the fruit or vegetable. For example, "Name a red fruit." If they come up with the right answer, within the fixed time, they score 2 points.
8. If they cannot, then the quizmaster gives another hint about the flavor of the fruit or vegetable. Correct answer gets them 1 point.
9. If they still cannot answer correctly, then the question is thrown open to the house.
10. Each team gets a chance and there can be up to 10 rounds. The hint for the fruit or vegetable cannot be repeated.
11. Ask students to create hints/clues about the names of fruits/vegetables and ask other students.
12. Ask students to bring an old newspaper or a magazine for Lesson 12.

Extension

- ◆ Students talk about other salty, spicy, tasteless, sweet, sour and bitter foods and drinks.

Lesson 12: Consolidation

Objective

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

Materials

- Workbook
- Writing Materials
- Old newspaper/magazines
- Popsicle sticks
- Glue

Procedure

1. Recap the Lesson 7-II
2. Randomly ask students to share some of their answers from these lessons. Correct, wherever necessary. Ask students to ensure that the Workbook Lessons 7-II are complete.
3. Identify gaps in learning.
4. Look at the wall displays of your students' work and remove anything that is irrelevant/ outdated. Organize display of students' work session-wise.
5. Ask the student to cut out photo of a person from the newspaper/magazine that they have brought.
6. Ask them to glue it on to the popsicle stick. They must introduce this person to the audience.
7. The facilitator writes his/her expectations on the board:
 - ◆ Correct body language/intonation
 - ◆ Greeting
 - ◆ Introduce self first
 - ◆ Introduce the Guest (the person in the photograph) - full name with title, age, contact details, favorite color and food/drinks.
 - ◆ Closing sentence.
8. Give the students 10 minutes to prepare.
9. When one student is presenting ask the others to look for how well the presenter followed the expectations.

Lesson 13: Hobbies and Pastimes

Objectives

1. Students will learn vocabulary to identify different pastimes/hobbies and speak about their hobbies and those of others.

Materials

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

Procedure

1. Before the students start the exercise in the Workbook, tell them what hobbies and pastimes are.
2. Quiz Time: After the students complete the Workbook exercise, divide the group into teams and let students name their teams. They will not be permitted to keep a name that they had selected earlier.
3. Give each team a hint for a hobby/pastime (some hints are given in Appendix 5 (Facilitator Handbook) and keep a score.
4. Have 8-10 such rounds. Ask the teams to make the hints/clues and ask the other teams. Keep the score.

Lesson 14: My Favorite Things

Objective

1. Students will learn to speak about their favorite things in complete sentences.

Materials

- Construction Paper
- Scissors
- Glue
- Sketch Pens

Procedure

1. Recap Lesson 13.
2. Students discuss their hobbies and reasons why they like these activities.
3. Interview Time: Students will interview 5 people in the class about their hobbies.
 - ◆ Interviewer asks: "What is your favorite pastime/hobby?"
 - ◆ Students answer: "I like to _____."
 - ◆ They record the information from the five people in their notebook as : "1. _____ likes to _____. 2. _____ likes to _____. 3. _____ likes to _____. 4. _____ likes to _____. 5. _____ likes to _____."
4. Each student takes turn to speak to the class. Students should be discouraged from reading the notes.
5. In groups of 5, students are sent to their Personal Corner (refer to Lesson 6) to read what they had posted about their introduction.
6. Each child is assigned a color and takes a construction paper of that color to work on.
7. Students write My Favorite Things as the title on the sheet.
8. They write 5 sentences, thus:
 - ◆ "My favorite color is and I have a (favorite color) (clothing).
 - ◆ I like to wear and I have (number) (favorite clothing).
 - ◆ I like to eat (food) and drink (name of the drink).
 - ◆ My favorite pastime is
 - ◆ My favorite person is (full name).
9. Each student pastes his/her cut-out next to their photo and introduction in the Personal Corner.
10. Students take turns to go to the Personal Corner and introduce himself/herself/others using the information on the wall.
11. Presentation: Model the presentation protocol: start with a greeting, end with a thank you, body language and eye contact.

- 12.** Ask the confident students to speak first so that the shy and unfamiliar ones gain comfort from repetition.
 - 13.** Time and pace the activity such that most student get to speak.
-

Lesson 15: Commands & Requests

Objectives

1. Students will learn the vocabulary to be polite in their daily, personal communication.
2. Students will begin to use polite phrases appropriately.

Materials

- Workbook
- Writing material
- 10 everyday objects like pencil, pen, eraser, book, shoe, newspaper etc

Procedure

1. Before the students start the exercise in the Workbook, explain to the students importance of speaking politely. Start the day with reviewing work done on the previous day. Tell the students difference between commands and requests. Both commands and requests must be worded politely.
2. Let students know that you will begin with an activity today. This game has to be played by 10 participants.
3. Divide the group so that you have 10 students in each team.
4. Request students to form a pyramid in the 4-3-2-1 pattern (Like bowling pins).
5. Now request them to reverse the apex and the base of the pyramid by moving only three people.
6. Give students a time limit and make it sound like a competition.
7. Observe how students interact with each other during the activity so that you can address it later.
8. Create a pressure/ rush situation by reminding them of the time left. See how the students interact with each other under pressure situations. Address later.
9. Keep a count of who used polite phrases during the transition.
10. Explain to them use of polite phrases like 'please', 'thank you', 'you are welcome', 'excuse me', 'sorry/pardon me'.
11. After the students have completed the Workbook exercise, ask them to sit in a circle. Before the students start the exercise in the Workbook, tell them about the use of 'May I'.
12. After completing the Workbook exercise, students sit in a circle on the floor.
13. Facilitator models the use of polite phrases in following everyday situations:
 - ◆ Bumping into someone
 - ◆ Sneezing/blowing his/her nose in presence of others
 - ◆ Drop the books on someone's foot
 - ◆ Walks in late for the meeting
14. Facilitator asks students about everyday situations where they can use/expect others to use these phrases. List these situations on the whiteboard.

- 15.** Ask the confident students to respond first so that the shy and unfamiliar ones gain comfort from repetition.
- 16.** Time and pace the activity such that most students get to speak.
- 17.** Have students enact these situations and use polite phrases appropriately.
- 18.** Have students play the Human Pyramid again and this time remind them to use the polite phrases. Keep a count of who used polite phrases.

Extension

- ◆ Help student extend the conversation for clarity. For example: Facilitator: “_____ (student’s name), please bring me a pencil?”
Student: “Do you want the red or the black one?” Facilitator: “The red one.”
Student takes the red pencil from the middle and gives it to the Facilitator.
Facilitator: “Thank you, _____ (student’s name).” Student: “You are welcome, sir/ma’am.”

Lesson 16: Can you...?

Objectives

1. Students will learn the use of 'do' and don't' for confirming or enquiring and 'can' for favor or ability.
2. Students will begin to use "do", "don't" and "can" appropriately.

Materials

- Workbook
- Writing materials
- Chart Paper
- 10 everyday objects like pencil, pen, eraser, book, shoe, piece of paper etc

Procedure

1. Start the day with reviewing work done on the previous day.
2. Before the students start the Workbook exercise, explain with examples the use of 'Can' and 'Can't'. Explain to the students that mostly, 'can' and 'can't' are related to ability. For example, "Can you lift the chair?" or "I can run fast."
3. After the students complete the Workbook exercise, explain with examples the use of 'Do' and 'Don't'. Explain to the students that mostly, 'do' and 'don't' in statements are related to instructions/commands. For example, "Do your work properly." or "Don't jump on the bed." When used in a question, 'Do' and 'Don't' deserve a simple 'yes' or 'no' answer. For example, "Do you have a dog at home?" Or "Don't you want to watch the movie?"
4. Ask each student to make a list of 'Do's' and 'Don't' for student behavior at the center.
5. Ask all students to share one 'Do' and one 'Don't' from their list. These can be compiled as a list on a chart paper.

Lesson 17: May I...?

Objectives

1. Students will learn the use of “may ...” for permission.

Materials

- Workbook
- Writing materials
- Chart Paper
- 10 everyday objects like pencil, pen, eraser, book, shoe, piece of paper etc

Procedure

1. Before the students start the exercise in the Workbook, tell them about the use of ‘May I’. Generally, ‘May I’ is used when asking for permission and ‘Can I’ is used when asking someone for a favor.
2. After completing the Workbook exercise, students sit in a circle.
3. Students sit in a circle on the floor. Place everyday objects like pencil, pen, eraser, book, shoe, piece of paper etc in the middle of the circle. Choose a student to help you model.
Facilitator: “_____ (student’s name), can you bring me the pencil, please?.”
Student: “Yes, sir/ma’am.”
Student takes the pencil from the middle and gives it to the Facilitator.
Facilitator: “Thank you, _____ (student’s name).”
Student: “You are welcome, sir/ma’am.”
Choose two students, one to request and one to bring. There can be 10 such rounds.
4. Ask for things that are not in the circle. For example, Facilitator: “_____ (student’s name), may I have an orange, please?.” Help the student respond suitably like “Sorry, I do not have an orange.” Or “Sorry. The oranges have finished.”
5. In the next round, each student asks a big/macro question (For example, “Can you change the world?”) to the student sitting to his/her left. The student on the left then answers the question - “No, I cannot change the world.” Then the first student asks a micro question related to the question asked earlier (For example, “Can you change yourself?” and once again the student on the left responds- “Yes.” Then the student on the left asks a macro question to the students on his/her left and the game goes on.
6. The objective is to get students to ask question that may seem like big problems but realize that all big problems are made of smaller ones and can be tackled by individuals at the micro level.
7. Assist students as you go. You can have multiple rounds of questions till you achieve the objective of getting students to realize that they can think big but they have to start small.
8. Correct students on question formation, whenever required.
9. You can have a dummy round so that the students understand what they have to do.
10. Ask the confident students to respond first so that the shy and unfamiliar ones gain comfort from repetition.

Lesson 18: Consolidation

Objective

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

Materials

- Workbook
- Writing material
- Strips of paper in four different colors
- Chart Paper cut into 4 quadrants: with each quadrant having May I...?, Thank You, Sorry and Excuse Me written on it.

Procedure

1. Revise Lesson 13-17
2. Randomly ask students to share some of their answers from these lessons. Correct, wherever necessary.
3. Identify gaps in learning.
4. Each student is given 4 color coded strips of paper. Facilitator shares the color code with the students. For example: 1. Red strip for sentences beginning with May I ... ? 2. Blue strip for sentences beginning with Thank You 3. Green strip for sentences using Sorry / Pardon me 4. Yellow strip for sentences beginning with Excuse Me.
5. Each student writes a suitable sentence on each of the 4 strips.
6. Collect all the strips color wise- all reds together, all blues together etc
7. Paste the red strips on the May I...quadrant, yellow strips on the Excuse Me quadrant etc.
8. Gallery Walk: Students in groups of 5 review the quadrants simultaneously and look for mistakes, if any.
9. After the activity is over, request students to write a few of their favorite things in their workbooks.
10. You can then ask the students to share what they have written with the rest of the group.

Lesson 19: Vowel Sounds

Objectives

1. Students will understand the letter sound relationship in English alphabet.
2. Students will begin to enunciate the vowel sounds.

Materials

- Workbook
- Writing materials
- Jolly Phonics

Procedure

1. Students will listen to Jolly Phonics during Computer-based Training (CBT).
2. Before the students start the exercise in the Workbook, ask them to mimic any language (real or imaginary) and point out that languages are made up of sounds. Tell them to be able to write English, one must know the names and formation of the letters; to be able to speak English, one must know the sound of the letters. So, each of the letters in the English alphabet has a name and a sound.
3. To help students understand the concept of letter-name-sound relationship, ask students to partner with another student and each pair selects 4-5 letters from the English alphabet. Student A says the name of the letter; Student B says the sound of the letter. At this point, students might say the incorrect letter-sound. The facilitator corrects them and moves on.
4. The facilitator speaks some simple words and asks students for the beginning and ending sound (not letter) of the word. Do not use words that begin or end with consonant blends like 'ch', 'sh' etc
5. Students are then asked to complete Workbook exercise A.
6. After the students have completed Workbook exercise A, introduce the concept of vowel and consonant sounds.
7. Guide the students as they complete Workbook exercise B. They may write real or random rhyming words. The facilitator focuses on the rhyming vowel sound and not the correctness of the vocabulary.
8. Once again, in pairs, students read out the rhyming words that they have written in their Workbook. Student A speaks the rhyming word, Student B checks for pronunciation of the vowel sound. This goes on till everyone has finished
9. Time and pace the activity such that all students get to participate.

Extension

- ◆ Explain that vowel sounds are free flowing sounds and consonant sounds are created by obstructing the flow of air. Get students to practice the concept.

Lesson 20: Consonant Sounds

Objectives

1. Students will understand the letter sound relationship in the English alphabet.
2. Students will begin to enunciate the consonant sounds.
3. Students will understand the sound of consonant blends and digraphs.

Materials

- Workbook
- Writing material
- Voiced and Unvoiced Consonant Sounds in Appendix 7 (Facilitator Handbook)
- Appendix 2 (Student Workbook)

Procedure

1. Before the students start the exercise in the Workbook, revise sounds of the letters in the English alphabet.
2. Use the list in Appendix 7 (Facilitator Handbook) to assess whether or not the students are able to recognize the different vowel sounds.
3. Write these letters on the board. VRYDRAMYOUSISRAL
4. Instruct students that they have to add one vowel letter in six different places to figure out the sentence. Note: Most students will identify the first word as “very” and will try and make a sentence that begins with ‘very.’ The sentence actually is “Every dream you see is real”
5. Discuss the experience with the students.
 - ◆ What were some of the sentences that came to mind?
 - ◆ How many words did they immediately understand?
6. Before the students start the exercise in the Workbook, tell them about the consonant sounds. Then the facilitator speaks some simple words and ask students to say the beginning and ending sound (not letter).
7. Students are then asked to complete Workbook exercise A.
8. After the students have completed Workbook exercise A, introduce the concept of consonant blends and digraphs. Students need not know the terminology but must understand that some consonants come together to make combined sound of the combining consonants (‘bl’, ‘sl’, ‘cl’, ‘br’, ‘cr’ etc) while some consonants come together to create the unique sound (‘ch’, ‘sh’, ‘th’, ‘ph’).
9. Mention some well known names like Sachin Tendulkar, Abhishek Bachhan etc and ask students to identify the consonant blends in these names.
10. Students are then asked to complete Workbook exercise B.
11. After all students have completed the exercise, practice words with ‘s’ and ‘sh’ sounds.
12. Ask the confident students first so that the shy and unfamiliar ones gain comfort from repetition.

13. Time and pace the activity such that most student get to speak.

Extension

- ◆ Introduce silent consonants and ask students to find the silent consonants in Appendix 2 in Student Workbook.

Lesson 21: Blends

Objectives

1. Students will practice letter sound relationship.
2. Students will understand the sound of consonant blends and digraphs.
3. Students will be able to put together different simple sounding words using vowel and consonant sounds.

Materials

- Workbook
- Writing material
- Tongue Twisters in Appendix 3 (Student Workbook)
- Voiced and Unvoiced Consonant Sounds in Appendix 7 (Facilitator Handbook)

Procedure

1. Write these words on the board in this order.
 - ◆ Cup Plate
 - ◆ Fork Knife
 - ◆ Spoon Napkin
 - ◆ Glass Saucer
2. Ask students why these words have been written in this order. (Note: The second word in each pair begins with the same letter as the last letter of the first word.)
3. There can be many reasons.
4. As long as the students can explain the reason, accept the answer.
5. Before the students start the exercise in the Workbook, revise vowel and consonant sounds.
6. Tell them how simple words are formed by joining vowel and consonant sounds.
7. Ask students to complete the Workbook exercise. Initially, students will need guidance to understand the clues to make words.
8. Once the students have created the words, ask them to make use these words in simple sentences.

Extension

- ◆ Explain Voiced and Unvoiced consonant sounds. (Appendix 7 in Facilitator Handbook)
- ◆ Play Tongue Twisters with the students. (Appendix 3 in Student Workbook)

Lesson 22: Homophones & Opposites

Objectives

1. Students will understand that some words may sound alike but have different meaning.
2. Students will learn to use the words based on context of use and make some new words and their opposites.

Materials

- Workbook
- Writing materials

Procedure

1. Before the students start Workbook exercise A, tell them about homophones. Students need not know meaning/definition of the term, but they must know that similar sounding words can be used differently in the sentence. Ensure that students understand the different meaning of the same sounding, but differently spelt words.
2. Before the students start Workbook exercise B, tell them words and their opposites ensuring that the students understand the meaning of the words. If helpful, encourage students to take notes in their mother tongue or use pictures.
3. Divide the class into 2 groups of about 10 students each.
 - ➔ Group 1 has to work on 10 homophones (1 per student).
 - ➔ Group 2 has to work on 10 sets of words and their opposites (1 set per student).
4. Students in their assigned groups need to charade/draw/make sentences on the assigned word.
5. Both groups (1 & 2) present to the class.
6. In case of doubt, encourage students to use polite phrases. For example, if a student does not understand the presented word, he/she says, "Excuse me, _____. Can you repeat the word, please?" The presenting student says, "Yes." He/she repeats. The requesting student says, "Thank you."
7. Ask the confident students to present first so that the shy and unfamiliar ones gain comfort from repetition.
8. Time and pace the activity such that all students are able to complete the writing and speaking component.

Extension

- ◆ Get students to learn the words in Lesson 22 for a test the next day.

Lesson 23: Sentence Structure

Objectives

1. Students will learn how to begin and end the sentence/question correctly.
2. Students will learn to differentiate between a statement and a question.

Materials

- Workbook
- Writing materials

Procedure

1. Revise the concept of statement and question and the difference between the two.
2. Revise the beginning and ending of statements and questions.
3. Quiz Time: Divide the class into 2 groups of about 10 students each.
4. The Facilitator speaks a sentence. Taking turns, both groups have to identify whether the sentence is a statement or a question.
5. In case of doubt, encourage students to use polite phrases. For example, if a student does not understand the presented word, he/she says, "Excuse me, _____. Can you repeat the word, please?" The presenting student says, "Yes." He/she repeats. The requesting student says, "Thank you."
6. Ask students to go through Lessons 1-22 of their Workbook and make a list of some words that are used at the beginning of a question. For example, 'What' in 'What is your name?'; 'May' in "May I take the pen?" etc.

Extension

- ◆ Test on Homophones & Opposites.

Lesson 24: Consolidation

Objectives

1. Students will recap what they have learnt in the whole month.
2. Students will understand the relationship between question and answer and change statements into questions.
3. Students will be able to use quotation and exclamation marks correctly.

Materials

- Workbook
- Writing materials
- Exclamation and Quote Marks (Appendix 8 in Facilitator Handbook)

Procedure

1. Recap Lesson 1-23
2. Randomly ask students to share some of their answers from these lessons. Correct, wherever necessary. Ensure that the students have completed Lesson 1-23 in their workbooks.
3. Identify gaps in learning. Encourage peer help to address the learning gaps. For example, if a student struggles with short vowel sound, ask another student who is more confident and speaks those sounds correctly to guide/coach the struggling student.
4. Look at the wall displays of your students' work and remove anything that is irrelevant/ outdated. Organize display of students' work session-wise.
5. Recap the concept of question and statement.
6. Before the students starts the exercise in the Workbook, give some examples to help them change statements into questions.
7. After the students complete the Workbook exercise, tell them the different statements that end with. (full stop), ! (exclamation mark) and use of "... " (quotation marks) in a sentence. Refer to Appendix 8 in Facilitator Handbook.
8. The Facilitator speaks a few sentences and asks the students whether it is an exclamation or not; and if it is an exclamation, how they will write it.
9. The Facilitator speaks a simple sentence in different ways so that it is a statement, an exclamation, or a question. For example, say "I can go." Or "I can go!" Or "Can I go?"
10. The Facilitator speaks a few sentences and asks the students whether someone is being quoted in the sentence or not; and if it is a quote, how they will write it.
11. Ask students to give examples of sentences where exclamations and quotation marks will be used.

Extension

- ◆ Give students more practice with exclamation and quotation marks.

Lesson 25: My House

Objectives

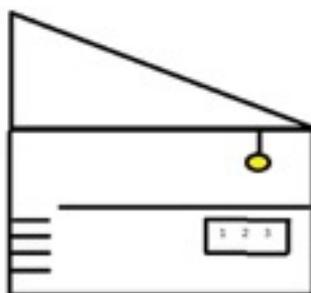
1. Students will learn to use vocabulary related to parts of the house and neighborhood.
2. Students will be able to talk about objects and actions associated with different parts of the house.

Materials

- ◆ Workbook
- ◆ Writing materials
- ◆ 3 bags:
 - Bag 1 will have 5 slips with 5 different family members written on each like father, mother, aunt, cousin and grandfather.
 - Bag 2 will have 5 slips with 5 different hobbies written on each like dance, eat, cook, sing and play.

Procedure

1. Before the students start Workbook exercise A, the facilitator shares (real or imaginary) the layout and plan of his/her house, telling them vocabulary related to different rooms in the house and the common objects therein.
2. After the students complete Workbook exercise A, each student draws a layout plan of his/her house and labels the different rooms.
3. Ask a few students to share the layout plan of their house with the class.
4. Begin the day with this exercise. Draw this picture on the board.



5. Ask the question: There is a house. It has a ground floor and a first floor. You wake up and find yourself standing on the ground floor of the house. There is a switchboard and three switches marked 1, 2 and 3. You also find a little note next to it that say, "There is one light bulb on the first floor. If you can figure out which switch belongs to the bulb you will notice that all the walls will disappear and you will be set free. You can go up once but cannot come down."
6. Encourage students to come up with the solution. Acknowledge all responses and ask for reasons.

7. Wait till someone comes up with “I will go to the staircase and see the light.” This is where you can acknowledge the solution and say, “that’s good but the house is so designed that the light from the bulb does not come through to the staircase.”
8. Let students know that the answer has something to do with heat. Let them try and figure out the answer for themselves.

Extension

Tell students about different types of houses : a farmhouse, a castle, a palace, a bungalow, apartment, duplex etc.

Lesson 26: My Neighborhood

Objectives

1. Students will learn to use vocabulary related to neighborhood.
2. Students will understand the concept of private and public places.

Materials

- ◆ Workbook
- ◆ Writing materials
- ◆ Train, Train (Appendix 4 in Student Workbook)

Procedure

1. Before the students start the exercise in the Workbook , ask students if they have ever travelled by train. If they haven't, explain a little.
2. Ask students how a train turns.
3. Accept all answers to begin with then ask them to look at the images in Appendix 4 (Student Workbook). Tell them the concept of public places - areas for common use (for example - a bus stand); and private places - owned by individual persons/groups and can only be used by them; other people need permission (for example - a house).
4. Ask students to come up with examples of the two kind of places. Ensure that they conceptually understand - public places are for common use and unrestricted entry while private places are for restricted use. It is more about the access and use than ownership.
5. Before the students start Workbook exercise A, ask students to name/draw the neighboring structures/places next to their houses. Start from most immediate and go farther away from the students' houses. Introduce the concept of neighborhood.
6. Ask students to complete the Workbook exercise.

Extension

- ◆ Discuss with students our attitudes relating to maintenance of private property and public property.

Lesson 27: My Classroom

Objectives

1. Students will learn the vocabulary related to objects in classroom/office and use it appropriately.

Materials

- ◆ Workbook
- ◆ Writing materials

Procedure

1. Before the students start the Workbook exercise, tell them about vocabulary related to objects in the classroom/center - use real-life objects as far as possible.
2. After the students have completed exercise A, divide the group into 2 teams.
3. Each team has to come up with a riddle about objects in the classroom for the other team.
4. Keep the score on the board.

Lesson 28: My Office

Objectives

1. Students will learn the vocabulary related to objects in classroom/office and use it appropriately.

Materials

- Workbook
- Writing materials
- 5-6 cut-outs of labels
- Glue

Procedure

1. Let students know that today they will have to solve a mystery. Make two teams.
2. Narrate this riddle: A man who works in the tenth floor takes the elevator down to the ground floor every evening and goes home. The next morning, when he comes back to work, he takes the elevator to the 7th floor and walks up three flights of stairs to his office. However, if it is raining or if there are other people in the elevator he takes the elevator all the way to the 10th floor. Can you explain why?
3. After the students have completed exercise A, divide the class into 4 groups of 5 each:
 - ◆ Group 1 and 2 will draw a big A4 size school bag and draw and label objects that go into the school bag.
 - ◆ Group 3 and 4 will strike a conversation about Polite Phrases and Routines using the objects in a school bag.
4. Before the students begin Workbook exercise B, discuss the different objects that are commonly found in an office and what they are commonly used for. For example, “A paper clip is used to hold two or more loose sheets of paper together.” Ask them what can be other possible uses of paper clips.
5. As the students complete Workbook exercise B, they would need assistance with visualizing and understanding the objects used during presentations and meetings.
6. After the students complete the Workbook exercise, ask them to present the description of the room in the Workbook exercise.
7. Encourage students to speak without reading from the notebook following the presentation protocol (Refer to Lesson 4).
8. Ask the confident students to present first so that the shy and unfamiliar ones gain comfort from repetition.

Extension

- ◆ Students have to imagine that they work in an office. Ask them to design their work table and label the objects on and around it.

Lesson 29: Actions & Places

Objectives

1. Students will learn the vocabulary related to action words and use these words correctly in sentences.

Materials

- Workbook
- Writing materials

Procedure

1. Before the students start the exercise in the Workbook, tell them about vocabulary related to action verbs or 'doing words'.
2. Divide the group into two teams and ask this riddle:
 - ◆ A Japanese ship was at sea. The Japanese captain went for a shower removing his diamond ring and Rolex watch on the table. When he returned his valuables were missing. The Captain immediately called five suspected crew members and asked each one what they have been doing for the last 15 minutes.
 - ◆ The Mexican cook (in a heavy overcoat) said, "I was chopping meat in the kitchen."
 - ◆ The Indian engineer (With a torch in hand) said, "I was repairing the generator engine."
 - ◆ The Sri Lankan seaman said, "I was on the mast correcting the flag which was upside down by mistake."
 - ◆ The British radio officer said, "I was contacting the company that we are reaching port in 72 hours. From now that is Wednesday morning at 1000hrs.
 - ◆ The American navigation officer said, "I am on night watch so I was sleeping in my cabin."The Captain caught the liar. So who is the thief?
3. Let students think for a while. If helpful, draw the image so that students understand the riddle better. Repeat the riddle if the students request clarification.
4. Accept all answers as long as there is a reason that the students can provide.
5. Transition to Charades after going through action and places in that riddle.
6. Charades: Divide students into 5 groups of 4 each.
 - ◆ Each team gets a turn to act and guess.
 - ◆ The facilitator gives Team 1 an action word.
 - ◆ Team 1 sends a representative to enact the word. Saying or drawing the word is not allowed.
 - ◆ Team 2 has to guess which action word is being enacted. For example, if Team 1 got the word 'jump', one representative from Team 1 comes out and acts the action word 'jump', members of Team 2 will get one chance to guess the word. If Team 2 gets it right, they win a point, if they get it wrong Team 1 wins a point.
 - ◆ The facilitator gives a different action word to Group 2 which Group 3 has to guess.

7. Time and pace the activity such that each team gets at least 2 turns to enact and guess.
8. The facilitator keeps the score.

Extension

- ◆ Ask students to add details to their sentences. For example, if a student says, “My brother plays in the park” ask him to include what/ with whom the brother plays. “My brother plays soccer in the park.” or “My brother plays soccer in the park with his friends.

Lesson 30: Consolidation

Objective

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

Materials

- Workbook
- Writing material

Procedure

1. Recap Lesson 25-29
2. Randomly ask students to share some of their answers from these lessons. Correct, wherever necessary.
3. Identify gaps in learning.
4. Each student prepares a 12 sentences speech about his/her classroom/center (4 sentences), his/her house (4 sentences) and his/her neighborhood (4 sentences). Each student learns his/her speech. Give them 20 minutes for writing and learning.
5. Encourage students to use new words.
6. Each student presents the speech to the class.
7. Encourage students to follow the presentation protocol:
 - ◆ Start with the greeting.
 - ◆ Tell the audience his/her name.
 - ◆ Deliver the speech.
 - ◆ Thank the audience for listening.
8. Encourage students to have correct body language and eye contact during the presentation: body should be straight, hands by the side or at the back, looking at the audience but not at one/few person/s.
9. Encourage students to pace and pitch their speech as learnt in Lesson 10.
10. Assign remedial work to students with gaps in their learning

Lesson 31: Time of the Day - 1

Objectives

1. Students will learn to tell time using both analog and digital clocks.
2. Students will learn to break up the day into a.m., p.m., hours, minutes and seconds and understand the concept of early, late and on time; midnight and noon.

Materials

- Workbook
- Writing materials

Procedure

1. Before the students start the Workbook exercise, tell them about the 2 kinds of watches: digital (that shows time in numbers) and analog (that shows time through hands)
2. Before the students start the exercise in the Workbook, tell them about use of early, late and on time - correlate it with class/session time and arrival before or after the session starts.
3. After the students complete the Workbook exercise, revise the break up of the day and vocabulary related to time of the day. Ensure that the students do not confuse am and pm with morning and evening. Also that the morning, evening and night varies (seasons/places).
4. Make the students practice with 'Tick, Tock. Tick, Tock.' Facilitator says, "Tick, Tock. Tick, Tock. Goes a Little Cuckoo Clock. Now it is showing _____ clock." and shows the time using hand movement.
 - ◆ Repeat and check for understanding.
 - ◆ When the students are familiar, use hand movement to demonstrate the time and ask students to tell the time.
 - ◆ Do that 4-5 times. Now ask for 5 student volunteers.
 - ◆ Write the time on a piece of paper (hours and minutes) and show it to Student 1.
 - ◆ Student 1 needs to show the time using his hand movement without speaking or writing in the air. The other students have to tell the time looking at the position of his/her hands.
 - ◆ Continue with Student 2, 3, 4 and 5.

Extension

- ◆ Tell the students about the difference between a watch and a clock.

Lesson 32: Time of the Day - 2

Objectives

1. Students will understand the concept of time zones and be able to apply that to calculate time.

Materials

- Workbook
- Writing materials
- Appendix 9 in Facilitator Handbook

Procedure

1. Recap the Lesson 31.
2. Introduce the concept of time zones in relation to distance/direction from Greenwich (Greenwich Mean Time/Universal Time Coordinated). Explain how in some countries like USA and Australia there are more than one time zones. (Refer to Appendix 9 in Facilitator Handbook)
3. Talk about the time difference in three countries with relation to India (USA - different time zones), England and Australia - different time zones).
4. Form groups of 4 students - each student in the group is assigned a country - India, USA, England and Australia.
5. Continue the Tick, Tock, Tick, Tock game of Lesson 31. The facilitator calls out a specific time in Greenwich Time (for most part of the year - British time is same at GMT; during summers it is +1 GMT) and the season/month of the year (remember USA, India and England will have similar months for different seasons; Australia would be different). For example 2 pm summer time GMT. The four members of the group have to show the corresponding time in their timezones using their arms. Give the group a minute or so to guess the time.
6. Check with the audience whether or not the group is correct.
7. Keep a score of how different groups perform.
8. Time and pace the activity such that most student get to participate.
9. Ask the confident students to respond/volunteer first so that the shy and unfamiliar ones gain comfort from repetition.

Lesson 33: The Week

Objectives

1. Students will learn the concept of week and weekend; today, yesterday and tomorrow.
2. Students will learn to pronounce the days of the week correctly.

Materials

- Workbook
- Writing materials
- A-4 sheets of paper
- Appendix 10 (Facilitator Handbook)

Procedure

1. Before the students start the exercise in the Workbook, tell them about the break up of the week into weekdays and weekend and the concept of day before, today and day after; last month, next month and this month.
2. Tell them that the beginning letter of the name of days/months is capitalized. Ensure that students pronounce the name of days/months correctly. Students tend to mispronounce Tuesday, Wednesday, Saturday. Most months names are mispronounced.
3. Ask students to complete exercise A.
4. After students have completed the exercise, divide the class into groups of 7. Assign each student a day of the week. and ask the group to line up as per the order of the days in a week.
5. Repeat with the next group of 7 students till everyone gets a turn.
6. Write this problem on the board and request students to come up with the answers that follow.
Five roommates Randy, Sally, Terry, Uma, and Vernon each do one housekeeping task mopping, sweeping, laundry, vacuuming, or dusting one day a week, Monday through Friday.
* Vernon does not vacuum and does not do his task on Tuesday.
* Sally does the dusting, and does not do it on Monday or Friday.
* The mopping is done on Thursday.
* Terry does his task, which is not vacuuming, on Wednesday.
* The laundry is done on Friday, and not by Uma.
* Randy does his task on Monday.
7. Ask students questions as in Appendix 10 (Facilitator Handbook) providing enough time to students to try and answer this question.
8. Don't make this sound like a competition
9. When students come up with the answers, ask how they came to that conclusion.
10. Let the students explain their rationale to the rest of the group.

Lesson 34: The Months

Objectives

1. Students will learn the concept of leap year, last month, next month and this month.
2. Students will learn to pronounce names of the months correctly.

Materials

- Workbook
- Writing materials
- Calendar of the current year
- Birthday Tally (Appendix 5 in Student Workbook)

Procedure

1. Recap the days of the week and the concept of today, tomorrow and yesterday.
2. Tell the student the correct pronunciation of the names of the months and ask them to repeat after you. Introduce the concept of last month, next month and this month. Ensure that students pronounce the name of months correctly.
3. Tell them that the beginning letter of the name of months is capitalized.
4. Ask students to complete the Workbook exercise.
5. After students have completed the exercise, ask students to complete Birthday Tally: Each student completes Appendix 5 (Student Workbook) after gathering information from within the class.
 - ◆ Students talk to each other one-on-one asking: “When were you born?” or “In which month were you born?”
 - ◆ Students record the response in the correct box on Appendix 5 (Student Workbook).
 - ◆ For example: Student 1 asks Student 2, “When were you born?” or “In which month were you born?” Student 2 responds, “I was born in February.” In the correct box in Appendix (Student Workbook), Student 1 writes the name of Student 2. Then Student 1 asks Student 3 and enters information on the sheet in correct box till he/she fills up all the boxes with names of fellow students from the class.
6. Then ask students to arrange themselves in a queue as months in the year according to their birthdays. For example, those born in January should be in the front and those born in the December should be at the end of the queue.
7. Encourage students to speak/write in complete sentences.

Lesson 35: Calendar

Objectives

1. Students will learn the correlation between the words 'days', 'week', 'months' and 'years'.
2. Students will learn to use the daily planner to organize their day/month.
3. Students will be able to use the date and day format.

Materials

- Workbook
- Writing materials
- Daily Planner (Appendix 6 in Student Workbook)
- Question cards

Procedure

1. Before the students start the exercise in the Workbook, tell them about the break up of the year into months; months into weeks; weeks into days; days into hours; and hours into minutes.
2. Before the students start the exercise in the Workbook, tell them about the use of words like 'daily', 'weekly', 'monthly' and 'annual/yearly'.
3. Revise the capitalization of first letter of the names of the month and days.
4. After the students complete the Workbook exercise, they fill up the Daily Planner in Appendix 6 (Student Workbook) to plan the schedule for the next day.
 - ◆ Ask students to think about their daily schedule and mark:
 - The three meals of the day.
 - 2-3 activities from their day.
 - Special event/s, if any.
 - Wake-up and sleep time.
 - Playtime and work-time
 - ◆ Ask students to count the number of hours/minutes spent on each activity.

Extension

- ◆ Ask student to write their monthly schedule in sentences/a paragraph. For example, "On Monday, April 22, I have a football match in the school."

Lesson 36: Consolidation

Objectives

1. Students will learn the correlation between the words 'days', 'week', 'months' and 'years'.
2. Students will recap the vocabulary related to time.

Materials

- Workbook
- Writing materials
- Question cards
- Monthly Planner (Appendix 7 in Student Workbook)

Procedure

1. Recap the break up of the year into months; months into weeks; weeks into days; days into hours; and hours into minutes; and vocabulary like 'daily', 'weekly', 'monthly' and 'annual/yearly'.
2. Review the two ways of writing a date - in words and numbers and the correlation between day and date on a calendar.
3. Divide the group into teams and let them know that there is going to be a competition.
4. Let students come up with interesting names for their teams. Ask them why they have selected that name for their team.
5. Pull out the question cards and run a quiz.
6. Each correct answer gets the team 10 points. If the first team is unable to answer the question, the question will be open for the second team. If the second team can answer the question they will get the 10 points.
7. Question cards:
 - ◆ On 5th December 1993, Rakesh and Meenu celebrated their anniversary on Sunday. What was the day on their anniversary in 1997?
 - ◆ If December 9, 2001 was a Sunday then what was the day on December 9, 1971? (You can give options if you want).
 - ◆ What day of the week was it on 5th November, 1989 if it was Monday on 4th April, 1988?
 - ◆ What was the day on 15th August, 1948? (Avoid 1947).
8. You can have multiple rounds till you feel students have started calculating in a certain pattern.
9. If students are able to answer the question, ask how they came up with that answer.
10. Ask if there were others in the room who found the answer in a different manner.
11. Once you have asked questions based on the examples above, throw a bonus question.
 - ◆ What is the sum of all the numbers in the calendar for the month of August? This question can be asked to even out the scores for the teams.
12. Request students to not use the calendar or the calculator.

- I3.** Ask the students to complete the Monthly Planner (Appendix 7 in Student Workbook) to plan individual schedule for this / next month.
- ◆ Ask students to think about their monthly schedule and mark:
 - classes they attend at the center.
 - holidays/ special event/s, if any.
 - bill payment dates, if any.
 - test / exam dates, if any.
 - other activities like birthdays etc.
 - ◆ Ask students to count the number of days and weeks spent on each of the activities.
- I4.** Look at the wall displays of your students' work and remove anything that is irrelevant/ outdated. Organize display of students' work session-wise.

Extension

- ◆ Ask student to write/present their monthly schedule in sentences/a paragraph. For example, “On Monday, April 22, I have a football match in the school.”

Lesson 37: Seasons & Weather

Objectives

1. Students will learn vocabulary related to different weather/seasons and its usage.
2. Students will correlate the months of the year to seasons and weather to seasons.

Materials

- Workbook
- Writing materials
- Calendar

Procedure

1. Before the students start the Workbook exercise, tell them the difference between 'season' and 'weather' and introduce the names of seasons.
2. After the students complete Workbook exercise A, ask students to open the calendar in Lesson . Discuss the duration of a particular season in a year. For example, "May, June and July are summer months."
3. Link previously learnt material (especially Lesson 14 and 16) to the seasons. For example, "During summer, I like to eat ice cream and wear shorts."
4. Ask each student to write 3 sentences about each of the 5 seasons : "_____ (name of the months) are _____ (season) months. During _____ (season), I like to eat _____ and drink _____. During _____ (season) , I like to wear _____ (clothing)."
5. After students complete exercise B, the facilitator asks, "How is the weather in June?" Student answers, "June is summer month. The weather in June is sunny and I feel hot." The Facilitator asks individual students randomly to read to him (not to the class) the 3 sentences that they have written for a particular season.
6. In pairs, students write a brief conversation using weather, seasons and other previously learnt material (especially Lesson 14, 16, 22 and 32). For example, Student 1: "It is _____ (season), and today it is _____ (weather)". Student 2: "Yesterday was _____ (weather)." Student 1: "Yes, it was. May I have _____ (appropriate to the season/weather), please?" Student 2: "Sure." Student 1: "Thank you." Student 2: "May I have _____ (appropriate to the season/weather), please?" Student 1: "Sorry, I do not have _____." Give students 10 minutes to prepare.
7. Ask students randomly to present the short conversation to the class.
8. Ask the confident pairs to present first so that the shy and unfamiliar ones gain comfort from repetition. Time and pace the activity such that most student get to speak.
9. Ask students to watch weather forecast on the news channels.

Extension

- ◆ Explain to students the difference between 'cool' and 'cold' ; 'wet' and 'humid'; 'warm' and 'hot'.

Lesson 38: Favorite Season

Objectives

1. Students will learn vocabulary related to how they feel in different seasons and what they wear/carry in different seasons.
2. Students will learn to converse about their favorite season.

Materials

- Workbook
- Writing materials

Procedure

1. Refer to Lesson 14 and ask students to classify clothing according to seasons.
2. After students complete the Workbook exercise, play 'Guess the Season': The Facilitator gives the first few hints and then encourages students to come up with hints while the other students try to guess the name of the season.
 - ◆ The hint must have name of the month and feeling. For example, "It is January and I am feeling cold."
 - ◆ The student must respond with the name of the season and clothing he/she wears in that season. For example, "It is winter and I am wearing a jacket."
 - ◆ There can be about 10 rounds of hints and responses.
3. Ask students to speak about their favorite season to each other.
4. Presentation: My Favorite Season
 - ◆ Each student writes 5 sentences on his/her favorite season.
 - ➔ Sentence 1: Opening sentence.
 - ➔ Sentence 2: Name of the season.
 - ➔ Sentence 3: Month/s of the year.
 - ➔ Sentence 4: Reason for liking it.
 - ➔ Sentence 5: Closing sentence.
 - ◆ Facilitator guides the students with opening lines. For example, "There are many seasons in a year." Or "Different people like different seasons."
 - ◆ Facilitator guides the students with closing line. For example, "I wish it was winter (student's favorite season) for the whole year." Or "I would like a longer winter."
 - ◆ Each student chooses a partner to present the 5 sentences. Encourage students to try speaking/presenting to different partners, so that they begin to overcome hesitation in speaking in the language with strangers/acquaintances.
 - ◆ Ask comprehension question from students about their partners favorite season.
5. Ask the confident students first so that the shy and unfamiliar ones gain comfort from overhearing/ repetition.

6. Time and pace the activity such that most student get to speak.
7. Ask students to watch weather forecast on the news channels.

Extension

- ◆ Tell the students about vocabulary associated with weather like sweating, freezing, soaking wet, icy. Ask the confident students first so that the shy and unfamiliar ones gain comfort from repetition.

Lesson 39: Weather Forecast - 1

Objectives

1. Students will learn to write the weather forecast as a weather man / woman.
2. Students will understand the relationship between weather and temperature.

Materials

- Workbook
- Writing materials

Procedure

1. Revise the concepts - temperature, weather forecast etc.
2. Discuss with students what weather forecast is (they must have watched it over the last few days, as you had asked them).
3. Weather Forecast: Each student writes 10 sentences about “The Weather in the City”. It must include:
 - ◆ Introductory sentence
 - ◆ Yesterday’s weather conditions
 - ◆ Today’s weather
 - ◆ Tomorrow’s weather
 - ◆ Closing sentence
4. Give students 10-15 minutes to prepare the 10 sentences.
5. Encourage students to use complete sentences.
6. Ask students to present using the presentation protocol (refer to Lesson)
7. Ask the confident students first so that the shy and unfamiliar ones gain comfort from overhearing/ repetition.

Extension

- ◆ Tell the students about meaning of temperature and its relationship with weather conditions.

Lesson 40: Weather Forecast - 2

Objectives

1. Students will learn to present the local weather forecast as weather man / woman.

Materials

- Workbook
- Writing materials

Procedure

1. Revise the concepts - temperature, weather forecast.
2. Organize students in groups of two.
3. Request students to draw/ imagine a picture of their neighborhood in different seasons.
4. Each pair now delivers that weather forecast as per the picture that they have drawn or as per the roles assigned to them - local shopkeeper, laundry man, vegetable vendor etc.
5. They must deliver the weather report like they have seen on T.V. Encourage use of humor.
6. Once the activity is over ask the students which duo performed the best and why.

Extension

- ◆ Tell the students about the butterfly effect.

Lesson 41: Seasonal Matters

Objectives

1. Students will learn to explain how food, clothing, surroundings change with seasons.
2. Students will be able to understand how their actions bring about lasting changes in climate.

Materials

- Workbook
- Writing materials

Procedure

1. Revise the concepts of weather and season.
2. Divide the class into 5 groups. Each group is assigned a season and they write/discuss what they see/wear/eat/one good thing about that season/one challenge they face during that season. Ask students to write/draw their responses. Give the groups about 10 minutes to complete this.
3. Each group then presents to the class. They must follow the presentation protocol and each member of the group must speak during the presentation.
4. After each group has presented, explain how the weather at a place, over a long period determine the climate of the place. Give examples to explain how the weather that was associated with some of the places is changing. For example, Delhi did not have fog during winter months about a hundred years ago and now it does.
5. Steer the conversation towards why the climate is changing. Accept all reasons as long as the students speak in complete sentences.
6. Ask students if in some ways they are causing the climate to change. After getting students' views tell them to refer to the mindmap in the Workbook. Ask them to think of ways in which he/she is contributing to the climate change under some of the causes mentioned there. For example - under the cause 'More Vehicles' students must reflect and write how their dependency on vehicles is causing release of gases into the air making the place warmer. Each student must reflect on his or her own carbon footprint and some might need prompting. Some students might come up with many points some only a few. That is fine.
7. Explain/discuss without getting technical or using scientific vocabulary. Allow students to use it, in case they do.
8. Once all students have completed the Workbook mindmap, ask them to share their responses and feelings about it.
9. Ensure that the students speak in complete sentences and ask the confident students first so that the shy and unfamiliar ones gain comfort from overhearing/repetition.

Extension

- ♦ Ask students to draw and explain what their neighborhood looks like during the different seasons (facts) and what they think about it (opinion).

Lesson 42: Consolidation

Objectives

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

Materials

- Workbook
- Writing material

Procedure

1. Recap Lesson 36-41
2. Randomly ask students to share some of their answers from these lessons. Correct, wherever necessary.
3. Identify gaps in learning.
4. Each student prepares a 12-15 sentence speech about the season they like and dislike (Refer to work done in Lesson 38):
 - ◆ 1-2 Opening sentences
 - ◆ 4-5 sentences about their favorite season - what they like to do/eat/drink, where they like to go and what they like to wear during that season
 - ◆ 4-5 sentences about their least favorite season - what they cannot do/eat/drink, where they cannot go and what they do not like to wear during that season
 - ◆ 1-2 Closing sentences
5. Encourage students to use new words.
6. Each student presents the speech to the class. Students must follow the presentation protocol:
7. Start with the greeting.
8. Tell the audience his/her name.
9. Deliver the speech.
10. Thank the audience for listening.
11. Encourage students to have correct body language and eye contact during the presentation: body should be straight, hands by the side or at the back, looking at the audience but not at individual persons.
12. Encourage students to pace and pitch their speech as learnt in Lesson 8
13. Assign remedial work to students with gaps in their learning

Lesson 43: Asking Questions - 1

Objectives

1. Students will learn vocabulary related to asking questions.
2. Students will practice using question words correctly to ask for information.

Materials

- Workbook
- Writing materials

Procedure

1. Before the students start the Workbook exercise, tell that a question must begin with a question word - Questions can also begin with words like Is /Are/Was/Were/Do/Does/Would/Should/Could/May/Can etc.
2. Explain the use of the above mentioned question words.
3. Also explain that questions that begin with the above mentioned question words have few possible answers - "Yes.....", "No.....", "I don't know", "I am not sure."
4. After the students complete the Workbook exercise, each student pairs up with a partner and prepares a conversation where one partner questions using the above mentioned question words and the other partner answers the questions. The topic of the conversation remains the same for all the questions. For example, Partner 1 asks, "Is that your brother?" Partner 2 answers, "Yes, that is my brother." Partner 1 asks, "Does he like music?" Partner 2 answers, "Yes, he likes music." Partner 1 asks, "Would he like to come with us?" Partner 1 answers, "I don't know. I will ask him." Partner 1 asks, "Can you call him, please?" Partner 2 answers, "Yes, I can." Though the questions changed but the topic for all question was the same - brother.
5. The partners then switch roles and Partner 2 now asks the questions about a topic using all above mentioned question words and Partner 1 answers them in complete sentences.
6. The Facilitator walks around listening to the conversations and correcting, whenever necessary.

Lesson 44: Asking Questions - 2

Objectives

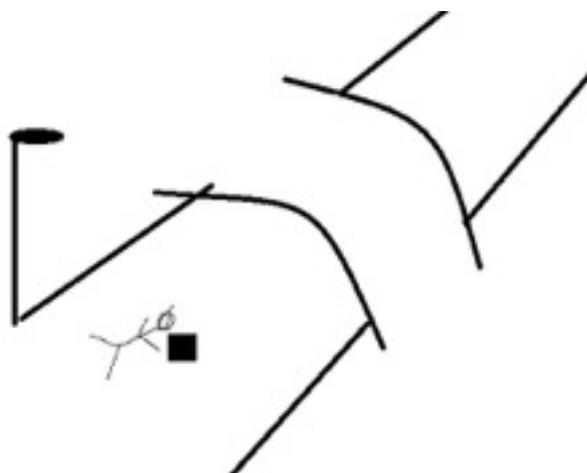
1. Students will learn vocabulary related to asking questions.
2. Students will practice using question words correctly to ask for information.

Materials

- Workbook
- Writing materials

Procedure

1. Recap Lesson 43.
2. Let students know that they have to solve a mystery then draw this image on the board:



3. Explain that there is a highway and an over-bridge. Ask students what else they can see in this picture. (Make sure that someone mentions the street lamp).
4. Divide the group into teams and let them know that they are a part of an intelligence agency.
5. Add to the story by telling them that facilitator's phone number was found in the man's wallet and that is why the facilitator has been called for interrogation.
6. Each group will ask the facilitator 20 questions and try to figure out how this man died. (Note: The man is an old friend of yours whom you met after a long time. You exchanged phone numbers with him and went skydiving. His parachute failed to deploy and he died on the spot).
7. They can only ask questions that can be answered with a 'yes' or a 'no.'
8. Ask the groups to listen to the questions and their responses carefully as valuable clues to solve this mystery.
9. Accept all conclusions towards the end as long as the teams can give sufficient evidence.
10. Ask students about the challenges that they faced while trying to figure out the mystery. One of the problems can be that they could only ask questions with a Yes/No response. Use that as an opportunity to introduce the 5 Ws and 1 H family of questions.
11. Make sure that the students respond to all questions in complete sentences.

Extension

- ◆ Introduce questions words like ‘Which’, ‘Whose’ and ‘To whom’.
- ◆ Introduce questions starting with “How come... (informal way of asking why)”. For example, “How come I was not invited to your party?”

Lesson 45: Parts of a Story - 1

Objectives

1. Students will learn to identify important parts of a story.
2. Students will be able to converse about the story- retell, relate and reflect.

Materials

- Workbook
- Writing materials

Procedure

1. Before the students start the exercise in the Workbook, tell them about the important parts of a story: the title, background/setting, characters, the problem, the solution and ending.
2. As students complete the Workbook exercise, help them find these parts in the story, "The Picnic".
3. After the students complete the Workbook exercise, each student writes 3 sentences about the story, The Picnic:
 - ◆ Sentence 1: Student retells the story. The sentence must begin with: "This story was about....." Or "This is the story of"
 - ◆ Sentence 2: Student connects with the story. The sentence must begin with: "This character reminds me of....." OR "I had a similar....."
 - ◆ Sentence 3: Student thinks about the story. The sentence must begin with: "I think that....." Or "I learned that"
 - ◆ Give the students 15 minutes to complete the three sentences and then ask students randomly to present their sentences to the class.
4. It would be helpful if the facilitator models the activity before students start preparing.
5. Time and pace the activity such that most student get to speak.
6. Ask the confident students first so that the shy and unfamiliar ones gain comfort from repetition.

Lesson 46: Parts of a Story - 2

Objectives

1. Students will learn to identify important parts of a story.
2. Students will be able to converse about the story - retell, relate and reflect.

Materials

- Workbook
- Writing materials

Procedure

1. Divide the class into 5 groups - Group 1 tells a story; after the story finishes, Group 2 talks about the characters in the story; Group 3 talks about the setting of the story; Group 4 talks about the problem and its solution. In the next round, Group 2 tells the story and Group 3 talks about the characters in the story; Group 4 talks about the setting of the story; Group 1 talks about the problem and its solution Group 3. Repeat the activity till all groups have played all roles.
2. Ask students to think of their favorite movie/story and write/describe its title, background/setting, characters, the problem, the solution and ending. Each student chooses a character (not actor) from the movie/story and shares what he/she thinks about that character and what the other characters in the movie/story think of him/her. Bring out the diversity of perspectives about the same person and how relationships sometime color our views of people.

Lesson 47: Internal Evaluation

Objectives

1. Students will be evaluated by the facilitator about their comfort in speaking English.

Materials

- Workbook

Procedure

1. Ask students to review their work so that they are ready for mid-level 1 evaluations.
2. Tell them they must have a duly completed Workbook of their own.
3. Encourage your students to practice individually, with a partner, in small groups and as a whole class.
4. Ensure that all your students are participative.
5. Explain the evaluation process to them so that they are familiar and comfortable.
6. Explain how this is a diagnostic, progress check rather than a judgement on their learning.
7. Speak with your Supervisor, in case, you are unsure about anything related to evaluation of your students.
8. Students' Workbook 1 must be kept safely in the center as students will need it for their evaluation at the end of Lesson 96.

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.

Lesson 48: Learning Contract 2

Objectives

1. Students will assess progress of their learning and achievement of their learning goals.
2. Students will reflect on what they are doing right and what needs to be addressed to make the most of the program offering.

Materials

- Workbook

Procedure

3. The duration of this lesson is 1 hour and 15 minutes.
4. Students learn better when they have a good relationship with their teacher. Your students look at you for how a professional should be.
5. Start by telling students about your professional goal. Also tell them how you plan to achieve those goals.
6. The facilitator opens up his/her learning goals as in the beginning of the Workbook. The facilitator thinks aloud on the progress that he/she has made along those learning goals.
7. As modeled by the facilitator, students review the progress they have made in achieving their learning goals during the past 2 months and complete the review sheet.
8. The facilitator, calls each student individually for an interview to discuss their progress and suggest improvement/enhancement.
9. The facilitator's job is to get the students to think about their progress and not be judgmental about the progress. For example, if a student says, "I have improved my English." That is a very broad statement. Help the student identify and specify what aspects of spoken English has improved.
10. The facilitator asks some of the students to share their progress and next steps with the class.
11. Look at the wall displays of your students' work and remove anything that is irrelevant/ outdated. Organize display of students' work session-wise.

Lesson 49: Body Parts

Objectives

1. Students will learn vocabulary related to parts of body and use it appropriately.

Materials

- Workbook
- Writing materials

Procedure

1. As the students complete Workbook exercise A, help them pronounce appropriately. 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.
2. Most students will mispronounce words like lips ('leeps'), cheeks ('chik) etc. Ask for peer correction referring to vowel sounds (Lesson 19) whenever a student mispronounces words related to body parts.
3. After the students complete exercise A, ask them to draw 2-3 external parts of their body and write about its position, color and function. For example, draw the eye and write - "This is my eye. I have 2 eyes on my face/in my head. My eyes are black in color. I see with my eyes."
4. Students are asked to share what they have written.
5. Ask the confident groups first so that the shy and unfamiliar ones gain comfort from repetition.
6. Teach students how to make a crossword puzzle.
7. Divide the class into two groups - Group 1 & Group 2. Both the groups design a crossword on body parts. Give the teams about 15 minutes to design this.
8. After the two groups have prepared a crossword, ask Group 1 to come to the board and draw their crossword and write the hints (across and down). They have to quiz Group 2.
9. Ensure that all conversation during the game is in English.

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 materials

Procedure

1. After students complete Workbook exercise A, ask them to choose a partner.
2. Each pair has to name one common illness that they/those around them encounter. They also have to mention the probable cause of the illness. Most probably the students will name symptoms rather than illnesses. Accept all answers.
3. Give the pairs 5 minutes to plan/discuss.
4. Write the responses on the board clearly identifying them as 'Illness' and 'Cause'.
5. 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."
6. Ensure that each group chooses a different illness.
7. Ask the confident groups first so that the shy and unfamiliar ones gain comfort from repetition.
8. 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 kinds of medical practitioners: physician, surgeon, dentist, ENT, nurse, chemist, ophthalmologist, dermatologist, etc
- ◆ Differentiate between illness and sickness; clinic and hospital.

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 materials

Procedure

1. Recap the words commonly mispronounced by the students during Lesson 50 & 51.
2. As students complete the Workbook exercise, help them understand the vocabulary.
3. After the Workbook exercise, ask students to partner with a friend.
4. Script writing: Each pair prepares a conversation script, in a question and statement format, using learning from current and previous lessons.
 - ◆ Partner 1 asks a question. For example, "What do you see?"
 - ◆ Partner 2 responds. For example, "I see a shirt."
 - ◆ Partner 1 asks another question. For example, "Can you describe it, please?"
 - ◆ Partner 2 responds. For example, "It is red and smooth."
 - ◆ The partners do that for all the five senses - four sentences (2 questions and 2 statements) each.
5. 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.
6. Time and pace the activity such that most students are able to complete the writing and speaking component.
7. Ask the confident pairs to present first so that the shy and unfamiliar ones gain comfort from repetition.
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.

Extension

- ◆ Students give more examples of associated vocabulary like beautiful, smooth, sour, scary, loud, rough, etc.
- ◆ Differentiate between see and look; hear and listen; touch and feel.

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 materials
- A ball

Procedure

1. As the students complete the Workbook exercise, help them understand the vocabulary related to healthy/unhealthy food and feelings.
2. After the students have completed the Workbook exercise, write, “We are what we eat.” on the board. Help students make connections between eating habits and Common Illnesses (Lesson 50).
3. 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.
4. After the Workbook exercise, play Hot Potato:
 - ◆ Students sit in a circle with the Facilitator in the middle. Each student writes two sentences:
 - 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 burger for lunch every Sunday.”
 - ◆ The Facilitator explains the rules of the game to the students.
 - ◆ The Facilitator throws the ball to a student in the circle. The student catches it and shares his/her two sentences.
 - ◆ After speaking the two sentences, the student passes the ball back to the Facilitator.
 - ◆ The Facilitator now passes the ball to another student in the circle. Repeat till the ball has been passed around about 12-15 times.
5. Ask the confident students to share first so that the shy and unfamiliar ones gain comfort from repetition.
6. After the game write, “We are what we eat.” on the board. Ask students to share their views. Help students make connections between eating habits and Common Illnesses (Lesson 50).

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 materials
- A ball

Procedure

1. As the students complete the Workbook exercise, help them understand vocabulary related to actions/habits that are clean/unclean.
2. After the Workbook exercise, students sit in a circle with the Facilitator in the middle.
3. Hot Potato: Students sit in a circle. Each student speaks 3 sentences:
 - 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."
 - ◆ Students tend to think only of personal hygiene. Encourage them to think both personal hygiene and sanitation.
 - ◆ The Facilitator explains the rules of the game to the students.
 - ◆ The Facilitator throws the ball to a student in the circle. The student catches it and shares his/her three sentences.
 - ◆ After speaking the three sentences, the student passes the ball back to the Facilitator.
 - ◆ The Facilitator now passes the ball to another student in the circle. Repeat till the ball has been passed around about 12-15 times.
4. Ask the confident students to share first so that the shy and unfamiliar ones gain comfort from repetition.
5. After the game write, "Cleanliness is next to godliness." on the board. Ask students to share their views. Help students make connections between unhygienic habits/surroundings and Common Illnesses (Lesson 50).

Extension

- ◆ Talk about effects of unhygienic and unsafe habits using vocabulary such as: disease, death, bathe, scrub, trim, cleanliness.

Lesson 54: Consolidation

Objectives

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

Materials

- Workbook
- Writing material

Procedure

1. Recap Lesson 49 - 53.
2. Randomly ask students to share some of their answers from these lessons. Correct, wherever necessary.
3. Identify gaps in learning.
4. Ask students to complete the Review exercise and ask students to rate to themselves on how healthy, safe and hygienic they are and their surrounding is.
5. If required, discuss the interconnectedness between individual and societal health, safety and cleanliness.
6. Read and re-read the article on Sulabh experiment of turning human excreta into electricity.
7. Ask students to answer the questions that follow.
8. Ask students to share their responses. Encourage a discussion around the last question.

Lesson 55: Safety

Objectives

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

Materials

- Workbook
- Writing materials
- A ball

Procedure

1. As the students complete the Workbook exercise, help them understand vocabulary related to actions/habits that are clean/unclean; safe/unsafe.
2. Discuss about safety in the house, on the road, in school/college/workplace, during public events etc.
3. After the Workbook exercise, students sit in a circle with the Facilitator in the middle.
4. Hot Potato: Students sit in a circle. Each student writes/thinks of 3 sentences:
 - 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."
 - ◆ Students tend to think only of road safety. Encourage them to think safety in the house, on the road, in school/college/workplace, during public events etc. .
 - ◆ The Facilitator explains the rules of the game to the students.
 - ◆ The Facilitator throws the ball to a student in the circle. The student catches it and shares his/her three sentences.
 - ◆ After speaking the three sentences, the student passes the ball back to the Facilitator.
 - ◆ The Facilitator now passes the ball to another student in the circle. Repeat till the ball has been passed around about 12-15 times.
5. Ask the confident students to share first so that the shy and unfamiliar ones gain comfort from repetition.

Extension

- ◆ Talk about effects of unsafe actions/ habits using vocabulary such as: death, accident, illegal.

Lesson 56: 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 materials

Procedure

1. Before the students start Workbook exercise A, tell them about the use of “how many” for countable objects and “how much” for uncountable objects.
2. As students complete the Workbook exercise, explain the vocabulary related to countable and uncountable. If helpful, encourage students to write in their mother tongue.
3. 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 boys in my house”, and, “In my house there are four chairs.”
 - ◆ Sentence 3 & 4- Two uncountable object/persons in his/her house . For example, “In my house, I have a cupboard full of clothes.”, “In my house, I have a box of sweets.”
4. Ask students to present the four sentences to the class.
5. Time and pace the activity such that most students are able to complete the writing and speaking component.
6. Ask the confident students to present first so that the shy and unfamiliar ones gain comfort from repetition.
7. Start collecting materials for Lesson 60 - Mock Market. Ask some students to make paper money and others to bring items for sale.

Extension

- ◆ Ask students to talk about patterns of how words like box, jar, cup, packet etc are spelt.

Lesson 57: Quantifiers - 2

Objectives

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

Materials

- Workbook
- Writing materials

Procedure

1. Ask students to complete exercise A in the Workbook.
2. Discuss the difference between needs and wants. Ask them to complete Workbook exercise B and compile a list of their needs and wants.
3. After they have completed the list discuss:
 - ◆ Is there anything on the list that is a want and not a need?
 - ◆ What are common items on their lists?
 - ◆ Would the list that they have drawn up be the same throughout the country/world? Give them some prompts - a homeless child on streets in Delhi; the Director of a big company in Gurgaon; a housewife in Chennai; a labourer in Ladakh etc.
 - ◆ Do they spend more of the time/money on needs or wants?
4. Start collecting materials for Lesson 60 - Mock Market. Ask some students to make paper money and others to bring items for sale.

Extension

- ◆ Ask students to identify 2-3 people in their family/neighborhood and prepare a wants/needs list as that person.

Lesson 58: Quantifiers - 3

Objectives

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

Materials

- Workbook
- Writing materials

Procedure

1. Before the students start the Workbook exercise, explain the concept of few, some, many, little and lots.
2. After the students complete the Workbook exercise, ask them to refer to the list of needs and wants that they had prepared during Lesson 57.
3. Ask them to put quantifiers for their needs/wants. 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 and a video game."
4. Give students 10 minutes to complete this.
5. After everyone has completed, ask students to share what they have written.
6. Discuss if there is pattern to the quantification of needs/wants. If they are largely similar, discuss commonality of human needs; if different, then discuss why that would be so.
7. Discuss how sometimes we want more and need less - a powerful concept that must be explained with a lot of examples from daily lives.
8. Ask the confident students to speak first so that the shy and unfamiliar ones gain comfort from repetition.
9. Ask students to make a list of needs and wants of their community/neighborhood (not individuals) using appropriate quantifiers.
10. Discuss commonalities and differences in the list prepared by different students. Use words like point of view/perspective to explain the differences.
11. Remind students about collecting materials/ fake money for Lesson 60 - Mock Market
12. Ask students to bring colored pens/pencils for the next day.

Extension

- ◆ Students pair up to have a conversation using the slips. For example, Student 1 and Student 2 pair up. Student 1 says, "Can I have some tea, please?"; Student 2 responds, 'Sure.' or "Sorry, I do not have any tea." Then Student 2 repeats the question from his/her slip and Student 1 responds.

Lesson 59: Numbers & Ordinals

Objectives

1. Students will learn vocabulary related to numbers and order of numbers and use it appropriately.

Materials

- Workbook
- Writing materials
- Colored pens/pencils
- Appendix II in Facilitator Handbook

Procedure

1. Before the students begin Workbook exercise A, revise the concept of hundreds, thousands etc and write them in words.
2. After the students complete Workbook exercise A, call individual student to the board and ask them 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 - they must say 'Nine hundred and twelve, three hundred and forty five, six thousand seven hundred and eighty.'
3. After all students have shared this, ask them to complete exercise B.
4. After the students complete Workbook exercise B, each student is given a different ordinal number:
 - ◆ 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."
5. Ask students to complete exercise C. Do not give them answers. If need be, give subtle hints that makes students think in patterns.
6. Time and pace the activity such that most student get to speak.
7. Ask the confident students to speak first so that the shy and unfamiliar ones gain comfort from repetition.
8. Form 4 teams of students and write the number series (Appendix II in Facilitator Handbook) on the board and ask one team to complete the series.
9. Keep score of the team and make it exciting and competitive.
10. 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

Procedure

1. Recap Lesson 55 - 59.
2. Tell the students about the concept of 'cheap' and 'costly'.
3. Randomly ask students to share some of their answers from these lessons. Correct, wherever necessary.
4. Identify gaps in learning.
5. Each student must have brought 4-5 household items and fake money.
6. Teacher distributes fake money of different denominations among students for shopping.
7. The class is divided into 2 groups (Group 1 and Group 2) of 10 students each.
8. Group 1 plays the role of Sellers and Group 2 plays the role of Buyers. Sellers arrange the items for sale on the floor.
9. Once Sellers are ready, Buyers go to different Sellers and strike a conversation about buying and selling.
 - ◆ 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."
10. 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.
11. Encourage students to try out new vocabulary of 'cheap' and 'costly'.
12. After 30 minutes, reverse roles and students of Group 1 now play the Buyers, while Group 2 now play Sellers. Repeat conversation between buyers and sellers.

- 13.** Assign remedial work to students with gaps in their learning.
- 14.** End the day by discussing who made how much money/profit, what items sold more, what items sold little/not at all etc.
- 15.** Look at the wall displays of your students' work and remove anything that is irrelevant/outdated. Organize display of students' work session-wise.

Lesson 61: Fractions

Objective

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

Materials

- Workbook
- Writing material

Procedure

1. As students complete Workbook exercise A, help them understand the vocabulary related to fractions.
2. After Workbook exercise A, ask students to complete the puzzle in exercise B. It requires knowledge of ordinal numbers and fractions.
3. After the students have completed the puzzle, ask them about real life use of fractions. Ask them to elaborate.
4. Give them fractional pattern making instructions, like:
 - ◆ 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.
5. Once students have made the pattern ask them to hold it up for the others to see.
6. End the day with a discussion on how same instructions can be understood differently by different people resulting in different patterns.

Extension

- ◆ Explain the constituents of Lok Sabha and Vidhan Sabha using fractions. Ensure that they speak correct vocabulary related to numbers and fractions.

Lesson 62: Money

Objectives

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

Procedure

1. Before the students start the Workbook exercise, tell them about words like buy, sell, shop, market, shopkeeper, customer.
 - ◆ After the students complete Workbook exercise A, revise the vocabulary related to denomination of notes and coins. 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."
2. After the students complete Workbook exercise, play Mock Shop:
 - ◆ Form 4 groups of 5 students each. Each group gets 4 objects. 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.
3. Ask students to look at their quantified list of needs and wants (Lesson 58). Discuss:
 - ◆ Did you spend more money on needs or wants?
 - ◆ Are some of the expenses unnecessary ?

Extension

- ◆ Introduce some common international currencies like Euro, Dollar, Pound Sterling.

Lesson 63: Spatial Vocabulary - 1

Objectives

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

Materials

- Workbook
- Writing materials

Procedure

1. 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.
2. After the students complete exercise A ask them to make sentences connecting two objects/persons using spatial vocabulary. Each student must make at least one such sentence.
3. Once students have done that successfully, ask them to make sentences connecting an action words with an object/person using preposition. For example, 'Birds fly in the sky.' Each student must make at least one such sentence.
4. Explain that some words describe place while others describe time.
5. After the students complete Workbook exercise B, 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
6. Ask students to complete the reasoning Workbook exercise C. Make sure that the students understand language used in the reasoning problems. Let students discuss the problem in small groups to arrive at an answer.

Lesson 64: Spatial Vocabulary - 2

Objectives

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

Materials

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

Procedure

1. 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.
2. 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.
3. As students complete Workbook exercise A, help them with the use of spatial vocabulary.
4. After the students have completed exercise A, ask them to play the game Get Me To...- Each student pairs up with a partner. Partner 1 is blindfolded and the facilitator asks Partner 1 to get to some place within the center. Partner 2 gives Partner 1 specific directions to get to the place. For example, Partner 1 has been blindfolded and asked by the facilitator to get to the whiteboard from his seat. Partner 2 tells Partner 1, "Go three steps straight and then turn right. Take 4 steps straight and the board will be on your left." All other students must be quiet.
5. After playing a few round of the game, give students a common destination, for example from center to a popular landmark in the area (there must be more than one route to get there). Ask students to describe the route using spatial vocabulary. Ask if there are alternative routes to get to the destination. Students must use spatial vocabulary to describe the route.
6. Run a few rounds of the game and then discuss possible learnings from the exercise. Steer conversation towards -
 - ◆ Multiple ways of solving problems; religions are like routes that take us to our God, different ways of looking at the same thing etc.
 - ◆ Challenges faced by visually disabled.
7. Ask the confident pairs to play first so that the shy and unfamiliar ones gain comfort from repetition.

Extension

- ◆ Explain the concept of top, bottom and middle.

Lesson 65: Multiple Perspectives

Objectives

1. Students will understand multiple points of view.

Materials

- Workbook
- Writing materials

Procedure

1. Ask students to look at the images in exercise A. Ask students to focus on one image at a time and ask them what they see. Encourage participation. Some students might need assistance with vocabulary.
2. 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.
3. Discuss how people looking at the same image interpret it differently and there are always multiple perspectives and sometimes what we see belies what we know/think.
4. After the students have viewed all the images, ask them to apply that to real life. 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. Ask students to create optical illusions such as these.

Lesson 66: Consolidation

Objectives

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

Materials

- Workbook
- Writing material

Procedure

1. Recap Lesson 61 - 65.
2. Randomly ask students to share some of their answers from these lessons. Correct, wherever necessary.
3. Identify gaps in learning.
4. Recap the prepositions with students' help.
5. 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 spatial words. The group must give instructions/directions right from the time the student enters.
6. Repeat with other groups.
7. Ensure that they give appropriate words for directions and place.

Lesson 67: Descriptive Words - 1

Objectives

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

Materials

- Workbook
- Writing materials

Procedure

1. Before the students begin the Workbook exercise, tell them two ways to describe people: appearance and qualities/personality.
2. As the students complete the Workbook exercise, explain each descriptive word and give them time to write the meaning (in English or mother tongue) and a person that they know with that description.
3. As the students complete Workbook exercise A, explain the different words used to describe specific things about a person: like age, color etc.
4. After the students complete Workbook exercise B, each student thinks of his/her popular favorite person (sports person/movie star/community leader/scientist etc.) and writes 10 sentences to describe the favorite person using descriptive words for personality and appearance.
5. Ask students randomly to introduce their favorite person to the class.
6. After all students have introduced their favorite person, write, "All that glitters is not gold" on the board. Ask students to explain what they understand from it. Accept different interpretations.
7. Encourage students to give examples or anecdotes from real life to explain their point.

Extension

- ◆ Students take one personality/appearance attribute and use it to describe one person within the class/community with examples to justify that attribute.

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 materials

Procedure

1. Recap the previous day's lesson and pair up students. Partner 1 describes his favorite popular person and gets the perspective of Partner 2 about that person. Next Partner 2 describes his favorite popular person and gets the perspective of Partner 1 about that person.
2. 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.
3. Time and pace the activity such that most students are able to complete the writing and speaking.
4. Ask the confident students to speak first so that the shy and unfamiliar ones gain comfort from repetition.
5. Before the students begin Workbook exercise A, tell them ways to describe objects: color, shape and size.
6. Students find it difficult to visualize 3-D objects. Use concrete materials like a ball, a phone, a pen etc to help students understand proper usage of words related to shape.
7. 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.
8. After the students complete the Workbook exercise, each student thinks of one household/ classroom/office object and writes 5 sentences about color, shape, size and use of that object.
9. Ask students to describe the object that they have selected. While one student calls out the description of his/her object, the others have to guess what it is.

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 materials
- Drawing/coloring materials
- Appendix 8 (Student Workbook)

Procedure

1. Ask the students to look at the images in the Workbook and explain the exercise that follows.
2. 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.
3. Ask students to share their responses.
4. Ask students to look at the political cartoons in Appendix 8 (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.)
5. Discuss the witty portrayal of a serious message through illustration and text.
6. 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.
7. If students are not able to finish ask them to complete it at home and bring the next day.
8. 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 materials
- Complete edition of Times of India
- Newspaper guide (Appendix 12 in Facilitator Handbook)

Procedure

1. Ask students to share their comic strips/picture stories with the class.
2. After all/most students have shared it, start by showing them the cartoon in the newspaper.
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 12 in Facilitator Handbook)
4. As the students complete the Workbook exercise, help them find the information in the newspaper under the different sections.
5. After the students have completed the Workbook exercise, ask some students to share their answers with the class.
6. Tell students that they will be making a crossword today with a minimum of 10 words. Ideally they should choose the vocabulary from Banking or Shopping.
7. Demonstrate how to make the crosswords using vocabulary from the current lesson.
8. 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 materials

Procedure

1. Ask students to share their list of TV programs that they have watched and the advertisements that are aired during those programs.
2. 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.
3. Discuss the message in the advertisement and claims about the product. Ask students, “Can you really trust those advertisements / commercials?”
4. Divide the class into 4 groups - Group 1- Food group; Group 2 - Toy group; Group 3 - Household group; Group 4 - Vehicles group.
5. Take one example for each category/group from students’ list of advertisements and ask the group 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?
6. Give groups 10 minutes to discuss each question about the assigned advertisement.
7. Ask each group to share with the class.
8. Ask students to bring a complete English newspaper (with supplements, if possible) for Lesson 72

Extension

- ◆ Tell the students about different popular media.

Lesson 72: Consolidation

Objectives

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

Materials

- Workbook
- Writing material
- Newspaper for each student

Procedure

1. Recap Lesson 66 - 71.
2. Randomly ask students to share some of their answers from these lessons. Correct, wherever necessary.
3. Identify gaps in learning.
4. Ensure that each student has a newspaper.
5. Ask the students to complete exercise A.
6. After students have completed, ask them to pass their work and newspaper to their neighbor. Have peers check if the responses are correct or not.
7. After correction, the Workbooks are returned and students continue to complete exercise B.
8. After all students have finished, ask students to share their newspaper article.
9. Look at the wall displays of your students' work and remove anything that is irrelevant/ outdated. Organize display of students' work session-wise.

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 materials
- Quiz Time (Appendix 13 in Facilitator Handbook)

Procedure

1. Before the students begin the Workbook exercise, discuss the different professions in the world of work.
2. As the students complete the Workbook exercise, encourage them to think about the profession and choose the descriptive words very carefully.
3. After the students complete the Workbook exercise, it is Quiz Time. Divide the class into 4 groups.
4. Each group is given a hint (refer to Appendix 13 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." If they come up with the right answer, within the fixed time, they score 2 points.
5. 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.
6. The next question is asked from Team 2. There can be up to 10 rounds.
7. Ask the two teams to make their own riddles about professions and ask the other team.
8. Explain to students the vocabulary related to work in exercise B. Ask students to learn this vocabulary for a test the following week and use them appropriately in sentences.

Extension

- ◆ Ask the student what descriptive words they wrote for different professions and why. 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 that teacher's job is boring?" The student then needs to give a reason to explain his choice.

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.

Materials

- Workbook
- Writing materials
- Multiple Intelligences Survey (Appendix 9 in Student Workbook)
- Indicative Career Choices (Appendix 14 in Facilitator Handbook)

Procedure

1. Recap concept of 'Interest' and 'Ability' from Lesson 6.
2. Ask students to think about their interests and abilities and write them in the workbook.
3. 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."
4. Tell students that they will answer a few questions about their interest and ability to understand what kind of careers are more appropriate for them.
5. Ask students to complete the Appendix 9 in their workbook.
6. Based on their score, the facilitator tells them what kind of careers they are more likely to succeed in. (Refer to Appendix 14 in Facilitator Handbook).
7. Tell them that the test is indicative and not prescriptive.
8. Ask students to review their Learning Contract and make changes, if necessary.

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 materials
- 5 slips of paper with 1 situation each as given in Ring, Ring (Appendix 15 in Facilitator Handbook)
- Appendix 16 (Facilitator Handbook)

Procedure

1. Before the students begin the Workbook exercise, revise the formal and informal situations. Tell the students about landline and mobile/cell phone.
2. Before the students begin the Workbook exercise, discuss some informal situations in which they might receive a call and take a message.
3. As the students complete the Workbook exercise, help them understand the flow of conversation over the telephone.
4. After the students complete the Workbook exercise, divide the class into 4 groups.
5. 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.
6. Each group then presents the telephone conversation to the class.
7. Time and pace the activity such that all groups get a chance to present.
8. Ask the confident groups to present first so that the shy and unfamiliar ones gain comfort from repetition.
9. Tell the students that they will play the Telephone Game. Do the first puzzle on the board with the whole class.
10. Then assign puzzles to each group as given in Appendix 16 (Facilitator Handbook). Write the puzzles on the board for visual reference.
11. 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.
12. At the end of the game, ask different groups solutions to the puzzles.

Extension

- ◆ Ask students to make a message center next to the phone in their house. This would have writing materials like pen, paper etc to write down messages.

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 materials
- 5 slips of paper with 1 situation each as given in Ring, Ring (Appendix 15 in Facilitator Handbook)
- Telephone Message Card (Appendix 15 in Facilitator Handbook)

Procedure

1. Before the students begin the Workbook exercise, revise the formal and informal situations.
2. Before the students begin the Workbook exercise, discuss some formal situations in which they might receive a call and take a message.
3. As the students complete the Workbook exercise, help them understand the flow of conversation over the telephone.
4. After the students complete the Workbook exercise, divide the class into 4 groups.
5. 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.
6. Each group then presents the telephone conversation to the class.
7. Time and pace the activity such that all groups get a chance to present.
8. Ask the confident groups to present first so that the shy and unfamiliar ones gain comfort from repetition.
9. Each group then makes two Telephone Game puzzles as in Lesson 75 and presents it to the other groups to solve it.
10. Keep the score and make it exciting and competitive.

Extension

- ◆ Ask students to complete the Telephone Message Card (sample in Appendix 15 in Facilitator Handbook) when they take a message for someone.

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 materials

Procedure

1. Before the students begin the Workbook exercise, tell them about some of the common terms and phrases used during a phone conversation.
2. Before the students begin the Workbook exercise, get two or more students to read aloud the telephone conversations given in the lesson.
3. As the students complete the Workbook exercise, help them understand the flow of conversation over the telephone.
4. After the students complete the Workbook exercise, ask students to pair up with a partner.
5. Each pair has to prepare a telephone conversation on their own. Assign each group one of the following situations for 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.
6. Give them 10 minutes to prepare. Ask students to make it realistic and witty, if possible.
7. Each pair then presents the telephone conversation to the class.
8. Time and pace the activity such that all groups get a chance to present.
9. Ask the confident pairs to present first so that the shy and unfamiliar ones gain comfort from repetition.

Extension

- ◆ Explain to students how they can use the Just Dial service to get phone numbers of businesses in their city.

Lesson 78: Consolidation

Objective

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

Materials

- Workbook
- Writing material

Procedure

1. Recap Lesson 73-77.
2. Randomly ask students to share some of their answers from these lessons. Correct, wherever necessary.
3. Identify gaps in learning.
4. Explain the task 1. and 2. in the Workbook exercise.
5. After completion of the exercise, each student pairs up with a partner. Half the pairs choose a situation from section 1. Getting Through; the other half choose a situation from section 2. Making and Dealing with Enquiries of the Workbook.
6. Give students 15 minutes to prepare a phone conversation using the details that they have chosen.
7. Each pair presents the telephone conversation to the class.
8. Time and pace the activity such that all pairs get a chance to present.
9. Ask the confident pairs to present first so that the shy and unfamiliar ones gain comfort from repetition.
10. Assign remedial work to students with gaps in their learning.
11. Look at the wall displays of your students' work and remove anything that is irrelevant/ outdated. Organize display of students' work session-wise.

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 materials

Procedure

1. Before the students begin the Workbook exercise, tell them about some of the common objects (especially dishes and cutlery) found at the table in a restaurant and their usage.
2. Before the students begin the Workbook exercise, tell them about the staff at the restaurant and their duties.
3. As the students complete the Workbook exercise, help them understand the flow of conversation while placing an order at a restaurant.
4. After the students complete the Workbook exercise, divide the class into 5 groups of 4 each.
5. Each group has to prepare a script for role play of dining at a restaurant. Give them 15 minutes to prepare.
6. Each group then role plays as per the script they have prepared.
7. Time and pace the activity such that all the groups get a chance to present.
8. Ask the confident groups to present first so that the shy and unfamiliar ones gain comfort from repetition.
9. Remind students about the test on vocabulary from Lesson 73 (Jobs & Occupations 1).

Extension

- ◆ Tell the students about take-away and dine-in; buffet and a la carte options at the restaurant.

Lesson 80: At the Restaurant - 2

Objectives

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

Materials

- Workbook
- Writing materials
- Appendix 10 (Student Workbook)

Procedure

1. Recap the common objects (especially dishes and cutlery) found at the table in a restaurant and their usage.
2. Recap the staff at the restaurant and their duties.
3. Discuss with students what are the Do's and Don'ts of dining-in at a restaurant.
4. Ask the students to review the list of Do's and Don'ts in the workbook. Ask for students' views on possible reason behind the Do's and Don'ts.
5. Divide the class into 5 groups of 4 each.
6. Each group has to prepare a script for role play of dining at a restaurant. Give them 15 minutes to prepare.
7. Each group then role plays as per the script they have prepared.
8. Ask students the riddle in Appendix 10 (Student Workbook).
9. Time and pace the activity such that all the groups get a chance to present.
10. Ask the confident groups to present first so that the shy and unfamiliar ones gain comfort from repetition.
11. Test students on vocabulary from Lesson 73 (Jobs & Occupations 1).

Lesson 81: 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 materials
- 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 II in Student Workbook)

Procedure

1. Before the students begin the Workbook exercise, tell them about different type of shops and what they sell.
2. Before the students begin the Workbook exercise, tell them the meaning of some of the terms like cheap, display etc.
3. As the students complete the Workbook exercise, help them understand the flow of conversation between buyer and seller while shopping.
4. After the students complete the Workbook exercise, divide the class into 5 groups of 4 each.
5. Each group picks a slip and prepares a script for role play as per the situation in the chosen slip. Give them 10 minutes to prepare. The group must also prepare a sale receipt similar to the one in Appendix II of Student Workbook.
6. Each group then role plays as per the script they have prepared.
7. Time and pace the activity such that all groups get a chance to present.
8. Ask the confident groups to present first so that the shy and unfamiliar ones gain comfort from repetition.

Extension

- ◆ Tell students about words like fresh, stale, used, new etc related to shopping and their usage.
- ◆ Ask the students to read and explain the Shopping Receipt (Appendix II in Student Workbook).

Lesson 82: 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 materials
- Deposit Form and Cheque (Appendix 12 in Student Workbook)

Procedure

1. Before the students begin the Workbook exercise, ask them some of the reasons for visiting a bank.
2. Before the students begin the Workbook exercise, tell them vocabulary and staff related to business in the bank. If helpful, ask students to write the meaning in their own words.
3. As the students complete the Workbook exercise, help them understand the flow of conversation between the bank staff and client.
4. After the students complete the Workbook exercise, 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) Get a demand draft made.
5. Each group is given 15 minutes to prepare a conversation between the client and bank staff as per their business (refer to 4. above)
6. 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 12 in Student Workbook)
7. Time and pace the activity such that all groups get a chance to share their answer.
8. Ask the confident groups to present first so that the shy and unfamiliar ones gain comfort from repetition.

Extension

- ◆ Tell students about credit card, debit card and ATM card.

Lesson 83: 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 materials

Procedure

1. Recap vocabulary related to business in and bank and staff that works there by completing the Crossword
2. 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) Get a demand draft made
3. Each group is given 10 minutes to prepare a list of some of the problems that they might encounter during their visit to the bank and/or in getting the work done; what could be the possible causes for those problems and how can they be politely and responsibly resolved.
4. Each group has to present to the class:
 - ◆ Introduce themselves
 - ◆ Speak about their topic
 - ◆ Explain the problem and its possible cause/s
 - ◆ How they will resolve the problem/s
5. After each presentation, the facilitator asks the other groups about their views on the topic/problem/its resolution.
6. Allow groups to enact instead of speaking. Time and pace the activity such that all groups get a chance to share their answer.
7. Ensure that each member of the group speaks/enacts.
8. Ask the confident groups to present first so that the shy and unfamiliar ones gain comfort from repetition.

Extension

- ◆ Tell students about private and public banks in India.

Lesson 84: Consolidation

Objective

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

Materials

- Workbook
- Writing material
- Bank account opening form (Appendix 13 in Student Workbook)

Procedure

1. Recap Lesson 79 - 83.
2. Randomly ask students to share some of their answers from these lessons. Correct, wherever necessary.
3. Identify gaps in learning.
4. Ask students to complete the review exercise in the workbook.
5. After the students have completed the exercise, ask each student to prepare a script about visiting the bank to open a personal account. Tell the students the difference between personal and company/corporate account.
6. After preparing the script, each student completes the form in Appendix 13 - Student Workbook. Tell the students to fill the information correctly in the boxes on the form.
7. After the students complete the form, tell them about the next steps in opening of the account and ask them to present their script and form.
8. Assign remedial work to students with gaps in their learning.
9. Look at the wall displays of your students' work and remove anything that is irrelevant/ outdated. Organize display of students' work session-wise.

Lesson 85: Summarizing

Objectives

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

Materials

- Workbook
- Writing materials

Procedure

1. Retell a popular story (based on a movie, novel, TV shows etc) to the students in 8-10 sentences.
2. 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).
3. 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.
4. Discuss with students possible reasons for summarizing narratives and where in their daily lives do students use summarization.
5. Ask students to complete the Workbook exercise.
6. After the students have completed the exercise, ask a few students to share their summaries.
7. Ask students to take one sentence from the either of the two articles 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 and 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."
8. Ask students to bring a full-edition of an English newspaper for Lesson 86.

Extension

- ◆ Ask students to draw/describe their Dream Community.

Lesson 86: Main Idea

Objectives

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

Materials

- Workbook
- Writing materials
- An English daily newspaper

Procedure

1. Before the students begin the Workbook exercise, tell them how the main idea is like a thread that runs through the entire written piece.
2. 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.
3. Revise the punctuation and capitalization rules with students.
4. After the students have completed Workbook exercise A, ask some students to share their writing in Section 3 of the lesson with the class.
5. Ask students to compare and contrast the passages in exercise B & C.
6. Read the passage aloud and slowly ensuring 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."
7. 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.

Extension

- ◆ Use the newspaper article to show the students how a common idea runs through the entire article and how the title makes content of the article predictable.

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 materials

Procedure

1. Before the students begin the Workbook exercise, help them understand the Workbook exercise.
2. As the students have completed the Workbook exercise, the Facilitator asks for a student volunteer and reads aloud the first article. During the reading, the facilitator asks questions to check comprehension.
3. After the passage is read aloud twice, the facilitator discusses the questions that follow.
4. After the discussion, students write the response in the workbook.
5. Next, in groups of 4 or 5, students read the second passage and discuss the questions that follow.
6. After all students have answered the questions, conduct a discussion based on these questions with the entire class.
7. Time and pace the activity such that most students get a chance to answer.
8. Ask the confident students to present first so that the shy and unfamiliar ones gain comfort from repetition.

Extension

- ◆ Ask the students to suggest a new, suitable title for the articles that they read in Lesson 86.

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 materials
- Appendix 17 in Facilitator Handbook

Procedure

1. 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. (Refer to Appendix 17 in Facilitator Handbook)
2. Remind students about punctuation and capitalization rules.
3. Remind the students the use of pronouns - I, He, She and It - to avoid repetition of the name in every sentence.
4. As the students complete the Workbook exercise, tell them to use the hints to write details in clear and complete sentences.
5. After the students have completed the Workbook exercise, ask some students to share the paragraph about their community/neighborhood with the class.
6. Ask students to - i) think of a problem within or around their 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

Extension

- ◆ Ask students to write a paragraph about their life and give it a suitable title.

Lesson 89: Proof Reading

Objectives

1. Students will edit paragraphs to make them coherent and comprehensible.

Materials

- Workbook
- Writing materials

Procedure

1. Before the students start the workbook exercise, write the following sentence and show students how the same sentence punctuated differently can convey different meaning:
 - ◆ mother said betty is a very pretty womanPossible responses:
 - ◆ Mother said, “Betty is a very pretty woman.”
 - ◆ “Mother”, said Betty “is a very pretty woman.”
2. Ask students to punctuate the following (students must come up with different ways of punctuating the sentences and explain what the sentence means when punctuated in that manner):
 - ◆ we do our work right on time and neatly
 - ◆ i'm hungry let's eat grandmother
 - ◆ rajat thinks mrs khanna is a funny person
 - ◆ jump over maina
3. Create some excitement by organizing a team game for the activity.
4. Ask students to proofread each other's passages from Lesson 88.
5. After everyone has finished, ask students to share their responses along with reasoning.
6. Make a proofreading checklist (Do's and Don'ts) with the students.

Lesson 90: Consolidation

Objective

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

Materials

- Workbook
- Writing materials

Procedure

1. Recap Lesson 85 - 89.
2. Randomly ask students to share some of their answers from these lessons. Correct, wherever necessary.
3. Identify gaps in learning.
4. Ask students to reflect on their learning as they gear up for internal and external evaluation.
5. If there are some lessons that students continue struggle with, re-teach that lesson and have students practice.
6. If there is no lesson that they have a problem with, use this lesson to revise and demonstrate how to respond correctly.

Lesson 91: Listening Comprehension - 1

Objectives

1. Students will practice listening comprehension.
2. Students will practice answering questions about the heard passage/extract.

Materials

- Workbook
- Writing materials
- An old newspaper

Procedure

1. Read a simple and short passage to the students - an article from the newspaper or a story- and ask them oral questions based on the information shared in that narration. Ensure that each student is asked a question and that the students answer in complete sentences. Ask both direct, factual questions as well as open-ended questions.
2. Next read a longer and more complex passage to the students - an article from the newspaper or a story- and ask them oral questions based on the information shared in that narration. Ensure that each student is asked a question and that the students answer in complete sentences. Ask both direct, factual questions as well as open-ended questions.
3. Keep increasing the complexity and the length of the narration, as appropriate.
4. Choose passage that is rich in information and has many describing words. Read the passage slowly, with emphasis and clarity. If need be repeat the narration.
5. Ask confident and enthusiastic students to take up a passage from the newspaper or read a story and ask the questions from the audience. Ensure that they frame the questions correctly and accept answers only in complete sentences.
6. Speak with the Student Evaluator and fix up a date for end of Level I evaluation of your students.

Lesson 92: Listening Comprehension – 2

Objectives

1. Students will practice listening comprehension.
2. Students will practice answering questions about the Level I content

Materials

- Workbook
- Writing materials

Procedure

1. Ask students questions from Lesson 1-90.
2. Ensure that they speak in complete sentences.
3. Ask the same questions worded differently.
4. Divide the class into 4 groups. Group 1 prepares and asks questions from other three groups on Lessons 1-24; Group 2 prepares and asks questions from other three groups on Lessons 25- 48; Group 3 prepares and asks questions from other three groups on Lessons 49-72; Group 4 prepares and asks questions from other three groups on Lessons 73- 90.
5. Keep the score.
6. Ensure that every member of each group gets to ask and respond to questions.
7. Ensure that the questions are worded correctly and answers given in complete sentences.

Lesson 93: Stage Time

Objectives

1. Students will practice independent reading for fluency and comprehension.
2. Students will practice scripting a story and enacting a part/character.

Materials

- Workbook
- Writing materials
- 5 different short stories

Procedure

1. Organize students into groups of 5. Each group gets 10 minutes to read a short story.
2. Each group discusses the story within the group and gets 15 minutes to prepare a script for the story.
3. 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.
4. Remind students to follow the presentation protocol, body language and intonation.
5. Each group will enact the story with the prepared script before the class.
6. Time and pace the activity such that all groups get a chance to present.
7. 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: Class Presentation

Objectives

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

Materials

- Workbook
- Writing materials
- Family photo

Procedure

1. Each student gets 15 minutes to prepare two paragraphs of about 20 sentences in all, to introduce his/her family to the class.
2. This will include everything from opening greeting to closing sentence.
3. Remind students to follow the presentation protocol, body language and intonation.
4. Each student will introduce his family to the class. Students may refer to the notes but cannot read from them.
5. Time and pace the activity such that all students get a chance to present.

Lesson 95: Internal Evaluation

Objectives

Students will be assessed for oral communication by the facilitator.

Materials

- Student Workbook
- Writing Materials

Procedure

1. The center facilitator along with an external examiner assesses the oral communication competencies of students.
2. Individually interview each student about content learnt in Book 1 & Book 2. Look for:
 - ◆ Familiarity with lessons and topics/vocabulary
 - ◆ Ability to comfortably respond (even if the grammar is incorrect)
 - ◆ Use of complete sentences
 - ◆ Use of polite phrases
 - ◆ Ability to explain his/her own Learning Contract.
 - ◆ Ability to participate in role-plays
3. Prepare students result as Proficiency Level - High/Medium/Low.
4. For students who score Low, understand what they struggle with and work in small groups with them. You may also ask those scoring High to mentor/buddy up with students scoring Low.
5. All students must have their own Book 1 and Book 2 completed for external evaluation.
6. Students' Workbook can be given to students who are promoted/provisionally promoted and they can take it home with them.
7. Make sure that your students feel relaxed and confident during external evaluation - use positive and motivating reinforcements.
8. 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.

Lesson 96: Internal Evaluation

Objectives

Students will be assessed for oral communication by the facilitator and an external examiner.

Materials

- Student Workbook

Procedure

1. The center facilitator along with an external examiner assesses the oral communication competencies of students.
2. Individually interview each student about content learnt in Book 1 & Book 2. Look for:
 - ◆ Familiarity with lessons and topics/vocabulary
 - ◆ Ability to comfortably respond (even if the grammar is incorrect)
 - ◆ Use of complete sentences
 - ◆ Use of polite phrases
 - ◆ Ability to explain his/her own Learning Contract.
 - ◆ Ability to participate in role-plays
3. Prepare students result as Proficiency Level - High/Medium/Low.
4. For students who score Low, understand what they struggle with and work in small groups with them. You may also ask those scoring High to mentor/buddy up with students scoring Low.
5. All students must have their own Book 1 and Book 2 completed for external evaluation.
6. Students' Workbook can be given to students who are promoted/provisionally promoted and they can take it home with them.
7. Make sure that your students feel relaxed and confident during external evaluation - use positive and motivating reinforcements.
8. 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

SUCCESS STORIES

Bill Gates

Yes, the richest person in the whole world and founder of Microsoft, couldn't make any money at first. Gates' first company, Traf-O-Data (a device which could read traffic tapes and process the data), failed miserably. When Gates and his partner, Paul Allen, tried to sell it, the product wouldn't even work.



Albert Einstein

Einstein, the famous Noble-prize winning scientist, didn't have the best childhood. Many people thought he was just a dud. He never spoke for the first three years of his life, and throughout elementary school, many of his teachers thought he was lazy and wouldn't make anything of himself.

Thomas Edison

Although the exact number of tries has been debated, ranging from 1,000 to 10,000 attempts, it's safe to say Thomas Alva Edison tried and failed a whole lot before he successfully created the lightbulb. His response to his repeated failures? "I have not failed. I've just found 10,000 ways that won't work."



Source: http://www.huffingtonpost.com/2013/09/25/successful-people-obstacles_n_3964459.html



Sachin Tendulkar

The great Sachin that we all know never attended college. During his early periods he was trying to become a fast bowler and started training to become a pace bowler. But Dennis Lille was not impressed with him and ask him to focus in his batting. Rest is history.

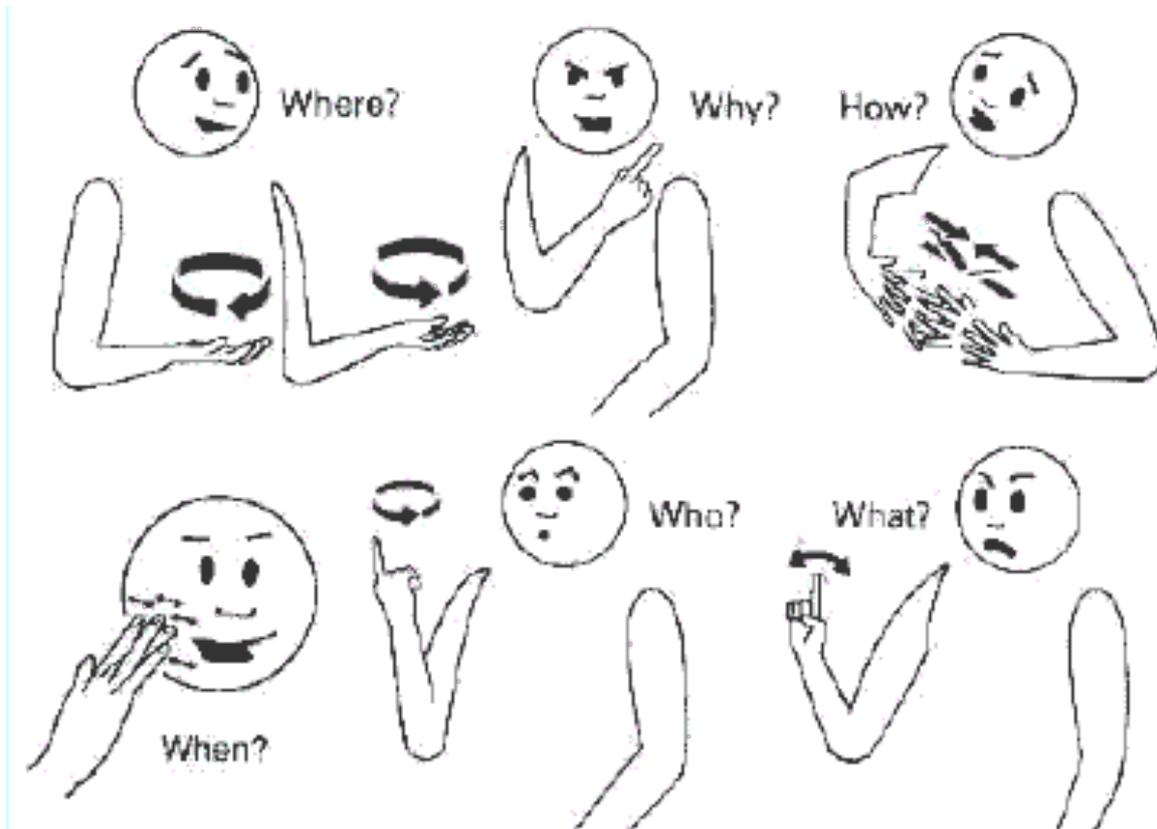
N.R.Narayana Murthy

Infosys is a big name in computer software industry. N.R.Narayana Murthy, the founder of the company borrowed \$250 from his wife, Sudha Murthy for starting the company. Mr. Murthy had a dream. But no money. But he had the courage, knowledge and dedication. Early days the company had no phone, no car, no independent office. The company was on the brink of collapse during the early years. Still they managed to keep it afloat. Today it is a Fortune 500 company.



Appendix 2

SIGN LANGUAGE



Appendix 3**TASK SLIPS****SITUATIONS**

You have come for an interview and have to introduce yourself.

You have come first in the competition and you are breaking that news to your parents.

Your teacher has asked you to name your 4 siblings.

You are sharing your phone number with a friend.

You are a student asking your facilitator about how to switch the laptop on.

You are enquiring about your brother's health over the phone and your brother responds to the enquiry.

You have just come out of a movie hall after watching a movie that you did not like. You call your friend to ask them to avoid watching this movie as it is a waste of 3 hours.

You are appreciating your younger sibling about the wonderful painting he/she has made.

You call up your uncle to apologize for forgetting his birthday.

Appendix 4

QUIZ TIME - I

Hints	Answer
I am green and sour. Which vegetable am I?	Lime
I can be red, green and yellow in color. Which fruit am I?	Apple
I am red and good for eyes. Which vegetable am I?	Carrot
I am used in all Indian cooking. Which vegetable am I?	Garlic/Onion/ Tomato
I am a favorite fruit of children in summers. Who am I?	Mango
I am green on the outside and red on the inside. Which summer fruit am I?	Watermelon
I am bitter, long and green or red. Which vegetable am I?	Chili
I come in a bunch and can be green, red or blue. Which juicy fruits am I?	Grapes
I am from the berry family and children love me as an ice cream flavor. Which red fruit am I?	Strawberry
I am juicy fruit with the same name as my color. Who am I?	Orange
I am a brown vegetable and children love to eat me as chips. Who am I?	Potato
I am a green vegetable that is eaten as salad. Who am I?	Cucumber
I am long white sister of carrot. Who am I?	Radish
I am a big flower. Which vegetable am I?	Cauliflower
I am little green ball. Which vegetable am I?	Pea
People think that I am a vegetable, but I am actually a fruit. People like to use me to make pizza sauce. What am I?	Tomato
I am a crunchy vegetable, with a lot of vitamin C and fiber. Some kids think that I look like a little green tree! What am I?	Broccoli

Hints	Answer
I come in different colors, like green and red. Before I became raisins, I was a bunch of these. What am I?	Grapes
I am a tropical fruit that is soft and bright orange on the inside. I taste very sweet. My name rhymes with "MAYA." What am I?	Papaya
I look like a human brain. I am usually white but I can also be orange or purple. I am a vegetable. What am I?	Cauliflower
I am a letter in the English Alphabet. What am I?	Pea

Appendix 5**QUIZ TIME - 2**

Hints	Answer
You need a team to do this. You need a ball. The ball is usually black and white.	Soccer
You can do this alone. Sometimes you need a CD player. Sometimes you need an Mp3 player.	Listen to music
You can do this alone for yourself or for others. Maybe your mom does this every day. If you don't do this, you will be very hungry.	Cook
You can do this with your friends. You need a computer. Sometimes you go to a cyber café to do this. You need an internet connection too.	Internet Surfing
You can do this alone. For this you need brushes, colors and an idea. You might draw the picture first.	Painting
This is something you can do alone or with family/friends. You can do it at indoors or outdoors. Some people like to eat popcorn at the same time.	Watch a movie
You can do this alone. You have to do this a lot at school. To do it you need a book/magazine/newspaper.	Reading
You can do this alone. You can do this with your family/friends. You need to move a lot, shake, hop. You need good music.	Dancing
You need two teams, a ball and a bat to do this.	Play cricket
You do this with your friends. It can be a lot of fun. Sometimes you just hang out to do this. Maybe you eat pizza and do it. Maybe you play a game and do it. This can be very helpful when you have something to say.	Talking
You can do this alone. You can do this with your friends. You can do this with your family too. You should not do this if you have homework to do. You can see drama, sit-coms, and action when you do this.	Watch television
You need two people to do this. You need many pieces. They are black and white. They are round like a circle. You need a hard wood board. It takes a long time. You have to think carefully to do it. Good luck and don't lose.	Play chess
You can do this alone. You can do this very quickly. You can do it very slowly. You can do it in the park, or at school. You only need good shoes and your feet. Watch out for cars. Do this every day and you will be very healthy.	Walk/Jog

Appendix 6

VOWEL SOUNDS

Short vowel sounds

/æ/ - Axe, bad, bag, can, ham, jam, man, pat, and, flash, gnat, had, pack, pan, sad, sat, spanned, band, bat, dad, gas, gassed, land, manned, marry, shall, axe, fad, mat, tack, apple, Annie.

/e/ - check, deck, neck, said, bed, edge, debt, bet, let, jet, net, pet, set, wet, yet, yes, mess, guess, bless, less, rest, guest, elbow, education, echo, element, end, escape, et cetera, every, extra, example.

/ɪ/ - Example, ink, think, blink, wink, internet, pronunciation, pin, thin, wink, link, sink, igloo, bill, bit, fit, lips, drink, million, ring, wing, sing, bring, mint, hint.

/ɒ/ - Dock, mob, rob, sob, knob, lock, knock, rock, sock, clock, block, flock, blog, frog, cot, dot, hot, pot, rot, not, stop, hop, cop, top, mom, prom, shock, long.

/ʊ/ - full, pull, woman, took, should, could, foot, good, wood, look, book, cook.

/ʌ/ - Fun, run, month, lunch, luck, gun, cup, hut, buck, fuss, stuck, blood, some, done, color (first syllable), none, drum, nut, butter (first syllable), but, mud, bus, trust, one, must.

/ə/ - Mother, above, about, banana, brother, color (second syllable), honor, company, content, confess, butter (second syllable), control, stranger (last syllable), donor.

Long vowel sounds

/ɑː/ - Father, car, park, bark, after, mark, guitar, embark, dark.

/iː/ - Feet, greet, eager, meeting, clean, deeper, weak, pizza, stream, jeans, people, dream.

/ɔː/ - Talk, awesome, walk, audible, sawed, door, towards, board, short.

/uː/ - fool, pool, womb, tooth, shoot, food, mood, spoof, roof, hoof, brood, wool, glue,

/ɜː/ - Bird, shirt, world, Earth, dirt, skirt, earned, burn, early, heard, bird.

* Interestingly the word “short” has the long “aw” sound and the word “long” has the short “aw” sounds. You can use this as an example to explain the difference. If participants are not able to tell the difference you can also use the words “short” and “shot.”

Contrasting vowel sounds in pairs

[i:]	[i]	[i]	[e]	[e]	[æ]	[æ]	[a:]
Lead	Lid	Bill	Bell	Bed	Bad	Bad	Bard
Read	Rid	Fill	Fell	Said	Sad	Lad	Lard
Feel	Fill	Till	Tell	Beg	Bag	Pam	Palm
Deal	Dill	Him	Hem	Leg	Lag	Cam	Calm
Heal/ Heel	Hill	Pin	Pen	Men	Man	Carry	Car
Team	Tim	Tin	Ten	Bend	Band	Barry	Bar
Seen	Sin	Bid	Bed	Lend	Land	Cat	Cart
Teen	Tin	Did	Dead	Send	Sand	Hat	Heart
Leave	Live	Since	Sense				

Appendix 7

VOICED & UNVOICED CONSONANT SOUNDS

- Voiced sounds are sounds that use vocal cords in addition to the gush of air.
- Unvoiced sounds only use gush of air.

Voiced	IPA
<u>D</u> oll	d
B <u>o</u> y	b
<u>G</u> old	g
<u>V</u> an	v
<u>Z</u> oo	z
Meas <u>u</u> re	ʒ
<u>J</u> ug	dʒ
<u>T</u> hat	ð

Unvoiced	IPA
<u>T</u> all	t
<u>P</u> et	p
<u>C</u> old	k
<u>F</u> an	f
<u>S</u> un	s
<u>S</u> hine	ʃ
<u>C</u> hair	tʃ
<u>T</u> hankyou	θ

Appendix 8

QUOTE & EXCLAMATION MARKS

An exclamation mark usually shows strong feeling, such as surprise, anger or joy. Using an exclamation mark when writing is like shouting or raising your voice. Avoid using exclamation marks in formal writing.

1. Use an exclamation mark to indicate strong feelings or a raised voice in speech:
 - She shouted at him, "Go away! I hate you!"
 - He exclaimed: "What a fantastic house you have!"
 - "Oh my God!" he said, "Is that true?"
 - "Help!"
 - "Shut up!"
 - "Stop!"
2. Many interjections need an exclamation mark:
 - "Hi! What's new?"
 - "Oh! When are you going?"
 - "Ouch! That hurt."
3. A non-question sentence beginning with "what" or "how" is often an exclamation and requires an exclamation mark:
 - What idiots we are! (We are such idiots.)
 - How pretty she looked in that dress! (She looked very pretty in that dress.)
4. In very informal writing (personal letter or email), people sometimes use two or more exclamation marks together:
 - I met Ravi yesterday. He is so handsome!
 - Remember, don't be late!
 - I'll never understand this language!

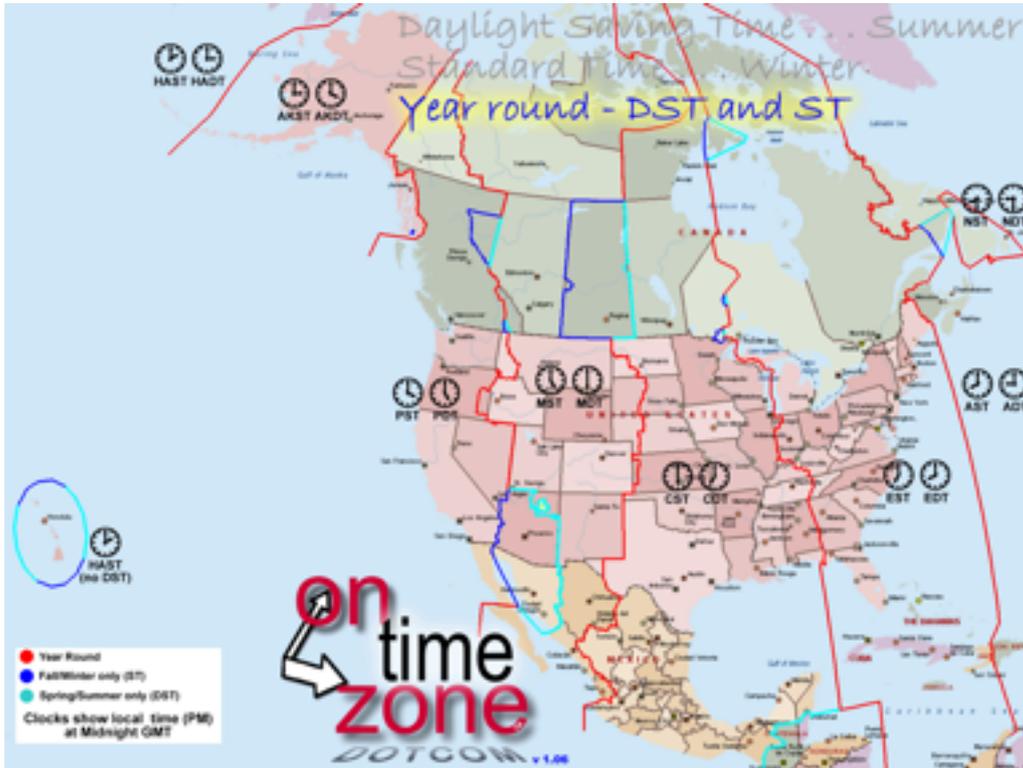
We use the quotation marks:

1. Before and after directly quoted material. Examples:
 - Minu said, "I've never had better holidays in entire my life!"
 - He told me, "Not as far as I remember."
2. To set off certain titles — songs, articles and short stories. Examples:
 - I remember singing "Yeh Dosti" with my friends when I was a teenager.
 - Have you read the article "Thought Police" in The Times of India?

Appendix 9

TIME ZONES

USA



Source: www.ontimezone.com



Appendix 10**WEEKLY CHORES**

Question 1: What task does Terry do on Wednesday?

- A. Vacuuming
- B. Dusting
- C. Mopping
- D. Sweeping
- E. Laundry

Question 2: What day does Uma do her task?

- A. Monday
- B. Tuesday
- C. Wednesday
- D. Thursday
- E. Friday

Question 3: What task does Vernon do?

- A. Vacuuming
- B. Dusting
- C. Mopping
- D. Sweeping
- E. Laundry

Question 4: What day is the vacuuming done?

- A. Friday
- B. Monday
- C. Tuesday
- D. Wednesday
- E. Thursday

Question 5: When does Sally do the dusting?

- A. Friday
- B. Monday
- C. Tuesday
- D. Wednesday
- E. Thursday

Appendix I I**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

Appendix 12

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 13**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 14

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 15**RING, RING****Phone calls - Informal**

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

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: _____

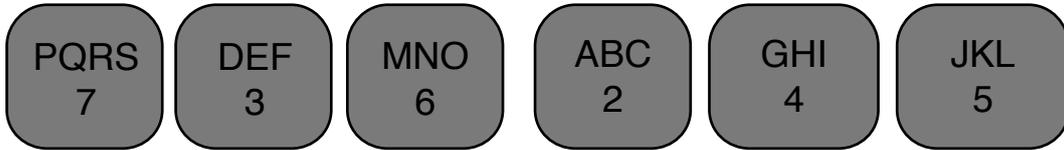
Call taken by: _____

Time of Call: _____

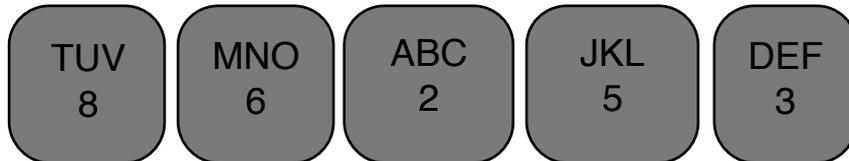
Message: _____

Appendix 16

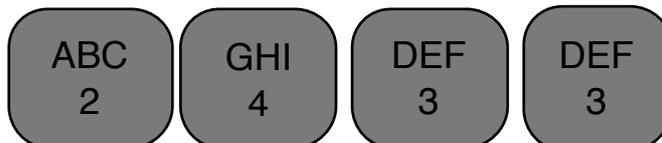
TELEPHONE GAME



1. HINT - SOMETHING IN THE CLASSROOM



2. HINT - A FAMILY MEMBER



3. HINT - A PROFESSION

Appendix 17

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.

Glossary

Brainstorm

Definition: Group discussion to produce many ideas and ways of solving problems.

Charades

Definition: A game in which players guess a word or phrase from enacted clues.

Consolidation

Context: Previous learning needs to be firmed up before new content is learnt. This also helps the Facilitator assess students' learning.

Consonant blends

Definition: When two or more consonants are joined together and spoken together.

Contractions

Context: Making words smaller without changing the meaning.

Cool & Cold

Definition: Cold is very low temperature while cool is pleasantly low degree of temperature.

Dialogue

Definition: Conversation between two or more people.

Extension

Context: These activities are to be done when a student/ students finish the main activity correctly and before time.

Facilitate

Definition: Make (an action or process) easy or easier.

Family Tree

Definition: is a chart representing family relationships in a conventional tree structure.

Gallery Walk

Definition: All the students' work is put up on the wall and students walk around looking at each others' work and discuss about it.

Gaps in learning

Context: Some students may have learnt some but may not have learnt all that they were presented with. Some students may have errors in their understanding. The Facilitator will be able to find these during consolidation time.

Hot & Warm

Definition: Hot is very high degree of heat while warm is comfortable degree of heat.

Intonation

Definition: The rise and fall of the voice in speaking.

Introduce

Context: The Facilitator will have to teach/discuss with students the concepts that have not been taught through the software or Workbook exercise. Understanding of these concepts will be required during oral communication activity.

Modeling

Context: The Facilitator shows the students how it is done once. The students observe and when it is turn they imitate the strategy.

Mono acting

Definition: When one person acts and plays all the roles according to the script.

Nominated leader

Context: When students/Facilitator selects/appoints a leader to lead the activity.

Pace of activity

Context: The Facilitator must ensure that the activity is neither too rushed nor too slow so that maximum students participate.

Pastime

Definition: An activity that someone does regularly for enjoyment rather than work.

Peer assessment

Definition: When students comment on and judge each others' work.

Phonics

Definition: A method of learning to read by correlating sounds with letters or groups of letters.

Placard

Definition: A poster or sign for public display, either fixed to a wall or carried.

Primary colors

Definition: Red, blue and green are original colors and not created by mixing other colors.

Prompts

Definition: Assisting or encouraging by giving hints/cues.

Protocol

Definition: The proper method of doing something.

Quiz

Definition: A short, informal written or oral test of knowledge given to students.

Reciprocity in relationship

Definition: Every relationship is two-way. For example, mother-son, husband-wife, brother-sister.

Remedial work

Context: Students with gaps in their learning must be given extra work so that they are at par with the other students in class. This could be in the form of homework or one-on-one teaching with the Facilitator during class time.

Revise

Context: The Facilitator will have to revise with students the concepts that have been taught through the software or Workbook exercise. A good understanding of these concepts will be required during oral communication activity.

Role play

Definition: Act like another person.

Secondary colors

Definition: Colors that are created by mixing two or more primary color. For example, orange is a secondary color created by mixing yellow and red.

Season

Definition: Each of the five divisions of the year (spring, summer, monsoon, autumn, and winter) marked by particular weather and daylight hours.

Snacks

Definition: Light food eaten between meals.

Supervise

Context: The Facilitator walks around ensuring that the students are completing their work; support/guide a student who is unable to follow instructions; and encourage students who are working well.

Syllable

Definition: A word is made up of syllable and syllables are made up of letter sounds.

Think, Pair, Share

Definition: This is a cooperative learning strategy. The teacher asks students to think about a specific topic, then pair with another student to discuss their thinking and, after that, share their ideas with the group.

Weather

Definition: The state of the air at a particular place and time- hot, warm, cool or cold.

Word Ladder

Definition: A word game where one word makes up one step of the ladder and the next step is made up of the word that begins with the last letter of the previous word on the preceding step.