

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 weekday class is 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 the Facilitator's guidance, the students practice the learnt concepts through Workbook and planned oral communication activities.

Along with developing English Communication skills, AAM Foundation is also committed to building critical thinking skills among its students, making them 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 English language, organizing information to foster confidence in speaking the language at Level II (Intermediate). The language-acquisition activities in this handbook will also develop patterns of thinking (both lower and higher order), appreciation/critique of their local community and foster an attitude of problem solving.

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

The lesson-plans in Facilitator Handbook, as a part of Level II (Intermediate) have to be completed in four months. At the end of the four months, the Facilitator and an external Evaluator will assess language proficiency of the students to determine progression to Level III (Advanced).

Table of Contents

Lesson #	Topic	Page #
Week 17 - Review		
97	Introduction - Review	5
98	Phonics - Review	6
99	Safety & Good Health - Review	7
100	Shopping - Review	8
101	At the Office - Review	9
102	Learning Contract - 3	10
Week 18 - Community		
103	My Community	11
104	Me & My Community	12
105	The Good Samaritan	13
106	Short Messages	14
107	Problem-Solving	15
108	Consolidation	16
Week 19 - Waste Management		
109	Singular & Plural - 1	17
110	Singular & Plural - 2	18
111	A, 'An' & 'The'	20
112	Let's Talk	22
113	Problem-solving	24
114	Consolidation	25
Week 20 - Water Logging		
115	Subject Verb Agreement - 1	26
116	Subject Verb Agreement - 2	28
117	Phrases	30
118	Phrases - Usage	31
119	Proverbs & Idioms	32
120	Consolidation	33
Week 21 - Sewage		
121	Reflections on Action Plan	34
122	Grammar Review - 1	35
123	Grammar Review - 2	36
124	Grammar Review - 3	37
125	Grammar Review - 4	38
126	Consolidation	39

Lesson #	Topic	Page #
Week 22 - Personal Hygiene		
127	Simple Present Tense	40
128	Present Continuous Tense	42
129	Simple Past Tense	43
130	Future Tense	44
131	Conversation	45
132	Consolidation	47
Week 23 - Case Studies		
133	Direct Speech	49
134	Reported Speech	50
135	Conversion of Speech	51
136	Comparisons - 1	52
137	Comparisons - 2	53
138	Consolidation	54
Week 24 - Possibilities		
139	Review - 1	55
140	Review - 2	56
141	Review - 3	57
142	Review - 4	58
143	Review - 5	59
144	Internal Evaluation	60
Week 25 - Innovation		
145	Travel Time	61
146	Bookings - 1	62
147	Bookings - 2	63
148	On the Go	64
149	Role Play	65
150	Learning Contract - 4	66
Week 26 - Mindset		
151	Connectives - 1	67
152	Connectives - 2	69
153	Connectives - 3	71
154	Conversation - 1	72
155	Connectives - 4	74
156	Consolidation	75

Lesson #	Topic	Page #
Week 27 - Solid Waste Management		
157	Agreement	77
158	Disagreement	79
159	Group Discussions - 1	81
160	Agreement & Disagreement	82
161	Group Discussions - 2	84
162	Consolidation	85
Week 28 - Waste-water Management		
163	Recipes	87
164	Procedures	88
165	Activity	89
166	Directions	91
167	Listen & Draw	93
168	Consolidation	95
Week 29 - Hygiene		
169	Occupations	96
170	Let's Talk Shop - 1	97
171	Work Vocabulary	98
172	Let's Talk Shop - 2	99
173	Conversation - 2	101
174	Consolidation	102

Lesson #	Topic	Page #
Week 30 - Conscious Consumerism		
175	Letter Writing - 1	104
176	Letter Writing - 2	105
177	Keyboarding Letter	106
178	Emails	107
179	Writing Emails	108
180	Consolidation	109
Week 31 - Possibilities		
181	Inferences - 1	111
182	Inferences - 2	112
183	What's Happening?	114
184	Listen & Follow	115
185	Do', 'Does', 'Did'	116
186	Consolidation	117
Week 32 - Review		
187	Comparisons - Review	119
188	Tenses - Review	120
189	Descriptions - Review	122
190	Group Discussion	124
191	instructions- Review	126
192	Self-Evaluation	128
	Internal Evaluation	129

Appendix

#	Topic	Page #
1	Introduction - Review	133
2	Word List	134
3	Presentation	135
4	Charades	136
5	Short Messages	137
6	Pledge - Samples	138
7	Let's Talk	139
8	Poster - making Tips	140
9	What's the subject?	141
10	Riddles	142
11	Phrases	143
12	Present Tense	144
13	Past Tense	145
14	Past Tense (Review)	146
15	Future Tense	147
16	Direct & Reported Speech	148

#	Topic	Page #
17	Making Bookings - 1	149
18	On The Go	150
19	Consolidation	151
20	Famous Failures	152
21	Growth & Fixed Mindset	153
22	Joining Words	154
23	Class Layout	155
24	Discussion Topics - 1	156
25	Discussion Topics - 2	157
26	Procedural Writing Task	158
27	Origami	159
28	Professions Data	162
28	Email Etiquette	163
30	Inferences	165
31	Public Interest Litigation	166
32	Listen & Follow	167

Lesson 97: Introduction (Review)

Objective

1. The students will recap introducing themselves and others (formal and non-formal situations), confidently and correctly.

Materials

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

Procedure

1. Review formal and non-formal situations with the students.
2. Use the situations given in Appendix 1 (Facilitator Handbook) and ask the students to introduce themselves and others.
3. Make sure that the students use appropriate:
 - Greeting
 - Body language
 - Intonation
 - Title
4. Students should not talk about their gender, address and contact details in their introduction.
5. The introductions must include:
 - Opening greeting
 - Title
 - Name
 - Age
 - Profession
 - Closing sentence
6. Students must introduce younger person to older and junior to senior,
7. Make sure that every student gets a turn to participate.
8. Students who make mistakes or are inaudible must be asked to repeat till they correct themselves.
9. Review the vocabulary 'young' and 'old' as students mention their age.

Lesson 98: Phonics (Review)

Objective

1. The students will recap letter-sound relationship.
2. Wordlist appropriately using chunking and syllables.
3. Students will be able to spell and pronounce words from a word list appropriately.

Materials

- Workbook
- Appendix 2 (Facilitator Handbook)

Procedure

1. Review the concept of letters making words, words making sentences and sentences making paragraphs.
2. Review sound of the letters with students (Lesson 19-21 of Level 1).
3. Play 2-3 rounds of Word Ladder game with students (Lesson 19-21 of Level 1 Student Workbook).
4. Next, play oral Word Ladder - The facilitator starts by saying a word. The next person must say a word that starts with the sound (not letter) at the end of the first word.
5. Students who cannot come up with a word in 10 seconds are eliminated from the game. Play till there is a winner.
6. Some students may need hints - like a rhyming word, a synonym or opposite.
7. Choose words from the Word List (Appendix 2 of Facilitator Handbook) and ask the students to break them into syllables and spell them using the whiteboard. If a student makes a mistake, repeat the syllable and ask another student to correct the mistake.

Remember - It is not important to get the number of syllables correct; it is important to be able to break the word into sounds and be able to spell them in smaller sound chunks
8. Make sure that every student gets a turn to participate.
9. Students who make mistakes or are inaudible must be asked to repeat till they correct themselves.
10. Introduce the new vocabulary, 'maternal' and 'paternal'. Ask the students to relate 'maternal' with 'ma' and 'paternal' with 'papa'. Give them practice in using the two words.

Lesson 99: Safety & Health (Review)

Objective

1. The students will recap safety and health.
2. Students will be able to speak about safety and health confidently.

Materials

- Workbook

Procedure

1. Review the concept of safe/unsafe, healthy/unhealthy and hygienic/unhygienic with students. (Refer to Lesson 53 of Level 1 Student Workbook).
2. Review some examples of safe/unsafe, healthy/unhealthy and hygienic/unhygienic with students.
3. Role Play- Pair up students and assign them role play of A. or B. from the workbook exercise.
4. Each pair learns their script/part and presents it to the whole group.
5. Students must speak in complete and explanatory sentences. For example, "You must wear a helmet while driving to protect your head."
6. Make sure that every student gets a turn to participate.
7. Students who make mistakes or are inaudible must be asked to repeat till they correct themselves.
8. Introduce the new vocabulary, 'plumber' and 'mason'. Ask students to name a mason and a plumber they know. Give them practice in using the two words.

Lesson 100: Shopping (Review)

Objective

1. The students will recap shopping and ordering products / food.
2. Students will be able to speak about shopping and ordering food/items confidently.

Materials

- Workbook

Procedure

1. Review the concept of cheap/expensive, different cuisines and shops, fresh/stale, old/new, etc. with students. (Refer to Lesson 81 of Level 1 Student Workbook).
2. Review some examples of cheap/expensive, different cuisines and shops, fresh/stale, old/new etc. with students.
3. Role Play- Pair up students and assign them role play of A. or B. from the workbook exercise.
4. Each pair learns their script/part and presents it to the whole group.
5. Students must speak in complete and explanatory sentences. For example, "I am very disappointed with the food as it was stale."
6. Make sure that every student gets a turn to participate.
7. Students who make mistakes or are inaudible must be asked to repeat till they correct themselves.
8. Review 'formal' and 'informal'. Students already know formal and informal greetings / situations, extend this to clothing. Give them practice in using the two words.

Lesson 101: At the Office (Review)

Objective

1. The students will recap work/office related conversation.
2. Students will be able to speak about professions comfortably.
3. Students will be able to plan presentations confidently.

Materials

- Workbook
- Appendix 3 (Facilitator Handbook)

Procedure

1. Review the professions and objects in an office. (Refer to Lesson 28 of Level 1 Student Workbook). Recap difference between profession and occupation.
2. Introduce the new vocabulary, 'personal' and professional'. Discuss what could be some professionally acceptable and unacceptable reasons for leave. Give them practice in using the two words.
3. After the completion of the workbook exercise, each student will make the presentation as planned in B. of the workbook exercise or from the topics recommended in Appendix 3 (Facilitator Handbook).
4. Give students 10 minutes to prepare a script.
5. Make sure that the students use appropriate greeting, body language and intonation.
6. The presentation must include:
 - Opening greeting
 - Introduction
 - Statement of Purpose
 - At least 2 professions with details
 - Closing sentence
7. Students must speak in complete and explanatory sentences.
8. Make sure that every student gets a turn to participate.
9. Students who make mistakes or are inaudible must be asked to repeat till they correct themselves.
10. Ask students in the audience to provide peer feedback in complete sentences.

Lesson 102: Learning Contract - 3

Objective

1. Students will complete/revisit their individual learning contract.
2. Students will be able to speak comfortably about their learning contract.

Materials

- Workbook
- Slips of words learnt during the week

Procedure

1. Duration of this lesson is 1 hour 45 minutes. If necessary, spend more than 1 day on this lesson.
2. In this lesson students will measure their learning and plan learning goals for the coming months.
3. Now that students have been evaluated and promoted to Level 2, ask students to self assess themselves. After all students have assessed themselves, ask them to compare it with their own Learning Contract 1 & 2 of Level 1.
4. Tell students difference between goal and dream and your professional goal. Also tell them how you plan to achieve that goal. If it was the same as you shared in Level 1, tell them about the progress that you have made. If you have new goal/s, share those with them.
5. Explain to the students what a 'contract' is and how this is a contract that they are making to themselves..
6. Then discuss how to fill the learning contract making sure that the students understand all the terms.
7. While students are completing Lesson 6 in their Workbooks, call students individually by turns and hold a brief interview with them to discuss their learning goals. After a student has discussed his/her progress along with the facilitator, he/she completes the LC in his/her workbook.
8. At this time, some students might revise their goals in life.
9. 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 do they need to change to improve their English for example, to build vocabulary, grammar, oral communication or confidence in speaking etc.
10. Students must speak in complete and explanatory sentences. For example, "I will come to the center regularly so that I do not miss any lesson."
11. 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.
12. Have all 10 new words learnt during the week written on slips of paper. After presentation, each student picks a word and makes a sentence using that word.

Lesson 103: My Community

Objective

1. Students will understand the how they are part of distinct communities.
2. Students will begin to appreciate the interdependence of people and communities.

Materials

- Workbook

Procedure

1. Tell the students the different roles that you play in your life.
2. Ask students the different roles that they play - son, student, friend, Free English Class students etc. Explain how these roles make them members of a bigger group - a family, a neighborhood, a school etc. If helpful, recap names of relations.
3. Ask them to fill the different circles with their roles and immediate connections as they go out of the circles. Model first with your examples written on the board so that students understand the exercise better.
4. After all students have completed exercise A, ask students to read the story in part B.
5. Ask questions from students to check comprehension. Students then complete the sequence of events and explain how their saying something mean to a friend can impact people/events in their communities. This can be imaginary or real.
6. Ask them why that is so. Steer the conversation towards interconnectedness and interdependence of life / people.
7. Ask students to make such connections - one for each community that they are a part of.
8. Let these connections be positive or negative.
9. Ask students to share their workbook responses and examples from real life.
10. Students who make grammatical mistakes or are inaudible must be asked to repeat till they correct themselves.
11. Introduce new vocabulary 'polite' and 'rude' and get students to communicate the new words verbally and non-verbally. Help students relate it to volume, pitch and choice of words. Give them practice in using the two words.

Lesson 104: Me and My Community

Objective

1. Students will learn to draw out the main idea from a narrative, practice retelling and summarizing the narrative.
2. Students will begin to acknowledge public apathy.

Materials

- Workbook
- Appendix 4 (Facilitator Handbook)

Procedure

1. Recap non-verbal messages. (Refer to Lesson 10 in Facilitator Handbook of Level 1).
2. Students who have completed Level 1 will already be familiar with Charades for single word.
3. Tell the students about the rules and procedure of playing Charades with sentences. (Appendix 4- Facilitator Handbook)
4. Select situations from Appendix 4 in Facilitator Handbook or similar situations and play Charades with students.
5. Model the first round so that the students know what to expect.
6. Make sure that every student gets a turn to demonstrate and respond.
7. Students who make mistakes or are inaudible must be asked to repeat till they correct themselves.
8. With the help of examples explain to students the meaning of 'anybody', 'somebody', 'everybody' and 'nobody'. Ensure that all students understand the meaning of these words.
9. Read aloud very slowly and with emphasis the story titled, Everybody, Anybody, Somebody and Nobody.
10. Assign the students roles of Everybody, Anybody, Somebody and Nobody and ask them to enact the story. This will help the students understand it better.
11. After all students have read and understood, ask:
 - What is the main idea of the passage?
 - Have you come across a situation like this?
 - Who did you behave like - Nobody, Somebody, Everybody, Anybody or others?
 - What was the result?
 - If you face a similar situation in future, how will you behave?
12. Accept all answers as long as the student can give you a reason for his/her response.
13. Ask a few students to summarize the lesson of the day.

Lesson 105: The Good Samaritan

Objective

1. Students will recap what summarization is.
2. Students will begin to understand their attitude towards the community.

Materials

- Workbook

Procedure

1. Before students begin the workbook exercise, introduce the new vocabulary - 'care' and 'apathy'. Link the words to the story in Lesson 104 and ask students to use them in sentences.
2. Recap Lesson 85 of Book 2.
3. The facilitator models summarization to the students.
4. Ask students to complete exercise A in the Workbook and then ask some of the students to share their responses with the class.
5. Next, ask students to read the passage, The Good Samaritan, in exercise B of the Workbook. Make sure that all the students understand the passage. Explain the meaning of Samaritan to the students.
6. Each student then takes two sheets of paper:
 - One half sheet of paper.
 - One quarter sheet of paper.
7. Students have to first summarize the story on the half sheet of paper. They have to then condense it further and rewrite it on the quarter sheet.
8. Discuss:
 - How does this story relate to our present society?
 - Which out of the three do the students relate with?
 - Why did the priest not help the injured?
 - Why did the rich man not help the injured?
 - Why did the Samaritan help the injured?
 - If the Samaritan hadn't helped, what would have happened?
 - Have you ever found yourself in a situation like this? What did you do? What would you do if such a situation arises again?
9. Ask students to get two photographs/ drawings the next day (the photos can be on the students phone screen):
 - What they like about their neighborhood/city, AND
 - What they dislike about their neighborhood/city.

Lesson 106: Short Messages

Objective

1. Students will learn how to write brief messages.
2. Students will learn how to interpret brief messages.

Materials

- Workbook
- Appendix 5 (Facilitator Handbook)
- Chart paper

Procedure

1. After students complete the workbook exercise, introduce the new vocabulary, 'wedding' and 'funeral'. Give students practice of using the two words.
2. Tell students that we convey our wishes on wedding, funerals, child birth, etc through brief messages.
3. Form 5 teams of 4 students each.
4. Take a short message from the Appendix 5 (Facilitator Handbook) and read it aloud to the class.
5. Round 1- Each team gets a turn to mention the event that is appropriate to the message. All team members must discuss and then appoint one member to share the response of the team. Do not accept individual answers. All discussion must be in English.
6. If the team mentions the event correctly in a complete sentence, it gets 1 point.
7. Round 2 - Of the events discussed in Round 1, assign one each to a team and ask them to prepare and present short messages appropriate to the event.
8. Students/ teams that make mistakes or are inaudible must be asked to repeat till they correct themselves.
9. Next, ask the students to present the 2 photographs/ drawings that they have taken/drawn.
10. In case, any students has not been able to draw/take the picture, give him/her 10 minutes to draw it in class.
11. Tell the students that they have to send one of the photos/drawings for a contest. So they have to write a short message/caption for it.
12. Then, they have to present their photograph/ drawing to the jury. They must show the photograph, explain it and share the message/caption.
13. Paste students' photographs/drawing with captions on the chart paper and display it on the wall.

Lesson 107: Problem-solving

Objective

1. Students will understand macro problems have multiple micro solutions.

Materials

- Workbook

Procedure

1. Hands on the Table : Ask students to gather around a table. Ensure that all the students can see the table.
2. Ask students for 5 identical pens. Display discomfort (pretend) if the pens are not identical. Yet accept the pens.
3. Let students know that you will ask some simple questions and they have to answer. They are not allowed to ask any questions.
4. Place the pens in a formation on the table, pretending to calculate as you go. Then place your hand on the table with your palm open, fingers spread out but keep looking at the pens. Ask – What is the number on the table?
5. Most students will not notice the hand at all. They will be focusing on the pens and telling you the count of pens on the table.
6. Keep changing the formation of the pens (without adding or taking away any pen from the table) and keep changing the number of fingers that you are displaying on the table.
7. When all students have figured out that you are asking the number of fingers on the table and not pens, let them know that there are times when we ignore simple /within our reach solutions to problems (the ones right under our nose) and start focusing on difficult or out of reach solutions. Do not spend more than 10 minutes on this. The idea is not to teach students the trick but to send a message that we sometimes miss the very obvious solutions / answers.
8. Discuss:
 - What are some of the big problems that students see around them?
 - What can he/she (given all his/her limitations and strengths) do about it? Encourage other students to share suggestions/ideas.
9. After all students have shared, ask students to review their 'dislike' photograph (from Lesson 106) and what he/she can do himself/herself to make it into a 'like' picture.
10. Make a note of the solutions offered by different students on a chart paper or on the board. Ask students to note these in their workbooks.

Lesson 108: Consolidation

Objective

1. Students will recap the week's learning.
2. Students will prepare an action pledge - Change Begins with Me.

Materials

- Workbook
- Chart paper
- Appendix 6 (Facilitator Handbook)

Procedure

1. Recap Lesson 103 - 107 with the help of students.
2. After students complete the workbook exercise, ask them to review the solutions that were brainstormed the day before.
3. Each student takes the most feasible one that he or she can do/implement himself/herself - easily and consistently - and make a personal pledge for that.
4. Ask students to write their individual pledges on paper. (Sample in Appendix 6 of Facilitator Handbook)
5. After all students have finished, collect the pledges and paste them on the chart paper and display on the wall.
6. Review the students' work displayed on the walls and remove outdated/irrelevant work. Ensure that all students' work is organized session = wise.
7. Call the students who have been absent without information or are at-risk of dropping out and update the call log.

Lesson 109: Singular & Plural - 1

Objective

1. Students will understand rules applicable to speaking about singular/plural objects, people and places and learn to use them appropriately.
2. Students will be sensitized about the problem of garbage disposal.

Materials

- Workbook

Procedure

1. Most non-native speakers of English make mistakes in the use of singular and plural. Therefore, the concept of singular and plural must be completed carefully and slowly so that students get a lasting understanding of this concept.
2. After the students have completed the workbook exercise A, introduce the terms 'garbage' and 'litter'.
3. Form 2 groups - Group 1 and Group 2.
4. Ask Group 1 to list 10 household objects that make up our garbage Group 2 has to list 10 objects that makes up garbage in factories/offices.
5. Round 1 - Each member of Group 1 must make a complete sentence from one of the 10 objects on their list in singular form and share with Group 2. For example, "I throw banana peel in the garbage." In response, each member from Group 2 must change that sentence into plural form. For example, " We throw banana peels in the garbage." Ensure than Group 2 changes all singular words in the sentence into plural.
6. Round 2- Each member of Group 2 must make a complete sentence from one of the 10 objects on their list in singular form and share with Group 1. In response, each member from Group 1 must change that sentence into plural form.
7. Students who make mistakes or are inaudible must be asked to repeat till they correct themselves.
8. Next, ask students to review the images in exercise B and discuss:
 - What do you see in the pictures? (Refer to photo 1,2 and 3)
 - Is it a familiar scene? (Refer to photo 3)
 - How are the two photographs similar? (Refer to photo 4 and 5)
 - How are the two photographs different? (Refer to photo 4 and 5)
 - Which image are you more likely to see around you? (Refer to photo 4 and 5)

Lesson 110: Singular & Plural - 2

Objective

1. Students will understand rules applicable to speaking about singular/plural objects, people and places and use them appropriately.
2. Students will learn to begin to deconstruct the problem of garbage and litter.

Materials

- Workbook

Procedure

1. Most non-native speakers of English make mistakes in the use of singular and plural. Therefore, the concept of singular and plural must be paced appropriately so that students get a lasting understanding of this concept.
2. Form 2 groups - Group 1 and Group 2.
3. Ask Group 1 to list 10 objects / persons/ places from their neighborhood. Group 2 has to list 10 objects/persons/places from school / place of work / college.
4. Round 1 - Each member of Group 1 must make a complete sentence from one of the 10 objects/ persons/ places from their list in singular form and share with Group 2. In response, each member from Group 2 must change that sentence into plural form.
5. Round 2 - Each member of Group 2 must make a complete sentence from one of the 10 objects/ persons/ places from school in singular form and share with Group 1. In response, each member from Group 1 must change that sentence into plural form.
6. Students who make mistakes or are inaudible must be asked to repeat till they correct themselves.
7. After the students have finished the exercises in the workbook, ask them to look at the pictures from the previous day.
8. Request students to look at Photo 3 in Lesson 109 and ask students to imagine that they are standing next to the garbage dump, discuss:
 - What do they hear?
 - What can they smell?
 - What do they see?
 - How do the sights, smells and the sounds make them feel?
9. Ensure that the students use vocabulary learnt in Lesson 51 (Sensory Organs) in Book 2. They should use singular plural appropriately.
10. Divide the class into groups of three- Student 1 plays Mr/ Ms Clean., Student 2 plays Mr/Ms Litter; Student 3 plays Mr/Ms Clean-Up.
11. Each group has to draw/imagine a road/neighborhood.
12. Each group will describe -
 - the road/neighbourhood, how they feel about it and whether or not they would like to live there (explain with reasons).

- Mr/Ms Litter explains how he/she littered the road - he/she must use singular/plural appropriately and give reasons for his/her actions.
 - Mr/Ms Clean-Up explains why and how he/she will clean- up the area.
 - Mr/Ms Clean concludes by explaining how the cleaned up place makes him/her feel (sounds like. smells like, looks like).
- 13.** Conclude the lesson by discussing who do individual students relate with - Mr/Ms Litter, Mr/Ms Clean-Up or Mr/Ms Clean in real life.

Lesson 111: A, An & The

Objective

1. Students will understand where to use 'a', 'an' and 'the' before singular/plural objects, people and places and use it appropriately.
2. Students will deconstruct the cause and effect of the littering and improper garbage disposal.

Materials

- Workbook

Procedure

1. Before the students start the workbook exercise, emphasize that it is the sound (not letter) that determines the use of 'a' or 'an'. For example, although 'hour', 'honest' etc begin with a consonant but the beginning sound is that of 'o' (a vowel), we write 'an' before it. Words like 'university' and 'unicorn' start with a vowel but do not have the beginning sound of a vowel, we use 'a' before such words.
2. After the students have completed the workbook exercise, divide them into two groups and ask them to review Photo 3 in Lesson 109 .
3. Each group prepares a story about how this place (as in the image) became littered. Ask groups to use parts of a story (including setting, characters and problem/s). In the story, they must use articles 'a', 'an' and 'the' twice each.
4. Round 1 - Members of Group 2 ask members of Group 1 ten questions using 5 Ws and 1 H to get the information. After getting responses from Group 1, members of Group 2 string the answers together in the form of a story. Group 1 then tells whether or not the version of Group 2 is similar to their own. Group 3 assesses whether or not Group 1 & 2 used 'a', 'an' and 'the' appropriately.
5. Round 2 - Members of Group 3 ask members of Group 2 ten questions using 5 Ws and 1 H to get the information. After getting responses from Group 2, members of Group 3 string the answers together in the form of a story. Group 2 then tells whether or not the version of Group 3 is similar to their own. Group 1 assesses whether or not Group 1 & 2 used 'a', 'an' and 'the' appropriately.
6. Round 3 - Members of Group 1 ask members of Group 3 ten questions using 5 Ws and 1 H to get the information. After getting responses from Group 3, members of Group 1 string the answers together in the form of a story. Group 3 then tells whether or not the version of Group 1 is similar to their own. Group 2 assesses whether or not Group 1 & 2 used 'a', 'an' and 'the' appropriately.
7. Ensure that the students frame questions appropriately using question words.
8. Students who make mistakes or are inaudible must be asked to repeat till they correct themselves.

9. Ask students to share their views:
- Why do we litter even though we know it is wrong?
 - What are the health hazards of littering (public and private places)?
 - Is it only about cleaning up or also maintaining it?
 - Whose responsibility is it to clean and keep it clean?
 - Is it about facilities or about attitude?

Lesson 112: Let's Talk

Objective

1. Students will develop confidence and clarity in using singular / plural and articles 'a', 'an' and 'the' appropriately.
2. Students will learn to brainstorm about possible solutions to the problem of garbage disposal and littering.

Materials

- Workbook
- Writing Materials
- 7-8 pictures cut-out from old magazines/newspaper (as in Appendix 7 of Facilitator Handbook)
- 4-5 Chart papers

Procedure

1. Review singular and plural with students.
2. Review use of 'a', 'an' and 'the' with students.
3. Review determiner for countable and uncountable objects like 'some', 'many', 'little', etc. (Refer to Lesson 56-58 of Book 2)
4. Review spatial vocabulary like 'on', 'under', 'beside', etc (Refer to Lesson 63-64 of Book 2).
5. Quiz: Form 4 groups. Each group gets a turn to present.
6. Give one picture to each group. Members of the group describe what they see in the picture using at least 5 sentences. They will :
 - name objects/people in the picture
 - use 'a', 'an', 'the'
 - use determiners for countable and uncountable objects like 'few', 'some', 'little', 'lots' and 'many'
 - use spatial vocabulary like 'on', 'in', 'under' etc appropriately.For example - the picture in Appendix 7 - "There is a computer and a few speakers on the table .There are some books over the computer." etc.
7. Give the groups 5 minutes to discuss what they see in the picture within the group and then appoint one member from the group to speak.
8. There can be 3-4 rounds with each group speaking about a different picture.
9. Make sure that every student gets a turn to speak.
10. Next each group brainstorms to create a list of possible solutions to improper garbage disposal and littering.
11. Share the rules of brainstorming -
 - go for quantity and do not reject ideas

- encourage creativity and imagination (just because it has not been done in the past does not mean it is not possible in the future).
 - build on ideas of others
 - stay focused on the topic
 - explain your ideas visually, if possible.
- 12.** Get each group to make a chart with all their ideas. Ensure that students write simple, short sentences.
- 13.** Keep these charts aside for Lesson 113.
- 14.** Ask students to bring materials for making A-4 size posters the next day.

Lesson 113: Problem-solving

Objective

1. Students will practice using 'this', 'that', 'these' and 'those' appropriately in sentences.
2. Students will prepare an action plan to improve their garbage disposal habits.

Materials

- Workbook
- Charts prepared in Lesson 112
- Appendix I (Student Workbook)

Procedure

1. This lesson will take more than 1 hour to be completed well.
2. Before the students start the workbook exercise, explain the usage of 'this', 'that', 'these' and 'those'.
3. Make 6 slips : body parts, professions, clothing, fruits/vegetable, family members, objects at home/work/school.
4. Each student picks one slip and has to make 2 sentences using 'this', 'that', 'these' and 'those' as per the topic on the slips.
5. Each student presents the 4 sentences (using hand movement to point out objects - real or imaginary) to the class.
6. After one student finishes, others provide feedback on whether or not the sentences were formed/spoken correctly.
7. Ask students to sit in groups as in Lesson 112 and refer to the ideas accumulated on the chart paper on the previous day.
8. Each group is assigned an article from Appendix I (Student Workbook) and they discuss it within the group.
9. After each group has discussed it, they summarize it in 4-5 sentences and share the summary orally with the other groups.
10. In their groups, students prepare list of possibilities to solve the problem of garbage and littering based on previous day's discussion and today's reading.
11. Each group then shares its ideas with the class and discusses which of those are practical and easy-to-implement.
12. Each student then prepares a 2-point action-plan that is easy to implement consistently in his/her notebook.
13. Facilitator may provide vocabulary but the ideas must be students' own.
14. Ask students to bring poster making materials for the next lesson.

Lesson 114: Consolidation

Objective

1. Students will practice using 'this', 'that', 'these' and 'those' appropriately in sentences.
2. Students will design a poster about their action plan for proper garbage disposal.

Materials

- Workbook
- Poster making materials
- Poster-making Tips in Appendix 8 (Facilitator Handbook)

Procedure

1. The duration of this lesson is 1 hour and 15 minutes.
2. Ask your students to complete the review sheet given in the workbook. (10 minutes)
3. Then, based on the 2-point action plan prepared on the previous day, each student prepares a poster on an A-4 sheet. Ask to students to keep it something simple and practical so that they can follow it easily and consistently.
4. Ask students to first prepare a rough draft on plain paper.
5. After everyone has prepared their draft, they seek peer feedback - "Which one do you like more and why?"
6. Explain to students the Do's and Don'ts of making a poster (Refer to Appendix 8 in Facilitator Handbook)
7. Based on peer feedback, students begin work on their posters.
8. After the students have completed the posters, display them in the class and have a gallery walk.
9. Students walk around looking at everyone's work and making a mental note.
10. Once back on their seats, they talk about their favorite poster and give reasons to explain. They must use vocabulary like "This....." or "That red poster....." or "Those 2 posters on the right hand side...." "These 3 posters"
11. Remind them that this is not about popularity of posters but to get them to view all posters and use 'that', 'this', 'these' and 'those' to talk about them.
12. Students who make mistakes or are inaudible must be asked to repeat till they correct themselves.
13. Call the students who have been absent without information or are at-risk of dropping out and update the call log.

Lesson 115: Subject-Verb Agreement - 1

Objective

1. Students will understand what the subject of a sentence is.
2. Students will begin to understand the relationship between subject and verb ('am', 'is' and 'are') in a sentence.
3. Students will be sensitized to look at water logging as a problem.

Materials

- Workbook
- Appendix 9 (Facilitator Handbook)

Procedure

1. If required, spread this lesson over 2 days.
2. Before the students start the workbook exercise, explain that each sentence is about someone/something. We must be able to identify who/what the sentence is about.
3. Give students a few examples. Explain and ask them what/who the sentence is about. Avoid using the term 'subject'.
4. Ask the students to complete B (i) and B (ii) in the workbook.
5. Once the students have completed the exercise in the workbook, recap 'I', 'we', 'you', 'he/ she/it' and 'they'. Ask students to introduce themselves and each other to achieve that. "I am...", "He is...", "You are..."
6. Share the rule of using 'is', 'am', 'are', 'has' and 'have' when talking about someone/something with the students
7. Ask students to complete exercise B (iii) and B (iv).
8. Divide students into 2 groups - Group 1 & Group 2
9. The facilitator speaks (not writes) a sentence (refer to Appendix 9 or similar sentences) and asks one student from Group 1 to identify who/what the sentence is about and whether it is singular or plural. If the student gets it right, the group scores 1 point.
10. If the student does not know the answer or answers incorrectly, he/she can choose to ask from one member of his/her group, "What/Who is the sentence about?" and then, "Is it one or more than one?"
11. Then the facilitator speaks a sentence (refer to Appendix 9 or similar sentences) and asks one student from Group 2 to identify who/what the sentence is about and whether it is singular or plural.
12. Students who make mistakes or are inaudible must be asked to repeat till they correct themselves.
13. Make sure that every student in the two groups, gets a turn to speak.
14. Next ask students to review the images in the Workbook and ask them what is common in all.
15. Accept all answers as long as students provide a reason for the answer.

16. Ask students:

- to describe the photos using appropriate vocabulary and sentence structure.
- Have you seen this in real life? If yes, where and when?
- If you were standing there, what would it smell like?
- If this was around/outside your house, how would it affect your/your family's life?

17. Ensure that the students use vocabulary learnt in Lesson 51 (Sensory Organs) in Book 2.**18.** At the end of the lesson, familiarize the students with the term, 'water-logging'.

Lesson 116: Subject Verb Agreement - 2

Objective

1. Students will understand the relationship between subject and verb in a sentence and use it appropriately.
2. Students will take a close look at problem of water logging in their neighborhood/city.

Materials

- Workbook
- Appendix 10 (Facilitator Handbook)
- Story of Rahul (Appendix 3 in Student Workbook)

Procedure

1. Before the students start the workbook exercise, explain that unlike 'is', 'am' and 'are', we use singular action word (verb) for I, You, We, They. For example, 'I/You/We/They eat four bananas everyday.'
2. Help them observe that the verb changes to plural when we are talking about He/She/It, Someone's/Something's name...). For example, He eats a pineapple in a day.
3. Using the board, give the students a few examples of correct and incorrect sentences.
4. Ask the students to complete the workbook exercise B.
5. After the students have completed the exercise, divide the class into 2 groups - Group 1 and Group 2.
6. Making Riddles: Each student in the two groups will make a riddle (of 3 hints) about professions using singular / plural and subject verb agreement appropriately. For example, Hint 1- "I am a woman." Hint 2 - "I do not go out of my house to work." Hint 3 - "I take care of my family." Answer - Homemaker. They can use 'I', 'He', 'She', 'They' for preparing the hints. Some examples are given in Appendix 10 (Facilitator Handbook)
7. Give 10 minutes for all students to prepare. Some students may need your help to get them started / help them think.
8. Give each group 5 minutes to discuss the riddles that they have created. They also decide amongst themselves the order in which they will ask questions.
9. Taking turns, one student from Group 1 asks Group 2 his / her riddle. Group 2 appoints one member to answer the riddle. The facilitator keeps the score.
10. Repeat till everyone in the two groups gets a chance to ask and respond.
11. Facilitator must ensure that the students use polite phrases during the quiz.
12. Students who make mistakes or are inaudible must be asked to repeat till they correct themselves.
13. Ask students to read Rahul's story (Appendix 3 in Student Workbook) and have students discuss the story. Ensure that all students have understood the story.

14. Discuss:

- Description of Rahul
- What he was good at
- Chain of events
- If the students were in Rahul's place how would they have felt?
- Could Rahul have avoided the situation? If yes, how?
- Who is to blame?
- If they were to change the ending of the story, how would they end it?
- Has something like this happened to them or someone they know?

Lesson 117: Phrases

Objective

1. Students will understand appropriate phrases and begin to use them in their sentences.
2. Students will begin to deconstruct the problem of water logging.

Materials

- Workbook
- Appendix 4 (Student Workbook)
- Appendix 11 (Facilitator Handbook)

Procedure

1. Before the students start the workbook exercise, explain what phrases are and why they are used in sentences.
2. Review all the phrases given in Appendix 4 (Student Workbook).
3. Allocate 2 phrases to each student and ask him/her to make sentences using that phrase. Give 5 minutes for preparation.
4. Each student shares his/her 2 sentences with the class.
5. Next, ask students to pair up with a partner. Give each pair a scenario from Appendix 11 (Facilitator Handbook) and ask them to prepare a conversation with their partner. They must use appropriate phrases from part C. in the lesson. (10 minutes)
6. Each pair gets 2 minutes to present. Students must speak without reading from the script.
7. Ask students to imagine that they live in an area that is water logged for most part of the year. Describe:
 - A day in your life (encourage them to use phrases)
 - What it looks like, smell/s like, feel/s like, sound/s like etc
 - What you say to your guests who visit you
 - How it affects your life
 - What you think is the reason for this continued problem
8. Give students 15 minutes to prepare.
9. After one student has presented, ask the student sitting to his/her right side to provide peer feedback on the use of subject-verb agreement and use of phrases.

Lesson 118: Phrases – Usage

Objective

1. Students will begin to appreciate use of phrases in a sentences.
2. Students will begin to discuss solutions to the problem of water logging.

Materials

- Workbook
- Appendix 4 (Student Workbook)
- Chart papers

Procedure

1. Before the students start the workbook exercise, recap what phrases are and why they are used in sentences.
2. Before the students start the workbook exercise, review all the phrases given in Appendix 4 (Student Workbook).
3. Allocate 2 phrases to each student and ask them to make sentences using that phrase (5 minutes).
4. Each student shares the 2 sentences with the class.
5. Now the students complete the workbook exercise. (20 minutes)
6. Ask students to form groups of 4-5 and prepare the role play of the Board Meeting for finding the solutions to the problem of water logging.
7. Ask students to assign different roles to different group members (President, Labour Union leader, Head of Finance, Head of Human Resources etc) and appoint a Chairperson who coordinates the meeting.
8. Each group must prepare their solutions on a chart paper and this must be displayed on the walls at the end of the lesson.
9. After one group presents, ask the student sitting on their right side to provide peer feedback on sentence structure. Students should be specific in their feedback - i.e talk about usage of singular-plural, subject-verb agreement, use of articles etc.
10. Ask students to bring materials for making A-4 size posters the next day.

Lesson 119: Proverbs & Idioms

Objective

1. Students will begin to use proverbs and idioms in sentences.
2. Students will reflect on their individual role/responsibility.

Materials

- Workbook
- Poster making materials
- Poster-making Tips in Appendix 8 (Facilitator Handbook)

Procedure

1. Before the students start the workbook exercise, explain what proverbs/idioms are and why they are used in sentences.
2. Before the students start the workbook exercise, review with them all the proverbs/idioms given in Workbook.
3. The facilitator tells the students the meaning of a few proverb/idioms from the list; for most proverbs the facilitator writes on the board and elicits the meaning from the students. Students write 10 of the proverbs and 10 of the idioms in their workbooks.
4. Encourage students to explain the proverb/idiom by describing a situation/incident using the proverb/idiom appropriately.
5. Recap the solutions that different groups came up with during the role play in Lesson 118.
6. Ask students to prepare a poster about one action that they will take, at their individual level, to prevent water logging in their area.
7. Before students start making the poster, review Appendix 8 about do's and don'ts of poster making with them.
8. Encourage them to use proverbs/idioms that they have learnt in the title/text of the poster.
9. Once completed, display the students' posters on the walls and have a gallery walk for other students to see the work of their peers.
10. After gallery walk, if time permits, ask students for their views on the displayed posters.

Lesson 120: Consolidation

Objective

1. Students will review using subject verb agreement.
2. Students will review using phrases/proverbs/idioms.

Materials

- Workbook
- 9 slips of proverbs/idioms

Procedure

1. The duration of this lesson is 1 hour and 15 minutes.
2. Recap Lessons 115-119.
3. Ask students to share their responses from these exercises and correct students, whenever required.
4. Ensure that the students use correct subject-verb form, articles and singular/plural in their sentences.
5. There will be two activities today. Activity 2 must be conducted by the students.
6. Activity 1: Divide the class into 5 groups of 4 each. The facilitator gives each group a phrase/proverb/idiom. The members of the group discuss among themselves a situation in which they can use that phrase/proverb. One representative from each group shares the situation with the class including the correct usage of the phrase/proverb/idiom.
7. Activity 2 - Appoint 3 students as Moderators. They take turns at playing that role.
8. Each Moderator has 3 slips. Moderator 1 calls upon one student to charade the proverb on Slip 1. The audience has to guess the phrase/proverb/idiom. Then Moderator 1 calls upon another student and the student has to charade the phrase/proverb/idiom on Slip 2. This goes on till each Moderator conducts charades for the 3 slips that he / she has.
9. Make sure that, by rotation, every student gets a turn to participate using simple sentences.
10. Ask students to read article, Inept Drains Cause Water-logging from Student Workbook.
11. Form groups of 4-5 students.
 - Group 1 - Identifies and describes the problem of water-logging.
 - Group 2 - Discusses and describes the causes of the problem (students may refer to the article in the Student Workbook).
 - Group 3 - Discusses and describes possible solutions to the problem (they may refer to the posters prepared by the students in Lesson 119 or the article in the Student Workbook).
 - Group 4 - Summarizes the discussion.
12. After Group 1 has discussed, Group 2 gives feedback on use of subject-verb agreement, Group 3 gives feedback on use of phrases; Group 4 gives feedback on use of proverb and idioms.
13. Continue till each group has discussed and provided feedback.

Lesson 121: Reflections on Action Plan

Objective

1. Students will reflect on and self-assess their action plan and personal pledge.
2. Students will be sensitized to look at sewage as a problem.

Materials

- Workbook

Procedure

1. Students have made actions plans and personal pledges related to garbage disposal and water logging. Sometimes, we know what we need to do, we plan for it but due to many reasons/ excuses we do not take necessary action based on the plan. So the problem continues or worsens.
2. Today the students will reflect on what they had resolved to do and how well they have been able to action it.
3. Write the quote from Honore de Balzac on the board and discuss students' views about it:
"It is easy to sit up and take notice, What is difficult is getting up and taking action."
4. Ask the students to complete the reflection sheet in the Workbook to self-assess how well they are following the pledge they made in Lesson 108 and Action Plan prepared in Lesson 113.
5. Explain to students that the purpose of this is not to praise or punish them but to remind them about their resolutions to become change-agents rather than just talk about it.
6. After all students have completed the reflection sheet, ask students to share:
 - What the plan/pledge was.
 - Has any action been taken? If yes, how has it worked? If not, why not?
 - Is he/she planning to continue or add to the plan/pledge? If add, what does he/she propose to add?
 - On a scale of 1-5 stars, how would the student rate his/her action/effort.
7. After everyone has shared progress along the action plan/pledge, introduce words like 'sewage' and 'sewer'.
8. Ask students to use the two words in sentences.
9. Ask students to read the article given in the Workbook and answer the questions that follow. Students can complete the exercise in discussion with a partner.
10. Remind students to use singular/plural and subject verb agreement correctly.
11. After everyone has completed the Workbook exercise, ask students to share their responses.
12. Appoint Grammar Cops for singular/plural and subject-verb agreement. Their job is to catch errors made by the speakers about use of singular/plural and subject-verb agreement. Make different Grammar Cops on different days/weeks so that all students get the opportunity.
13. Students who make errors have to repeat what they say using correct form of singular/plural and subject-verb agreement.

Lesson 122: Grammar Review – 1

Objective

1. Students will practice using articles appropriately.
2. Students will take a close look at the problem of sewage in their neighborhood/city.

Materials

- Workbook

Procedure

1. Form groups of 4-5 students.
2. Each group must teach the use of articles to the class. After explaining they must also give practice of using articles to the other students through an activity or exercise.
3. Request students to revisit the Everybody, Somebody, Anybody and Nobody story (refer to Lesson 104).
4. Read the story slowly quizzing students as you go along. By now, the students will be aware of the story as well. Ask students to use the characters - Everybody, Somebody, Anybody and Nobody- and narrate how the area around Taj Mahal got so dirty (refer to image in Lesson 121).
5. After all students have narrated, ask:
 - If Everybody was a person, what would he/she be like ?
 - If Somebody was a person, what would he/she be like?
 - If Anybody was a person, what would he/she be like?
 - If Nobody was a person, what would he/she be like?
 - Who would you want to be like? Why?
 - Have you come across a situation like this in your real life?
 - Who did you behave like - Nobody, Somebody, Everybody, Anybody?
 - What was the result?
 - If you face a similar situation in future, how will you behave?
6. Accept all answers as long as the students can give you a reason.
7. Ask students to bring two pictures (photographs or drawings) the next day.
 - Poorly managed sewage/sewers around their neighborhood/city.
 - Well managed sewage/sewers around their neighborhood/city.
8. Ensure that the Grammar Cops check the use of articles and subject-verb agreement whenever students speak/present during the lesson.

Lesson 123: Grammar Review – 2

Objective

1. Students will practice using subject-verb agreement appropriately.
2. Students will begin to deconstruct the problem of sewage in their neighborhood/city.

Materials

- Workbook

Procedure

1. Form groups of 4-5 students.
2. Each group must teach subject in a sentence and subject-verb agreement to classmates. After explaining they must also give practice of using rules of subject verb agreement to the other students.
3. Ask students to bring out the pictures/photos that they have brought. If a student has not brought a picture/photo, give him/her 10 minutes to draw one.
4. Next each student shares his/her picture with the class and explains:
 - reasons why it is not managed well
 - who is responsible for that?
 - what it looks like, smells like, feels like, sounds like etc
 - how it affects life
 - how it makes him/her feel
5. Write these on the board for students' reference.
6. Give each student 15 minutes to prepare and 2-3 minutes to present.
7. After all students have shared their photos/drawings, ask a few students to summarize the lesson of the day.
8. Ensure that the Grammar Cops check the use of articles and subject-verb agreement, whenever students speak/present, during the lesson.

Lesson 124: Grammar Review - 3

Objective

1. Students will practice question formation.
2. Students will begin to think of possible solutions to sewage in their neighborhood/city.

Materials

- Workbook

Procedure

1. Recap the rules of question formation using - question words (how, when, who etc) and verbs (is, does, have etc).
2. Write a few inappropriately formed questions on the board and ask students to find the errors and fix it. You may want to make it into a quiz and organize the students into teams.
3. Ensure that all students get an opportunity to participate.
4. Appoint a Question Cop today. This person makes sure that all questions asked in class (by the students or the facilitator) are framed correctly. Make different Question Cops on different days/weeks so that all students get this opportunity.
5. Next, tell students about Sewage Treatment Plants (STPs) and how they work.
6. After all students have understood STPs, discuss the table in exercise A of the workbook.
7. Ask students to complete the questions that follow.
8. In pairs, ask students to read the article in Exercise B of the workbook.
9. Ask each pair to share what they have understood. Correct any errors in understanding at this point.
10. After all students have understood the article, ask them to complete exercise C.
11. Give pairs 20 minutes to complete this.
12. Ask pairs to share their idea/drawing in exercise C with the rest of the class.
13. Ensure that the Grammar & Questions Cops check the use of question words, articles, subject-verb agreement and question formation, whenever students speak/present, during the lesson.

Lesson 125: Grammar Review – 4

Objective

1. Students will reflect on their grammatical mistakes.
2. Students will prepare a brief personal action plan for the sewage problem in their neighborhood/city.

Materials

- Workbook

Procedure

1. Ask the Grammar and Question Cops to lead a discussion on common grammatical mistakes that the students have been making in the past week.
2. Encourage students to be honest about their grammatical mistakes. Tell them that it is better to identify and acknowledge the mistake at this point so that it can be corrected easily rather than ignore and continue to make the mistake till it becomes a difficult-to-change habit.
3. Once the students have identified the mistakes, have them create clear and simple language learning goals for themselves based on this discussion.
4. In the coming weeks, the Grammar Cops will be focusing on the individual learning goals of the students and will give them daily feedback.
5. Summarize the information in exercise B for students. After everyone has understood the reasons and process of water treatment with the help of a flowchart on the board, ask a few students to explain.
6. Next, ask students to complete the questions in exercise B.
7. After all students have completed the exercise, ask them to share their responses.
8. In some cases the facilitator may need to guide the students, in other cases, he/she will need to discuss feasibility of action plan.
9. Reiterate the importance of keeping it simple and achievable. Also reiterate the importance of individual action if community/national/international problems are to be solved.

Lesson 126: Consolidation

Objective

1. Students will practice conversation related to problem of sewage and waste water in their neighborhood/city.

Materials

- Workbook

Procedure

1. The duration of this lesson is 1 hour and 15 minutes.
2. Recap Lessons 121-125. Ask students to share their responses from these exercises and correct students, whenever required.
3. Ensure that the Grammar and Question Cops are active and focused on individual learning goals of students, including their own.
4. A foreign tourist once remarked, "India is one big sewer." Write this on the board and organize the class into two groups.
5. Each group has to speak both for and against the statement. Ask each group to brainstorm with group members argument in favor and against the views of the foreigner. Give them 10 minutes. Ask them to collect as many relevant arguments as the members can come up with.
6. Play Block and Tackle: Ask Group 1 to block the statement - one member of the Group 1 stands and speaks in disagreement with the statement. At any point, ask Group 2 to tackle - one member of the Group 2 stands and speaks in agreement with the statement.
7. Randomly ask the two groups to block or tackle. They must speak appropriately.
8. Some students may find it difficult to speak both in favor of the statement. Explain to the students that every issue can be looked at through different perspective. Good debate/discussion/problem-solving requires that we view the topic from different perspectives.
9. Play 4-5 rounds of the game. Ensure that different students speak on behalf of the two groups in every round.
10. Reorganize the students into groups of 4-5 :
 - Group 1 - Identifies and describes the problem of waste-water and sewage.
 - Group 2 - Discusses and describes the causes of the problem
 - Group 3 - Discusses and describes possible solutions to the problem
 - Group 4 - Summarizes all the discussions.
11. Call the students who have been absent without information or are at-risk of dropping out and update the call log.
12. Review the students' work displayed on the walls and remove outdated/irrelevant work. Ensure that all displays are organized session-wise.

Lesson 127: Simple Present Tense

Objective

1. Students will learn and practice the use of simple present tense.
2. Students will be sensitized to the personal hygiene and sanitation.

Materials

- Workbook
- Appendix 12 (Facilitator Handbook)

Procedure

1. On the board, write, “The change you want to see in the world, begins with you.” Ask students to share their views about the statement.
2. Steer the conversation about what they have studied in the past few weeks - garbage disposal, waster water, sewage and water logging.
3. Discuss how we can keep the neighborhood/city clean by keeping ourselves clean.
4. Recap ‘hygienic’ and ‘unhygienic’ (Refer to Lesson 53 in Book 2)
5. Ask students to read the story Dirty Bobby in their workbooks. After all students have read it ask students to retell the story in their own words. Ask questions to check whether or not students have understood the story.
6. Very sensitively and respectfully, ask the students:
 - What are some other poor personal hygiene habits?
 - What are public and private places?
 - Where should body parts be cleaned - privately or publicly?
 - What happens if we do not look after our personal hygiene and appearance?
7. Link this with simple present tense - something that the students do as a fact and is, generally, true. For example - I wash my hands before I eat my meals. Ask students to speak about how they look after their body and appearance.
8. After all students have spoken, tell the students that there are over 16 verb tense combinations, but only 10 of them are used frequently. In Level 2 students will gain confidence in using 4 tenses - simple past, simple present, present continuous and simple future.
9. Go over each rule for simple present. It is not important for students to know the terms - ‘simple present’ etc but students must know, with certainty, how to use it appropriately.
10. There will be some teaching required for this lesson. For present continuous, the basic rule is to add ‘ing’ to the action word; if the action word ends in vowel + consonant + ‘e’ like ‘come’, we drop ‘e’ from the word and add ‘ing’; if the action word ends in consonant + stressed vowel + consonant as in ‘stop’, we double the last letter and add ‘ing’.
11. With ‘did’, the action word must always be in simple present tense.
12. After the students have completed the workbook exercise, each student must chose from the situations in Appendix 12 to speak at least 5 sentences in simple present tense.

- I3.** Give students 5 minutes to prepare and 2 minutes to present.
- I4.** Students who make mistakes or are inaudible must be asked to repeat till they correct themselves.
- I5.** Ensure that the Grammar and Question Cops are active and focused on individual learning goals of students, including their own.

Lesson 128: Present Continuous Tense

Objective

1. Students will learn and practice the use of present continuous tense.
2. Students will take a close look at personal hygiene and care.

Materials

- Workbook
- Appendix 12 (Facilitator Handbook)

Procedure

1. Write on the board : “Appearances can be deceptive.” With the help of examples, explain the meaning of the statement.
2. Make four groups: Group 1, 2, 3 & 4.
 - Group 1 - Good appearance - what does it look like?
 - Group 2 - Poor appearance - what does it look like?
 - Group 3 - Good appearance - how does one get it?
 - Group 4 - Good appearance - is it personal hygiene and care or style/fashion?
3. Each group discusses it internally for 5 minutes and shares its views for 2-3 minutes each. Students may use visual props to explain their views.
4. After all groups have finished, explain to student each rule for present continuous tense.
5. There will be some teaching required for this lesson. For present continuous, the basic rule is to add ‘ing’ to the action word; if the action word ends in vowel + consonant + ‘e’ like ‘come’, we drop ‘e’ from the word and add ‘ing’; if the action word ends in consonant + stressed vowel + consonant as in ‘stop’, we double the last letter and add ‘ing’.
6. With ‘did’, the action word must always be in simple present tense.
7. It is not important for students to know the terms - ‘present continuous’ etc but students must know, with certainty, how to use it appropriately.
8. After the students have completed the workbook exercise, each student must choose from the situations in Appendix 12 to speak at least 5 sentences in present continuous tense. They may repeat the sentences they shared during Lesson 127 by changing the tense.
9. Give students 5 minutes to prepare and 2 minutes to present.
10. Students who make mistakes or are inaudible must be asked to repeat till they correct themselves.
11. Ensure that the Grammar and Question Cops are active and focused on individual learning goals of students, including their own.

Lesson 129: Simple Past Tense

Objective

1. Students will learn and practice the use of simple past tense.
2. Students will take deconstruct issues related to personal hygiene and appearance.

Materials

- Workbook
- Appendix 13 (Facilitator Handbook)
- A-4 sheets

Procedure

1. Ask students to make 3 columns on the A-4 sheet/notebook as shown in workbook.
2. In this lesson we will only fill the first 2 columns.
3. Ask students to reflect on their daily lives and list good personal hygiene habits of their own or their family member/friend. On the other side, they list poor personal hygiene habits of their own or their family member/friend.
4. Encourage the students to be honest as this will be used for work the next day. If they prefer, they need not write their names on the sheet.
5. Give students 10 minutes to finish this.
6. After all students have finished, explain to student each rule for simple past tense very well.
7. Explain to student the affirmative form of verb in past tense (affirmative sentences) and use of auxiliary verb 'did' with the main verb (negative and interrogative sentence). Revise - with 'did', the action word remains in simple present tense.
8. There will be some teaching required for this lesson.
9. After the students have completed the workbook exercise, each student must chose from the situations in Appendix 13 (Facilitator Handbook) to speak at least 5 sentences in past tense.
10. Give students 5 minutes to prepare and 2 minutes to present.
11. Students who make mistakes or are inaudible must be asked to repeat till they correct themselves.
12. Ensure that the Grammar and Question Cops are active and focused on individual learning goals of students, including their own.

Lesson 130: Future Tense

Objective

1. Students will learn and practice the use of simple future tense.
2. Students will think of solutions to poor personal hygiene and care.

Materials

- Workbook
- Lists prepared in Lesson 128
- Appendix 14 (Facilitator Handbook)
- Appendix 15 (Facilitator Handbook)

Procedure

1. Ask students to submit the lists that they had prepared in Lesson 129.
2. Make sure that these lists are anonymous.
3. Circulate the lists so that each student has one (he/she does not know whose list that is).
4. Each student must read out one 'bad habit' related to personal hygiene and share reasons/causes for that. You may continue to circulate and have multiple rounds of this, if time permits.
5. After the students get their own sheets back, they must write the cause/reason for their 'bad habit' in column 3, as discussed or as they deem fit.
6. Do this very sensitively and without getting personal or taking names of individual/groups etc.
7. Ask some students to share their responses.
8. As the students come up with causes, list them on the board.
9. Next, ask students to complete workbook exercise.
10. Go over rule for future tense.
11. There will be some teaching required for this lesson. 'Will' is used both for truth or prediction about future. While using "will" the students must ensure that the action word is in present tense.
12. The facilitator asks a lot of real-life questions relating to personal hygiene from students in the future tense- "What will you do before and after eating your meal?" etc.
13. After the students have completed the workbook exercise, each student must choose from the situations in Appendix 15 (Facilitator Handbook) to speak at least 5 sentences in future tense.
14. Give students 5 minutes to prepare and 2 minutes to present.
15. Students who make mistakes or are inaudible must be asked to repeat till they correct themselves.
16. Ensure that the Grammar and Question Cops are active and focused on individual learning goals of students, including their own.

Lesson 131: Conversation

Objective

1. Students will practice using tenses correctly.
2. Students will make a checklist of resolutions to improve their personal hygiene.

Materials

- Workbook
- Lists prepared in Lesson 129 and 130

Procedure

1. Divide the class into two groups - Group 1 & 2
2. Take the anonymous lists of Group 1 students and give it to Group 2 students. Take the anonymous lists of Group 2 students and give it to Group 1 students.
3. For each of the 'bad habits' on the lists, the groups have to recommend 2-3 solutions to help the person with bad habit to remove that habit. For example, if the 'bad habit' is "I do not brush my teeth in the morning on some days" and the cause for that (as discussed in Lesson 130) is "I sleep late and have to leave very early in the morning". Solution 1 - Sleep on time at night. Solution 2 - Carry a toothbrush and paste kit in your bag. Brush when you reach college/office. Solution 3 - Get up 5 minutes earlier in the morning to make time for brushing your teeth.
4. Ensure that the groups discuss all lists (not write on the lists) given to them. Give them 15 minutes for this.
5. Ask the groups to share their recommendation vis-a-vis the problems. For example, "One bad habit was that the person found it difficult to brush his/her teeth every day, as he sleeps late and has to leave home very early. We recommend that"
6. This will take about 30 minutes. After all lists have been discussed, return the lists to respective students and give them 10 minutes to write 3-4 changes that they will make in their lifestyle so that the 'bad habits' related to personal hygiene are no longer 'bad'. This has to be in the form of a checklist as given in the workbook.
7. Review the rules for simple present, past, future and present continuous tense with the students.
8. Divide the students into groups of 3 - Mr Past, Mr Present & Mr Future. (Use appropriate title for female students).
9. Each group comes up with an event from their personal life or community life - For e.g. birthday party, wedding, first job, festival, birth/death, playing/singing/dancing/shopping, etc.
10. Each group gets 15 minutes to prepare 10-12 sentences for the chosen event, including:
 - 2-3 sentences about the event in past tense
 - 2-3 sentences about the event in present tense
 - 2-3 sentences about the event in future tense
11. These will be presented, without referring to the notes, by Mr. Past, Mr. Present & Mr. Future of the group.

- 12.** Students who make mistakes or are inaudible must be asked to repeat till they correct themselves.
- 13.** Ensure that the Grammar and Question Cops are active and focused on individual learning goals of students, including their own.

Lesson 132: Consolidation

Objective

1. Students will practice using tenses correctly.
2. Students will summarize personal hygiene and care.

Materials

- Workbook

Procedure

1. Review the rules for simple present, past, future and present continuous tense with the students.
2. After the workbook exercise, the students partner with a friend to play Tic, Tac, Toe with tenses. Have students form pairs and decide which player is "X" and which is "O".
3. Together the pair agrees on an action word. For example, the word is 'come'. Each partner chooses a different tense.
4. The pair plays Tic, Tac, Toe using the word in chosen tenses. For example, Partner 1 chose present tense, then he/she makes a sentence using 'come' in present tense. For correct response, he/she gets to put a naught/cross. Then Partner 2 uses 'come' in a sentence of his chosen tense.
5. The partner who gets three "Xs" or "Os" in a row is the winner.
6. The next round is played with another word and another tense by the two partners.
7. During the game, the partners must use phrases such as:
 - Whose turn is it?
 - It's my/your turn.
 - Very good!
 - That's correct/right.
 - That's not correct/right.
 - That's wrong.
 - Please repeat.
 - I/You win!
 - Tie game.
8. After the students have played 4-5 rounds of the game, reorganize the students into groups of 4-5. Each group must discuss within the group and then share with the whole class:
 - Group 1 - Challenges with personal hygiene.
 - Group 2 - Causes of the poor hygiene
 - Group 3 - Possible solutions to poor personal hygiene
 - Group 4 - Summarizes all the discussions.
9. Call the students who have been absent without information or are at-risk of dropping out and update the call log.

- I 0.** There will be no book discussion today. Make sure that you review the condition of books and update reissues, if any, in the Library Log accordingly.
- I 1.** Review the students' work displayed on the walls and remove outdated/irrelevant work. Ensure that all students' work is organized session-wise.

Lesson 133: Direct Speech

Objective

1. Students will learn to differentiate between reported and direct speech.
2. Students will be sensitized to food sanitation.

Materials

- Workbook
- Slips of paper (Appendix 16 - Facilitator Handbook)

Procedure

1. Round 1 - Ask students to look at the poster in the Workbook. Each student has to mention at least one possible route of the fly from any one place in the poster to food in our homes/shops/roadside vendors. For example, "After sitting on the garbage dump the fly went straight to my plate of rice and dal." While responding, students may restrict themselves to what is in the poster or use their imagination.
2. After all students have finished and trace the route, ask them to read the information given in the image.
3. Round 2 - Ensure that students understand the info and then ask them to add that detail to their previous sentence. For example, "After sitting on the garbage dump, the fly sat on my plate of rice and dal, with bacteria and germs on its leg."
4. When a student speaks his/her sentence, the others have to give him/her appropriate warning - "Remove the portion where the fly sat and throw it away." Or "Shoo the fly away." "Keep your food covered when you are not eating." etc.
5. After all students have finished, ask a few students to repeat exact words of the another student.
6. Tell the students to begin their statements with "He asked...", "She said...", "I suggested...", "She told me..." etc. While 'said' is used on its own generally, 'told' must be used with 'told whom'.
7. Explain to students what direct and reported speech is.
8. Ask students to complete the workbook exercise, play Mingle with students.
9. All the students are at a party. Each one is given a slip of paper with a statement/question. (Appendix 16 - Facilitator Handbook). Everybody must circulate and talk with others.
10. They must only say what is on their slip to different people at the party.
11. After five minutes (or however long it takes for most students to have spoken with others) tell everyone to sit down.
12. Each student must repeat what 2-3 persons said to him/her using direct speech (using their exact words).
13. Ask the speaker to verify if that was correct, with a simple - "Correct" or "Incorrect".
14. The facilitator must ensure that each student gets to participate.
15. Students who make mistakes or are inaudible must be asked to repeat till they correct themselves.

Lesson 134: Reported Speech

Objective

1. Students will understand and learn to use reported speech.
2. Students will analyze the cleanest and dirtiest cities in India.

Materials

- Workbook

Procedure

1. Recap the difference between direct and reported speech with the help of students.
2. Before the students begin workbook exercise, explain the rules of changing direct into indirect speech with many examples.
3. There will be some teaching required for this lesson.
4. After the students complete the workbook exercise, ask them to read the article from Wall Street Journal.
5. After all students have read it, check for understanding.
6. Ask students to pair up with a friend and think of something from the article that they found interesting/surprising/strange, including the reason for it. For example, "It is strange that different parts of Delhi have different rankings. It is one city and should have same level of cleanliness throughout."
7. When Partner 1 says that, Partner 2 has to listen carefully and repeat what he heard to the audience in reported speech. For example, "_____ finds it strange that different parts of Delhi have different ranking. He believes that since Delhi is one city, it should have the same level of cleanliness throughout."
8. Then Partner 2 shares his interesting/strange/surprising with Partner 1 and latter reports to the audience.
9. This goes on till each pair has spoken in direct as well reported speech.
10. Ensure that the Grammar and Question Cops are active and focused on individual learning goals of students, including their own.

Lesson 135: Conversion of Speech

Objective

1. Students will practice changing reported to direct speech and vice-versa.
2. Students will become aware of the efforts to clean entire villages/towns.

Materials

- Workbook

Procedure

1. Review direct and reported speech with the students and conversion of direct to reported speech.
2. After completing the workbook exercise, ask the students to think of 2-3 statements/questions that they were told/asked on that day or the day before.
3. They must think/write complete statements/questions in reported speech. For e.g. Yesterday, my mother told me to eat my lunch and finish my homework.
4. When Student 1 presents his/her 2-3 statements/questions, Student 2 converts them into direct speech.
5. The facilitator asks student to identify where the quote/speech marks would go in that statement/question.
6. Next, Student 2 presents his/her 2-3 statements/questions in reported speech and Student 3 converts them into direct speech.
7. This goes on till all students have spoken their reported speech and converted someone else's reported into direct speech.
8. Then ask students to read the article on cleaning efforts at Kharoudi and complete the questions that follow.
9. After all students have completed, ask them to form group of 3. Student 1 shares his response to a particular question; Student 2 repeats it in direct speech; Student 3 repeats in reported speech. Then Student 2 shares his response, Student 3 now repeats in direct speech and Student 1 repeats in reported speech.
10. While one group is presenting, the next group has to listen carefully for error correction.
11. When all groups have finished and there is still time left, ask students to look for quotes in the article and ask them to repeat those in reported speech.
12. Ensure that the Grammar and Question Cops are active and focused on individual learning goals of students, including their own.

Lesson 136: Comparisons - 1

Objective

1. Students will learn to how to compare 2 objects/persons/events.
2. Students will become aware of the efforts to clean entire villages/towns.

Materials

- Workbook

Procedure

1. Ask students to compare 2 cities from article in Lesson 134. Ask specific questions, “Between Chandigarh and Delhi, which one is cleaner?” “Between Churu and Chandigarh which one is more dirty?”
2. Ask the students why you used “clean-er” for first kind of questions and ‘more’ for second kind of questions. Ask “Can I say - more cleaner or dirtier?” Accept all answers and explain the rules for comparing 2 objects/persons/places/events etc.
3. Go over each rule for comparison using ‘er’ and ‘more’ thoroughly.
4. There will be some teaching required for this lesson.
5. After completing the workbook exercise, choose 2 students and ask them to come to the front of the class.
6. Ask the class how each student is different. For e.g. ‘Student A is taller that student B’ and ‘Student B has longer hair than student A’.
7. Introduce other ways of comparison such as ‘Student A is as tall as student B’.
8. Repeat with another 2 students, 2 objects and 2 events.
9. The facilitator must ensure that each student gets to participate.
10. Students who make mistakes or are inaudible must be asked to repeat till they correct themselves.
11. Ask students to read the case study of Dehu. Ensure that all students have understood the case study.
12. Ask students to compare Dehu before and after Dr Mapuskar constructed the toilets in Dehu.
13. While some students may compare using ‘cleaner’ ‘more dirty’, encourage other students to use the vocabulary learnt during Lesson 51 to describe what they see, hear, smell and feel in the before and after scenario. For instance, “more pleasant smell”, “more difficult to walk around”. “safer for children to play” “more hygienic” etc. Do not allow students to use words like good, bad, well, fine etc.
14. Ensure that every student gets a chance to compare.
15. Ensure that the Grammar and Question Cops are active and focused on individual learning goals of students, including their own.

Lesson 137: Comparisons - 2

Objective

1. Students will learn how to compare 2 or more objects/persons/events.
2. Students will become aware of the concept of bio-degradable and non-biodegradable materials.

Materials

- Workbook

Procedure

3. Recap the comparison of 2 persons/objects/events/places with the help of students.
4. Explain the rules for comparing more than 2 persons/objects/events/places with the addition of 'est' and 'most'.
5. There will be some teaching required for this lesson.
6. After completing the workbook exercise, choose 3 students and ask them to come to the front of the class.
7. Ask the class how the 3 students compare with each other - for e.g. 'Student A is taller than student B' and 'Student B is taller than C'. Ask students who is the tallest or shortest among A, B and C.
8. Repeat with another 2 students, 2 objects, 2 movies, 2 events, etc.
9. The facilitator writes an adjective on the board - for e.g. interesting. The students have to come up with something that is 'most interesting', - for e.g. "My friend is the most interesting person in the whole world." "3 Idiots is the most interesting movie that I have ever watched." Ensure that the students do not speak incomplete sentences such as "3 Idiots is the most interesting movie" or "My friend is the most interesting person."
10. The facilitator must ensure that each student gets to participate.
11. Students who make mistakes or are inaudible must be asked to repeat till they correct themselves.
12. Introduce the vocabulary 'bio-degradable' and 'non-biodegradable'. If it helps students understand better, link it to rotting.
13. Ask students to review the list of materials and the rate at which they rot.
14. Ask them to compare their rotting using 'er', 'more', 'est' and 'most' words.
15. Ask them questions like, "Which material from the list takes the longest to rot?"
16. Ensure that the students get a thorough understanding that some materials can be easily absorbed back into the soil while others take longer and add to the filth, affect fertility of land and flow of water.
17. Link it to garbage disposal and wastewater management.

Lesson 138: Consolidation

Objective

1. Students will recap the learnings of the week.

Materials

- Workbook

Procedure

1. Recap lessons 133-137 with the help of students.
2. Ask students to share their responses from the exercises in these lessons. Correction errors in understanding, if any.
3. Call the students who have been absent without information or are at-risk of dropping out and update the call log.
4. Conduct Book Discussion. Make sure that you review the condition of books and update return/reissue in the Library Log accordingly.
5. Review the students' work displayed on the walls and remove outdated/irrelevant work. Ensure that all students' work is organized session-wise.
6. Ensure that the Grammar and Question Cops are active and focused on individual learning goals of students, including their own.

Lesson 139: Review - 1

Objective

1. Students will practice speaking grammatically correct sentences in everyday conversations.
2. Students will become familiar with “Best out of Waste” designs.

Materials

- Workbook

Procedure

1. Ask students to think of Journey of a Plastic Bottle and write/draw in their workbooks.
2. Give students 15- 20 minutes for this.
3. After all students have finished, each student shares his narrative with the class.
4. Discuss how plastic bottles are non biodegradable and choke drainage and are littered around.
5. Write on the board - “One man’s waste can be another man’s treasure.” Ask students what that means. Collect all answers as long as students are able to give details.
6. Next, ask students to look at the images in the workbooks and get their views on it.
7. Students must use appropriate descriptive vocabulary to express their views. Do not accept answers like, “It is good/alright/nice.”
8. Ask students to imagine if they had to design something using all the discarded plastic bottles what would they make.
9. Encourage students to be imaginative and creative.
10. Give students 15-20 minutes to draw/write the design.
11. After everyone has finished, ask students to share their designs with the class.
12. After one student has shared his design, ask other students to give suggestions to improve that design.
13. Ensure that the Grammar and Question Cops are active and give timely feedback.
14. Speak with your Compliance Supervisor to schedule mid-level evaluation (E3) for your students.
15. Ensure that a minimum of 8-10 laptops are in working condition for the CS to administer MCQ to the students.
16. Ask students to reflect and mark checklist in Lesson 131.

Lesson 140: Review - 2

Objective

1. Students will practice speaking grammatically correct sentences in everyday conversations.
2. Students will become familiar with “Best out of Waste” designs.

Materials

- Workbook

Procedure

1. Ask students to think of Journey of a Plastic Bag and write/draw in their Workbooks.
2. Give students 15- 20 minutes for this.
3. After all students have finished, each student shares his narrative with the class.
4. Discuss how plastic bags are non biodegradable and choke drainage and are littered around.
5. Write on the board - “Water and air, the two essential fluids on which all life depends, have become global garbage cans.” (Jacques Yves Cousteau)
6. Ask students what that means. Collect all answers as long as students are able to give details.
7. Next, ask students to look at the images in the workbooks and get their views on it.
8. Students must use appropriate descriptive vocabulary to express their views and correct grammar.
9. Ask students to imagine if they had to design something using all the discarded plastic bags what would they make.
10. Encourage students to be imaginative and creative.
11. Give students 15-20 minutes to draw/write the design.
12. After everyone has finished, ask students to share their designs with the class.
13. After one student has shared his design, ask other students to give suggestions to improve that design.
14. Ensure that the Grammar and Question Cops are active and give timely feedback.

Lesson 141: Review - 3

Objective

1. Students will practice speaking grammatically correct sentences in everyday conversations.
2. Students will start thinking about creative possibilities with “Best out of Waste”.

Materials

- Workbook

Procedure

1. This lesson is similar to Lesson 139 & 140 except that in those lessons all students reflected on the same material - plastic bottle and bag- in this lesson they will choose a waste material of their own choice.
2. Ask students to think of other hazardous/non-biodegradable materials (or those that take longer to rot) and write/draw their journey from manufacture to disposal. Some of the things can be newspapers, CDs etc.
3. Students might need some support with generating ideas.
4. Give students 15- 20 minutes for this.
5. After all students have finished, each student shares his narrative with the class including how that material when discarded can be harmful or problematic for sanitation and waste management.
6. Next, ask students to review the images in the workbook and imagine possibilities with their chosen material. Let the students be imaginative when they think of possibilities even if their ideas do not seem to be realistic/practical.
7. Give students 15- 20 minutes to do this.
8. After everyone has finished, ask students to share their idea with the class. They must use appropriate descriptive vocabulary to express their views and correct grammar.
9. After one student has shared his idea for creation with that waste material, ask other students to give suggestions to improve that design.
10. Ensure that the Grammar and Question Cops are active and give timely feedback.

Lesson 142: Review - 4

Objective

1. Students will practice speaking grammatically correct sentences in everyday conversations.
2. Students will plan their individual “Best out of Waste” designs.

Materials

- Workbook

Procedure

1. Ask students to reflect on what they have seen and heard over the past week.
2. Over the next few 2-3 days, they will create a product out of waste material. Today, they will plan for it.
3. Students can do this individually or in pairs (not groups).
4. Ask them to sit with their partner or by themselves and plan the materials required and the design of their creation.
5. Ask students to ensure:
 - All communication is in English.
 - The product must be ready in 2-3 days.
 - It should only use waste materials (except for scissors, glue etc).
 - Both the partners need to work equally, in case of pair work.
6. Some students might need support with generating ideas.
7. Give students 30 minutes for this.
8. After everyone has finished, ask students to share their ideas with the class. They must use appropriate descriptive vocabulary to express their views and correct grammar and also mention how much of the particular waste material will they use in their creation.
9. Encourage students to be imaginative and creative.
10. After one student/pair has shared his/their idea, ask other students to give suggestions to improve that design.
11. Ensure that the Grammar and Question Cops are active and give timely feedback.
12. Ask students to collect the material as per their design and bring it to class on the next day.

Lesson 143: Review - 5

Objective

1. Students will practice speaking grammatically correct sentences in everyday conversations.
2. Students will create their individual “Best out of Waste” products.

Materials

- Workbook
- Waste materials brought by the students

Procedure

1. Individually or in pairs students start making the product as per the design prepared in Lesson 142.
2. Remind the students to ensure:
 - All communication is in English
 - The product must be created in 2-3 days
 - It should only use waste materials (except for scissors, glue etc)
 - Both the partners need to work equally, in case of pair work.
 - Use of polite phrases during work - “Please pass the scissors.” etc.
3. Allow students to walk around to see what others are doing/making. Encourage them not to copy it but use it as provocations for their own design.
4. Students may also speak with each other to ask for clarifications/feedback and assistance.
5. Take lots of photographs of the students as they work.

Lesson 144: Internal Evaluation

Objective

1. Students will create their individual “Best out of Waste” products.
2. Students will be assessed by the facilitator to ascertain their proficiency levels.

Materials

- Workbook
- Waste materials brought by the students
- Evaluation List A & B

Procedure

1. While other students are working on the Best out of Waste products, call students one at a time and interview him/her for about 10 minutes or so.
2. Keep the conversation simple and focus on the sentence structure.
3. In the evaluation lists, note down the mistakes made by individual students.
4. It is advisable that you request your partner facilitator or facilitator from another AAMF center in the area to evaluate your students. This will help your student overcome reluctance to speak with strangers and make evaluation more objective.
5. Make sure that you vary the questions from student to student.
6. For students who are unable to understand the question, rephrase the question in simpler words.
7. Inform your CS about the completion of Internal Evaluation.
8. If required, take the day/ week to address the language errors of individual students in a focused manner.
9. Ask the students to reflect and mark the checklist in Lesson 131.

Lesson 145: Travel Time

Objective

10. The students will build vocabulary related with travel and tourism.
11. The students will understand difference between invention and innovation.

Materials

- Workbook

Procedure

1. Start with a conversation about holidays and visits to other places/cities (real or otherwise).
2. Introduce vocabulary related to travel and tourism like vacations, travel, accommodation, package tour, sight-seeing, beach, mountains, luggage, tourist, foreign country etc.
3. Explain the workbook exercise A to students and tell them that they must complete it within 20 minutes. There will be some noise as they interview each other.
4. Ask students to share the responses with the class in complete sentences.
5. Analyze and discuss the data collected using vocabulary like most, some, few, more, less etc.
6. Ask students to think about how people travelled in the historic time and how they travel today. Use that to introduce the words 'invention' and 'innovation' with the help of a story. Explain that "invention" can be defined as the creation of a product or introduction of a process that did not exist before. "Innovation," on the other hand, occurs if someone improves on or makes a significant contribution to an existing product, process or service or merges a few existing products/service to design a better product/service. A common example - smart phone is an innovation while phone is an invention. Invention - wheel, locomotive, cars. Innovation - tubeless tires, bullet trains, self-driven cars.
7. Ask students to come up with examples of inventions and innovations. Accept all answers as long as students are able to justify and give reason for their response.
8. Ask students for reasons for inventions and innovations - collect as many reasons as students come up with and write them on the white board.
9. After all students have shared, write : "Necessity is the mother of all inventions." Organize groups of 4-5 students and ask them to discuss their views about the statement.
10. Give students 5 minutes to get their thoughts organized. Students must give reasons/examples to prove their views.
11. Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/ pronunciation is incorrect.

Lesson 146: Bookings – 1

Objective

1. The students will build vocabulary and hold conversations about travel bookings.
2. The students will understand patent and copyright.

Materials

- Workbook
- Appendix 17 (Facilitator Handbook)

Procedure

1. Continue previous day's conversation about vacation, places to visit etc. Start a conversation about possible ways to travel.
2. Talk about some of the common problems that one faces while traveling by road - driving under influence of alcohol, use of mobile phones while driving etc. Link them to safe/unsafe/illegal as done in Book 2 (Lesson 99).
3. Ask students how this can be tackled. After the students have expressed their views, share the stories from Workbook exercise A.
4. Steer the conversation to making arrangements for travel and accommodation.
5. Introduce vocabulary related to travel arrangements like one-way ticket, round-trip ticket, itinerary, travel agent etc.
6. Explain workbook exercise B to students and ask them to complete it within 15 minutes. They may complete it in pairs where one partner plays the caller and the other plays receiver of the call.
7. Use Appendix 17 (Facilitator Handbook) to give each pair a scenario for conversation. Give students 10 minutes to prepare and practice.
8. Encourage students to plan and practice orally without a written script.
9. Each pair presents to the class.
10. Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/pronunciation is incorrect.
11. Explain to students 'copyright' and 'patent'. Copyrights protect the expression of ideas. Artistic works are generally considered to be expressions of ideas – books, paintings, songs, movies, and computer programs are examples. Copyright will not protect the process through which a particular work was created or the use of information within it. A patent is a right, granted by the government, to exclude others from making, using, or selling your invention. Patents protect inventions such as new processes, machines, or chemicals. Patents protect ideas and their expression, copyright only protects product/s created from it.
12. Referring to the stories in the Workbook, explain how the drink and drive sensor is still an idea while mobile phone sensor has been patented.

Lesson 147: Bookings - 2

Objective

1. The students will practice conversation about travel and bookings.
2. The students will be able to extend their understanding of 'copyright' and 'patent'.

Materials

- Workbook

Procedure

1. Introduce vocabulary related to train travel- Rajdhani, Shatabdi, Duranto, sleeper class, coach, berth, chair car, passenger, goods train etc.
2. Tell the students to complete the Workbook exercise A & B, without any assistance.
3. In pairs, students choose, plan, prepare and present conversations about making train bookings. The conversation can be over the phone or face-to-face.
4. Students can choose any train, any coach, any berth, date, destination etc.
5. You may assist individual students, as and when required.
6. Give students 15 minutes to plan and prepare with their partners.
7. Each pair presents its conversation to the class.
8. Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/ pronunciation is incorrect.
9. Ask students to share problems they face during a train journey in India. List them on the board.
10. Ask students to read the story Nisha Chaube's patent and the idea of wheelchair with crutches. Review the concepts of patent and copyright. Give the example of the AAMF workbooks and handbooks and how they have not been copyrighted so that others can use them freely to build language and critical thinking skills.
11. Ask students to share their views about the two stories and how they are similar/different.

Lesson 148: On The Go

Objective

1. The students will understand the process of undertaking air travel and hold conversations about it.
2. The students will begin to see themselves as inventors/innovators.

Materials

- Workbook
- Appendix 18 (Facilitator Handbook)
- Paper huts with Check-in, Security Clearance, Immigration, Boarding Gate etc

Procedure

1. Before the students start the workbook exercise, explain the flow of events at an airport.
2. Introduce vocabulary related to airport procedures like check-in, departure, arrival, luggage, security clearance, immigration, on-board etc.
3. Give students paper huts with Check-in, Security Clearance, Immigration, Boarding Gate etc written on it. Get the students to arrange and rearrange themselves as different airport staff at different counters. They must also explain what a passenger must do at these different counters.
4. Encourage students to complete Exercise B. on their own.
5. After completion of Exercise B, ask students to pair up with a partner.
6. Use Appendix 18 (Facilitator Handbook) to give each pair a scenario for conversation at/about the airport. Give students 10 minutes to prepare and practice.
7. Encourage students to plan and practice orally without a written script.
8. Each pair presents to the class.
9. Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/pronunciation is incorrect.
10. Review the concept of invention and innovation. Ask students to read the story of Saidullah in the workbook.
11. After all students have read it, ask a few to enact the story.
12. Ask students to answer the questions that follow the story of Saidullah.
13. If time permits, ask a few students to share their responses.

Lesson 149: Role Play

Objective

1. The students will practice conversations about travel using appropriate travel vocabulary.
2. The students will reflect on their abilities as inventors/innovators.

Materials

- Workbook

Procedure

1. Review vocabulary related to travel asking students to tell the meaning or use it in a sentence appropriately. (Lessons 145-148) (10 minutes)
2. With the help of examples/scenarios, review Making Phone Call (formal and non-formal) (10 minutes)
3. Ask students to pair up with a partner.
4. Each pair chooses Scenario from 1-4 in the Workbook.
5. Students plan, prepare, practice their script orally for 10 minutes.
6. Each pair presents to the class.
7. Ask students to be mindful of business phone calls.
8. Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/pronunciation is incorrect.
9. After all students have completed the presentation, ask students to complete part B. in the Workbook individually.
10. Ask students to share their invention/innovation with the class.
11. Encourage students to be creative and imaginative, even if it sounds absurd/impossible at the moment.

Lesson 150: Learning Contract - 4

Objective

1. The students will be able to apply their learnings of previous lessons to new situations.
2. The students will reflect, review their Learning Contract and be able to speak about it confidently.

Materials

- Workbook
- Appendix 19 (Facilitator Handbook)

Procedure

1. This lesson will take 2-3 days to complete.
2. Divide the students into teams and play a quiz on vocabulary learnt during the week.
3. The teams must tell the meaning and use the word meaningfully in a sentence.
4. All members of the team must get a chance to respond. If required, other members of the team can guide/help a student, if he/she is unable to answer the question.
5. After the quiz, each student pairs up with a partner. Encourage students to pair up with those other than their friends.
6. In pairs, students choose, plan, prepare and present tasks from Appendix 19 of Facilitator Handbook.
7. Ensure that all tasks are taken up. You may choose to put a limit on number of pairs that can choose one task on a first-cum-first-serve basis.
8. Give students 15 minutes to plan and prepare with their partners.
9. Each pair presents its conversation to the class.
10. The conversation can be over the phone or face-to-face.
11. Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/pronunciation is incorrect.
12. While other students are engaged with CBT, call students one at a time and discuss their Learning Contract with them.
13. The facilitator's job is to get the students to think about their learning needs/goals and to help them make these goals specific.
14. Students must speak in complete and explanatory sentences. For example, "I will come to the center regularly so that I do not miss any lesson."
15. After everyone has filled up the Learning Contract, one-on-one with the facilitator, ask some of the students to share their learning goals, changes to the plan, reflection etc. with the class.

Lesson 151: Connectives - 1

Objective

1. The students will understand use of joining word 'and' to join 2 or more sentences.
2. Students will examine their views about 'failure'.

Materials

- Workbook
- Famous Failures - Appendix 20 (Facilitator Handbook)

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. In Level 1 students learnt to put together simple, short sentences that require limited knowledge of grammar and vocabulary. But short and simple sentences do not carry complete information and can become boring. One way to write more complex sentences is by joining two or more simple sentences using 'joining words'.
3. With the help of examples explain to students that the joining words need to be chosen and used appropriately to communicate the message effectively. For example, "The red and the blue shirt are good" means that they are both equally good. While, "The red shirt is good but the blue one is better" communicates that while both are good, the blue shirt is better than the red one.
4. As you go over the sentences with the students, review the tense used in the sentences.
5. After the students have completed the workbook exercise C, Play Carry Forward. Ask one student to speak a simple sentences about topics covered in Level 1. For example food - "I like to eat rice." The next student continues this sentence but adds another food item using 'and' - "I like to eat rice and pulses." The next student then adds another food item using 'and' - "I like to eat rice, pulses and salad." Each game continues with 3-4 students.
6. You can play Carry Forward conversation about hobbies, places, people etc. Spend not more that 15-20 minutes on this activity.
7. Form 2 groups. Ask students of Group 1 to discuss their views on failure and Group 2 to discuss their views on success. The 5-minute discussion must include:
 - Describe what they failed at/succeeded in.
 - How did they feel?
 - What did they/others think of them?
 - Did they continue or give up?
 - Did they learn anything new?
8. Ask one member from each group to share what the group has discussed. Compare and contrast the difference in our perception of success and failure on the board. Encourage students to use 'and' appropriately in sentences.
9. Ask students to read about Famous Failures in the Workbook. Ensure that students know who these personalities are. (Refer to Appendix 20 in Facilitator Handbook)

- 10.** After students have read, ask the students to take up one character each (from Famous Failures) and imagine how he/she must have felt about failure. Did he/she think that it was the end of his/her career/life/hope/dream or did he/she take it as a stepping stone to make him/her think and work differently learning from his/her failure?
- 11.** While sharing this, every student must use 'and' appropriately, at least twice in his/her sentences.
- 12.** Besides Grammar Cops and Question Cops, appoint Connectives Cops as well to provide feedback on use of grammar, joining words and formation of questions. Rotate these positions among students so that different students get to focus on this every week/day.
- 13.** Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/pronunciation is incorrect.

Lesson 152: Connectives - 2

Objective

1. The students will understand the use of joining words, 'but' and 'so', to join 2 or more sentences and use them appropriately.
2. Students will redefine success and failure for themselves.

Materials

- Workbook

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Recap point 2 in Lesson 151 with the students.
3. Explain to students a complex sentence can have more than one tense. For example, "Raju's brother came home last night, so there is a party in Raju's house today."
4. As you go over the sentences with the students, review the tense used in the sentences.
5. Explain the rules of using 'but' and 'so' to join two or more sentences.
6. Once the students have completed the workbook exercise, ask them to share their responses.
7. Ask students to describe favorites (person, food, movie), objects, places (center, house, school, office, neighborhood), jobs or events in 5 sentences. 'And', 'but' and 'so' must be used at least once in the 5 sentences.
8. Give each student 5-10 minutes to prepare his/her part. Encourage them to think and not write. Spend not more than 15 minutes on presentations.
9. Students who make mistakes or are inaudible must be asked to repeat till they correct themselves.
10. After all students have presented, form 2 groups:
 - Group 1 discusses: "There is only one thing that makes a dream impossible to achieve: the fear of failure." - Paulo Coelho
 - Group 2 discusses: "Continuous effort - not strength or intelligence - is the key to unlocking our potential." - Winston Churchill
11. Give the groups 5 minutes to prepare. Write the topics and following rules on the board:
 - All members must share their views
 - Each member must share - does he/she agree with it? Give one reason to explain his/her agreement/disagreement.
 - Use 'but' and 'so' appropriately, at least once each in his/her sentences.
12. Grammar Cops, Question Cops and Connectives Cops must give feedback on use of grammar, connectives and formation of questions.

- I 3.** Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/pronunciation is incorrect.
- I 4.** Ask students to think of a personal motto in a short sentence (using 'and' or 'but' or 'so') on success and failure and bring it to class the next day.

Lesson 153: Connectives - 3

Objective

1. The students will understand the use of joining words, 'because' and 'if', to join 2 or more sentences and use them appropriately.
2. Students will learn about 'fixed' and 'growth' mindset. (as developed by Dr Carol Dweck) and its impact on success/failure.

Materials

- Workbook
- Appendix 21 (Facilitator Handbook)

Procedure

1. This lesson may take 1 hour 30 minutes.
2. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
3. Ask students to share their personal mottos with the class.
4. Recap point 2 in Lesson 151.
5. Explain to students a complex sentence can have more than one tense. For example, "I have wasted my time everyday" (past tense), "I am not ready for the test" (present tense) combines as "I am not ready for test today because I have wasted my time everyday."
6. As you go over the sentences with the students, review the tense used in the sentences.
7. Explain the rules of using 'because' and 'if' to join two or more sentences.
8. Once the students have completed the workbook exercise A, ask them to share their responses.
9. Ask students to describe favorites (person, food, movie), objects, places (FEC center, house, school, office, neighborhood), jobs or events in 5 sentences. Each sentence must have 'because' or 'if'.
10. Give students 5-10 minutes to prepare their part. Encourage them to think and not write. Spend not more than 15 minutes on presentations.
11. Ask students to complete exercise B, and share their responses after completion.
12. Then share with students that a learning mind is capable of achieving anything; but a non-learning mind will always stumble and lose/be disappointed/blame others/give up easily. (Refer to Appendix 21 for more details).
13. Ask them to review their responses on the basis of the two mindsets and their own personal mottoes.
14. Grammar Cops, Question Cops and Connectives Cops must give feedback on use of grammar, connectives and formation of questions.
15. Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/pronunciation is incorrect.

Lesson 154: Conversation - 1

Objective

1. The students will be able to organize and conduct a class activity to review the use of 'and', 'because', 'if', 'so' and 'but' in conversation.
2. The students will consciously reflect on their mindset and change it, if required.

Materials

- Workbook
- 5 placards with one connective ('and', 'because', 'if', 'so' and 'but') written on each
- Plain sheets of paper
- Appendix 22 (Facilitator Handbook)

Procedure

1. This lesson may take 1 hour 30 minutes.
2. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
3. Refer to point 2 in Lesson 151.
4. As you go over the sentences with the students, review the tense used in the sentences. Ask students to change the tense as you do the exercise. For example, in exercise A. 4. "I woke up in the morning and went for a walk." First, ask students what tense is it. Then, ask how would they say it for the next day- "I will wake up in the morning and go for a walk." Accept alternative forms as long as the tense and meaning does not change - "I will go for a walk after I wake up tomorrow morning," etc.
 1. The facilitators needs to demonstrate the activity before asking for student volunteers to become the Game Host and conduct the activity.
 2. Call out 5 volunteers who will each hold one placard. They will be addressed during the activity by the name that they are carrying. For e.g. the student with placard 'if' will be called 'If' during the activity.
 3. Divide the class into groups of 3. Each group will be given a sentence (refer Appendix 22 in Facilitator Handbook) and will discuss the appropriate 'joining words' to use.
 4. Each group gets 1 minute to discuss, agree on the use of one from five 'joining word' and stand sequentially with the chosen joining word. For e.g. Group 1 gets "You shouldn't go out _____ it's raining heavily." They will break up the sentence into 3-4 parts and assign each part to a group member. Each group member stands as per his/her part- first "You shouldn't", then "go out" and finally "it's raining heavily". The chosen 'joining word' - 'because' in this case- is called and asked to stand in its place - between "go out" and "it's raining heavily".
 5. Sometimes more than one connective can be used to join the sentences. For example, "The road was slippery." "The bus was late." can be joined as "The bus was late because the road was slippery." or "The road was slippery so the bus was late." The subject of the sentence will decide the choice of the connective- is 'the road' being talked about or 'the bus'.

- 6.** Once students have understood the game, ask for volunteers who would like to conduct one round of the game.
- 7.** Each volunteer must give instructions about the game to the students. While conducting the activity, he/she must use all the 5 'joining words' at least once during the course of the game.
- 8.** Ensure that different students get to become the game host. Do not spend more than 30 minutes on the activity.
- 9.** Combo Jumbo - Form groups of 3-4 students. Each group must prepare 5 sentences about success/failure, effort/intelligence, challenge/opportunity etc. using a combination of 2 or more 'joining words'. They must use all possible combinations meaningfully. Give 5 minutes to prepare and 2-3 minutes for each group to present.
- 10.** All sentences must be meaningful and prepared through a conversation with the group members. Writing the sentence is not allowed.
- 11.** Students who make mistakes or are inaudible must be asked to repeat till they correct themselves.
- 12.** Ask students to read through exercise B after the facilitator models it. Another example is given in the exercise itself for students' reference.
- 13.** Highlight that how we look at things and people, determines how we do in life. We can change our thinking and attitude towards ourselves and others to help us get better in life.
- 14.** Ask students to think over a personal or work-related challenge/failure that they are facing. They would reflect on their mindset about it and try to change it to positive mindset, if need be.
- 15.** Grammar Cops, Question Cops and Connectives Cops must give feedback on use of grammar, connectives and formation of questions.
- 16.** Students who make grammatical/pronunciation mistakes must be asked to repeat using correct grammar/pronunciation. It is not enough to merely tell students that their sentence/pronunciation is incorrect.

Lesson 155: Connectives - 4

Objective

1. The students will understand use of joining words, 'either' and 'neither' to join 2 or more sentences and use them appropriately.
2. The students will consciously reflect on their mindset and change it, if required.

Materials

- Workbook

Procedure

1. This lesson may take 1 hour 30 minutes.
2. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
3. Recap point 2 in Lesson 151.
4. As you go over the sentences with the students, reviewing the tense used in the sentences. Ask students to change the tense as they go along the exercise. For example, in exercise A. 4. "I woke up in the morning and went for a walk." First, ask students what tense is it. Then, ask how would they say it for the next day- "I will wake up in the morning and go for a walk." Accept alternative forms as long as the tense and meaning does not change - "I will go for a walk after I wake up tomorrow morning." etc.
5. Explain the rules of using 'either' and 'neither' to join two or more sentences.
6. Once the students have completed the workbook exercise A, ask them to share their responses.
7. With the help of students, recap the 4 steps to change mindset as in Lesson 154.
8. Ask students to complete exercise B in Lesson 154 with their individual challenges and change their mindset about it, if required.
9. Grammar Cops, Question Cops and Connectives Cops must give feedback on use of grammar, connectives and formation of questions.
10. Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/ pronunciation is incorrect.

Lesson 156: Consolidation

Objective

1. The students will participate in the Book Discussion to share their views about the book that they are reading.
2. The students will be introduced to keyboarding.

Materials

- Workbook
- Library Log
- Library Books
- Keyboard
- Appendix 1 (Student Workbook)
- Reading Journals

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Book Discussion (30 minutes) - Round 1 - Students share what they liked/did not understand/ found interesting etc. as noted in their Reading Journals and in Round 2 share the new vocabulary learnt during the week. Ensure that the students do not share anything like summarizing or disclosing the name of the thief/murderer etc. that gives away the story line in a manner that will spoil the interest of other students in that book. On the contrary, they should discuss it in a manner that would make others interested in reading the book.
3. While updating the Library Log, make sure that the condition of books is reviewed and reissues/returns updated in the Library Log. (10 minutes) Students who do not bring their books for review/renew/return must be sent back home to bring it. Students who bring back damaged book/s must be made to repair it in the presence of the facilitator and it must be noted in the Library Log.
4. Tell the students that based on popular demand by students, a new program component will be initiated today - keyboarding. This skill will be developed every Saturday.
5. Tell the students how keyboarding is similar to yet different from typing. Explain the importance of skill and speed in keyboarding - it is no use having a super-fast processing computer if the input will be super slow. Skill in keyboarding is more important and if the skill is correct, speed will come with practice. If the skill is incorrect, keyboarding will be slow and/or full of errors.
6. After the students have understood the meaning and importance of keyboarding, discuss the name and position of fingers as given in the workbook.
7. Also, discuss the appropriate body posture during keyboarding. (Appendix 1 in Student Workbook)
8. Get students familiar with the keys on the keyboard and finger-key combination. Explain to students that the keyboarding memory is in the muscles. Use an example such as riding a

bicycle. Tell them that once their fingers learn the keyboard, the fingers will not forget, just as they will never forget how to ride a bike once they have learned. Tell students to be patient with themselves; they are training their fingers/hands to remember the position of the keys. This is why it is important to sit up straight, keep their feet flat on the floor and their keyboards at the proper height and adjustment – so the fingers always approach the keys the same way.

- 9.** Ask students to review the image and practice with their fingers positions as in the workbook. Make sure no word processing program is running on the screen and that the screen does not show output text.
- 10.** While students are practicing with the correct finger on the keys, review the students' work displayed on the walls and remove outdated/irrelevant work. Ensure that all students' work is organized session-wise.
- 11.** Make calls to students who have been inactive or irregular and update the Call Log.

Lesson 157: Agreement

Objective

1. The students will begin learning nuances of holding formal discussions and understand use of polite phrases during discussions.
2. The students will recap the problem of waste management in their neighborhood/city/country.

Materials

- Workbook
- Class Layout (Appendix 23 in Facilitator Handbook)

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Today's activity will be conducted in two parts- Part 1 & Part 2.
3. Part 1 is to be conducted before the Workbook exercise and Part 2 is to be conducted after the Workbook exercise.
4. Part 1 - Arrange 5 chairs into a circle. Ask for 5 student volunteers to hold a discussion.
5. The students can choose any one popular movie that they have all seen. The facilitator will give them a topic for discussion. For e.g. "A friend at school was always being laughed at because his father emptied dustbins for a living. But those who laughed worshipped famous footballers. This is an example of our topsy-turvy view of 'success. Who would we miss most if they did not work for a month, the footballer or the garbage collector?" - David Icke
6. The 5 student volunteers get a few minutes to reflect on the topic without discussing it with others. Then, they take their seats in the 'Discussion Circle' as in Class Layout (Appendix 23 in Facilitator Handbook) and discuss the topic for 3 minutes.
7. The other students stand around the 'Discussion Circle' and observe and listen quietly to the discussion.
8. Once over, gets all students to take their regular place and share their views about the discussion. They should not share their views about the topic or individual speaker but about how the discussion happened.
9. Ask students to share possibilities of discussions in formal and non-formal situations emphasizing the need to use polite phrases, correct body language, intonation to express views.
10. Part 2 - After the students have completed the Workbook exercise, organize group discussion. This time the students must follow the discussion protocol and use phrases as in the lesson.
 - Group 1 - Identifies and describes the problem of garbage and our attitude towards it.
 - Group 2 - Discusses and describes the causes of the problem.
 - Group 3 - Discusses and describes possible solutions to the problem (both Awareness & Action)
 - Group 4 - Summarizes the discussion.

- 11.** After the discussion, the students have to provide feedback to their peers about the use of polite phrases.
- 12.** Ensure that all students understand that waste that is generated needs to be 'managed' and this is done by individuals, civic agencies and organizations.
- 13.** Grammar Cops and Question Cops must give feedback on use of grammar and formation of questions.
- 14.** Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/ pronunciation is incorrect.

Lesson 158: Disagreement

Objective

1. The students will begin learning nuances of holding formal discussions and understand use of polite phrases during discussions.
2. The students will be able to analyze waste generation in their own country and worldwide.

Materials

- Workbook
- Appendix 23 (Facilitator Handbook)

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Today's activity will be split into two parts- Part 1 & Part 2.
3. Part 1 is to be conducted before the Workbook exercise and Part 2 is to be conducted after the Workbook exercise.
4. Part 1 - Arrange 5 chairs into a circle. Ask for 5 student volunteers to hold a discussion.
5. The facilitator gives them a topic for discussion - "Littering should be made illegal." Make sure that students understand the topics well.
6. The 5 student volunteers get a few minutes to think about the topic without discussing with others. Then, they take their seats in the 'Discussion Circle' and discuss the topic for 3 minutes.
7. The other students stand around the 'Discussion Circle' and observe and listen quietly to the discussion. (Refer to Appendix 23 for class layout during this activity)
8. Once over, gets all students to take their regular place and share their views about the discussion. They should not share their views about the topic/individual speakers but about how the discussion happened.
9. Emphasize the need to be polite even when we disagree with others.
10. Emphasize that it is rude to interrupt when someone is speaking, even if we do not like what he/she is saying. If we must interrupt, we should do so politely.
11. Part 2 - After the students have completed the Workbook exercise A-D, organize the same activity as above with the same/different set of student volunteers. "Waste management is the responsibility of the local government alone."
12. After the discussion, the students have to provide feedback to their peers about the use of polite phrases for agreement, asking for views and disagreement.
13. The facilitator can organize as many rounds as time permits ensuring that the Discussion Protocol (Lesson 157 & 158) is followed.
14. Along with the students, review the international and national comparison of waste generation. Encourage students to read and analyze the bar graph and pie-chart.
15. Ask students to share their views after completing Workbook exercise E.

- 16.** Grammar Cops and Question Cops must give feedback on use of grammar and formation of questions.
- 17.** Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/pronunciation is incorrect.
- 18.** Ask students to bring one item of garbage that they generate over the next 24 hours. For example, empty packet of chips, banana peel etc.

Lesson 159: Group Discussions – 1

Objective

1. The students will practice using learnt phrases during a discussion.
2. The students will understand their role as waste generators.

Materials

- Workbook
- Appendix 24 (Facilitator Handbook)

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Today's activity will be split into two parts - Part 1 & Part 2.
3. Part 1 - Students form groups of 4-5. Each group chooses a topic from Appendix 24 (Facilitator Handbook).
4. Each group gets 2-3 minutes to think about the topic without discussing with other members of the group. Then, they take their seats in the 'Discussion Circle' and discuss the topic for 3 minutes. The other students stand around the 'Discussion Circle' and observe/listen quietly to the discussion.
5. After the discussion, the students of other groups have to provide feedback about the use of polite phrases for agreement, asking for views and disagreement.
6. The facilitator can organize as many rounds as time permits ensuring that the learnt phrases (Lesson 157 & 158) are used.
7. Part 2- Show and Tell - Each student will show and tell the history of the garbage item that he/she has brought. Give students 5 minutes to prepare and 2-3 minutes to present.
8. Students may talk about:
 - Where did it come from?
 - Why is it waste? What was it used for/as?
 - Why was it important?
 - What is it made of?
 - Can it be reused or recycled?
 - Where will it end up - decomposing or in landfills? How long will it take to decompose? (Refer to Lesson 137 of Book 3)
9. Grammar Cops and Question Cops must give feedback on use of grammar and formation of questions.
10. Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/pronunciation is incorrect.

Lesson 160: Agreement & Disagreement

Objective

1. The students will understand use of appropriate body language and intonation during discussions and use it.
2. The students will understand waste management hierarchy and use it to reflect on their waste generation habits.

Materials

- Workbook
- 1 chart paper

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Do not give Workbook to students at the beginning of the class.
3. Organize the students into groups of 4-5.
4. Simultaneously, each group discusses Do's and Don'ts relating to body language and intonation during group discussions.
5. During discussion, each group must follow all that has been learnt in Lesson 157, 158 & 159.
6. The facilitator walks around to hear and observe all the groups.
7. After the discussion is over, each group writes the Do's and Don'ts as agreed / discussed within the group.
8. After completion, each group sends two representatives to present the Do's and Don'ts as prepared by their group members. They must follow presentation protocol.
9. The facilitator compiles common and essential points on paper/board. The whole class discusses to add/remove from the recommended Do's and Don'ts.
10. The students refer to Workbook and the class, as a whole, prepares a final list of Do's and Don'ts. After preparation, this is displayed on the wall.
11. Next, ask the students to look at the Waste Hierarchy in part C. of the Workbook and explain what they understand. Accept all answers and encourage students to explain with examples.
12. Summarize the Waste Hierarchy using some/all the points that the students have shared.
13. Recap the concept of Reduce, Reuse and Recycle. Ensure that all students understand the 3 Rs.
14. Encourage students to complete the questions that follow in the Workbook. If need be, model with example so that the students understand the exercise.
15. Some students may need assistance.
16. After all students have completed, ask them to share their responses.
17. Grammar Cops and Question Cops must give feedback on use of grammar and formation of questions.

- 18.** Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/pronunciation is incorrect.

Lesson 161: Group Discussions – 2

Objective

1. The students will practice holding discussions using the agreed 'Discussion Protocol'.
2. The students will discuss different waste management initiatives.

Materials

- Workbook
- Appendix 25 (Facilitator Handbook)

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Recap the Do's and Don'ts shared by the groups in Lesson 160 and as pasted on the wall.
3. Group Discussion - Students form groups of 4-5. Each group chooses a topic from Appendix 25 (Facilitator Handbook).
4. Each group gets 2-3 minutes to think about the topic without discussing with other members of the group. Then, they take their seats in the 'Discussion Circle' and discuss the topic for 3 minutes. The other students stand around the 'Discussion Circle' and observe and listen to the discussion quietly.
5. After the discussion, the students of other groups provide feedback about the use of polite phrases for agreement/disagreement, asking for views, appropriate body language and intonation.
6. The facilitator can organize as many rounds as time permits ensuring that the learnt phrases and 'Discussion Protocol' are used.
7. After all groups have presented the group discussion, each group is assigned one of the 4 photo stories from the Workbook. Give students some background information about the stories and ask them to discuss within their groups:
 - What was the problem and how common is it in their own neighborhood?
 - How was it solved? What problems must have the problem-solvers faced?
 - How can it be ensured that the place stays clean?
 - Can the students do something like this in their neighborhood?
 - What would be needed? How would they get the community involved?
 - Whose support and cooperation would be needed? How would they get that support?
8. Grammar Cops and Question Cops must give feedback on use of grammar and formation of questions.
9. Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/ pronunciation is incorrect.

Lesson 162: Consolidation

Objective

1. The students will participate in the Book Discussion to share their views about the book that they are reading.
2. The students will begin to practice keyboarding.

Materials

- Workbook
- Library Log
- Library Books
- Keyboard

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Book Discussion (30 minutes) - Round 1 - Students share what they liked/did not understand/ found interesting etc. as noted in their Reading Journals and in Round 2 share the new vocabulary learnt during the week. Ensure that the students do not share anything like summarizing or disclosing the name of the thief/murderer etc. that gives away the story line in a manner that will spoil the interest of other students in that book. On the contrary, they should discuss it in a manner that would make others interested in reading the book.
3. While updating the Library Log, make sure that the condition of books is reviewed and reissues/returns updated in the Library Log. (10 minutes) Students who do not bring their books for review/renew/return must be sent back home to bring it. Students who bring back damaged book/s must be made to repair it in the presence of the facilitator and it must be noted in the Library Log.
4. Keyboarding (45 minutes) - Recap the layout of the keyboard and names of the fingers with students.
5. Students should not be required to enter information into a computer before they have had the opportunity to learn and practice the entire keyboard. Your primary task is to instruct them on the absolute necessity of correct hand and body position and the correct keying technique, even under time pressures.
6. Rapping the Keyboard – Here is a rap you can teach your students and then they can sing it while they type the alphabet –
 - Left hand little finger A, reach for B. Same finger C, D, E,
Side by side F and G
 - Right hand first finger H, reach up for I,
 - Both hands - J, K, L -three in a row,
M and N side by side,
Use ring finger, reach up for O.

- Both little fingers P and Q,
R, S, T not hard for you.
Up for U, down for V.
 - Left ring finger up and down Press W and X without a frown. Reach up for Y and down for Z. Now you have them all you see.
- 7.** Ask your students to memorize it and sing it in their heads to remember the finger-key combination.
 - 8.** After students are comfortable with the rhyme, play Simon Says - ask students to close their eyes as the facilitator calls out a letter. With their eyes closed, they must place the correct finger on that letter on the keyboard. Then they open their eyes to see if they got it right. If they did, they give themselves one point. Once again, they close their eyes and the facilitator calls out another letter. Play as many rounds as time permits.
 - 9.** While students are practicing with the correct finger on the keys, review the students' work displayed on the walls and remove outdated/irrelevant work. Ensure that all students' work is organized session-wise.
 - 10.** Make calls to students who have been inactive or irregular and update the Call Log.

Lesson 163: Recipes

Objective

1. The students will learn to use appropriate vocabulary during procedural instructions.
2. The students will recap the problem of waste water management in their neighborhood/city/country.

Materials

- Workbook
- Student Workbook 3

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Before the Workbook exercise, explain to students that most instructions in daily lives - directions, recipes, method of doing something - are procedural and must be broken into steps sequentially. Use of appropriate vocabulary helps in understanding the sequence.
3. All procedural instructions are in present tense.
4. Ask students about their favorite dish cooked at home. Discuss the 'ingredients' that go into making the dish. Ask students if they know the recipe of their favorite dish from the beginning till the dish is ready to eat. (30 minutes)
5. After the Workbook exercise, discuss procedural vocabulary - 'first', 'next', 'then', 'at last/finally' etc.
6. Students pair up with a partner. As pairs, they discuss the water treatment process (Refer to Lesson 125 of Book 3) and use procedural vocabulary like 'first', 'next', 'then', 'at last/finally' etc. to explain the process. (10 minutes) If time permits, ask each pair to present their discussion to the class. Ensure that the students use presentation protocol, discussion protocol and procedural vocabulary.
7. After the students have completed the Workbook exercise, organize group discussion (30 minutes). Ensure that the students follow the discussion protocol.
 - Group 1 - Identifies and describes the problem of waste water and our attitude towards it.
 - Group 2 - Discusses and describes the causes of the problem.
 - Group 3 - Discusses possible solutions to the problem. (both Awareness & Action)
 - Group 4 - Summarizes the discussion.
8. Grammar Cops and Question Cops must give feedback on use of grammar and formation of questions. Appoint a Politeness Cop to give feedback on use of polite phrases during discussions.
9. Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/pronunciation is incorrect.

Lesson 164: Procedures

Objective

1. The students will practice using appropriate vocabulary during procedural instructions.
2. The students will be able to analyze waste water management in their own country and worldwide.

Materials

- Workbook
- Appendix 16 (Facilitator Handbook)
- Appendix 2 (Student Workbook)

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Before the Workbook exercise, explain to students that most instructions in daily lives- directions, recipes, method of doing something- are procedural and must be broken into steps sequentially. Use of appropriate vocabulary helps in understanding the sequence.
3. Generally speaking, procedural instructions are in present tense.
4. After the Workbook exercise, brainstorm (refer to Appendix 26 in Facilitator Handbook) some everyday tasks that involve step-by-step procedures.
5. From this list, ask students to choose one and prepare a mental script describing its procedure.
6. Give students about 5 minutes to prepare the script. Each student presents the procedural details of the chosen task. (15 minutes) The facilitator gives feedback on use of procedural vocabulary.
7. Ask students to review the waste water management and its reuse around the world. To check student's understanding, ask questions like - which area in the world reuses waste water most? (10 minutes)
8. Divide the class into small groups for Group Discussion. (15 minutes) The groups discuss:
 - Group 1 - "If India is to progress, it must manage its water resources more efficiently."
 - Group 2 - "Clean drinking water is essential but a scarce commodity."
 - Group 3 - "Managing water is only possible if we take wastewater treatment seriously."
9. Grammar Cops, Question Cops and Politeness (monitors use of Discussion Protocol) Cops must give feedback on use of grammar, connectives and formation of questions.
10. Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/ pronunciation is incorrect.
11. Before the students leave, ask them to fill up the Water Log (Refer to sample in Appendix 2 of Student Workbook). Allow students to take the Workbook home for a day to complete the Water Log. Remind them to bring the Workbook back the next day.

Lesson 165: Activity

Objective

1. The students will reflect on their journey as students of Free English Class program, their achievements so far and the road ahead.
2. The students will understand their role as waste generators.

Materials

- Workbook

Procedure

1. Ensure that all students have brought back their Workbooks.
2. This is a very IMPORTANT and significant activity. The facilitator must plan and organize this carefully.
3. Most students have been participating in the program for many months.
4. Organize students into groups:
 - Group 1 - 4-5 students who have been a part of the Free English Class program from the beginning.
 - Group 2 - 4-5 students who joined the program in the middle of Level 1
 - Group 3 - 4-5 students who joined the program at the beginning of Level 2.
5. Split the groups if there are more than 4-5 in each category.
6. In the group discussion, each student must discuss (30 minutes):
 - When and why he/she joined the Free English Class program
 - How his/her English has improved after joining the Free English Class program
 - What he/she likes/dislikes about the Free English Class program
 - How this program will be useful to him/her in life.
 - How he/she can become better speakers of English.
 - How he/she can be more active contributor to the community.
7. Give students about 5 minutes to prepare a mental script.
8. When one group is discussing, other groups listen for use of:
 - Tenses
 - Discussion Protocol - body language, intonation and phrases
 - Subject-verb agreement
 - Articles
9. After all groups have discussed their journey at the Free English Class center, ask them to discuss their daily water consumption with the group. (30 minutes)
10. Based on what everyone in the group shares, ask them to discuss:

- comparison of their daily water use for different purposes - Most of my water consumption is for _____ and I consume least of the water for _____.
 - comparison of water consumption by different group member for same purpose. It seems that _____ (name of the group member) uses more water than anyone else for _____ (purpose). OR It seems that _____ (name of the group member) uses least water than anyone else for _____ (purpose).
- 11.** Grammar Cop, Question Cop and Politeness Cop must give feedback on use of grammar, polite phrases and formation of questions.
- 12.** Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/ pronunciation is incorrect.

Lesson 166: Directions

Objective

1. The students will practice using appropriate vocabulary during procedural instructions.
2. The students will understand waste management hierarchy and use it to reflect on their waste water generation habits.

Materials

- Workbook
- Sheets of paper

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Before the Workbook exercise, explain to students that most instructions in daily lives- directions, recipes, method of doing something - are procedural and must be broken into steps sequentially. Use of appropriate vocabulary helps in understanding the sequence.
3. Generally speaking, procedural instructions are in present tense.
4. After the Workbook exercise, each student must give directions for one of following (30 minutes):
 - His/her home to school/place of work.
 - His/her home to a place of worship.
 - His/her home to the nearest metro station/bus stand.
 - His/her home to the nearest movie theatre.
 - Others (makes sure that the two places are not nearby).
5. From this list ask each student to choose one and give them about 5 minutes to prepare a mental script describing directions on how to get from one place to another.
6. Each student gives from/to directions for the chosen location. While the student speaks, other students draw the map on paper. Once the student has finished giving directions, one student is asked to repeat the directions by referring to his/her map.
7. Repeat this activity with all students.
8. Ensure that the students use presentation protocol, appropriate spatial vocabulary (Lesson 63 & 64 of Book 1) and procedural vocabulary.
9. Next, ask the students to look at the Waste Hierarchy in Lesson 160 and explain the concept of Reduce, Reuse and Recycle. Ensure that all students understand the 3 Rs.
10. Encourage students to complete the questions that follow in the Workbook. If need be, model with example so that they understand the exercise.
11. Some students may need assistance.
12. After all students have completed the exercise, ask them to share their responses. (20 minutes)

- 13.** Grammar Cop, Question Cop and Politeness Cop must give feedback on use of grammar, polite phrases and formation of questions.
- 14.** Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/ pronunciation is incorrect.

Lesson 167: Listen and Draw

Objective

1. The students will practice using appropriate vocabulary during procedural instructions.
2. The students will discuss different waste water management initiatives.

Materials

- Workbook
- Sheets of paper
- Appendix 27 (Facilitator Handbook)

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Listen & Fold: Tell students that you will give some oral instructions and based on that the students will fold paper. Give the instructions slowly and pause after one instruction so that students have enough time to fold as instructed. Tell them that you will not repeat the instructions so the students must listen while you speak and only start folding after you have finished speaking.
3. Refer to Appendix 27 (Facilitator Handbook) and conduct a few practice rounds. (20 minutes)
4. Listen & Draw: After the students are familiar with the activity, ask students to pair up with a partner. One partner will give instructions and the other partner will draw on the board, as per the instructions given by the partner.
5. Partner 1 goes to the board ready to draw. He/she must look at the board at all times while listening/drawing and cannot make eye contact with the audience.
6. The audience have to be quiet during the verbal exchange between Partner 1 & Partner 2.
7. Partner 2 is given a topic (for e.g. a chair) by the facilitator and gets 2-3 minutes to prepare a mental script of instructions for his/her partner.
8. The two partners get 3 minutes where Partner 2, looking at the wall, gives instructions on how to draw a chair using only procedural vocabulary like "First draw four straight standing lines. Next, draw a sleeping line covering all the four standing lines. Then, draw another two straight standing lines at the two ends of this cover. Finally cover the two standing lines with a sleeping line."
9. For clarification, Partner 1 can ask questions like, "How long should the lines be?"
10. At the end of instructions, Partner 1 must guess what it is. If he/she cannot, then the audience gives a hint by telling Partner 1 where he/she went wrong in the drawing. For e.g. "The sleeping lines is only between the two standing lines and touching the two ends." Based on this verbal feedback, Partner 1 now corrects the picture drawn and takes another guess at what it could be.
11. Some topics for listen and draw:
 - A house
 - A book

- A pencil/pen
 - A laptop
 - A cupboard
- 12.** The students giving instructions must not name any objects that can give a clue to the students drawing on the board. Only vocabulary related to shapes, size and procedures can be used.
 - 13.** Ensure that each pair gets a different topic and Partner 1 & 2 do not look at the audience or at each other. (20 minutes)
 - 14.** Ask students what are some of the problems that they face due to rains. Steer the conversation towards floods and how ironic it is that most areas in India face water shortages during summers and get flooded during monsoons.
 - 15.** Narrate the story of Rajendra Singh (Appendix 27 in Facilitator Handbook).
 - 16.** Ask students to read the passage on Water Harvesting and answer the questions that follow. Encourage students to think in terms of community awareness or action. (15 minutes)
 - 17.** After all students have completed, ask a few to share what water harvesting is and their responses.
 - 18.** Grammar Cop, Question Cop and Politeness Cop must give feedback on use of grammar, polite phrases and formation of questions.
 - 19.** Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/pronunciation is incorrect.

Lesson 168: Consolidation

Objective

1. The students will participate in the Book Discussion to share their views about the book that they are reading.
2. The students will practice keyboarding.

Materials

- Library Log
- Library Books
- Keyboard
- Reading Journals

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Book Discussion (30 minutes) - Round 1 - Students share what they liked/did not understand/ found interesting etc. as noted in their Reading Journals and in Round 2 share the new vocabulary learnt during the week. Ensure that the students do not share anything like summarizing or disclosing the name of the thief/murderer etc. that gives away the story line in a manner that will spoil the interest of other students in that book. On the contrary, they should discuss it in a manner that would make others interested in reading the book.
3. While updating the Library Log, make sure that the condition of books is reviewed and reissues/returns updated in the Library Log. (10 minutes) Students who do not bring their books for review/renew/return must be sent back home to bring it. Students who bring back damaged book/s must be made to repair it in the presence of the facilitator and it must be noted in the Library Log.
4. Keyboarding (45 minutes) - Recap the layout of the keyboard, names of the fingers and correct finger-key correspondence with students.
5. Your students should not be required to enter information into a computer before they have had the opportunity to learn and practice the entire keyboard. Your primary task is to instruct them on the absolute necessity of correct hand and body position and the correct keying technique, even under time pressures.
6. Switch hands: Have students cross their left and right hands over each other and try to type words or phrases (Refer to Lesson 117-119 of Book 3) that the facilitator calls out. Ask students to time themselves. Then ask them to use the learnt finger-key combination. Ask them to type the same word/phrase and time themselves. They realize that the first one was very awkward.
7. Recap the Keyboard Rap (refer to Lesson 162) and ask students to practice using the correct finger/key combination.
8. While students are practicing with the correct finger on the keys, review the students' work displayed on the walls and remove outdated/irrelevant work.
9. Make calls to students who have been inactive or irregular and update the Call Log.

Lesson 169: Occupations

Objective

1. The students will understand, describe and express their views about different jobs and professions.
2. The students will recap their understanding about personal hygiene.

Materials

- Workbook

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Before the Workbook exercise, explain to students the difference between a profession, a job and an occupation.
3. Explain to students that they have to interview 5 people within the class to find out their:
 - Occupation and work that he/she does. (real or imaginary)
 - Tools that are used to carry out the work. (as appropriate to the occupation)
 - What he/she likes and dislikes about the work.
4. Ideally, these should be 5 different occupations. While the students are interviewing each other, the facilitator must walk around to ensure that the students form questions appropriately.
5. Based on the responses, each student fills up part i) in the Workbook and completes part ii). After each student has completed the Workbook exercise, he/she pairs up with a partner. Together they complete part iii) of the Workbook exercise. (20 minutes) After all students have completed the Workbook exercise, ask a few pairs to share their responses.
6. Some students will mention computers/laptops as tools in part iii) of the exercise. Using that as a trigger, ask students to review the cartoon in the workbook.
7. Ask students, "If your laptop could speak, what would it complain about your personal hygiene?" Students must mention (30 minutes):
 - the complaint from the laptop and their views about the complaint.
 - their explanation of the cause of complaint.
 - their plan for addressing that complaint.
8. The facilitator models that activity using his/her own example and ensures that there is an environment of respect and empathy so that students feel comfortable to share.
9. Grammar Cop, Question Cop and Politeness Cop must give feedback on use of grammar, polite phrases and formation of questions.
10. Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/ pronunciation is incorrect.

Lesson 170: Let's Talk Shop - 1

Objective

1. The students will understand, describe and express their views about different jobs and professions.
2. The students will better understand personal hygiene in local and global context.

Materials

- Workbook
- 10 - slips of paper with names of professions/occupations on it

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Talk Shop (30 minutes) - Everyone gets a slip of paper with the name of a profession or occupation on it.
3. Students get 5 minutes to prepare a job description, tools/equipment used, personal views about that profession and personal hygiene challenges/considerations, if any.
4. After everyone has prepared, the facilitator forms pairs.
5. Each pair has to exchange views about the profession assigned to them. This must be a conversation where one partner explains and the other agrees/disagrees, talk about similarities and differences between their professions and asks questions for better understanding. Give each pair 5 minutes for practice with each other.
6. Each pair presents the conversation to the class.
7. Ask students to read the passage from The Guardian. Give them the context of the Commonwealth Games hosted by India in 2010.
8. Check for understanding to ensure that everyone understands the passage and the quote from Mr. Lalit Bhanot.
9. Ask students to think about Questions 1-4 in the Food for Thought section. Give them 5-10 minutes to frame their responses.
10. Take the questions individually and ask students to share their views. Ensure that all students participate and follow the Discussion Protocol.
11. Grammar Cop, Question Cop and Politeness Cop must give feedback on use of grammar, polite phrases and formation of questions.
12. After Questions 1-4 have been discussed, ask students to review the data and then discuss Question 5.

Lesson 171: Work Vocabulary

Objective

1. The students will learn and use appropriate vocabulary related to work.
2. The students will reflect on their personal hygiene practices.

Materials

- Workbook
- 15 slips of paper from Lesson 171 (Student Workbook)

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. This lesson may take 1 hour and 30 minutes.
3. Before the students start the Workbook exercise, discuss the vocabulary given in Lesson 171.
4. After the workbook exercise, each student picks a slip. Each slip has one of new words learnt in Lesson 171. Each student must speak a few sentences on the word that he/she has on his/her slip. For e.g. student who has got the word 'salary' must speak 2-3 sentences about salary.
5. Ask students to use each word meaningfully in a complete and descriptive sentence. Do not accept sentences like "I get salary" or "He gets salary."
6. Give students, 5 minutes to prepare. Each student must present his/her sentences to the class. (20 minutes) Ensure that students follow the presentation protocol when they come to present.
7. Divide students into 4 groups as given below:
 - Bath and Brush Group
 - Nail & Hair Group
 - Bad Breath & Body Odor Group
 - Hand Hygiene Group
8. Each group reflects on the hygiene practices and challenges of the members/community as per the group name. Each group also makes some suggestions about improvement of hygiene practices as solution to the challenges posed by its members or the larger community. For example, Student A - "I struggle with bad breath. My friends tell me that I do. It is embarrassing. I have tried talcum powder/deodorant but sometimes it does not work." Student B - "Many Indians suffer from bad breath. It helps if you brush your teeth well so that there is no food stuck between the teeth. One must brush teeth after eating raw onions or garlic dishes."
9. Give each group 10 minutes to prepare and 3-5 minutes to present.
10. Grammar Cop, Question Cop and Politeness Cop must give feedback on use of grammar, polite phrases and formation of questions.
11. Students who make grammatical/pronunciation mistakes must be asked to repeat using correct grammar/pronunciation. It is not enough to merely tell students that their sentence/pronunciation is incorrect.

Lesson 172: Let's Talk Shop - 2

Objective

1. The students will learn to ask and share information about different professions using appropriate work vocabulary.
2. Students will reflect on their domestic hygiene.

Materials

- Workbook
- 10 slips with one profession on each
- Appendix 28 (Facilitator Handbook)

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Ask students to share the 5 words they have memorized from the list of work vocabulary in Lesson 171 and use it in sentences. When one student presents his words, ask others to give feedback on whether or not it was used appropriately. (15 minutes)
3. Discuss with students their current profession and/or the profession that they aspire to choose and reasons for choosing it.
4. Encourage them to be ambitious yet realistic about their aspiration. For e.g. it would be unrealistic for a 26-years old student who is currently a pizza delivery boy who has studied till Class 10 aspiring to become a commercial pilot. Yet he can be ambitious to become a businessman/have his own company/become a singer/ an actor and other such professions for which he meets age/qualification/experience criteria.
5. Be sensitive and respectful in helping students mould their ambition, whenever required.
6. Job Fair (30 minutes)- after the discussion, divide the class into two groups - Group 1 (Job Seekers) & Group 2 (Employers).
7. Group 1 - every student gets a slip with a profession written on it. Their role is to get detailed information about that profession in the Job Fair.
8. Group 2 - every student gets a slip with a profession written on it. With the help of the facilitator, collect information about that profession and provide detailed information about that profession to the job-seekers in the Job Fair. Facilitators can refer to Appendix 28 in Facilitator Handbook. Inform the students that due to complexity in the job market, this information is indicative and not exact.
9. Give both the groups 5 minutes to prepare. Members of Group 1 prepare questions that they will ask. Members of Group 2 prepare some basic information like salary, academic qualification etc. about the job.
10. Organize the Job Fair. All members of Group 2 make a name hut (Appendix 28 in Facilitator Handbook) of their profession. They are seated in a square/rectangular arrangement. Each one has a vacant chair in front of him/her that will be used by members of Group 1 when they come to the job fair.

- 11.** Let the Job Fair begin with members of Group 1 going to the corresponding professions from Group 2 to get information about the profession that was assigned to them.
- 12.** The facilitator walks around to listen to conversations in the Job Fair and gives feedback on use of grammar, connectives and formation of questions.
- 13.** After everyone in Group 1 has finished, ask a few of them to share what they found out about that profession.
- 14.** Ask them about one occupation (not profession) that is most common and significant in their neighborhood (Answer - homemaker). Ask them to share some of the responsibilities of the homemaker. Steer the conversation towards kitchen and bathroom hygiene.
- 15.** Ask the students for some do's and don'ts of domestic hygiene - this can be done as per the rooms in the house or as per the regular routine of the students.
- 16.** Explain the workbook exercise to them and ask them to complete it individually.
- 17.** Give students 15-20 minutes to complete this.
- 18.** After everyone has completed the exercise, ask some of the students to share their responses.
- 19.** Tell students how important it is to take action for things to change and encourage them to implement some of the resolution to make their homes more hygienic. Also, encourage them to share these with their family members and get them also involved in this.
- 20.** Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/ pronunciation is incorrect.

Lesson 173: Conversation - 2

Objective

1. The students will be able to converse confidently about different professions.
2. The students will be able to analyze and share about profession-specific hygiene.

Materials

- Workbook

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. After the students complete the Workbook exercise, students pair up with a partner and present the role play as they have written in the exercise A. (15 minutes)
3. Give each pair time for one practice with each other. Thereafter, each pair presents the conversation to the class.
4. After all pairs have presented, they swap roles and present Exercise A. to the class.
5. Steer the conversation towards hygiene and professions - Are there some professions that require more attention to hygiene? Which ones? What kind of hygienic practices? Why?
6. Divide the class into two groups - Group 1 - Food Handlers; Group 2 - Medical Practitioners
7. Ask students which Food Handlers do they deal with in their daily lives- mother, vendors and hawkers, restaurant chefs etc.
8. Ask students which Medical Practitioners so they deal with in their daily lives - Doctor, Nurse, Doctor's assistant etc.
9. Group 1 prepares a Food Handlers' Hygiene Guide with 5 points and Group 2 prepares a Medical Practitioners Hygiene Guide with 5 points. These 5 points must be arrived at after discussion within the groups. Give the groups 15 minutes for this.
10. The facilitator ensures that correct grammar and Discussion Protocol is followed during the activity.
11. After both the groups have finished, Group 1 shares the Food Handlers' Hygiene Guide with Group 2 and Group 2 suggests how they will react if a Food Handler does not follow those 5 points. (10 minutes)
12. Next, Group 2 shares the Medical Practitioners Hygiene Guide with Group 1 and Group 1 suggests how they will react if a Medical Practitioner does not follow those 5 points. (10 minutes)
13. Encourage students to come up with reaction that is non-confrontational and helps both the Food Handler/Medical Practitioner and the recipient of their services.
14. Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/ pronunciation is incorrect.

Lesson 174: Consolidation

Objective

1. The students will participate in the Book Discussion to share their views about the book that they are reading.
2. The students will practice keyboarding.

Materials

- Library Log
- Library Books
- Keyboard
- Reading Journals

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Book Discussion (30 minutes) - Round 1 - Students share what they liked/did not understand/ found interesting etc. as noted in their Reading Journals and in Round 2 share the new vocabulary learnt during the week. Ensure that the students do not share anything like summarizing or disclosing the name of the thief/murderer etc. that gives away the story line in a manner that will spoil the interest of other students in that book. On the contrary, they should discuss it in a manner that would make others interested in reading the book.
3. While updating the Library Log, make sure that the condition of books is reviewed and reissues/returns updated in the Library Log. (10 minutes) Students who do not bring their books for review/renew/return must be sent back home to bring it. Students who bring back damaged book/s must be made to repair it in the presence of the facilitator and it must be noted in the Library Log.
4. Keyboarding (45 minutes) - Recap the layout of the keyboard, names of the fingers and finger-key correspondence with students.
5. Your students should not be required to enter information into a computer before they have had the opportunity to learn and practice the entire keyboard. Your primary task is to instruct them on the absolute necessity of correct hand and body position and the correct keying technique, even under time pressures.
6. Students who are fluent with finger-key coordination should be allowed to start keyboarding with visible text output on the screen.
7. Recap the Keyboard Rap (refer to Lesson 162) with students struggling to get the the finger-key coordination correct. Counsel them if they feel frustrated with the technique.
8. Duets: Have each student choose a partner and sit next to him/her. One person is the right hand the other is the left and together they have to type a phrase/short sentence that the facilitator calls out aloud. This is a great drill to get them to type with a sense of rhythm. At first they will want to call the letters out loud to help tell each other where they are in the word. After a few times, tell them they have to do it silently and watch them start tapping their feet or bobbing their heads.

- 9.** The fastest pair to type the phrase/sentence correctly is the winner. Have this for each of the sentences/phrases that the facilitator calls out.
- 10.** After a few rounds, ask pairs to time themselves as they type the sentences (Duet-style) of their choice. They can practice the same sentence a couple of times to improve their timings or try a different sentence every time.
- 11.** Ask students to record the sentences that they practice in the workbook as well.
- 12.** While students are practicing, review the students' work displayed on the walls and remove outdated/irrelevant work. Ensure that all students' work is organized session-wise.
- 13.** Make calls to students who have been inactive or irregular and update the Call Log.
- 14.** Ask students to bring their Book 2 for Lesson 175.

Lesson 175: Letter Writing – 1

Objective

1. The students will get familiar with the purpose and format of a formal letter.
2. The students will recap their needs and wants.

Materials

- Workbook 4
- Workbook 2

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Recap needs and wants from Lesson 57-58 in Book 2.
3. Introduce Maslow's hierarchy of needs generally without going into philosophical and technical details.
4. Ask students their views on commonality of needs. Encourage difference of perspectives. For example, if a student wants to be put Safety ahead of Physiological (Bodily) needs, giving reasons why he/she feels so, appreciate it as his/her perspective.)
5. Steer the conversation towards how we get what we need. (Refer to the Buyerarchy of Needs after students have shared their views) .
6. Ask students to reflect on how they get what they need - how much of what they need do they buy, make, borrow, swap, thrift etc.
7. Ask the students if they need leave for a day from school, what do they need to do. Steer the conversation towards letter-writing.
8. Ask them about other reasons/occasions of writing letters. Ask them to classify these into formal/business and non-formal/personal letters.
9. Explain the importance of a format for writing letter especially a formal letter.
10. Share the format of formal letter through the Workbook and again on the board.
11. Brainstorm some topics of formal letter writing. Write them down on paper and preserve for Lesson 176.
12. Call individual students to the board and ask them to explain the format of formal letter writing to the class.
13. For Lesson 176, ask students to bring/observe something that they/their family buy/s in the next 24 hours and reasons for buying it.
14. Grammar Cop, Question Cop and Politeness Cop must give feedback on use of grammar, polite phrases and formation of questions.
15. Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/ pronunciation is incorrect.

Lesson 176: Letter Writing - 2

Objective

1. The students will get familiar with the conventions and appropriate content for a formal letter.
2. The students will reflect on their consumption habits.

Materials

- Workbook

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Before the Workbook exercise, recap formal and non-formal with students asking for examples of situations, greetings, clothes etc.
3. Recap the format of formal letter writing with students. Ask a few students to demonstrate on the board the format of a formal/business letter.
4. Explain the conventions of formal/business letter writing and discuss why conventions are important for formal/business letter writing.
5. Tell the students that short forms like thanks, asap etc. must be avoided in a formal/business letter.
6. After Workbook exercise, discuss different topics brainstormed in Lesson 175 - how the letter would be started, what would be written in the main body and how it would be concluded. (30 minutes)
7. Take one topic at a time and make it very participative. For e.g. Topic 1 - how the letter would be started - take as many responses as students come up with and write them on the board. Once all ideas on the board discuss with student to select the appropriate and inappropriate opening/introductory line for that topic. Then, move to the main body and collect ideas from students on what would they write there. Follow the same pattern till the signing off.
8. Take Topic 2 now and do a similar exercise with students.
9. Show & Tell (15 minutes)- Ask students to share with the class what they/their families bought in the past 24 hours and why it was bought.
10. After all students have presented, steer the conversation towards how we sometimes buy things after being influenced by their advertisement.
11. Ask students to complete the Workbook Exercise C. The facilitator models it. (10 minutes)
12. Ask some students to share their responses after completion.
13. Grammar Cop, Question Cop and Politeness Cop must give feedback on use of grammar, polite phrases and formation of questions.
14. Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/pronunciation is incorrect.

Lesson 177: Keyboarding a Letter

Objective

1. The students will understand the content appropriate for different parts of a letter.
2. The students will practice writing and keyboarding formal/business letter.

Materials

- Workbook
- Laptops with word processing software

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. This lesson may take 1 hour 30 minutes.
3. Recap the format of formal letter writing with students.
4. Recap the conventions of formal/business letter writing.
5. Ask students to write a letter on one of the topics brainstormed in Lesson 175.
6. After everyone has prepared, ask students to swap their letters with each other and peer-check the letters for format and appropriate introduction/main body/conclusion. (Ensure that the students focus on format/content and do not get into correcting grammar and spellings).
7. Ask students to share some of the mistakes that they came across while peer-correcting the letters. They must do so anonymously, without naming the person who made that mistake.
8. Next ask students to keyboard the letter on the computer ensuring that the mistakes have been corrected.
9. While the students are keyboarding the letter, the facilitator monitors that the students use correct finger-key combination. Do not rush students with keyboarding the letter and let them complete it at their own pace.
10. Some students will need assistance with indenting and formatting.
11. If required, take an additional day for the keyboarding of the letter.

Lesson 178: Emails

Objective

1. The students will get familiar with email (electronic mail) as a form of business communication.
2. The students will evaluate their consumption habits/patterns.

Materials

- Workbook
- Appendix 29 (Facilitator Handbook)
- Laptops

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Discuss with students different ways of communicating a message.
3. Tell students about letter box for sending and receiving letters. Compare this with electronic mail box- sent mail (outbox) and received mail (inbox).
4. Letters need an address to be delivered, similarly, a person needs an email account to be able to receive and send emails.
5. This email address/account is protected by password decided by the person creating his/her email account. (Refer to exercise C).
6. Share with students what is an accurate and appropriate email id for professional use. Discuss the importance of professional sounding email addresses.
7. After the students complete the Workbook exercise, tell them the format of inbox, outbox and basic tabs like 'Compose', 'Sent', 'Draft', 'Send', and 'Save'. (15 minutes)
8. Give students a few minutes to review Part D & E in Workbook.
9. Show the students and inbox and outbox on the laptop.
10. Tell the students Do's and Don'ts of writing an email (Appendix 29 in Facilitator Handbook).
11. Divide the class into 2 groups - Group 1 shares similarities and differences between emails and letters. Group 2 shares email etiquettes. (15 minutes)
12. Ask students to read the story of Dhruv in The Spending Spree and ask a few students to retell the events of the story.
13. End with a class discussion on exercise F & G in the lesson. (10 minutes)
14. Grammar Cop, Question Cop and Politeness Cop must give feedback on use of grammar, polite phrases and formation of questions.
15. Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/ pronunciation is incorrect.

Lesson 179: Writing Emails

Objective

1. The students will keyboard an email (electronic mail) as a form of business communication.
2. The students will reflect on impact of their consumption on waste generation and family/personal budget.

Materials

- Workbook
- Appendix 29 (Facilitator Handbook)
- Laptop

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. With the help of students, recap - inbox, outbox, appropriate email address, email etiquette, and email format.
3. Recap basic tabs like 'Compose', 'Sent', 'Draft', 'Send', and 'Save'.
4. Tell students that they are going to write the letter that they keyboarded in Lesson 177 in the form of an email.
5. Compare the format of the email with that of a business letter.
6. Give students a few minutes to review the letter that they had written in the Workbook Lesson 177.
7. While students keyboard the email, the facilitator monitors/ensure the use of correct finger-key combination.
8. Explain the concept of budget. Ask students to share why budgeting is important for individuals, families, companies and countries.
9. Explain the concept of income and expenses - fixed and flexible.
10. Ask students what kind of unplanned and planned expenses do they anticipate in the future. Ask them how they propose to pay for these expenses. Steer the conversation to the concept of savings and link it to the fulfillment of dream and goals as proposed in the Learning Contract.
11. Ask students how can they save more - accept all response including increase income, reduce flexible expenses.
12. Ask students to complete exercise C and ask a few students to share their responses.
13. Grammar Cop, Question Cop and Politeness Cop must give feedback on use of grammar, polite phrases and formation of questions etc.
14. Students who make grammatical/pronunciation mistakes must be asked to repeat using correct grammar/pronunciation. It is not enough to merely tell students that their sentence/pronunciation is incorrect.

Lesson 180: Consolidation

Objective

1. The students will participate in the Book Discussion to share their views about the book that they are reading.
2. The students will practice keyboarding.

Materials

- Library Log
- Library Books
- Laptops
- Reading Journals

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Book Discussion (30 minutes) - Round 1 - Students share what they liked/did not understand/ found interesting etc. as noted in their Reading Journals and in Round 2 share the new vocabulary learnt during the week. Ensure that the students do not share anything like summarizing or disclosing the name of the thief/murderer etc. that gives away the story line in a manner that will spoil the interest of other students in that book. On the contrary, they should discuss it in a manner that would make others interested in reading the book.
3. While updating the Library Log, make sure that the condition of books is reviewed and reissues/returns updated in the Library Log. (10 minutes) Students who do not bring their books for review/renew/return must be sent back home to bring it. Students who bring back damaged book/s must be made to repair it in the presence of the facilitator and it must be noted in the Library Log.
4. By now a few/some students would have mastered the technique and be ready to work on their accuracy and speed. While other students would still be struggling to get the keyboarding technique right. Motivate them to continue working on their technique.
5. Keyboarding (45 minutes) - Tortoise and the Hare - The class is divided into two groups - Group 1 is comprised of students who have learnt the correct technique - the "Hares" and Group 2 is comprised of students who are still struggling with the technique - "Tortoises." The Hares' goal is to type for speed and Tortoises' goal is to type for accuracy.
6. Scoring goes as follows and can be adjusted to reflect skill levels of individual classes:
 - Hares - 5 goals for 10 wpm; 3 goals for 5 wpm; 1 goal for 3 wpm.
 - Tortoises - 5 goals for no errors in accuracy of technique; 3 goals for 1 error in technique; 1 goal for 2 or more errors in technique.
7. The 5 Hares/Tortoises who earn the most goals are the winners. Each group competes separately with members of its own group. Hares compete with Hares and Tortoise with Tortoise.
8. Round 1- Hares. The facilitator speaks a short sentence (not more than 10 words) and the students keyboard that after the facilitator has finished speaking. They have 1 minute to

keyboard. If a Hare is able to type the entire sentence within that minute he/she scores 5 goals; if 5 words, then he/she scores 3 goals and if 3 words then he/she scores 1 goal. Play a few rounds and the student with the highest number of goals is the winner.

- 9.** Round 2- Tortoise. The facilitator speaks a phrase (not more than 3-5 words) and the students keyboard that after the facilitator has finished speaking. They have 1 minute to keyboard. If a Tortoise is able to type the entire phrase with no errors in technique, he/she scores 5 goals;. If he/she is able to keyboard the whole phrase with 1 error, then he/she scores 3 goals and if he/she makes more than 2 or more errors then he/she scores 1 goal. Play a few rounds and the student with the highest number of goals is the winner. Ensure that the students' keyboarding skills are the focus.
- 10.** While students are practicing, review the students' work displayed on the walls and remove outdated/irrelevant work. Ensure that all students' work is organized session-wise.
- 11.** Make calls to students who have been inactive or irregular and update the Call Log.

Lesson 181: Inferences - 1

Objective

1. The students will understand making inferences and drawing conclusions.
2. The students will learn about importance and process of community awareness campaigns.

Materials

- Workbook
- Appendix 30 (Facilitator Handbook)

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. After the students complete the Workbook exercise A, ask the student how they were able to respond to the questions in the exercise even though the information was not given in the passage.
3. Explain how we get more information from a passage than provided directly/explicitly. This comes from some of the clues and our interpretation of those.
4. Avoid using the word 'inference' with students. They must understand the concept, rather than the term.
5. The facilitator asks students to make inferences as he/she speaks a few sentences. (Refer to Appendix 30 in Facilitator Handbook)
6. Not only do the students make inferences, they also tell the key/cue words that helped them infer.
7. Use the last sentence in Appendix 29 to steer the conversation towards community awareness - what it is, why it is important, how it works, its challenges etc. Ask students if they know anyone within their community who works to create awareness.
8. Transition to Part B in the workbook. Ask students to read the article silently. Give them 5-10 minutes to read it.
9. After everyone has finished reading, ask a few questions to check whether or not the students have understood the article.
10. Then, ask the students to complete the 2 questions that follow.
11. End the lesson by asking some of the students to share their responses to Question 1 and everyone to share their response to Question 2.
12. Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/ pronunciation is incorrect.
13. Inform your Compliance Supervisor and the Student Evaluator to schedule a date for Level 2 evaluations.

Lesson 182: Inferences - 2

Objective

1. The students will practice making inferences from images.
2. The students will be able compare two different ways of using camera to project civic issues.

Materials

- Workbook
- Image cut-outs of 8-10 pictures from newspapers/magazines
- Appendix 31 (Facilitator Handbook)

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Give students different images from newspaper/magazine. Ask students to share:
 - Who is/are the person/people?
 - What is happening?
 - How did it happen?
 - Why are they there? etc.
3. Discuss inferences made by different students. Encourage diversity of inferences as long as students can provide clues from the pictures to justify their inferences.
4. Ask students to be descriptive in their inferences.
5. Then, ask students to look carefully at pictures in the exercise A and answer the questions that accompany the pictures. Discuss what the different students have written.
6. After the students have completed the Workbook exercise A, ask them to read the first article in Part B.
7. Ask students for their views on the article.
8. Then, ask students to read and view the images in the second article.
9. Ask students for their views on the article.
10. Ask students to share their views on:
 - What is the similarity in the two articles?
 - How has the camera been used in the two articles?
 - Which one is more beneficial for the community? How?
 - If the students were given a camera, what issues would they highlight?
 - How would they use it to highlight those issues?
 - Can there be other creative ways of highlighting an important issue?
11. Explain to students what a Public Interest Litigation is. (Refer to Appendix 31 in Facilitator Handbook)

- 12.** End the lesson by brainstorming with students issues that they can highlight for appropriate action/solution using PIL responsibly.
- 13.** Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/pronunciation is incorrect.

Lesson 183: What's Happening?

Objective

1. The students will learn to express their perspective based on reasoning.
2. The students will understand how community participation can transform a community.

Materials

- Workbook

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Students complete the Workbook exercise in pairs.
3. Partners must discuss the picture and agree to a common description without the guidance/ assistance of the facilitator.
4. After the students have completed description of the pictures, two pairs with diverse perspective on a picture will hold a group discussion to justify why their perspective is more valid. They must follow: discussion protocol, present their perspectives, explain why they disagree with the description of other pair, defend their perspective. They must use polite phrases at all times.
5. Next 2 pairs with different interpretation of picture 2 come together for a group discussion to justify why their perspective is more valid.
6. Ensure that all pairs get to hold group discussion and all pictures are discussed, one after the other.
7. After all pairs have shared their perspectives, the class discusses which pair:
 - Presented the most reasonable/logical perspective.
 - Used Discussion Protocol throughout the discussion (both the partners).
 - Spoke confidently using grammatically correct sentences.
 - Used appropriate intonation and body language throughout the discussion (both the partners).
8. Next, ask students about where do they think the cleanest village in India is. Lead the students to article in exercise B.
9. Ask students to read the article with their partners. Give them about 10 minutes for this. Allow them to discuss it as they read together. After everyone has read/discussed, ask a few question to check whether or not all students have understood.
10. Ask students to complete the questions that follow, along with their partners.
11. Next, ask a few students to share their response to Question 2.
12. Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/ pronunciation is incorrect.

Lesson 184: Listen & Follow

Objective

1. The students will learn to follow descriptive instructions.
2. The students will understand how to make a compost pit.

Materials

- Workbook
- Appendix 32 (Facilitator Handbook)

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Tell students that they will draw as you instruct. There will be 2 Rounds of this Listen and Follow game. Some rules of this game are:
 - Instructions will be given slowly and clearly.
 - Students must listen while instructions are being given and draw after the instructor stops speaking.
 - Instructions will be repeated only once in Round 1 and not repeated in Round 2.
 - Students cannot look into other students' work to copy.
3. Round 1 - Start giving the instructions as in Appendix 32 (Facilitator Handbook) and be vigilant to ensure that all students are focusing on their own work.
4. The facilitator gives the first instruction and waits for a minute so that the students can draw as per the instruction.
5. Then the facilitator gives the next instruction and waits for a minute so that the students can draw as per the instruction. This process is followed till the last instruction for Round 1.
6. The facilitator must read slowly and clearly. The facilitator can repeat the instructions only once in Round 1.
7. After everyone has completed drawing, each student holds up his/her drawing. Ask students to look around and evaluate their own and other students' work.
8. In Round 2, follow the same procedure using Appendix 32 (Making a Compost Pit) to give next set of instructions.
9. Tell the students that while the compost pit is underground, the same can be done as a compost pile on the ground. The compost pile decomposes faster but smells bad. There is also the risk of others throwing non-bio degradable garbage into it since it is in the open and can be mistook for a garbage pile. This will prevent/slow down the decomposition.
10. End the lesson by asking a few students to retell the process of making a compost pit.
11. Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/ pronunciation is incorrect.

Lesson 185: 'Do' & 'Does'

Objective

1. The students will understand and practice the correct usage of 'Do' and 'Does' while asking questions.
2. The students will discuss community action and awareness campaigns.

Materials

- Workbook

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Before the students start the Workbook exercise, make two columns on the board. Column 1 is for Questions and Column 2 is for Statements.
3. Ask students to give some examples using 'does' and 'do' in their sentences.
4. As they speak, ask them to categorize the sentences into questions and statements and write them in the appropriate column.
5. Ask the students to observe the pattern in usage of 'do' and 'does' when used in a question or when used in a statement.
6. Explain/revise the usage of 'do' and 'does' in a question or when used in a statement.
7. After the students complete the Workbook exercise, pair up the students and ask them to prepare an oral interview script.
8. For the script, they must use 'do' and 'does' appropriately along with subject-verb agreement and tenses in every sentence - question or statement.
9. The facilitator gives them 5-10 minutes to prepare and practice the interview. Each pair, then, presents to the class following the Presentation Protocol.
10. After one pair has presented, the other groups provide feedback on use of 'do' and 'does', tenses and subject-verb agreement.
11. Next, share with students some of the ideas in part E of the workbook. Ask students for their views about the ideas.
12. In pairs, ask them to brainstorm other possible action or awareness to solve/reduce the problems that they have in their communities. Give them about 10 minutes.
13. After everyone has discussed, each pair shares its ideas with the class. They must use 'do', 'did' and 'does' to discuss:
 - the problem and the action they propose.
 - the awareness they propose to create and method they would use.
14. Students who make grammatical /pronunciation mistakes must be asked to repeat using correct grammar /pronunciation. It is not enough to merely tell students that their sentence/ pronunciation is incorrect.

Lesson 186: Consolidation

Objective

1. The students will use the learnt language for completing everyday communication that require use of English.
2. The students will also learn to plan and analyze their plans to take action/create awareness.

Materials

- Workbook

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. There will be no Book Discussion or keyboarding today.
3. Ask the students to silently read the instructions for Exercise A for 5 minutes. Ask a few students to ensure that everyone has understood the task and ask them to complete A (i) and (ii)
4. After the students complete the Workbook exercise, they pair up with a partner.
5. Putting together their work, the 2 partners discuss and create one common script for Exercise A. They must discuss with each other in English why they are keeping some questions/ responses and leaving out others.
6. As the students discuss and negotiate with their partners, the facilitator walks around to ensure that all pairs are working as per instructions and helps those unable to move forward.
7. After the students complete the Workbook exercise, each pair must make a 3 minute role play presentation to the class. The pair may choose to present either Part (i) or (ii).
8. After all pair have presented, ask the same/different pair to work on Exercise B and repeat the process.
9. Tell students that so far they have been getting familiar, thinking and discussing about problems around them. It is now time to plan taking some individual/pair/group action within the community. So far they have taken action to make things better in their homes/centers and with their families. Now they will extend the plan to take some action/create awareness within their neighborhood/community.
10. Share with students how failing to plan can turn out to be planning to fail. Give and ask for examples.
11. Also share that a plan is, yet, just a plan. Things may or may not turn out to be as planned; the plan may need to be adapted, modified or redesigned based on how helpful it is in achieving the goals.
12. Therefore, planning requires careful thought of all aspects and it helps if we can discuss the plan with someone to make it more fail-proof.
13. Discuss with students each consideration in Part C. Ask students for their views/examples about each consideration. Pace the discussion such that all students understand each consideration.

- 14.** Thereafter, ask students to go over the process of planning for community action/awareness campaign.
- 15.** Go over the process with the help of an example of community action/awareness campaign. Ensure that the students have a good sense of how this will be shaped during Book 4, Book 5 & Book 6. To ensure that the students understand the process, ask a few students to share an example or two.
- 16.** Make sure that you have been able to get a date scheduled for external evaluation of your students by the Student Evaluator.

Lesson 187: Comparisons - Review

Objective

1. The students will practice comparing people, objects, events, places etc.
2. The students will reflect and rate the achievement of the personal action as proposed in previous lessons of Book 4.

Materials

- Workbook

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Review Lesson 136 - 137 (Book 3).
3. After the students have completed the Workbook exercise A & B, the facilitator organizes a role play of the scenarios. Some students prepare role play of exercise A and other of exercise B. This will take about 30 minutes.
4. Ensure that by now students are fluent in use of comparison vocabulary, role play, polite phrases etc.
5. After one student presents, another student can be asked to repeat in reported speech. For example, after Student 1 shares from exercise A or B, Student 2 reports what Student 1 said.
6. After all students have shared from either exercise A or B, ask them what the phrase Walk the Talk could mean. Encourage students to think and come up with responses and write all responses on the board.
7. In Lesson 186, one of the considerations for taking action in the community was 'Lead by example' ask students how have they been setting this example in their personal and family life.
8. Ask students to reflect on some of the changes that they had proposed for themselves and their families in Lesson 160, 166, 172 & 180 and complete the table in Exercise C of the workbook. (15 minutes)
9. Make this an individual exercise as each student must reflect on the gap between his/her plan and action. It also takes time to think and recall impact of his/her actions.
10. The facilitator walks around to ensure that all students understand and complete the reflections at a comfortable pace.
11. After all students have completed the reflections, ask students to volunteer to share their reflections with others. (15 minutes)
12. Ensure that there is a completely non-judgmental environment in the classroom which will help students to be honest about their achievements or lack of achievements.
13. End the lesson by reiterating how important it is to take action, big or small, to change things. Share Albert Einstein's quote - "Insanity - doing the same thing over and over again and expecting different results."

Lesson 188: Tenses - Review

Objective

1. The students will practice speaking using different tenses.
2. The students will identify one of the many issues around them, individually or in pairs, to initiate community action/awareness.

Materials

- Workbook

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Review Lesson 127 - 130 (Book 3)
3. After the students have completed the Workbook exercise, the facilitator organizes a presentation of Exercise A. and B. (20 minutes)
4. As Student 1 presents, other students in the audience make note of grammatical errors made by him/her.
5. After Student 1 has presented, the facilitator asks one student from the audience to report to class what Student 1 said and another student to share grammatical errors made by Student 1.
6. After everyone has finished sharing, reporting and giving feedback, ask students (10 minutes):
 - Is it important to get the views of the members of community before they plan any action/awareness campaign involving the members of the community? Why?
 - How can the members of the community help students in preparation of their plans for community action/awareness campaign?
7. Steer the conversation towards identifying the problem that individual students would like to address/reduce/solve.
8. Tell students that they must specify problems and solutions/actions that are specific, measurable, achievable, realistic and time-bound. Students must think carefully and choose a problem that they are passionate about. (e-SMART goals) (10 minutes).
9. Encourage students to work in pairs, individually or small groups of 3-4 that are manageable.
10. Students identify one problem that they are going to work on for the next 2 months or so. Ensure that each student is personally invested in problems identified by his partner or group. (20 minutes)
11. Allow students to discuss with each other across groups and partners to get the peer rating of the problem.
12. Let the students go 10 minutes earlier and allow them to take the Workbook with them to complete the table after speaking with a family member and neighbor/shopkeeper/community leader.
13. Ask students to take their interaction/dialogue with the community seriously as it lays the ground for their community action/awareness campaign.

- 14.** Ask students to bring back the Workbooks the next day. Remind them they will not be eligible for Level 2 evaluation/certificate if they do not have their own and duly completed workbook.

Lesson 189: Description - Review

Objective

1. The students will practice describing object, people, events, places etc.
2. The students will analyze the cause/s of the problem that they have chosen for initiating community action/awareness campaign.

Materials

- Workbook

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. After the students have completed the Workbook exercise A, the facilitator organizes them into small groups.
3. Group 1 compares picture 1 & 2 in the Workbook; Group 2 compares 2 & 3; Group 3 compares pictures 3 & 1; Group 4 compares pictures 1,2 & 3.
4. Give individuals, not as groups, 2-3 minutes to get their thoughts together.
5. Each member of the group must first describe the 2 pictures assigned to them, then the group discusses to compare the 2 pictures.
6. After Group 1 presents, other groups can be asked to present their views on description and comparison of picture 1 & 2.
7. After all groups have presented, a full class discussion is held about the description and comparison of all the pictures.
8. By now students should be fluent in discussion protocol, use of polite phrases etc.
9. Ask students to share their experience of speaking with the members of community on the previous day about the rating the different problems that the community faces. There may be some students who have faced indifference/unpleasantness, encourage them and explain how they are trying to make a change and change is uncomfortable for most people. Explain that whether a person is unpleasant or indifferent, at all times students must stay polite and focussed on what he/she is trying to achieve. It will slowly win over the most unpleasant/indifferent person in the community.
10. Today's task is for students, individually, in pairs or small/manageable groups to chose a problem (based on the previous day's ratings) that he/she/they will work on and think how it affects him/her/them/others and who/what is causing it. Ensure that the students understand that understanding the causes will help them plan solutions but their aim is not to fix the blame rather to fix the problem. So even if they have identified a person within the community who is, perhaps, contributing to the problem, they need to use their creativity on planning the solution in a manner that wins over (not alienates) that member so that he/she/they becomes a part of solution (not problem).
11. Let the students go 10 minutes earlier and allow them to take the Workbook with them to complete the table after speaking with a family member and neighbor/shopkeeper/community leader.

- 12.** Ask students to take their interaction/dialogue with the community seriously as it lays the ground for their community action/awareness campaign.
- 13.** Ask students to bring back the Workbooks the next day. Remind them they will not be eligible for Level 2 evaluation/certificate if they do not have their own and duly completed workbook.

Lesson 190: Group Discussion – 3

Objective

1. The students will practice discussing topics of interest to them.
2. The students will brainstorm and plan possible solutions to the problem that they have chosen for initiating community action/awareness campaign.

Materials

- Workbook

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Review the discussion protocol and polite phrases to be used during discussion. (Lesson 160)
3. The facilitator organizes students into small groups.
4. Each group creates a topic for discussion. The facilitator must approve of the topics chosen by the groups.
5. Give individuals, not groups, 2-3 minutes to think about the given topic.
6. The group then comes together for discussion.
7. Each member of the group presents his/her views on the topic and then the group agrees/disagrees/discusses the views shared by the different members of the group.
8. After Group 1 presents, other groups can be asked to present their views on the topic.
9. By now students should be fluent in discussion protocol, use of polite phrases etc.
10. The facilitator makes notes on usage of tenses, subject-verb agreement, discussion protocol, articles etc. and gives feedback after the discussion.
11. Ask students to share their experience of speaking with the members of community on the previous day about the rating the different problems that the community faces. There may be some students who have faced indifference/unpleasantness, encourage them and explain how they are trying to make a change and change is uncomfortable for most people. Explain that whether a person is unpleasant or indifferent, at all times students must stay polite and focussed on what he/she is trying to achieve. It will slowly win over the most unpleasant/indifferent person in the community.
12. Explain to the students the importance of planning and analyzing the plan to look for areas of difficulty/failure etc. If that can be identified during the planning phase, implementation will be smoother and more effective. For example, if a student has identified that the shops in the area are contributing to the garbage problem as they do not keep/have garbage bins so customers just throw the wrappers etc on the street. In this lesson, students will think about possible solutions - one solution can be to create bins (baskets out of old newspapers/plastic bags etc) and donate them to the shopkeepers. Students need to analyze if this is a practical idea - newspaper baskets will be damaged easily during rains etc. Are there alternative materials that they can use? Who can help them in achieving this - who will oppose them? They need to have a plan on how they are going to use this help/handle resistance.
13. Encourage students to discuss with other students within the class.

- 14.** Let the students go 10 minutes earlier and allow them to take the Workbook with them to complete the table after speaking with a family member and neighbor/shopkeeper/community leader.
- 15.** Ask students to take their interaction/dialogue with the community seriously as it lays the ground for their community action/awareness campaign.
- 16.** Ask students to bring back the Workbooks the next day. Remind them they will not be eligible for Level 2 evaluation/certificate if they do not have their own and duly completed workbook.

Lesson 191: Instructions - Review

Objective

1. The students will practice speaking and following directions and instructions.
2. The students finalize their plan for initiating community action/awareness campaign.

Materials

- Workbook

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. Review Lesson 163-167.
3. Students will work individually for this exercise. Students are divided into two categories - the Instructors and Reporters
4. The facilitator creates topics related to giving directions/procedural instructions and assigns one each to the individual students from the Instructor's category.
5. Each student from Instructor category has another student from the Reporter category reporting the instructions given by the former. For e.g. Instructor 1 prepares his/her script as per the task assigned, Reporter 1 repeats the instructions given by Instructor 1 in reported speech.
6. Each Instructor gets 2-3 minutes to prepare a mental script about his/her presentation.
7. While Instructor 1 speaks, Reporter 1 is making notes (written or mental) to report later.
8. By now students should be fluent in discussion protocol, use of polite phrases etc. The facilitator gives feedback to individual students from both the categories.
9. So far students have been identifying, discussing, reviewing different parts of their plan for community action/awareness, it is not time for them to bring all the pieces of their plan together in one place.
10. With the help of an example, explain the graphic organizer in which students must put their plan down.
11. Individually, in pairs or small/manageable groups students will complete the graphic organizer. Encourage them to refer to their notes of the previous lessons, reflect on their conversations with the members of their family/community etc.
12. The facilitator must walk around to speak with students - help them make sense or share ideas to make the plan more effective. The ideas must be students, the facilitator helps them polish or questions their practicality so that the students plan better (not abandon the plan).
13. After everyone has prepared their plan in toto, they must get feedback from others about their plan. Feedback is meant to help them make their plan better. Any feedback that demotivates them is to be avoided/discarded.
14. Let the students go 10 minutes earlier and allow them to take the Workbook with them to complete the table after speaking with a family member and neighbor/shopkeeper/community leader.

- 15.** Ask students to take their interaction/dialogue with the community seriously as it lays the ground for their community action/awareness campaign.
- 16.** Ask students to bring back the Workbooks the next day. Remind them they will not be eligible for Level 2 evaluation/certificate if they do not have their own and duly completed workbook.

Lesson 192: Self Evaluation

Objective

1. The students will reflect on what they have learnt so far.
2. The students will reflect on their plan and firm up their resolve to initiate community action/ awareness campaign.

Materials

- Workbook

Procedure

1. Discuss the Question of The Day and response of yesterday's Question of the Day for 5 minutes.
2. The purpose of this exercise is to make students' learning visible to themselves.
3. The students will be self-motivated if they can measure how much they have learnt by attending the classes.
4. After the students complete the self evaluation sheet in the Workbook, ask them to share what they have learnt.
5. This can be done as a Group Discussion or as a whole class discussion.
6. In some cases, ask students to prove what they say. For e.g. if a student says, "I learnt how to introduce myself." Ask him/her to introduce himself/herself.
7. Discourage students from sharing technical terms but focus on the usage of the concept. For e.g. if a student says, "I learnt what homophones are", encourage him/her to speak about how will he/she use that in his/her daily communication.
8. If time permits, ask students what are the reasons for their learning. For e.g. "Why has your confidence in speaking English improved?" or "Why has your pronunciation of difficult words improved?" The answer can be varied- "I have a good facilitator.", "I have been practicing speaking in front of a mirror" or "I have been speaking in English at the center." This will bring out the importance of perseverance and effort in language learning and motivate them further.
9. Ask students to complete exercise B.
10. After all students have completed, ask them to share their responses.
11. Listening to their peers planning, reflecting and reviewing can be enabling and motivating for the students.
12. Make sure that there is a supportive and encouraging environment during these discussions so that students feel empowered to be able to initiate community action/awareness.
13. End the lesson with a brief discussion on the quote by Dale Carnegie.
14. Inform the students that they will be evaluated by you the next day.

Internal Evaluation

Objective

1. The students will be evaluated by the facilitator to identify achievement of learning outcomes.
2. The students will practice keyboarding.

Materials

- Workbook
- Laptops

Procedure

1. Individually interview each student about content learnt in Book 3 & Book 4. Look for:
 - ◆ Familiarity with lessons and topics/vocabulary
 - ◆ Ability to confidently respond (using correct grammar)
 - ◆ Use of complete sentences
 - ◆ Use of polite phrases
 - ◆ Ability to explain his/her own Learning Contract.
 - ◆ Ability to participate in role-plays
 - ◆ Ability to follow Discussion Protocol
 - ◆ Ability to explain his/her community action plan
 - ◆ Ability to write business letter and email
 - ◆ Ability to keyboard using correct technique
 - ◆ Ability to keyboard a minimum of 5 wpm using the correct technique
2. Prepare students oral and written communication result as Proficiency Level - High/Medium/Low.
3. 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.
4. All students must have their own Book 3 and Book 4 completed for external evaluation.
5. After external evaluation, Student Workbook can be given to students who are promoted/provisionally promoted and they can take it home with them.
6. Make sure that your students feel relaxed and confident during external evaluation - use positive and motivating reinforcements.
7. For more details about Students' Evaluation and preparation 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 1**INTRODUCTION (REVIEW)****Situations**

1. Introduce your mother to your teacher.
2. Introduce your cousin to your neighbor.
3. Introduce yourself to the guests at a party.
4. Introduce your friend and your boss to each other.
5. Your boss is looking for a travel agent. Your friend is a travel agent. Introduce your boss and your friend to each other.
6. You have joined a new company. Introduce yourself to the manager on the first day of your job.
7. You go for an interview for the position of manager. Introduce yourself to the interview panel consisting of 2 men and 3 women.
8. Introduce your son / daughter to your friend.
9. Your sister wants to join the FEC center to learn English. Introduce her to the facilitator at the center.
10. You meet Mr. Deepak Chopra, the Founder and CEO of AAM Foundation that runs the Free English Classes program. Introduce yourself to him.

Appendix 2**WORD LIST**

Syllables	
1. Property	11. Hopping
2. Read	12. Splendid
3. Fantastic	13. Brave
4. Maternal	14. Chopstick
5. Absent	15. Question
6. Came	16. Whisper
7. Remember	17. Paternal
8. Calendar	18. Hundred
9. Wonderful	19. Quiet
10. Alphabet	20. Between

Appendix 3**PRESENTATION****Recommended Topics**

1. You have been invited by the Principal of a school to make a presentation to the students telling them about different seasons.
2. You have been invited by the Principal of a school to make a presentation to the students telling them about the FEC program.
3. You have been invited by the Principal of a school to make a presentation to the students telling them about different cuisines.
4. You have been invited by the Principal of a school to make a presentation to the students telling them about different kind of shops.
5. You have been invited by the Principal of a school to make a presentation to the students telling them about different hobbies/pastimes.

Appendix 4

CHARADES

Procedure

1. Facilitator writes the sentence on a slip of paper and shows it to Student 1. For example, "I am hungry."
2. Through his/her actions, Student 1 tells his/her audience (the whole class or Student 2) how many words in the sentence. For example, the student shows three fingers.
3. Then Student 1 tells his/her audience which word he will demonstrate. For example, Student 1 raises one finger which means that he/she will enact the first word of the 3-word sentence.
4. Through his actions, Student 1 shows 'I' and the audience guesses. If the audience guesses correctly, he/she/they make a note that the first word of the 3-word sentence is 'I'.
5. Then Student 1 tells his/her audience which word he will demonstrate next. For example, Student 1 raises three fingers which means that he/she will enact the third word of the 3-word sentence.
6. Through his actions, Student 1 shows 'hungry' and the audience guesses. If the audience guesses correctly, he/she/they make a note that the third word of the 3-word sentence is 'hungry'.
7. For connecting words like 'am', 'is', 'are', 'of', 'in' etc. they need not enact. Once the students know the key words they should be able to combine them meaningfully into a sentence.
8. When the audience comes up with a correct answer, Student 1 nods his head and when the audience guesses incorrectly, Student 1 shakes his head.
9. Continue till the audience gets the key words/sentence right.

Suggested Sentences

- | | |
|--------------------------------|-------------------------------------|
| 1. My arm hurts. | 6. I am thirsty. |
| 2. Your mother is calling you. | 7. My teacher is visiting my house. |
| 3. His house is beautiful. | 8. Do you like movies? |
| 4. She likes to eat eggs. | 9. This man is a doctor. |
| 5. I love my family. | 10. Are you going to pray? |

Appendix 5

SHORT MESSAGES

1. We hope you have a great day and all your wishes come true. Don't forget your a year older.
2. Hope this year your stocking is filled with lots of presents!!
3. Wising you a speedy recovery and looking forward to having you back soon.
4. Congratulations!! May you find great happiness at your new address. All the best.
5. To the world's greatest mum from the world's greatest kids. Thanks for everything that you've done for us.
6. It was really great to have worked with you!! Your new role sounds like a perfect fit - Wishing you great success and happiness. Good luck!!
7. All the help you offered was invaluable. We really couldn't have done it without you!
8. Wishing you both all the best on this special day. May it be a wonderful and memorable one. All the best.
1. Wishing you all the best with your expected new arrival.
10. Congratulations on finding Mr Right!! Wishing you all the best on your special day and we hope you have a great future together.

Appendix 6**PLEDGE - SAMPLES**

Coaches' Pledge

As a coach, I acknowledge that I am a role model. I know that the principles of good sportsmanship are fairness, and respect. While teaching the skills of the game, I must also teach athletes how to win and lose graciously, and that sport is meant to be educational and fun. I hereby accept my responsibility to be a model of ethical behavior, integrity, and good citizenship.

Coach Signature:

Date:

Athlete's Pledge

As an athlete, I know I am a role model. I understand the spirit of fair play while playing hard. I will refrain from engaging in all types of disrespectful behavior, including inappropriate language, taunting, rude talking, and unnecessary physical contact. I hereby accept the responsibility and privilege of representing this school and community as a student athlete.

Student Athlete Signature:

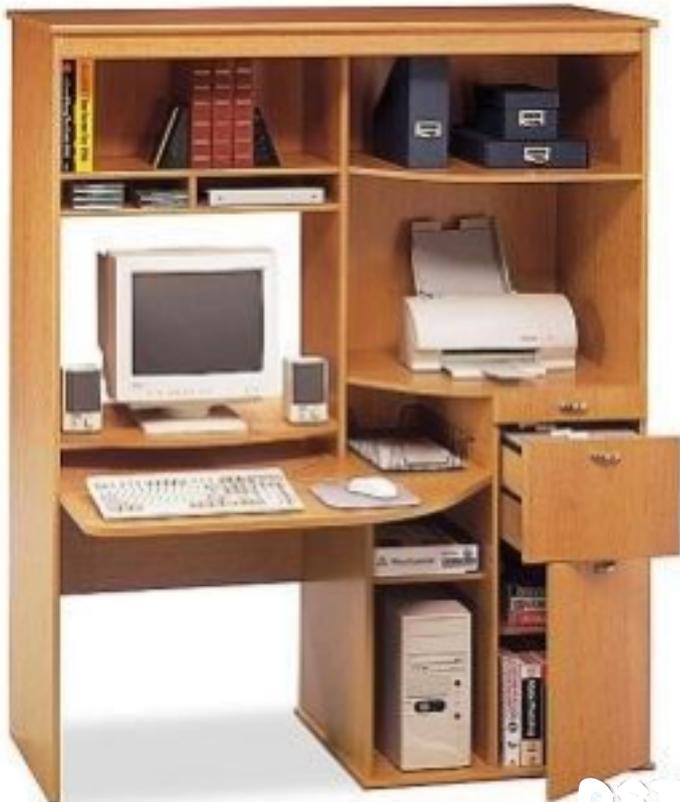
Date:

Secretary of the Student Council

I, Ajay Sharma, do solemnly pledge, that I will, to the best of my ability, carry out the duties of the Secretary of the Student Council. I will live up to the trust placed in me by my fellow students and assist the President in working to promote the welfare of our school and its students.

Appendix 7

LET'S TALK



Appendix 8

POSTER MAKING TIPS

Posters are a great way to present information in a visual format. The poster's topic should be clear at a quick glance and appealing so that people will stop and read more. Here are some tips to make sure that your poster looks good:

- ★ A poster must be attention getting.
- ★ Each poster should have a title.
- ★ Include information that is brief and easy to read.
- ★ Make it neat! Even if you have really great information on your poster, no one is going to take time to read it if it is messy.
- ★ Viewers can't read small type from a distance. Use 18-point type or larger.
- ★ Don't try to put too much information or graphics on a poster.
- ★ Include pictures or charts if they help explain your message.
- ★ Check your spellings/punctuation.
- ★ Use intense colors. Try dark lettering against a light background. This is easier to read.
- ★ Before you begin designing your poster, think about the main idea about your message.

Source : <http://my.extension.illinois.edu/>

Appendix 9

WHAT'S THE SUBJECT

Examples

1. I am hungry.	14. There is a lot of noise in this room.
2. The door is locked.	15. She is worried about her brother.
3. Times of India is a popular newspaper.	16. Their father is in the army.
4. The price of clothes is high.	17. My team is the best in the city.
5. Physics is a difficult subject.	18. That group of women is cooking pasta.
6. The dogs were being kicked by the boys.	19. A bag of vegetable was delivered to my house this morning.
7. Those pictures were painted by Bobby.	20. A British couple lived here some years ago.
8. You are Sita's younger sister in the play.	21. I live in a family of four persons.
1. Those men in green shirts are the best player in the soccer team.	22. My mother gave me a packet of candies.
10. The car was driven by a careless driver.	23. The board of directors has decided to shut down the factory.
11. He is lying about the pencils.	24. The school staff is on strike today.
12. This shirt is torn.	25. A pair of shoes cannot be so expensive.
13. That window has to be cleaned.	

Appendix 10

RIDDLES

Hints	Answer
Hint 1: I travel a lot. Hint 2: People call me captain. Hint 3: I fly planes.	Pilot
Hint 1: She works in an office. Hint 2: She takes calls. Hint 3: She makes appointments.	Secretary
Hint 1: They wear a white cap. Hint 2: They work in the kitchen. Hint 3: They cook for people.	Chef
Hint 1: He works with scissors. Hint 2: He works in a salon. Hint 3: He cuts hair.	Hairdresser/Barber

Appendix 11

PHRASES

Situation	Scenarios
Situation 1	You would like to open an account in State Bank of India. You call up the bank and speak with the bank manager to get details of opening an account with the bank.
Situation 2	You had ordered 10 books for your office from Om Book Depot. When you checked there were only 8 books. You visit the book store and complain to the store manager.
Situation 3	The principal of DPS is looking to buy 20 computers from your store. He visits your shop to find out about the computers and place an order.
Situation 4	You are a property dealer who has been asked to make a presentation to a client looking to buy a house for his family.
Situation 5	You work as a floor assistant in a grocery store. One customer wants to order his monthly rations. He/she asks you for assistance.
Situation 6	You appear for an interview for the position of a facilitator at the FEC center with the HR Manager of AAM Foundation.
Situation 7	To apply for your voters' ID card, you visit the office of Election Commission.
Situation 8	The courier company delivered your package at the wrong address. The person from the courier company has come to apologize to you for the error.

Appendix 12

PRESENT TENSE

Situation 1	You and your friend Rita are sitting in a beautiful park. Rita is visually disabled. Describe the beautiful park to her.
Situation 2	Your family wants to buy a house. You went to see a house on sale. Describe the house to your family.
Situation 3	You have been interviewed for a job. Describe the position for which you have been interviewed to your friend.
Situation 4	You are watching a cricket match. Your friend, who is at work cannot watch the match and asks you to give him a running commentary of the game.
Situation 5	You would like to buy a birthday present for your friend. You like two presents and cannot decide which one to buy. You describe both of them to your friend to get his views.
Situation 6	Your brother is trying to make a cup of tea for the first time. Give him instructions on how to make tea and precautions to be taken while cooking/working on a gas stove.
Situation 7	Your friend is making a sketch. You want to get your father's sketch made. But your friend has never seen your father. Describe your father's appearance to your friend.
Situation 8	Your friend wants to go watch a new movie that you have already watched. Give him your views about the movie.
Situation 9	You are stuck in a traffic jam. You call your mother to inform her that you are running late and describe the traffic situation to her.
Situation 10	Your father is very unwell. You take him to the hospital. Describe the symptoms and illness to the doctor.

Appendix 13**PAST TENSE**

One day I woke up late for school/work....

One day I forgot to do come to Free English Class...

One day I went shopping...

One day I went for a wedding...

One day I saw little people under my bed ...

One day I met Aishwarya Rai / Salman Khan / famous personality...

One day I fought with my best friend....

One day I saw a building on fire...

One day I went to a party...

One day I went for an interview...

One day I ate too much and...

One day I flew to England and...

One day I bought a beautiful new...

Appendix 14

PAST TENSE (REVIEW)

Word	Past tense	Word	Past tense	Word	Past tense
begin	began	get	got	run	ran
bite	bitten/bit	give	gave	say	said
blow	blew	go	went	see	saw
break	broke/broken	grow	grew	sell	sold
build	built	have	had	shake	shook
bring	brought	hide	hid	sing	sang
buy	bought	hear	heard	shoot	shot
catch	caught	hold	held	sit	sat
can	could	hurt	hurt	speak	spoke
choose	chose	keep	kept	stand	stood
come	came	know	knew	sleep	slept
dig	dug	lie	lay	spend	spent
do	did	lead	led	steal	stole
drink	drank	leave	left	swim	swam
drive	drove	lie	lied	smell	smelled/smelt
draw	drew	light	lit	take	took
eat	ate	lose	lost	teach	taught
fall	fell	make	made	tell	told
fit	fitted	mean	meant	think	thought
feed	fed	meet	met	throw	threw
find	found	mistake	mistook	wear	wore
feel	felt	pay	paid	wake	woke
fly	flew	put	put	win	won
forget	forgot	read	read	write	wrote
forgive	forgave	ride	rode	understand	understood
freeze	froze	ring	rang		
fight	fought	rise	rose		

Appendix 15**FUTURE TENSE**

After 5 years, I will...

Next week, I will...

Tomorrow, I will....

When I become a millionaire, I will....

If I become the Prime Minister of India for a day, I will....

When I go to Mars, I will...

For my birthday, I will...

For my holiday, I will ...

To apply for a job, I will...

For these items, I will

Appendix 16**REPORTED & DIRECT SPEECH**

Prepare a series of cards/slips of paper, each with a different sentence. Here are some examples:

1. I'm sorry I'm late.
2. These pastries are delicious.
3. What time is it?
4. Excuse me, I'm looking for my friend, Kiran.
5. Do the spring rolls have meat in them?
6. I have a Masters from Delhi University.
7. Do we know each other?
8. Do you remember me?
9. I would like to have a drink.
10. We must meet again.
11. Try this bread roll.

Appendix 17

MAKING BOOKINGS - 1

TOPICS

1. Your friend from USA is coming to India. He would like to visit some famous places in India. Over the telephone suggest some places that he must see. Give the description and reasons for recommendation.
2. Your father has been very unwell. The doctor advised him to take a relaxing holiday. You talk to your father (face-to-face or over the phone) suggesting some of the places he can visit. Describe the places and budget for each place. The conversation must end in finalizing one place for the visit.
3. It's your friend's birthday. Make a dinner reservation to celebrate the birthday. This conversation (face-to-face or telephonic) is between you and the restaurant manager.
4. You want to book a gas cylinder over the phone. Make a call to the gas agency and make the booking.
5. Your younger brother is going out of town for an examination. You have to make the hotel booking for his stay. You call to enquire about the suitability of the hotel for your brother's stay.
6. Make a telephonic movie ticket booking for you and your family.
7. Your mother needs to visit the dentist. Call up the dentist's clinic and make an appointment to take your mother there.

Appendix 18**ON THE GO****TOPICS**

1. You and your family are going to London for a holiday. Make an air travel booking for the holiday.
2. You have reached London with your family for a holiday, but some of your bags are missing when you visit the Baggage Claim area. Complain to the Airport Manager about this.
3. You are at the Indira Gandhi International Airport, New Delhi when you discover that you did not bring a jacket for the cold London weather. You go shopping for a jacket at the airport shops.
4. At the Security Check, the security personnel find a nail clipper in your cabin bag. Enact the role play.
5. You have the boarding pass, but have problem finding the boarding gate. Ask for directions from the Help Desk.
6. You have lost your boarding pass. Speak with the airline officials to issue you a new boarding pass.
7. On the flight, role play as flight attendant serving food and drinks to different passengers. Ask their preference and serve. The same student can play the role of multiple passengers.

Appendix 19**CONSOLIDATION****Task**

1. You have to get your Aadhar card made. Make a booking for your Aadhar card enrollment.
2. Your class has to visit Nehru Planetarium for a school project. Make a booking for the visit.
3. You were going out of town for a meeting and had made train travel bookings. But your meeting has been called off. Call up the travel agent/train ticket booking office to cancel your tickets.
4. You have to meet Mr Deepak Chopra, Founder of AAM Foundation. Book an appointment with his office for the meeting.
5. You are having a New Year party in the office. Call up At Your Doorsteps, a party planning company to make a booking for the party arrangements.

Appendix 20

FAMOUS FAILURES

Albert Einstein - Albert Einstein was a German-born scientist who developed the theory of relativity. He is considered the most influential physicist of the 20th century. He won the Nobel Prize in 1921. During his life, he went through a lot of challenges - as a child he started speaking very late; in school, he was not interested in anything but science; as an adult, he had to move from one place to another, escape from being killed by the Nazis; during his youth, he was unemployed for long periods of time. Einstein is generally considered the most influential scientist of the 20th century. He died in 1955 in USA.

Steve Jobs - Steve Jobs was born in San Francisco, California in 1955, to two University graduate students who gave him up for adoption. Smart but directionless, Jobs experimented with different jobs before starting Apple Computers in 1976. Lacking direction, he dropped out of college after six months. With no money to invest, he and his friend started Apple Computers in the Jobs' family garage, and funded it by selling his Volkswagen car and his friend's scientific calculator. In 1985, he was removed as CEO of Apple Computers and went on to start a new company. In 1996, Apple Computers bought this new company and Steve returned to Apple Computers. Apple's products, which include the iPod, iPhone and iPad, now dominate modern technology. He died in 2011, following a long battle with pancreatic cancer.

Walt Disney - Walter Elias "Walt" Disney was born in 1901, in USA. He and his brother started Walt Disney Productions, which became one of the best-known motion-picture production companies in the world. Before that, In 1919, Walt Disney was fired from the newspaper where he worked. According to his editor, he "lacked imagination and had no good ideas." That wasn't the last of his failures. Disney then acquired Laugh-O-Gram, an animation studio he later drove into bankruptcy. Finally, he decided to move to Hollywood. Disney was an innovative animator and created the cartoon character Mickey Mouse. He won 22 Academy Awards during his lifetime, and was the founder of theme parks Disneyland and Walt Disney World.

Beatles: A famous band made of Paul McCartney, George Harrison, Ringo Starr and John Lennon was a big failure in the beginning - they were rejected by the leading record company of their era, Decca Records. This particular failure nearly caused the band to break up. Faced with that kind of rejection, most bands would have returned to their hometown, gone back to their day jobs, and continued to play occasional gigs. But the Beatles were not like most bands. They were repeatedly told they were playing the wrong kind of music. But they did not give up. They went on to become most critically acclaimed band with many awards and loved by people - people went crazy listening to them - as if in a trance - Beatlemania.

Ludwig Van Beethoven (Bay-tho-one) - Composer and pianist Ludwig Van Beethoven, widely considered the greatest music composer of all time, was born in 1770. Beethoven's father began teaching him music with an extraordinary rigor and brutality that affected him for the rest of his life. Neighbors provided accounts of the small boy weeping while he played music, standing atop a footstool to reach the keys, his father beating him for each hesitation or mistake. Beethoven, who struggled with Math and spelling his entire life, was at best an average student. Barely 30 years old, he was composing these great and immortal works, but he was going deaf. Soon, Beethoven struggled to make out the words spoken to him in conversation. Despite his troubled personal life, physical weakness and complete deafness, Beethoven composed his greatest music - perhaps the greatest music ever composed - near the end of his life.

Thomas Alva Edison - Born in 1847, in USA, Thomas Edison rose from humble beginnings to work as an inventor of major technology. Setting up a lab in Menlo Park, some of the products he invented included the telegraph, phonograph, electric light bulb, alkaline storage batteries and Kinetograph (a camera for motion pictures). He died in 1931 after about 1,000 inventions under his name. An early bout with scarlet fever as well as ear infections left him with hearing difficulties in both ears, eventually leaving him nearly deaf as an adult. A hyperactive child, he was deemed "difficult" by his teacher. His mother quickly pulled him from school and taught him at home. At age 12, sell newspapers. Soon, Thomas began publishing his own small newspaper. That was the beginning of his business and innovation journey.

Appendix 21

Growth & Fixed Mindset

World famous psychologist from Stanford University Carol Dweck has spend many years researching about success and concluded that it depends largely on our mindset - how we look at ourselves and our situations.

Dr Carol Dweck shows how a simple idea about the brain can create love for learning and mental strength that brings achievement and success. Real winners in any field have a 'growth mindset' and look at everything as an opportunity to learn and grow. Those with 'fixed mindset' rarely reflect to make changes within them but blame others and give up easily.

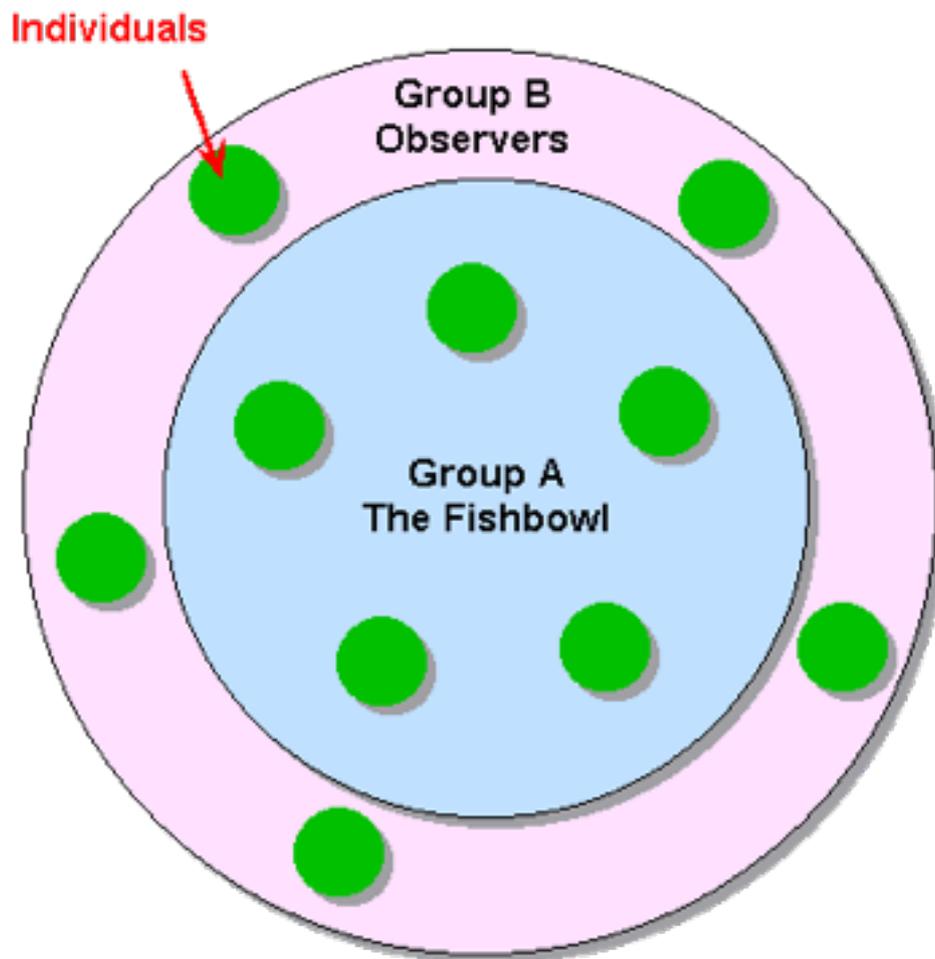
Fixed Mindset	Growth Mindset
1. Talent/intelligence is by luck or birth.	1. Talent/intelligence can be developed.
2. Challenges must be avoided.	2. Challenges are opportunities to learn and grow.
3. Give up when the going gets tough.	3. Determination and effort must increase when the going gets tough.
4. Innate talent plays a big role in mastery.	4. Effort leads to mastery.
5. Criticism should be ignored.	5. Feedback can be valuable.

Appendix 22**Joining Words**

1. You finish the work by Friday. Then I will pay you.
2. She went to work. She did not want to go.
3. Polar bears are strong, territorial animals. Grizzly bears are the same.
4. He loves driving during the day. They will let him drive drive before 9 pm/
1. I do not get enough sleep. I get a headache.
6. My cat was hungry. It had not eaten all day.
7. The road was slippery. The bus was late.
1. She must consult a doctor. Otherwise, she will not know what her problem is.
9. Radha has a new jacket. She wore her old jacket.
10. I saw his smiling face. His smiling face cheered my up.
11. Yesterday it rained. Today the sun is shining.
12. I can go to the movies. I must finish my homework first.
13. I have a stomach ache. I age too many sweets yesterday.
14. I fell over. My tooth broke.

Appendix 23

Class Layout



Appendix 24**DISCUSSION CIRCLE TOPICS -1**

1. School education should be free and compulsory.
2. Do we eat to live or live to eat?
3. It is not fair that the film stars and cricketers earn millions.
4. Examinations are bad for students.
5. Computers can replace teachers.
6. Giving money to beggars does not help them.
7. Television is harmful for students.
8. It is better to live in joint families than nuclear families.

Appendix 25**DISCUSSION CIRCLE TOPICS - 2**

1. Our streets reflect our hygiene and cleanliness standards.
2. The problem of garbage is created by individuals and must be addressed by individuals.
3. Filth in India is a national embarrassment.
4. Filth on Indian streets is not because of lack of knowledge or poor governance but because of people's attitude.
5. Indians like to live in clean houses but unclean cities.

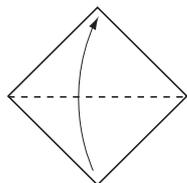
Appendix 26**PROCEDURAL WRITING TASKS**

1. How to organize a party
2. How to plan a holiday
3. How to use a mobile phone
4. How to open an account in the bank
5. How to get your brother/son admitted in the school
6. How to order food at a restaurant
7. How to order stationery for your office/school
8. How to prepare for exams
9. How to organize a cricket match
10. How to teach your sister/daughter to speak English

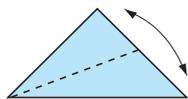
Appendix 27

ORIGAMI

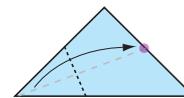
1. Make a drinking cup



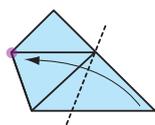
1. Fold in the square paper in half with one corner touching the other.



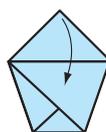
2. Fold the top corner down to the baseline. Crease well and unfold.



3. Fold the bottom left hand corner up to the crease line just made.



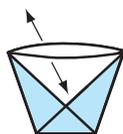
4. Now fold the bottom right hand corner up to the opposite side.



5. Fold the front flap downwards in front.

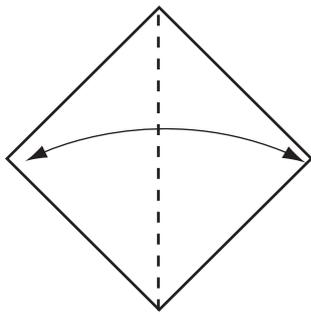


6. Now fold the back flap backwards in the same manner.

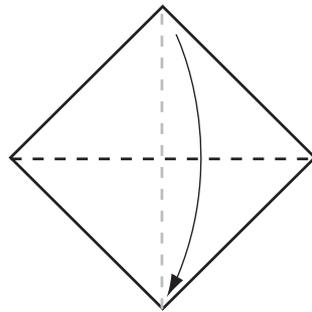


7. Open it. Drinking cup is ready.

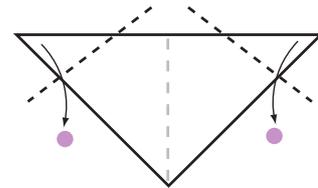
1. Make a Dog



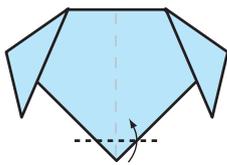
1. Fold your paper in half then open.



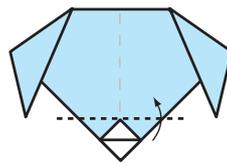
2. Fold the top corner down to the bottom corner.



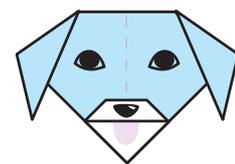
3. Fold the two top corners down to the points shown



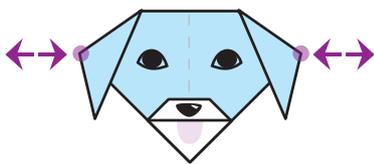
4. Fold the upper layer of the bottom corner up a little way.



5. Fold this layer up again, from the top of the triangle as shown

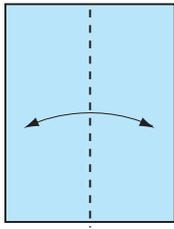


6. Add eyes and a nose to the dog's face. If you like you can even add a tongue!

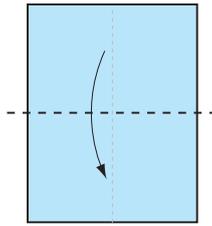


7. To make your dog talk, hold the model by the ears and move back and forwards shown by the arrows.

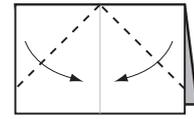
2. Make a Boat



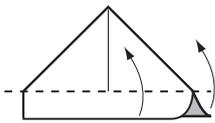
1. Start with a rectangular piece of paper, colored side up.
Fold in half, then open.



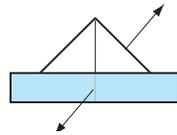
2. Fold in half downwards.



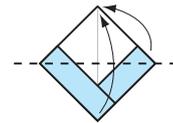
3. Bring corners in to centre line.



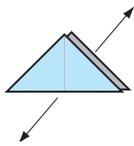
4. Fold uppermost layer upwards & do the same to the back. Crease well.



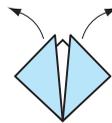
5. Pull the sides out and flatten.



6. Fold front layer up to top, then do the same at the back.



7. Pull the sides apart and flatten.



8. Gently pull the top parts of the model outwards, making a boat shape.



9. Flatten well to crease all folds. Then open out slightly, forming a boat shape. Boat is ready.

Rajendra Singh – “Waterman of Rajasthan”

Since 1985, Rajendra Singh heads Tarun Bharat Sangh (TBS) which has rebuilt Johads (rainwater storage tanks), streams and rivers in the Alwar district of Rajasthan. He believed that without water no other development could take place in the region. Starting from a single village, over the years TBS has helped build over 8600 Johads and other water conservation structures to collect rainwater for the dry seasons. Their activities have brought water back to more than 1,000 villages – spread over 6500 sq. km, and revived 5 rivers in Rajasthan – Arvari, Ruparel, Sarsa, Bhagani and Jahajwali. River Ruparel, that went dead, has started flowing again after thirty years.

Source: <http://sociovigil.in/>

Appendix 28

Appendix 29**EMAIL ETIQUETTE****1. Start with a salutation**

Your email should start by addressing the person you're writing to. Business messages should begin:

- ◆ Dear Mr Kumar, Dear Professor Jain, etc.
- ◆ Dear Jaman, (if you are writing to a colleague/junior)

2. Write in short paragraphs

Get straight to the point. Split your email into paragraphs, each one dealing with a single idea. Consider using bullet-points for extra clarity, perhaps if you are:

- ◆ Listing several questions for the recipient to answer
- ◆ Suggesting a number of options
- ◆ Explaining the procedure/directions

3. Stick to one topic

If you need to write to someone about several different issues (for e.g., if you're giving your boss an update about your work, asking him for a pay rise, and telling him that you've got a doctor's appointment on Friday), then write a different email for each issue.

4. Use capitals appropriately

Emails should follow the same rules of punctuation as other writing. Capitals are often misused. In particular, you should:

- ◆ Never write a whole sentence (or worse, a whole email) in capitals
- ◆ Always capitalize "I" and the first letter of proper nouns (names)
- ◆ Capitalize abbreviations (USA etc.)
- ◆ Always start sentences with a capital letter.

5. Sign off the email

For short internal company emails, you can get away with just putting a double space after your last paragraph then typing your name. If you're writing a more formal email, though, it's essential to close it appropriately.

- ◆ Use Yours sincerely, (when you know the name of your addressee) and Yours faithfully, (when you've addressed it to "Dear Sir/Madam") for very formal emails such as job applications.
- ◆ Use Best regards, or Kind regards, in most other situations.
- ◆ Even when writing to people you know well, it's polite to sign off with something such as "All the best," "Take care," or "Have a nice day," before typing your name.

6. Use a sensible email signature

Do include your name, email address, telephone number and postal address (where appropriate).

It makes it easy for your correspondents to find your contact details in the footer of any of your emails.

Putting it all together

Compare the following job applications. The content of the emails are identical – but who would you give the job to?

i've attached my resume i would be grateful if you could read it and get back to me at your earliest convenience. i have all the experience you are looking for – i've worked in a customer-facing environment for three years, i am competent with ms office and i enjoy working as part of a team. thanks for your time

Or

Dear Sir/Madam,

I've attached my resume. I would be grateful if you could read it and get back to me at your earliest convenience. I have all the experience you are looking for:

- ◆ I've worked in a customer-facing environment for three years
- ◆ I am competent with MS office
- ◆ I enjoy working as part of a team

Thank you for your time.

Yours faithfully,

Amit Kumar

Appendix 30

INFERENCES

WHERE AM I?	<ol style="list-style-type: none"> I waited patiently for my dinner to be brought to the table. All of our food was carried over on a big, round tray. Lots of other families were eating dinner, also. When we were through, Dad left the waitress a big tip. I sat with my toes in the hot sand digging a hole with my toes. I turned to grab my sandwich and noticed a seagull flying away with it. Since I had no lunch, I headed into the waves for a swim.
WHEN IS IT?	<ol style="list-style-type: none"> Friday was our last day of school. My class spent the day at the playground and had a picnic. When the final bell rang, I ran out of the building and headed home. My mom had an ice cream waiting for me. After school, my brother and I put on our boots, hat, and gloves and went outside to build a snowman. We had a snowball fight, too. After a while, we went in and had some hot tea that my mom had made.
WHO AM I?	<ol style="list-style-type: none"> Before the show I practice my lines. I like to look into the mirror and pretend. I fix my hair and makeup and get into my costume. Before the curtain rises, I am nervous but eager to begin performing. I go from house to house telling people importance of personal hygiene, using a toilet and not defecate in the open. She also visits schools to make students aware of hand cleaning by using flash cards and games.

Appendix 31

Public Interest Litigation

Meaning:

PIL (Public Interest Litigation) can be filed by a court or an individual focus attention on and achieve results on issues affecting public at large, especially in the fields of human rights, consumer welfare and environment.

It allows vigilant citizens of the country to find an inexpensive legal solution because there is only a nominal fixed court fee involved in this. However, the person filing the petition must prove to the satisfaction of the court that the petition is being filed for a public interest and not just as a frivolous litigation by a busy body.

Appendix 32**Listen & Follow****SAMPLE**

Draw a medium sized square in the middle of the page.

Draw a rectangle inside the square with its shorter side touching the bottom of the square in the middle.

Draw two small squares inside the bigger square at the same level on the either side of the rectangle.

Draw a triangle on top of the square.

On top of the triangle draw a small flag.

Draw two trees beside the bigger square.

Draw a swing in between two branches.

Draw three steps below and touching the bigger square.

Under the trees draw a small pond with fish swimming.

Draw a few birds above the flag.

Draw a few mangoes hanging from the trees.

Draw a fence around the big trees.

Draw mangoes lying on the ground.

Draw the sun over the birds.

Making A Compost Pit

Composting is an effective and environmental-friendly solution for turning yard waste and kitchen scraps into a beneficial soil amendment. This underground method of composting, sometimes also called "trench composting," is a tidy way to help your organic waste decompose and enrich your soil.

STEP 1 - Dig the one-foot deep hole for your compost pit.

STEP 2 - Chop your composting materials finely so that more can fit into the pit and it decomposes faster.

STEP 3 - Add the organic waste to the compost pit. Make sure your carbon-rich materials (such as paper and dried leaves) are mixed thoroughly with your nitrogen-rich materials (like vegetable scraps and fresh grass clippings) to a depth of about 4-inches into the pit.

STEP 4 - If you want to be able to continually add scraps to the compost pit, cover the compost with a thin layer of soil or carbon-rich material.

STEP 5 - Cover your compost with soil. Backfill it with the soil you removed. Add the soil on top of the compost, filling the pit until it is again level with the surrounding soil.

STEP 6 - Keep the compost pit wet while it is decomposing. Underground compost decomposes slowly, because it doesn't get as much fresh oxygen as aboveground piles. To speed the process, ensure the area stays fairly wet. If the area is kept sufficiently moist, underground compost should be fully decomposed in about a year.

STEP 7 - Sow plants above the compost after it has decomposed. The best way is to sow directly over the area where you composted your scraps.