#### REFERENCES

- Ahmadian, M. J. (2011). The effect of 'massed' task repetitions on complexity, accuracy and fluency: Does it transfer to a new task? *The Language Learning Journal*, 39 (3), 269-280. https://doi.org/10.1080/09571736.2010.545239
- Ahmadian, M. J., & Tavakoli, M. (2011). The effects of simultaneous use of careful online planning and task repetition on accuracy, complexity, and fluency in EFL Learners' oral production. *Language Teaching Research*, 15 (1), 35-59. https://doi.org/10.1177/1362168810383329
- Baddeley, A. D., Thomson, N., & Buchanan, M. (1975). Word length and the structure of short-term memory. *Journal of Verbal Learning and Verbal Behaviour*, 14 (6), 575-589. <a href="https://doi.org/10.1016/S0022-5371(75)80045-4">https://doi.org/10.1016/S0022-5371(75)80045-4</a>
- Battig, W. F. (1972). Intra-task interference as a source of facilitation in transfer and retention. In R. F. Thompson & J. F. Voss (Eds.), *Topics in learning and performance* (pp. 131-159), New York: Academic Press.
- Bird, S. (2010). Effects of distributed practice on the acquisition of second language English syntax. *Applied Psycholinguistics*, 31 (4), 635-650. <a href="https://doi.org/10.1017/S0142716410000172">https://doi.org/10.1017/S0142716410000172</a>
- Bjork, R. A. (1994). Memory and metamemory considerations in the training of human beings. In J. Metcalfe & A. P. Shimamura (Eds.), *Metacognition: Knowing about knowing* (pp. 185-205). The MIT Press.
- Bjork, R. A. (1999). Assessing our own competence: Heuristics and illusions. In D. Gopher & A. Koriat (Eds.), Attention and performance XVII: Cognitive regulation of performance: Interaction of theory and application (pp. 435-459). Cambridge, MA: MIT Press.
- Brown, H. D. (2014). *Principles of language learning and teaching* (6<sup>th</sup> Ed.). London: Prentice Hall Inc.

- Brunmair, M., & Richter, T. (2019). Similarity matters: A meta- analysis of interleaved learning and its moderators. *Psychological Bulletin*, *145* (11), 1029-1052. <a href="https://doi.org/10.1037/bul0000209">https://doi.org/10.1037/bul0000209</a>
- Bygate, M. (2018). Learning language through task repetition (Vol. 11). Amsterdam, Netherlands: John Benjamins.
- Cake English. (2021, August 2). *Meeting someone for the first time* [Video]. YouTube. <a href="https://www.youtube.com/watch?v=amYcgo8Bg4Q">https://www.youtube.com/watch?v=amYcgo8Bg4Q</a>
- Canals, L. (2022). The role of the language interaction and translanguaging on attention to interactional feedback in virtual exchanges. *System*, 105 (1). https://doi.org/10.1016/j.system.2022.102721
- Carpenter, S. K., & Mueller, F. E. (2013). The effects of interleaving versus blocking on foreign language pronunciation learning. Memory & Cognition, 41 (5), 671-682. <a href="https://doi.org/10.3758/s13421-012-0291-4">https://doi.org/10.3758/s13421-012-0291-4</a>
- Carpenter, S. K. (2014). Spacing and interleaving of study and practice. In V. A. Benassi, C. E. Overson, & C. M. Hakala (Eds.), *Applying science of learning in education: Infusing psychological science into the curriculum* (pp. 131-141). Society for the Teaching of Psychology
- Carvalho, P. F., & Goldstone, R. L. (2014). Putting category learning in order: category structure and temporal arrangement affect the benefit of interleaved over blocked study. *Memory & Cognition*, 42 (3), 481-495. https://doi.org/10.3758/s13421-013-0371-0
- Cash, A. H. & Pianta, R. C. (2022). Associations between teachers' skill in identifying effective interactions and children's gains in language, literacy, and early learning behaviors. *Early Childhood Research Quarterly*, 62 (), 324-334. https://doi.org/10.1016/j.ecresq.2022.09.008
- Central Board of Secondary Education. (2012, September 12). Guidelines for assessment of speaking and listening skills (ASL) for summative assessment I

https://cbseacademic.nic.in/web\_material/Circulars/2012/63\_Guideline s\_for\_Assessment\_of\_Speaking\_and\_Listening\_Skills.pdf Confident Kids Program. (2018, August 20). *Know your character strengths* [Video]. YouTube.

### https://www.youtube.com/watch?v=JLUOlLRbazA&t=6s

- De Jong, N., & Perfetti, C. A. (2011). Fluency training in the ESL classroom: An experimental study of fluency development and proceduralization. *Language Learning*, 61 (2), 533-568. <a href="https://doi.org/10.1111/j.1467-9922.2010.00620.x">https://doi.org/10.1111/j.1467-9922.2010.00620.x</a>
- DeKeyser, R. (2007). Practice in second language: Perspectives from applied linguistics and cognitive psychology. Cambridge: Cambridge University Press.
- DeKeyser, R. M. (2018). Task repetition for language learning: A perspective from skill acquisition theory. In M. Bygate (Ed.), *Learning language through task repetition* (pp. 27-42). Amsterdam, Netherlands: John Benjamins.
- Derks, D. & Bakker, A (2013). The Psychology of Digital Media at Work. East Sussex: Psychology Press.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation*. 2<sup>nd</sup> Edition, Pearson, Harlow. https://doi.org/10.4324/9781315833750
- Dörnyei, Z., Muir, C., & Ibrahim, Z. (2014). Directed motivational currents: Energising language learning through creating intense motivational pathways. In D. Lasagabaster, A. Doiz, & j. M. Sierra (Eds.). *Motivation and foreign language learning: From theory to practice* (pp. 9-29). Amsterdam: John Benjamins.
- Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 14 (1), 4-58. <a href="https://doi.org/10.1177/1529100612453266">https://doi.org/10.1177/1529100612453266</a>
- Easy English. (2019, April 16). *Talking about hobbies and free time activities* [Video]. YouTube. <a href="https://www.youtube.com/watch?v=z595z">https://www.youtube.com/watch?v=z595z</a> <a href="https://www.youtube.com/watch?v=z595z">DmpmQ</a>

- Ebbinghaus, H. (1964). Memory: A contribution to experimental psychology (H. A. Ruger, C.E. Bussenius, E.R. Hilgard, Trans.). Dover Publications. (Original work published in 1885).
- Ellis, R., & Shintani, N. (2014). Exploring language pedagogy through second language acquisition research. London: Routledge.
- English Grammar in 10 Minutes. (2022, July 14). *How to talk about past work experience in English* [Video]. YouTube. <a href="https://www.youtube.com/watch?v=oyFkvX8gfG8">https://www.youtube.com/watch?v=oyFkvX8gfG8</a>
- English Singsing. (2020, March 23). What's your favourite subject [Video]. YouTube. https://www.youtube.com/watch?v=8wZi38lF28E
- Ferguson, G. (2001). If you pop over there: A corpus-based study of conditionals in medical discourse. *English for Specific Purposes*, 20 (1), 61-82. http://dx.doi.org/10.1016/S0889-4906(99)00027-7
- Finkbeiner, M., & Nicol, J. (2003). Semantic category effects in second language word learning. *Applied Psycholinguistics*, 24 (3), 369-383. <a href="https://doi.org/10.1017/S0142716403000195">https://doi.org/10.1017/S0142716403000195</a>
- Freed, B. F., Segalowitz, N. S., & Dewey, D. P. (2004). Context of learning and second language fluency in French: Comparing regular classroom, study abroad, and intensive domestic immersion programs. *Studies in Second Language Acquisition*, 26 (2), 275-301. <a href="https://doi.org/10.1017/S0272263104262064">https://doi.org/10.1017/S0272263104262064</a>
- Fukuta, J. (2016). Effects of task repetition on learners' attention orientation in L2 oral production. *Language Teaching Research*, 20 (3), 321-340. <a href="https://doi.org/10.1177/1362168815570142">https://doi.org/10.1177/1362168815570142</a>
- Gardner, R. C. (2004). Attitude/ motivation test battery: International AMTB research project. Canada: The University of West Ontario.
- Gardner, R. C. (2011). The socio-educational model of second language acquisition. Canadian Issues: 24-27.
- Gehm, T., & Scherer. K. R. (1988). Relating situation evaluation to emotion differentiation: Nonmetric analysis of cross-cultural questionnaire data. In

- K. R. Scherer (Ed.), *Facets of emotion: Recent research* (pp. 61-77). Hillsdale, NJ: Lawrence Erlbaum.
- Goldstone, R. L. (1996). Isolated and interrelated concepts. *Memory & Cognition*, 24 (5), 608-628. <a href="https://doi.org/10.3758/bf03201087">https://doi.org/10.3758/bf03201087</a>
- Hall, G. (2011). Exploring English language teaching: Language in action. New York: Routledge.
- Hall, J. K., & Walsh, M. (2002). Teacher student interaction and language learning. Annual Review of Applied Linguistics, 22, 186-203. <a href="https://doi.org/10.1017/S0267190502000107">https://doi.org/10.1017/S0267190502000107</a>
- Hermanto, H. (2015). Understanding teacher talk to support students' communicative competence. *Jurnal Sosial Humaniora*, 8 (2), 143-159. https://doi.org/10.12962/j24433527.v8i2.1249
- Higher education. (2021, October, 2022). The World Bank. <a href="https://www.worldbank.org/en/topic/tertiaryeducation">https://www.worldbank.org/en/topic/tertiaryeducation</a>
- Jodai et al. (2013). Motivation, integrativeness, organizational influence, anxiety, and English achievement. Glottotheory, 4 (2). <a href="https://doi:10.1524/glot.2013.0012">https://doi:10.1524/glot.2013.0012</a>
- Jose Diez. (2016, January 5). *Leadership and effective collaboration* [Video]. YouTube. <a href="https://www.youtube.com/watch?v=ZnjJpa1LBOY">https://www.youtube.com/watch?v=ZnjJpa1LBOY</a>
- Kahng, J. (2014). Exploring utterance and cognitive fluency of L1 and L2 English speakers: Temporal measures and stimulated recall. *Language Learning*, 64 (4), 809-854. <a href="https://doi.org/10.1111/lang.12084">https://doi.org/10.1111/lang.12084</a>
- Kakoti, S, & Doley, S. K. (2021). English speaking skill and Indian undergraduate ESL learners: Interleaving or block practice? *Rupkatha Journal on Interdisciplinary Studies in Humanities*, 13 (4), 1-22. <a href="https://doi.org/10.21659/rupkatha.v13n4.57">https://doi.org/10.21659/rupkatha.v13n4.57</a>
- Kang, S. H. (2016). The benefits of interleaved practice for learning. In J. C. Horvath, J. M. Lodge, & J. Hattie (Eds.), From the laboratory to the classroom: Translating science of learning for teachers (pp. 79-93). New York: Routledge.

- Kang, S. H. K., & Pashler, H. (2012). Learning painting styles: Spacing is advantageous when it promotes discriminative contrast. *Applied Cognitive Psychology*, 26 (1), 97-103. <a href="https://doi.org/10.1002/acp.1801">https://doi.org/10.1002/acp.1801</a>
- Kawasaki, J. (2021, April 6). What is task-based learning? A guide to the popular teaching method. *BridgeUNIVERSE*. <a href="https://bridge.edu/tefl/blog/what-is-task-based-learning/">https://bridge.edu/tefl/blog/what-is-task-based-learning/</a>
- Kim, T.-Y., & Kim, Y.-K. (2016). A quasi-longitudinal study on English learning motivation and attitudes: The case of South Korean students. *The Journal of Asia TEFL*, *13* (2), 138-155. http://dx.doi.org/10.18823/asiatefl.2016.13.2.5.138
- Kim, Y., & Tracy-Ventura, N. (2013). The role of task repetition in L2 performance development: What needs to be repeated during task-based interaction? *System*, 41 (3), 829-840. https://doi.org/10.1016/j.system.2013.08.005
- Kormos, J. (2006). Speech production and second language acquisition. New York, NY: Routledge.
- Kornell, N., & Bjork, R. A. (2008). Learning concepts and categories: Is spacing the "enemy of induction?". *Psychological Science*, 19 (6), 585-592. <a href="https://doi.org/10.1111/j.1467-9280.2008.02127.x">https://doi.org/10.1111/j.1467-9280.2008.02127.x</a>
- Lambert, C., Kormos. J., & Minn, D. (2017). Task repetition and second language speech processing. *Studies in Second Language Acquisition*, *39* (1), 167-196. https://doi.org/10.1017/S0272263116000085
- Lasagabaster, D., & Doiz, A. (20170. A longitudinal study on the impact of CLIL on affective factors. *Applied Linguistics*, *38* (5), 688-712. <a href="https://doi.org/10.1093/applin/amv059">https://doi.org/10.1093/applin/amv059</a>
- Lazarus, R. S. & Smith, C. A. (1988). Knowledge and appraisal in the cognitive-emotion relationship. *Cognition and Emotion*, 2 (4), 281-300. https://doi.org/10.1080/02699938808412701
- Levelt, W. J. M. (1989). *Speaking: From intention to articulation*. Cambridge, MA: MIT Press.

- Liskinasih, A. (2016). Corrective feedbacks in CLT-adopted classroom' interactions. *Indonesian Journal of Applied Linguistics*, 6 (1), 60-69. <a href="https://doi.org/10.17509/ijal.v6i1.2662">https://doi.org/10.17509/ijal.v6i1.2662</a>
- Long, M. H. (1983). Linguistic and conversational adjustments to non-native speakers. *Studies in Second Language Acquisition*, 5 (2), 177-193. http://dx.doi.org/10.1017/S0272263100004848
- Lyster, R., & Sato, M. (2013). Skill acquisition theory and the role of practice in L2 development. In M. García Mayo, J. Gutierrez-Mangado, & M. Martinez Adrían (Eds.), *Contemporary approaches to second language acquisition* (pp. 71-92). Philadelphia/ Amsterdam: John Benjamins.
- Mackey, A., Abbuhl, R., & Gass, S. M. (2012). Interactionist approach. In S. M. Gass & A. Mackey (Eds.), *The Routledge handbook of second language acquisition* (pp. 7-23). New York: Taylor & Francis Group. <a href="https://doi.org/10.1017/S0272263112000423">https://doi.org/10.1017/S0272263112000423</a>
- Markee, N. & Kasper, G. (2004). Classroom talks: An introduction. *The Modern Language Journal*, 88 (4), 491-500. <a href="http://dx.doi.org/10.1111/j.0026-7902.2004.t01-14-.x">http://dx.doi.org/10.1111/j.0026-7902.2004.t01-14-.x</a>
- Mayfield, K. H., & Chase, P. (2002). The effects of cumulative practice on mathematics problem solving. *Journal of Applied Behavior Analysis*, 35 (2), 105-123. https://doi.org/10.1901/jaba.2002.35-105
- Mayo, M. D. P. G., & Soler, E. A. (2013). Negotiated input and output/interaction.
  In J. Herschensohn & M. Young-Scholten (Eds.), *The Cambridge handbook of second language acquisition* (pp. 209-229). New York: Cambridge University Press.
- Microsoft Mitch. (2015, April 9). Types of managers: Autocratic, democratic, laissez faire [Video]. YouTube.

## https://www.youtube.com/watch?v=xApMpceuVNM

Miles, S. W. (2014). Spaced vs. massed distribution instruction for L2 grammar learning. *System*, 42, 412-428.

#### https://doi.org/10.1016/j.system.2014.01.014

- Murray, D. E., & Christison, M. (2011). What English language teachers need to know. New York: Taylor & Francis. https://doi.org/10.1093/elt/ccv002
- Nakata, T. (2015). Effects of expanding and equal spacing on second language vocabulary learning: Does gradually increasing spacing increase vocabulary learning? *Studies in Second Language Acquisition*, *37* (4), 677-711. <a href="https://doi.org/10.1017/S0272263114000825">https://doi.org/10.1017/S0272263114000825</a>
- Nakata, T., & Suzuki, Y. (2019). Mixing grammar exercises facilitates long-term retention: Effects of blocking, interleaving, and increasing practice. 

  Modern Language Journal, 103 (3), 629-647. 

  https://doi.org/10.1111/modl.12581
- Nakata, T., & Webb, S. (2016). Does studying vocabulary in smaller sets increase learning? The effects of part and whole learning on second language vocabulary acquisition. *Studies in Second Language Acquisition*, 38 (3), 523-552. https://doi.org/10.1017/S0272263115000236
- Nordquist, R. (2019, July 3). *Definition and examples of Corpus Linguisics*. ThoughtCo.<a href="https://www.thoughtco.com/what-is-corpus-linguistics-1689936">https://www.thoughtco.com/what-is-corpus-linguistics-1689936</a>
- Nordquist, R. (2020, January 6). What is a second language (L2). ThoughtCo. https://www.thoughtco.com/second-language-1691930
- Pan, S. C., Tajran, J., Lovelett, J., Osuna, J., & Richard, T. C. (2019). Does interleaved practice enhance foreign language learning? The effects of training schedule on Spanish verb conjugation skills. *Journal of Educational Psychology*, 111 (7). 1172-1188. <a href="https://doi.org/10.1037/edu0000336">https://doi.org/10.1037/edu0000336</a>
- Pavlik, P. I., & Anderson, J. R. (2008). Using a model to compute the optimal schedule of practice. *Journal of Experimental Psychology Applied*, *14* (2), 101-117. <a href="https://doi.org/10.1037/1076-898X.14.2.101">https://doi.org/10.1037/1076-898X.14.2.101</a>
- Phakiti, A. (2014). Experimental research methods in language learning. Bloomsbury Publishing.
- Pocket Passport. (2020, May 29). *Talking about native place* [Video]. YouTube. <a href="https://www.youtube.com/watch?v=wE5bSh6f2HA">https://www.youtube.com/watch?v=wE5bSh6f2HA</a>

Porter, J. M., & Magill, R. A. (2010). Systematically increasing contextual interference is beneficial for learning sports skills. *Journal of Sports Sciences*, 28 (12), 1277-1285.

#### https://doi.org/10.1080/02640414.2010.502946

- Porter, J. M. L and in, D., Herbert, E. P., & Baum, B. (2007). The effects of three levels of contextual interference on performance outcomes and movement patterns in golf skills. *International Journal of Sports Science & Coaching*, 2 (3), 243-255. https://doi.org/10.1260/174795407782233100
- Roediger, H. L. III, & Pyc, M. A. (2012). Inexpensive techniques to improve education: Applying cognitive psychology to enhance educational practice. *Journal of Applied Research in Memory and Cognition*, 1 (4), 242-248. <a href="https://doi.org/10.1016/j.jarmac.2012.09.002">https://doi.org/10.1016/j.jarmac.2012.09.002</a>
- Rogers, J. (2017). The spacing effect and its relevance to second language acquisition. *Applied Linguistics*, 38 (6), 906-911. <a href="https://doi.org/10.1093/applin/amw052">https://doi.org/10.1093/applin/amw052</a>
- Rohrer, D. (2012). Interleaving helps students distinguish among similar concepts. *Educational Psychology Review*, 24 (3), 355-367. <a href="https://doi.org/10.1007/s10648-012-9201-3">https://doi.org/10.1007/s10648-012-9201-3</a>
- Rohrer, D., & Taylor, K. (2007). The shuffling of mathematics problems improves learning. *Instructional Science*, 35 (6), 481-498. <a href="http://dx.doi.org/10.1007/s11251-007-9015-8">http://dx.doi.org/10.1007/s11251-007-9015-8</a>
- Roostini, K. E. (2011). A reflection on teacher questioning types. *Indonesian Journal of Applied Linguistics*, *1* (1), 9-22. <a href="https://doi.org/10.17509/ijal.v1i1.96">https://doi.org/10.17509/ijal.v1i1.96</a>
- Ryan, S., & Dörnyei, Z. (2013). The long-term evolution of language motivation and the L2 self. In A. Berndt (Ed.), *Fremdsprachen in der PerspektivelebenslangenLernens* (pp. 89-100). Franfurt, Germany: Peter Lang.
- Saito, K. (2020). Multi-or single-word units? The role of collocation use in comprehensible and contextually appropriate second language speech. *Language Learning*, 70 (2), 548-588. <a href="https://doi.org/10.1111/lang.12387">https://doi.org/10.1111/lang.12387</a>

- Saito, K., Ilkan, M., Magne, V., Tran, M. N., & Suzuki, S. (2018). Acoustic characteristics and learner profiles of low-, mid- and high-level second language fluency. *Applied Psycholinguistics*, 39 (3), 593-617. <a href="https://doi.org/10.1017/S0142716417000571">https://doi.org/10.1017/S0142716417000571</a>
- San Isidro, X., & Lasagabaster, D. (2022). Students' and families' attitudes and motivations to language learning and CLIL: A longitudinal study. 

  \*Language Learning Journal, 50 (1), 119-134.\*

  https://doi.org/10.1080/09571736.2020.1724185
- Scherer, K. R. (1984). Emotion as a multi-component process: A model and some cross-cultural data. In P. Shaver (Ed.), *Review of personality and social psychology: Vo. 5. Emotions, relationships, and health* (pp. 37-63). Beverly Hills, CA: Sage.
- Scherer, K. R. (1993). Studying the emotion-antecedent process: An expert system approach. *Cognition and Emotion*, 7 (3), 325-355. <a href="https://doi.org/10.1080/02699939308409192">https://doi.org/10.1080/02699939308409192</a>
- Scherer et al., (2001). *Appraisal processes in emotion: Theory, methods, research.*Canary, NC: Oxford University Press.
- Schmidt, R. A., & Bjork, R. A. (1992). New conceptualizations of practice: Common principles in three paradigms suggest new concepts for training. *Psychological Science*, *3* (4), 207-218. <a href="https://doi.org/10.1111/j.1467-9280.1992.tb00029.x">https://doi.org/10.1111/j.1467-9280.1992.tb00029.x</a>
- Schumann, J. H. (1998). *The neurobiology of affect in language*. Oxford: Blackwell.
- Schneider, V. I., Healy, A. F., & Bourne, L. E. (1998). Contextual interference effects in foreign language vocabulary acquisition and retention. In A. F. Healy & L. E. Bourne (Eds.), *Foreign language learning: Psycholinguistic studies on training and retention* (pp. 77-90). Mahwah, NJ: Erlbaum.
- Schneider, V. I., Healy, A. F., & Bourne, L. E. (2002). What is learned under difficult conditions is hard to forget: Contextual interference effects in foreign vocabulary acquisition, retention, and transfer. *Journal of Memory and Language*, 46 (2), 419-440. https://doi.org/10.1006/jmla.2001.2813

- Seedhouse, P., & Jenks, C. J. (2015). International perspectives on ELT classroom interaction. In C. J. Jenks & P. Seedhouse (Eds.), *International perspectives on ELT classroom interaction* (pp. 1-9). Hampshire: Palgrave MacMillan.
- Segalowitz, N. S. (2010). *Cognitive bases of second language fluency*. New York, NY: Taylor & Francis.
- Shea, J. B., & Morgan, R. L. (1979). Contextual interference effects on the acquisition, retention, and transfer of a motor skill. *Journal of Experimental Psychology: Human Learning and Memory*, 5 (2), 179-187. https://doi.org/10.1037/0278-7393.5.2.179
- Singh V. & Thurman A. (2019). How many ways can we define online learning? A systematic literature review of definitions of online learning (1988-2018). *American Journal of Distance Education*, 33 (4), 289-306. <a href="https://doi.org/10.1080/08923647.2019.1663082">https://doi.org/10.1080/08923647.2019.1663082</a>
- Skehan, P. (2003). Task-based instruction. *Language Teaching*, *36* (1), 1-14. https://doi.org/10.1017/S026144480200188X
- Smith, A. N. (1971). The importance of attitude in foreign language learning. *Modern Language Journal*, 55 (2), 83-88.
- Smith, C. A. & Ellsworth, P. C. (1985). Patterns of cognitive appraisal in emotion.

  Journal of Personality and Social Psychology, 48 (4), 813-838.

  <a href="https://doi.org/10.1037/0022-3514.48.4.813">https://doi.org/10.1037/0022-3514.48.4.813</a>
- Smith, C. A., & Lazarus, R. S. (1993). Appraisal components, core relational themes, and emotions. Cognition and Emotion, 7 (3-4), 233-269.
- Soderstrom, N. C., & Bjork, R. A. (2015). Learning versus performance: An integrative review. *Perspectives on Psychological Science*, 10 (2), 176-199. https://doi.org/10.1177/1745691615569000
- Suzuki, Y. (2017). The optimal distribution of practice for the acquisition of L2 morphology: A conceptual replication and extension. *Language Learning*, 67 (3), 512-545. <a href="https://doi.org/10.1111/lang.12236">https://doi.org/10.1111/lang.12236</a>

- Suzuki, Y. (2021). Optimizing fluency training for speaking skills transfer: Comparing the effects of blocked and interleaved task repetition. *Language Learning*, 71 (2), 285-325. <a href="https://doi.org/10.1111/lang.12433">https://doi.org/10.1111/lang.12433</a>
- Suzuki, Y., & Sunada, M. (2020). Dynamic interplay between practice type and practice schedule in a second language: The potential and limits of skill transfer. *Studies in Second Language Acquisition*, 42 (1), 169-197. <a href="https://doi.org/10.1017/S0272263119000470">https://doi.org/10.1017/S0272263119000470</a>
- Suzuki, Y., Yokosawa, S., & Aline, D. (2022). The role of working memory in blocked and interleaved grammar practice: Proceduralization of L2 syntax.

  \*Language Teaching Research, 26 (4), 671-695.\*

  https://doi.org/10.1177/1362168820913985
- Tan Li Ning, N., Bishop, D. V. M., & Parker, A. J. (2020, November 3). Effects of blocked versus interleaved presentation on children's vocabulary learning: A pilot study. PsyArXiv. https://doi.org/10.31234/osf.io/fm3rh
- Tavakoli, P., & Hunter, A. –M. (2018). Is fluency being "neglected" in the classroom? Teacher understanding of fluency and related classroom practices. *Language Teaching Research*, 22 (3), 330-349. <a href="https://doi.org/10.1177/1362168817708462">https://doi.org/10.1177/1362168817708462</a>
- Tavakoli, P., Campbell, C., & McCormack, J. (2016). Development of speech fluency over a short period of time: Effects of pedagogic intervention. *TESOL Quarterly*, 50 (2), 447-472. https://doi.org/10.1002/tesq.244
- Taylor, K. M., & Rohrer, D. (2010). The effects of interleaved practice. *Applied Cognitive Psychology*, 24 (6), 837-848. <a href="http://dx.doi.org/10.1002/acp.1598">http://dx.doi.org/10.1002/acp.1598</a>
- Tekin, O., Trofimovich, P., Chen, T. –H., & McDonough, K. (2022). Alignment in second language speakers' perceptions of interaction and its relationship to perceived communicative success. *System*, *108*. <a href="https://doi.org/10.1016/j.system.2022.102848">https://doi.org/10.1016/j.system.2022.102848</a>
- Thai, C., & Boers, F. (2016). Repeating a monologue under increasing time pressure: Effects on fluency, complexity, and accuracy. *TESOL Quarterly*, 50 (2), 369-393. <a href="https://doi.org/10.1002/tesq.232">https://doi.org/10.1002/tesq.232</a>

- Thoms, J. J. (2012). Classroom discourse in foreign language classrooms: A review of the literature. *Foreign Language Annals*. 45 (s1). S8-s27. <a href="https://doi.org/10.1111/j.1944-9720.2012.01177.x">https://doi.org/10.1111/j.1944-9720.2012.01177.x</a>
- Ur, P. (2009). A course in language teaching: Practice and theory. UK:

  Cambridge University Press. <a href="https://doi.org/10.1017/CBO9781107415324.004">https://doi.org/10.1017/CBO9781107415324.004</a>
- Van Lier, L. (1988). The classroom and the language learner. London: Longman.
- Van Os, M., de Jong, N. H., & Bosker, H. R. (2020). Fluency in dialogue: Turntaking behaviour shapes perceived fluency in native and non-native speech.

  Language Learning, 70 (4). https://doi.org/10.1111/lang.12416
- Wahlheim, C. N., Dunlosky, J., & Jacoby, L. L. (2011). Spacing enhances the learning of natural concepts: An investigation of mechanisms, metacognition, and ageing. *Memory & Cognition*, 39 (5), 750-763. <a href="https://doi.org/10.3758/s13421-010-0063-y">https://doi.org/10.3758/s13421-010-0063-y</a>
- Walsh, S. (2011). Exploring classroom discourse: Language in action. Oxon: Routledge.
- Weiner, B. (1985). An attribution theory of achievement, motivation and emotion. *Psychological Review*, 92 (4), 548-573. <a href="https://doi.org/10.1037/0033-295X.92.4.548">https://doi.org/10.1037/0033-295X.92.4.548</a>
- Weiner, B. (1986). *An attribution theory of motivation and emotion*. New York: Springer-Verlg.
- Wong, A. W. –K., Whitehill, T. L., Ma, E. P. –M., & Masters, R. (2013). Effects of practice schedules on speech motor learning. *International Journal of speech-Language Pathology*, 15 (5), 511-523. https://doi.org/:10.3109/17549507.2012.761282
- Yan, V. X., Soderstrom, N. C., Seneviratna, G. S., Bjork, E. L., & Bjork, R. A. (2017). How should examplars be sequenced in inductive learning? Empirical evidence versus learners' opinions. *Journal of Experimental Psychology: Applied*, 23 (4), 403-416.

#### https://doi.org/10.1037/xap0000139

Zulkiply, N., & Burt, J. S. (2013). The exemplar interleaving effect in inductive learning: Moderation by the difficulty of category discriminations. *Memory & Cognition*, 41 (1), 16-27. <a href="https://doi.org/10.3758/s13421-012-0238-9">https://doi.org/10.3758/s13421-012-0238-9</a>

\*\*\*\*\*

#### APPENDIX I

## NEED ANALYSIS QUESTIONNAIRE (NAQ)

1. Name:

f. 6:30-7:30pm

- Enrolment no:
   Contact No:
   E-mail:
   Place of residence:
   Institute:
   Are you interested in taking part in the course? Yes/no
   Do you have regular internet connectivity? Yes/no
   Do you use laptop to attend you online classes? Yes/no
   What is your preferred time for attending this course?

   a. 1:30-2:30pm
   b. 2:30-3:30pm
   c. 3:30-4:30pm
   d. 4:30-5:30pm
   e. 5:30-6:30pm
- 11. Will you be able to attend five 1 hour sessions a week? Yes/no
- 12. Will you be able to attend all the classes in this course till it is completed? (1 month)

#### **APPENDIX II**

## **RECRUITMENT TEST (RT)**

- 1. Tell us about your family.
- 2. Do you have friends? Tell us about your friends.
- 3. Where are you from?
- 4. Can you tell us about some important places to visit in your city/village?
- 5. Do you like to play games? Tell us about your favourite game.
- 6. Do you watch movies? What was the movie you recently watched? Tell us about that movie.
- 7. Do you know any story? Can you tell us that story?
- 8. Why do you want to learn English?

#### **APPENDIX III**

## PRE- TEST (PT 1)

- 1. How was your day?
- 2. What are your plans for the day?
- 3. What are you planning to do this semester?
- 4. How are you feeling after attending the first round of sessions?
- 5. How were the contents? Were those easy or difficult?
- 6. Do you think the sessions were helpful? In what ways?
- 7. May I know in what ways can I improve my teaching?
- 8. Are the teaching materials useful for you?
- 9. Is there anything can I do to help you?

#### **APPENDIX IV**

## **INTERMEDIATE TEST (IMT)**

- 1. How are you?
- 2. Have you attended your classes today?
- 3. How was your exam?
- 4. What do you think and how do you feel about the classes?
- 5. Were the classes in the second round better than the first ones?
- 6. Do you think that any improvement should be made with respect to the teaching materials and the sequence that I follow while teaching?
- 7. What is your opinion about your ability of speaking in English?
- 8. Does it build any confidence in you?
- 9. Are you interested in learning the skills if given the opportunity? Or do you think the classes are sufficient?

#### APPENDIX V

## POST-TEST (PT 2)

- 1. How are you?
- 2. What are your plans for the day? / How was your day?
- 3. How is the COVID situation at your hometown now?
- 4. Have you taken the vaccine? Did you experience its side effects?
- 5. Did you watch any movies/ series recently?
- 6. Have you made a proper schedule for this semester?
- 7. Did you like this round? Why?
- 8. What are your opinions about the home assignments this time?
- 9. Also, tell me about the teaching materials we used in this round.
- 10. Please tell me about my teaching style. Suggest me if I have to make improvements on my part, which will help me in future.
- 11. Tell me your experience and about the course.

#### APPENDIX VI

#### FEEDBACK 1 & 2 (FB 1& FB 2)

Please rate the items from 1-5:

- 1. What I learnt in the session was not significant for my career goals.
- 2. The teacher's behavior in the session was pleasant.
- 3. The session was extremely useful in learning things needed for my career goals.
- 4. The teacher behaved very rudely in the session.
- 5. I got to learn many new things in the session.
- 6. I could easily understand and follow the instructions of the teacher in the session.
- 7. No new things were taught in the session.
- 8. The lesson taught in the session was beyond my comprehension.
- 9. I will be able to improve my self-image by what I have learnt in the session.
- 10. The lesson I learnt in the session is not going to contribute to my social image.
- 11. I practiced many important language skills in the session which will help me in my career.
- 12. The teacher was very affectionate during the session.
- 13. The teacher did not care for my understanding of the lesson.
- 14. I could learn lots of new language skills in the session.
- 15. I am sure that the language skills I learnt in the session are not going to help me improve my self- image.
- 16. I did not like the teacher's attitude towards me in the session as it was not at all pleasant.
- 17. I thought that I needed the language skills taught in the session to realize my career goals.
- 18. The teacher taught the lessons in the session so lucidly that I could understand them very easily.
- 19. The lesson could offer no new language skills for me to learn.
- 20. The language skills that I learnt in the session could not contribute to the enhancement of my social image.

[Adapted from Attitude and Motivation Test Battery (Gardner, 1985)]

#### **APPENDIX VII**

#### **HOME ASSIGNMENT (HA)**

#### **Home Assignment 1-8**

Record your speech and upload it. The audio shouldn't be of more than 5 minutes.

Q. Introduce yourself. Provide as much information as possible when you do it. Please avoid using the sentences that have been learnt in the session verbatim as much as possible. Record your answer using a voice recorder and upload it. Your audio should be of around 5 minutes.

## **Home Assignment 9**

Please read the following questions carefully and record your answers using an audio recorder. Use a single audio file for all the 4 answers and upload in the slot made available for uploading in the classroom. Please note that you have to answer only one of two alternatives given in question no. 4.

- 1. Do you think that learning English is important in your life? Why do you think so?
- 2. Please share your feelings when you are asked to say something in English in a classroom?
- 3. Do you think that the ability to speak English increases the respect of a person in our society? Why do you think so?
- 4. Do you think that a good English teacher can help a student learn English better?
- a) If yes, then what are the teaching methods you think such teachers use in the classroom?
- b) If no, then why do you think so?

#### **Home Assignment 10**

Record your speech and upload it. The audio shouldn't be of more than 5 minutes.

Q. Speak about yourself. Take help from the sentences you learnt in the last four sessions. Provide as much information as possible when you do it. Please avoid

using the sentences that have been learnt in the sessions verbatim as much as possible. Record your answer using a voice recorder and upload it. Your audio should be around 5 minutes.

#### **Home Assignment 11**

A video has been uploaded in the Google classroom. It is a very short video of approximately 5 minutes length. The video does not contain any dialogues. The following points should be kept in mind while doing the task:

- a. Watch the entire video carefully.
- b. You will derive some message out of it. Keeping your observations and understanding in mind, add a title to it. The next step will be to narrate the story. And then provide your own views and opinions on it. You can also relate it with your real life experiences.
- c. You can express as much as you want.
- d. Record your speech and upload in the Google classroom.

#### **Home Assignment 12**

Please read the following questions carefully and record your answers using an audio recorder. Use a single audio file for all the 4 answers and upload in the slot made available for uploading in the classroom. Please note that you have to answer only one of two alternatives given in question no. 4.

# \*\*\*PLEASE NOTE: Do not repeat/ upload the same file for this assignment. Rethink it and respond accordingly as you feel.

- 1. Do you think that learning English is important in your life? Why do you think so?
- 2. Please share your feelings when you are asked to say something in English in a classroom?
- 3. Do you think that the ability to speak English increases the respect of a person in our society? Why do you think so?
- 4. Do you think that a good English teacher can help a student learn English better?

#### APPENDIX VIII

#### APPLICATION FOR PERMISSION FOR THE STUDY

To

The Dean,

School of Sciences

**Tezpur University** 

Date: 04.05.2021

Sub: Permission for taking online English speaking class for PhD study

Sir,

With reference to the subject cited above, I would like to intimate your kind authority that the undersigned is planning to undertake a PhD study titled "COMPARING THE EFFECTIVENESS OF INTERLEAVING BLOCKED PRACTICE IN TEACHING ENGLISH SPEAKING SKILLS TO TERTIARY LEVEL ESL LEARNERS: AN EXPERIMENTAL STUDY" at Department of English, Tezpur University. We are experimenting on an English speaking course in the study for enhancing the participants' English speaking skills in job interviews and presentations. We need around 60 students for the experimentation.

We therefore request your good office to allow us to recruit student participants for the said course. The course will run for a month as a trial with follow up sessions later on. The online course will not disturb the regular class time table of the university. We also assure you Sir that the data and other relevant information acquired through the sessions will be solely used for the purpose of research. The actual identities of the students will be kept confidential.

The lists of the students are attached herewith.

Yours sincerely,

Ms. Sujata Kakoti

Department of English

Tezpur University

190

#### APPENDIX IX

#### \*LESSON PLANS (FROM LESSON 1-60)

(\*These lesson plans and materials mentioned therein were prepared as part of the teaching experimentation conducted in a research project entitled as "A stimulus appraisal-based study on motivation affect in L2 learning at the tertiary level with reference to Engineering students learning English as an L2 in Assam" sponsored by the Department of Science and Technology, Government of India. These lesson plans were used by the researcher during the scheduled teaching sessions of the PhD study with due permission from the principal investigator of the research project.)

#### 1. GENERAL OBJECTIVES:

- a. To enable the students to comprehend the content.
- b. To enable the students to speak correctly and fluently.
- c. To make sure the students are able to express their own views and opinions about the content matter and experience related to it in English language.
- d. To make sure the students enjoy the activities having understood the meaning of the content.

#### 2. SPECIFIC/ INSTRUCTIONAL OBJECTIVES:

Knowledge, Understanding, and Skills of Speaking.

#### 3. INSTRUCTIONAL RESOURCES:

Google meet and Google classroom, laptop/ smartphone, internet connectivity, headphone, audio-visual aids

- **4. TEACHING METHODS:** Task-Based Language Teaching (TBLT)
- **5. PREVIOUS KNOWLEDGE ASSUMED:** Listening, Reading, Writing and basic spoken abilities in English
- **6. PRESENTATION:**

- a. Sub-skill: HIOS 1
- b. Specific resources: Video clip of HIOS 1, 5 slides in the PPT containing 5 sentences, 5 slides PPT with fill-in-the-gaps exercise, Video exercise of HIOS 1 containing background music, You tube video on 'Meeting Someone for the First Time' (https://www.youtube.com/watch?v=3qfvH2ppQ80)

| Phase/ Stage | Teaching | Teacher's activity | Students' activity |
|--------------|----------|--------------------|--------------------|
|              | points   |                    |                    |

| Proporation  | a. Vocabulary   | 1. The instructor introduces herself.   | 1. The students try to   |
|--------------|-----------------|---|--------------------------|
| Preparation  | (pronunciatio   | 2. The instructor introduces hersen.  2. The instructor plays the video 'Meeting Someone for                  | guess the topic of the   |
|              | n & proper      | the First Time'. The length of the video is 2 minutes and   | video.                   |
|              | use): residing, | 21 seconds.   | 2. They accordingly      |
|              | siblings,       |   | respond to the           |
|              | _               | 3. The instructor randomly asks the students to guess the topic of the video. The instructor waits for random |                          |
|              | work, name      |   | instructor's question    |
|              | b. Grammar      | responses from the students for 30 seconds.   | about the topic.         |
|              | (fluency &      | Plan A: If the students respond correctly by saying that  |                          |
|              | correct use):   | the video is about introducing oneself, then the instructor   |                          |
|              | Simple          | compliments their responses.  |                          |
|              | present tense   | Plan B: If there is no response from the students, then the   |                          |
|              | (Subject-       | instructor helps them guess the theme of the video. The   |                          |
|              | verb co-        | instructor waits for the students to respond.   |                          |
| Presentation | ordination)     | 4. The instructor announces the topic of the class for that   | 3. The students watch,   |
|              |                 | day.  | listen, and note down    |
|              |                 | 5. The instructor plays the video "Vdo LP1" thrice. The   | the sentences            |
|              |                 | length of the video is 16 seconds.  | presented in the video.  |
|              |                 | 6. The instructor presents the 5 slides PPT "LP_1S".  | 4. The students check    |
|              |                 | The slides of the PPT contain these sentences:  | the sentences in their   |
|              |                 | Slide 1: I am Vivek.  | notebook and compare     |
|              |                 | Slide 2: I am 20 years old.   | them with the            |
|              |                 | Slide 3: I am a student.  | sentences in the slides  |
|              |                 | Slide 4: I am basically from Madhya Pradesh.  | for correctness.         |
|              |                 | Slide 5: But currently I am residing in Rajiv Nagar in  | 5. The students read     |
|              |                 | Chandigarh.   | the sentences aloud      |
|              |                 | 7. The instructor gives the student a classwork. The  | and revise (orally)      |
|              |                 |   | them several times.      |
|              |                 | classwork is 'fill-in-the-gaps'. The personal information   |                          |
|              |                 | of the PPT "LP_1S" are deleted. The classwork is  | 6. The fill-in-the-gaps  |
|              |                 | presented in PPT slides "LP_1X" and the students are  | writing exercise is      |
|              |                 | requested to write them down on a paper. The PPT  | performed by the         |
|              |                 | contains the following fill-in-the-gaps sentences:  | students.                |
|              |                 | Slide 1: I am   | 7. The students, in turn |
|              |                 | Slide 2: I am years old.  | suggested by the         |
|              |                 | Slide 3: I am a   | instructor, read the     |
|              |                 | Slide 4: I am basically from  | sentences aloud using    |
|              |                 | Slide 5: But currently I am residing at in  | their notebook.          |
|              |                 | ·   |                          |
|              |                 | The slides are shown to the students till they write down   |                          |
|              |                 | all of the sentences. While the students do the class work  |                          |
|              |                 | the video clip "Vdo LP1" is played thrice.  |                          |
|              |                 | 8. The instructor provides immediate feedback to the  |                          |
|              |                 | students individually till the concerned student gets it  |                          |
|              |                 | right.  |                          |
| Evaluation   | 1               | 9. The instructor initiates a role-playing session in which   | 8. The students wait     |
| _ :          |                 | she acts as the interviewer and the students answer the   | for their turn, as       |
|              |                 | instructor-interviewer's question. The instructor decides   | suggested by the         |
|              |                 | on the order of speech.   | instructor, to respond   |
|              |                 | 10. The instructor asks a question to the students one by   | to the instructor-       |
|              |                 | one. The instructor decides on the turn of the students in  |                          |
|              |                 |   | interviewer's question.  |
|              |                 | the role-play. And she starts by calling the student by   | 9. The students          |
|              |                 | his/her name. The process is repeated till the last student   | respond to the           |
|              |                 | is interviewed.   | instructor-              |
|              |                 | : ( <u>name of the student</u> ), introduce yourself.   | interviewer's question   |
|              |                 | 11. The instructor waits for the students to respond.   | by repeating the         |
|              |                 | Plan A: If the students respond affirmatively, then the   | sentences he/she has     |
|              |                 | instructor initiates the interview immediately.   | already practiced.       |

|             | Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the |                         |
|-------------|--|-------------------------|
|             | role-play.   |                         |
| Summarizati | 12. The instructor plays the video "Exvdo LP1"- the  | 10. The students revise |
| on          | video with a background music containing the PPT of  | the sentences several   |
|             | fill-in-the-gaps exercise. The length of the video is 36   | times by saying them    |
|             | seconds. The instructor requests the students to say filled-   | aloud following the     |
|             | in sentences out loud as they appear on screen. The  | order in which they are |
|             | exercise is repeated three times.  | presented on screen     |
|             | 13. The instructor dismisses the class complimenting the   | three times before the  |
|             | students and asking them to practice the sentence that   | conclusion of a         |
|             | they have learnt that day.   | session.                |

- a. Sub-skill: HIOS 2
- b. Specific resources: Video clip of HIOS 1, Video clip of HIOS 2, 5 slides PPT with fill-in-the-gaps exercise of HIOS 1, 3 slides PPT with fill-in-the-gaps exercise of HIOS 2, 3 slides PPT containing 3 sentences of HIOS 2, a video exercise of HIOS 2 with background music containing the PPT exercises.

| Phase/ Stage | Teaching        | Teacher's activity  | Student's activity      |
|--------------|-----------------|---|-------------------------|
|              | points          |   | -                       |
| Preparation  | a. Vocabulary   | 1. The instructor greets the students.                      | 1. The students watch   |
| _            | (pronunciatio   | 2. The instructor plays the video "Vdo LP1". The length     | and listen to the       |
|              | n & proper      | of the video is 16 seconds.                                 | sentences presented in  |
|              | use): siblings, | 3. The instructor presents the PPT "LP_1X" with fill-in-    | the video.              |
|              | work, name,     | the-gaps exercise and asks the students to say the          | 2. The students say the |
|              | compromise,     | sentences out loud together.                                | sentences out loud      |
|              | residing,       | 4. The instructor compliments the students' performance     | together by filling in  |
|              | pursuing,       | but, no particular student's name is mentioned for the      | the gaps using their    |
|              | dishonesty,     | applause.   | personal information.   |
|              | straightforwar  | 5. The instructor prepares the students for the day's       |                         |
|              | d               | lesson on how to provide educational information during     |                         |
|              | b. Grammar      | an introduction.  |                         |
| Presentation | (fluency &      | 6. The instructor announces the topic of the class for that | 3. The students watch,  |
|              | correct use):   | day.  | listen, and note down   |
|              | Simple          | 7. The instructor plays the video clip "Vdo LP2". The       | the sentences           |
|              | present tense   | length of the video is 19 seconds. The video clip is played | presented in the video. |
|              | (Subject-       | three times.  | 4. The students check   |
|              | verb co-        | 8. The instructor presents 3 slides PPT "LP_2S". The        | the sentences in their  |
|              | ordination)     | slides of the PPT contain these sentences:                  | notebook and compare    |
|              |                 | Slide 1: I have completed my Senior Secondary               | them with the           |
|              |                 | Education from a government school in Chandigarh.           | sentences in the slides |
|              |                 | Slide 2: And right now I am pursuing B. A from Lakshya      | for correctness.        |
|              |                 | University in Delhi.  | 5. The students read    |
|              |                 | Slide 3: Besides I have a diploma in Basic computers.       | the sentences aloud     |
|              |                 | 9. The instructor gives the student a classwork. The        | and revise (orally)     |

| Evaluation  | classwork is 'fill-in-the-gaps'. The personal information of the PPT "LP_2S" is deleted. The classwork is presented in PPT slides "LP_2X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences:  Slide 1: I have completed my from a in  Slide 2: And right now I am pursuing in  Slide 3: Besides I have in  The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip "Vdo LP2" is played thrice.  10. The instructor decides on the order of speech. The instructor provides immediate feedback to the students individually till the concerned student gets it right.  11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.  12. The instructor waits for the students to respond. Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately. Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role play.  13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.  : (name of the student), tell me about your educational qualification. | them several times. 6. The fill-in-the-gaps writing exercise is performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.  8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer's question. 9. The students respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced. |
|-------------|--|--|
| Summarizati | 14. The instructor plays the video with a background   | 10. The students revise  |
| on          | music containing the PPT "Exvdo LP2" of fill-in-the-   | the sentences several  |
|             | gaps exercise. The instructor requests the students to say   | times by saying them aloud following the   |
|             | filled-in sentences out loud as they appear on screen. The exercise is repeated three times.   | order in which they are  |
|             | 15. The instructor dismisses the class complimenting the   | presented on screen  |
|             | students and asking them to practice the sentence that   | three times before the   |
|             | they have learnt that day.   | conclusion of a  |
|             |  | session.   |

- a. Sub-skill: HIOS 3
- b. Specific resources: Video clip of HIOS 1, Video clip of HIOS 2, Video clip of HIOS 3, 5 slides PPT with fill-in-the-gaps exercise of HIOS 1, 3 slides PPT with fill-in-the-gaps exercise of HIOS 2, 6 slides PPT with fill-in-the-gaps exercise of HIOS 3, 6 slides PPT

# containing 6 sentences of HIOS 3, a video with background music containing the PPT exercises of HIOS 3

| Phase/ Stage | Teaching points   | Teacher's activity   | Student's activity   |
|--------------|---|--|--|
| Preparation  | a. Vocabulary (pronunciatio n & proper use): siblings, work, name, compromise, residing, pursuing, dishonesty, straightforwar d b. Grammar (fluency & | <ol> <li>The instructor greets the students.</li> <li>The instructor plays the videos "Vdo LP1" and "Vdo LP2". The lengths of the videos are 16 seconds and 19 seconds respectively.</li> <li>The instructor presents the PPTs "LP_1X" and "LP_2X" with fill-in-the-gaps exercises and asks the students to say the sentences out loud together.</li> <li>The instructor compliments the students' performance but, no particular student's name is mentioned for the applause.</li> <li>The instructor prepares the students for the day's lesson on how to provide family information during an introduction.</li> </ol>   | 1. The students watch and listen to the sentences presented in the video. 2. The students say the sentences out loud together by filling in the gaps using their personal information.   |
| Presentation | correct use): Simple present tense (Subject- verb co- ordination)   | 6. The instructor announces the topic of the class for that day.  7. The instructor plays the video clip "Vdo LP3". The length of the video is 22 seconds and it is played three times.  8. The instructor presents the 6 slides PPT "LP_6S". The slides of the PPT contain these sentences:  Slide 1: I have parents and two siblings.  Slide 2: My father's name is Mr. Rajkumar.  Slide 3: He is a Mechanical Engineer.  Slide 4: My mother's name is Mrs. Simran.  Slide 5: She is a housewife.  Slide 6: Both of my siblings are elder to me and they have got married.  9. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps'. The personal information of the sentences in the PPT "LP_3S" is deleted. The classwork is presented in PPT slides "LP_3X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences:  Slide 1: I have and siblings.  Slide 2: My father's name is  Slide 4: My mother's name is  Slide 5: She is a  Slide 6: of my siblings are/is to me and have/has got  While the students do the classwork the video clip "Vdo LP3" is played thrice.  10. The instructor decides on the order of speech. The instructor provides immediate feedback to the students | 3. The students watch, listen, and note down the sentences presented in the video. 4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness. 5. The students read the sentences aloud and revise (orally) them several times. 6. The fill-in-the-gaps writing exercise is performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook. |
| Evaluation   |   | individually till the concerned student gets it right.  11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.  | 8. The students wait for their turn, as suggested by the   |

|             | 12. The instructor waits for the students to respond            | instructor, to respond  |
|-------------|---|-------------------------|
|             | Plan A: If the students respond affirmatively, then the         | to the instructor-      |
|             | instructor initiates the interview immediately.                 | interviewer's question. |
|             | Plan B: If the students respond negatively or keep silence,     | 9. The students         |
|             | then the instructor motivates them to participate in the        | respond to the          |
|             | role play.  | instructor-             |
|             | 13. The instructor asks a question to the students one by       | interviewer's question  |
|             | one. The instructor decides on the turn of the students in      | by repeating the        |
|             | the role play. And she starts by calling the student by         | sentences he/she has    |
|             | his/her name. The process is repeated till the last student     | already practiced.      |
|             | is interviewed.   | 1                       |
|             | : ( <u>name of the student</u> ), who are there in your family? |                         |
| Summarizati | 14. The instructor plays the video with a background            | 10. The students revise |
| on          | music containing the PPT exercise "Exvdo LP3" of fill-in-       | the sentences several   |
|             | the-gaps. The length of the video is 40 seconds. The            | times by saying them    |
|             | instructor requests the students to say filled-in sentences     | aloud following the     |
|             | out loud as they appear on screen. The exercise is              | order in which they are |
|             | repeated three times.   | presented on screen     |
|             | 15. The instructor dismisses the class complimenting the        | three times before the  |
|             | students and asking them to practice the sentence that          | conclusion of a         |
|             | <br>they have learnt that day.                                  | session.                |

a. Sub-skill: HIOS 4

b. Specific resources: Video clip of HIOS 1, Video clip of HIOS 2, Video clip of HIOS 3, Video clip of HIOS 4, 5 slide PPT with fill-in-the-gaps exercise of HIOS 1, 3 slide PPT with fill-in-the-gaps exercise of HIOS 3, 5 slide PPT with fill-in-the-gaps exercise of HIOS 4, 5 slide PPT containing 5 sentences of HIOS 4, a video with background music containing the PPT exercises of HIOS 4

| Phase/ Stage | Teaching        | Teacher's activity  | Student's activity      |
|--------------|-----------------|---|-------------------------|
|              | points          |   |                         |
| Preparation  | a. Vocabulary   | 1. The instructor greets the students.                    | 1. The students watch   |
|              | (pronunciatio   | 2. The instructor plays the videos "Vdo LP1", Vdo LP2",   | and listen to the       |
|              | n & proper      | "Vdo LP3". The lengths of the videos are 16 seconds, 19   | sentences presented in  |
|              | use): siblings, | seconds, and 22 seconds respectively.                     | the video.              |
|              | work, name,     | 3. The instructor presents the PPTs "LP_1X", "LP_2X"      | 2. The students say the |
|              | compromise,     | and "LP_3X" with fill-in -the-gaps exercises and asks the | sentences out loud      |
|              | residing,       | students to say the sentences out loud together.          | together by filling in  |
|              | pursuing,       | 4. The instructor compliments the students' performance   | the gaps using their    |
|              | dishonesty,     | but, no particular student's name is mentioned for the    | personal information.   |
|              | straightforwar  | applause.   |                         |
|              | d               | 5. The instructor prepares the students for the day's     |                         |
|              | b. Grammar      | lesson on how to provide brief information about ones     |                         |

|  | (fluency &    | personality in an introduction.   |                          |
|--|---------------|---|--------------------------|
| Presentation                           | correct use): | 6. The instructor announces the topic of the class for that   | 3. The students watch,   |
|  | Simple        | day.  | listen, and note down    |
|  | present tense | 7. The instructor plays the video clip "Vdo LP4". The   | the sentences            |
|  | (Subject-     | length of the video is 29 seconds and it is played three  | presented in the video.  |
|  | verb co-      | times.  | 4. The students check    |
|  | ordination)   | 8. The instructor presents the 5 slides PPT "LP_4S". The  | the sentences in their   |
|  |               | slides of the PPT contain these sentences:  | notebook and compare     |
|  |               | Slide 1: I like reading spiritual books that provide truth  | them with the            |
|  |               | about God and creation.   | sentences in the slides  |
|  |               | Slide 2: I am a good writer, reader, speaker, listener,   | for correctness.         |
|  |               | thinker, communicator and a table tennis player.  | 5. The students read     |
|  |               | Slide 3: I am hard working by nature and I like to do   | the sentences aloud      |
|  |               | things with perfection.   | and revise (orally)      |
|  |               | Slide 4: I am an honest and straightforward man.  | them several times.      |
|  |               | Slide 5: I do not compromise with any dishonesty in life  | 6. The fill-in-the-gaps  |
|  |               | or in work.   | writing exercise is      |
|  |               | 9. The instructor gives the student a class work. The class   | performed by the         |
|  |               | work is 'fill-in-the-gaps'. The personal information of the   | students.                |
|  |               | sentences in the PPT "LP_4S" is deleted. The class work   | 7. The students, in turn |
|  |               | is presented in PPT slides "LP_4X" and the students are   | suggested by the         |
|  |               | requested to write them down on a paper. The PPT  | instructor, read the     |
|  |               | contains the following fill-in-the-gaps sentences:  | sentences aloud using    |
|  |               | Slide 1: I like reading that provide  | their notebook.          |
|  |               | aboutand Slide 2: I am a good,,,  |                          |
|  |               |   |                          |
|  |               | and   |                          |
|  |               | Slide 3: I am by nature and I like to   |                          |
|  |               | with  |                          |
|  |               | Slide 4: I am a/an and person.  |                          |
|  |               | Slide 5: I do not compromise with in life or in   |                          |
|  |               | work.   |                          |
|  |               | The slides are shown to the students till they write down   |                          |
|  |               | all of the sentences. While the students do the class work the video clip "Vdo LP4" is played thrice.             |                          |
|  |               | 10. The instructor decides on the order of speech. The  |                          |
|  |               | instructor provides immediate feedback to the students  |                          |
|  |               | individually till the concerned student gets it right.  |                          |
| Evaluation                             |               |   | 8. The students wait     |
| L vanuati Oli                          |               | 11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students | for their turn, as       |
|  |               | answer the instructor acts the interviewer and the students   | suggested by the         |
|  |               | 12. The instructor waits for the students to respond.   | instructor, to respond   |
|  |               | Plan A: If the students respond affirmatively, then the   | to the instructor-       |
|  |               | instructor initiates the interview immediately.   | interviewer's question.  |
|  |               | Plan B: If the students respond negatively or keep silence,   | 9. The students          |
|  |               | then the instructor motivates them to participate in the  | respond to the           |
|  |               | role play.  | instructor-              |
|  |               | 13. The instructor asks a question to the students one by   | interviewer's question   |
|  |               | one. The instructor decides on the turn of the students in  | by repeating the         |
|  |               | the role-play. And she starts by calling the student by   | sentences he/she has     |
|  |               | his/her name. The process is repeated till the last student   | already practiced.       |
|  |               | is interviewed.   | aneady practiced.        |
|  |               | : ( <u>name of the student</u> ), tell us about what kind of person   |                          |
|  |               | you are.  |                          |
| Summarizati                            |               | 14. The instructor plays the video exercise "Exvdo LP4"-  | 10. The students revise  |
| VIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII |               |   |                          |

| exercise of fill-in-the-gaps. The length o | of the video is 35 times by saying them  |
|--|--|
| seconds. The instructor requests the stud  | lents to say filled- aloud following the |
| in sentences out loud as they appear on s  | screen. The order in which they are      |
| exercise is repeated three times.          | presented on screen                      |
| 15. The instructor dismisses the class con | omplimenting the three times before the  |
| students and asking them to practice the   | sentence that conclusion of a            |
| they have learnt that day.                 | session.                                 |

## **Lesson Plan 5 (Revision 1)**

- a. Sub-skill: Revision of HIOS 1, HIOS 2, HIOS 3, and HIOS 4
- b. Specific resources: Video clip of HIOS 1, Video clip of HIOS 2, Video clip of HIOS 3, Video clip of HIOS 4, 5 slide PPT containing 5 sentences of HIOS 1, 3 slide PPT containing 3 sentences of HIOS 2, 6 slide PPT containing 6 sentences of HIOS 3, 5 slide PPT containing 5 sentences of HIOS 4, 5 slide PPT with fill-in-the-gaps exercise of HIOS 1, 3 slide PPT with fill-in-the-gaps exercise of HIOS 2, 6 slide PPT with fill-in-the-gaps exercise of HIOS 3, 5 slide PPT with fill-in-the-gaps exercise of HIOS 4, a video with background music containing the PPT exercises of HIOS 1, HIOS 2, HIOS 3, and HIOS

4

| Phase/ Stage | Teaching        | Teacher's activity  | Student's activity       |
|--------------|-----------------|---|--------------------------|
|              | points          |   |                          |
| Preparation  | a. Vocabulary   | 1. The instructor greets the students.                      | 1. The students greet    |
|              | (pronunciatio   | 2. The instructor prepares the students for the revision of | the instructor.          |
|              | n & proper      | the topics on speaking about introducing oneself, how to    |                          |
|              | use): siblings, | provide educational information during an introduction,     |                          |
|              | work, name,     | how to provide family information during an                 |                          |
|              | compromise,     | introduction, and how to provide brief information about    |                          |
|              | residing,       | ones personality in an introduction.                        |                          |
| Presentation | pursuing,       | 3. The instructor announces that all the sentences          | 2. The students watch    |
|              | dishonesty,     | practiced in the previous 4 sessions of that week will be   | the video and listen to  |
|              | straightforwar  | revised that day.   | the audio of the         |
|              | d               | 4. The instructor plays the video clip "Vdo LP5". The       | sentences.               |
|              | b. Grammar      | length of the video is 1 minute and 28 seconds. The video   | 3. The students read     |
|              | (fluency &      | is played three times.                                      | the sentences aloud      |
|              | correct use):   | 5. The instructor presents the 19 slide PPT "LP_5S". The    | and revise (orally)      |
|              | Simple          | slides of the PPT contain these sentences:                  | them several times.      |
|              | present tense   | Slide 1: I am Vivek.  | 4. The fill-in-the-gaps  |
|              | (Subject- verb  | Slide 2: I am 20 years old.                                 | writing exercise is      |
|              | co-ordination)  | Slide 3: I am a student.                                    | performed by the         |
|              |                 | Slide 4: I am basically from Madhya Pradesh.                | students.                |
|              |                 | Slide5: But currently I am residing in Rajiv Nagar in       | 5. The students, in turn |
|              |                 | Chandigarh.   | suggested by the         |
|              |                 | Slide 6: I have completed my Senior Secondary               | instructor, read the     |
|              |                 | Education from a government school in Chandigarh.           | sentences aloud using    |
|              |                 | Slide 7: And right now I am pursuing B. A from Lakshya      | their notebook.          |
|              |                 | University in Delhi.  |                          |
|              |                 | Slide 8: Besides I have a diploma in Basic computers.       |                          |
|              |                 | Slide 9: I have parents and two siblings.                   |                          |

|            | Slide 10: My father's name is Mr. Rajkumar.           |                  |
|------------|---|------------------|
|            | Slide 11: He is a Mechanical Engineer.                |                  |
|            | Slide 12: My mother's name is Mrs. Simran.            |                  |
|            | Slide 13: She is a housewife.                         |                  |
|            | Slide 14: Both of my siblings are elder to me an      | d they           |
|            |   | d tiley          |
|            | have got married.                                     | vido tenth       |
|            | Slide 15: I like reading spiritual books that pro     | vide trutti      |
|            | about God and creation.                               |                  |
|            | Slide 16: I am a good writer, reader, speaker, lis    |                  |
|            | thinker, communicator and a table tennis player       |                  |
|            | Slide 17: I am hard working by nature and I like      | e to do          |
|            | things with perfection.                               |                  |
|            | Slide 18: I am an honest and straightforward ma       |                  |
|            | Slide 19: I do not compromise with any dishone        | esty in life     |
|            | or in work.   |                  |
|            | 6. The instructor gives the student a class work.     |                  |
|            | work is 'fill-in -the-gaps'. The personal information |                  |
|            | PPT is deleted. The class work is presented in P      |                  |
|            | "LP_5X". The PPT contains the following fill-i        | n-the-           |
|            | gaps sentences:                                       |                  |
|            | Slide 1: I am   |                  |
|            | Slide 2: I am years old.                              |                  |
|            | Slide 3: I am a                                       |                  |
|            | Slide 4: I am basically from                          |                  |
|            | Slide 5: But currently I am residing at               | _ in             |
|            | ·   |                  |
|            | Slide 6: I have completed my from                     | a                |
|            | in  |                  |
|            | Slide 7: And right now I am pursuing in               | 1                |
|            | in  |                  |
|            | Slide 8: Besides I have in                            |                  |
|            | Slide 9: I have and siblings.                         |                  |
|            | Slide 10: My father's name is                         |                  |
|            | Slide 11: He is a                                     |                  |
|            | Slide 12: My mother's name is                         |                  |
|            | Slide 13: She is a                                    |                  |
|            | Slide 14: of my siblings are/is t                     | o me and         |
|            | have/has got  |                  |
|            | Slide15: I like reading that provide                  |                  |
|            | aboutand  |                  |
|            | Slide 16: I am a good,,                               |                  |
|            |   |                  |
|            | and Slide 17: I am by nature and I like to            |                  |
|            | with  |                  |
|            | with Slide 18: I am a/an and pe                       | rson.            |
|            | Slide 19: I do not compromise withi                   | n life or in     |
|            | work.   |                  |
|            | The slides are shown to the students till they wr     | ite down         |
|            | all of the sentences. While the students do the       |                  |
|            | the video clip "Vdo LP5" is played thrice.            |                  |
|            | 7. The instructor will decide on the order of spe     | ech. The         |
|            | instructor provides immediate feedback to the s       |                  |
|            | individually till the concerned student gets it rig   |                  |
| Evaluation | 8. The instructor initiates a role-playing session    |                  |
|            | the instructor acts the interviewer and the stude     |                  |
|            | the instructor-interviewer's questions.               | suggested by the |

|             | 9. The instructor waits for the students to respond.         | instructor, to respond  |
|-------------|--|-------------------------|
|             | Plan A: If the students respond affirmatively, then the      | to the instructor-      |
|             | instructor initiates the interview immediately.              | interviewer's question. |
|             | Plan B: If the students respond negatively or keep silence,  | 7. The students         |
|             | then the instructor motivates them to participate in the     | respond to the          |
|             | role play.   | instructor-             |
|             | 10. The instructor asks four questions to the students one   | interviewer's question  |
|             | by one in the role-play. The instructor decides on the turn  | by repeating the        |
|             | of the students in the role-play. And she starts by calling  | sentences he/she has    |
|             | the student by his/her name. The process is repeated till    | already practiced.      |
|             | the last student is interviewed.                             |                         |
|             | : ( <u>name of the student</u> ),                            |                         |
|             | a. Introduce yourself.                                       |                         |
|             | b. Tell me about your educational qualification.             |                         |
|             | c. Who are there in your family?                             |                         |
|             | d. Tell us about what kind of person you are.                |                         |
| Summarizati | 11. The instructor plays the video "Exvdo LP5"- the          | 8. The students revise  |
| on          | video with a background music containing the PPTs of all     | the sentences several   |
|             | the fill-in-the-gaps exercises. The length of the video is 2 | times by saying them    |
|             | minute 16 seconds. The instructor requests the students to   | aloud following the     |
|             | say the filled-in sentences out loud as they appear on       | order in which they are |
|             | screen. The exercise is repeated three times.                | presented on screen     |
|             | 12. The instructor dismisses the class complimenting the     | three times before the  |
|             | students and asking them to practice the sentences that      | conclusion of a         |
|             | they have revised that day.                                  | session.                |

- a. Sub-skill: TAH 1
- b. Specific resources: Video clip of TAH 1, 4 slides in the PPT containing 4 sentences, 4 slide PPT with fill-in-the-gaps exercise, Video exercise of TAH 1 containing background music, You tube video on 'Talking About Hobbies and free time Activities' (https://www.youtube.com/watch?v=z595z\_DmpmQ)

| Phase/ Stage | Teaching       | Teacher's activity  | Student's activity     |
|--------------|----------------|---|------------------------|
|              | points         |   |                        |
| Preparation  | a. Vocabulary  | 1. The instructor greets the students.                      | 1. The students try to |
|              | (pronunciatio  | 2. The instructor plays the video 'Talking About Hobbies    | guess the topic of the |
|              | n & proper     | and Free Time Activities'. The length of the video is 5     | video.                 |
|              | use): spare,   | minutes and 50 seconds.                                     | 2. They accordingly    |
|              | championship   | 3. The instructor asks the students to guess the topic of   | respond to the         |
|              | , time, week,  | the video randomly. The instructor waits for random         | instructor's question  |
|              | helps, work,   | responses from the students for 30 seconds.                 | about the topic.       |
|              | relax, enjoy   | Plan A: If the students respond correctly by saying that    |                        |
|              | b. Grammar     | the video is about one's principal hobby, then the          |                        |
|              | (fluency &     | instructor complement their responses.                      |                        |
|              | correct use):  | Plan B: If there is no response from the students, then the |                        |
|              | Simple         | instructor helps guess them the theme of the video. The     |                        |
|              | present tense  | instructor waits for the students to respond.               |                        |
| Presentation | (Subject- verb | 4. The instructor announces the topic of the class for that | 3. The students watch, |

| co-ordination) day.               |   | listen, and note down    |
|-----------------------------------|---|--------------------------|
|                                   | ys the video clip "Vdo LP6" three       | the sentences            |
| times. The length of              | the video is 16 seconds.                | presented in the video.  |
|                                   | sents the 4 slide PPT "LP_6S". The      | 4. The students check    |
|                                   | ntain these sentences:                  | the sentences in their   |
| Slide 1: I am quite a             | ctive in my spare time.                 | notebook and compare     |
| Slide 2: I am develo              | ping personally and professionally.     | them with the            |
| Slide 3: I play socce             |   | sentences in the slides  |
| 1                                 | state championship last year.           | for correctness.         |
|                                   | ves the student a class work. The       | 5. The students read     |
| class work is 'fill-in-           | the-gaps'. The personal information     | the sentences aloud      |
|                                   | ne PPT "LP 6S" is deleted. The          | and revise (orally)      |
|                                   | ed in PPT slides "LP_6X" and the        | them several times.      |
|                                   | ed to write them down on a paper.       | 6. The fill-in-the-gaps  |
|                                   | e following fill-in-the-gaps            | writing exercise is      |
| sentences:                        | 2 2 1                                   | performed by the         |
| Slide 1: I am quite               | in my spare time.                       | students.                |
|                                   | oing and                                | 7. The students, in turn |
|                                   | three times a                           | suggested by the         |
| Slide 4: We                       | the last                                | instructor, read the     |
|                                   | to the students till they write down    | sentences aloud using    |
| all of the sentences.             | While the students do the class work    | their notebook.          |
| the video clip "Vdo               | LP6" is played thrice.                  |                          |
|                                   | ides on the order of speech. The        |                          |
| instructor provides is            | mmediate feedback to the students       |                          |
| individually till the o           | concerned student gets it right.        |                          |
| Evaluation 9. The instructor init | iates a role-playing session in which   | 8. The students wait     |
| the instructor acts th            | e interviewer and the students answer   | for their turn, as       |
| the instructor-intervi            | ewer's question.                        | suggested by the         |
| 10.The instructor wa              | its for the students to respond.        | instructor, to respond   |
|                                   | ts respond affirmatively, then the      | to the instructor-       |
| instructor initiates th           | e interview immediately.                | interviewer's question.  |
|                                   | ts respond negatively or keep silence,  | 9. The students          |
|                                   | otivates them to participate in the     | respond to the           |
| role play.                        |   | instructor-              |
|                                   | ks a question to the students one by    | interviewer's question   |
|                                   | lecides on the turn of the students in  | by repeating the         |
|                                   | e starts by calling the student by      | sentences he/she has     |
|                                   | ocess is repeated till the last student | already practiced.       |
| is interviewed.                   | S - 11                                  |                          |
|                                   | nt), tell us something about your       |                          |
| hobby.                            | 4 11 (F) 1 XXX                          | 10.70                    |
|                                   | ays the video "Exvdo LP6"- the          | 10. The students revise  |
|                                   | ound music containing the PPT of        | the sentences several    |
|                                   | cise. The instructor requests the       | times by saying them     |
|                                   | -in sentences out loud as they appear   | aloud following the      |
|                                   | ise is repeated three times.            | order in which they are  |
|                                   | smisses the class complimenting the     | presented on screen      |
| _                                 | them to practice the sentence that      | three times before the   |
| they have learnt that             | aay.                                    | conclusion of a          |
|                                   |   | session.                 |

- a. Sub-skill: TAH 2
- b. Specific resources: Video clip of TAH 1, Video clip of TAH 2, 4 slide PPT with fill-in-the-gaps exercise of TAH 1, 4 slide PPT with fill-in-the-gaps exercise of TAH 2, 4 slide PPT containing 4 sentences of TAH 2, a video exercise of TAH 2 with background music containing the PPT exercises.

| Phase/ Stage | Teaching points  | Teacher's activity   | Student's activity  |
|--------------|--|--|---|
| Preparation  | a. Vocabulary<br>(pronunciatio<br>n & proper<br>use): spare,<br>championship<br>, time, week,<br>helps, work,<br>relax, enjoy,<br>aspirations,<br>obsessed,<br>mindset | <ol> <li>The instructor greets the students.</li> <li>The instructor plays the video "Vdo LP6" three times.         The length of the video is 16 seconds.         The instructor presents the PPT "LP_6X" with fill-in-the-gaps exercise and asks the students to say the sentences out loud together.         The instructor compliments the students' performance but, no particular student's name is mentioned for the applause.         The instructor prepares the students for the day's lesson on how to speak about one's fitness concerns.     </li> </ol>  | 1. The students watch and listen to the sentences presented in the video. 2. The students say the sentences out loud together by filling in the gaps using their personal information.  |
| Presentation | b. Grammar<br>(fluency &<br>correct use):<br>Simple<br>present tense<br>(Subject- verb<br>co-ordination)   | 6. The instructor announces the topic of the class for that day.  7. The instructor plays the video clip "Vdo LP7" three times. The length of the video is 20 seconds.  8. The instructor presents the 4 slides PPT "LP_7S". The slides of the PPT contains these sentences:  Slide 1: I enjoy keeping fit.  Slide 2: I visit the gym three times a week.  Slide 3: Whilst I am not fitness obsessed, keeping fit helps me to maintain a positive mindset.  Slide 4: It helps my concentration levels whilst at work.  9. The instructor gives the student a class work. The class work is 'scrambled sentences exercise'. The personal information of the sentences in the PPT "LP_7S" is divided into parts to form scrambled word questions. The class work is presented in PPT slides "LP_7X" and the students are requested to write them down on a paper.  The PPT contains the following scrambled sentences:  Slide 1: fit I keeping enjoy.  Slide 2: the gym visit I a week times three.  Slide 3: not am I obsessed fitness whilst, fit keeping helps to maintain mindset me a positive.  Slide 4: my concentration it helps whilst levels work at.  The students write down the sentences from the slides.  The slides are shown to the students till they write down all the sentences. While the students do the class work the video clip "Vdo LP7" is played thrice.  10. The instructor decides on the order of speech.  The instructor provides immediate feedback to the students individually till the concerned student gets it right. | 3. The students watch, listen, and note down the sentences presented in the video. 4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness. 5. The students read the sentences aloud and revise (orally) them several times. 6. The scrambled sentences writing exercise is performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook. |
| Evaluation   |  | 11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.  | 8. The students wait for their turn, as suggested by the  |

|             |   | 1                       |
|-------------|---|-------------------------|
|             | 12. The instructor waits for the students to respond.       | instructor, to respond  |
|             | Plan A: If the students respond affirmatively, then the     | to the instructor-      |
|             | instructor initiates the interview immediately.             | interviewer's question. |
|             | Plan B: If the students respond negatively or keep silence, | 9. The students         |
|             | then the instructor motivates them to participate in the    | respond to the          |
|             | role-play.  | instructor-             |
|             | 13. The instructor asks a question to the students one by   | interviewer's question  |
|             | one. The instructor decides on the turn of the students in  | by repeating the        |
|             | the role-play. And she starts by calling the student by     | sentences he/she has    |
|             | his/her name. The process is repeated till the last student | already practiced.      |
|             | is interviewed.   |                         |
|             | : (name of the student), do you enjoy keeping fit?          |                         |
| Summarizati | 14. The instructor plays the video "Exvdo LP7" the video    | 10. The students revise |
| on          | with a background music containing the PPT of               | the sentences several   |
|             | scrambled sentences. The length of the video is 29          | times by saying them    |
|             | seconds. The instructor requests the students to say the    | aloud following the     |
|             | sentences in order out loud as the exercises appear on      | order in which they are |
|             | screen. The exercise is repeated three times.               | presented on screen     |
|             | 15. The instructor dismisses the class complimenting the    | three times before the  |
|             | students and asking them to practice the sentence that      | conclusion of a         |
|             | they have learnt that day.                                  | session.                |

- a. Sub-skill: TAH 3
- b. Specific resources: Video clip of TAH 1, Video clip of TAH 2, Video clip of TAH 3, 4 slide PPT with fill-in-the-gaps exercise of TAH 1, 4 slide PPT with scrambled sentences exercise of TAH 2, 4 slide PPT with scrambled sentences exercise of TAH 3, 4 slide PPT containing 4 sentences of TAH 3, a video with background music containing the PPT exercises of TAH 3

| Phase/ Stage | Teaching      | Teacher's activity  | Student's activity      |
|--------------|---------------|---|-------------------------|
|              | points        |   |                         |
| Preparation  | a. Vocabulary | 1. The instructor greets the students.                      | 1. The students watch   |
|              | (pronunciatio | 2. The instructor plays the videos "Vdo LP6" and "Vdo       | and listen to the       |
|              | n & proper    | LP7". The lengths of the videos are 16 seconds and 20       | sentences presented in  |
|              | use): spare,  | seconds respectively.                                       | the video.              |
|              | championship  | 3. The instructor presents the PPT "LP_6X" and              | 2. The students say the |
|              | , time, week, | "LP_7X" with fill-in-the-gaps and scrambled sentences       | sentences out loud      |
|              | helps, work,  | exercises and asks the students to say the sentences out    | together by filling in  |
|              | relax, enjoy, | loud together.  | the gaps using their    |
|              | aspirations,  | 4. The instructor compliments the students' performance     | personal information.   |
|              | obsessed,     | but, no particular student's name is mentioned for the      |                         |
|              | mindset       | applause.   |                         |
|              | championship  | 5. The instructor prepares the students for the day's       |                         |
|              | b. Grammar    | lesson on how to talk about ones reading habits.            |                         |
| Presentation | (fluency &    | 6. The instructor announces the topic of the class for that | 3. The students watch,  |
|              | correct use): | day.  | listen, and note down   |
|              | Simple        | 7. The instructor plays the video clip "Vdo LP8". The       | the sentences           |

|             | present tense<br>(Subject-<br>verb co-<br>ordination) | length of the video is 16 seconds. The video clip is played three times.  8. The instructor presents 4 slides PPT "LP_8S". The slides of the PPT contains these sentences: Slide1: I enjoy reading. Slide 2: I usually have a good book on the go. Slide 3: This helps improve my dictation and vocabulary. Slide 4: It also helps me to relax.  9. The instructor gives the student a class work. The class work is 'scrambled sentences exercise'. The personal information of the sentences in the PPT "LP_8S" is divided into parts to form scrambled word questions. The class work is presented in PPT slides "LP_8X" and the students are requested to write them down on a paper. The PPT contains the following scrambled sentences: Slide1: reading I enjoy. Slide 2: have I usually on the go book a good. Slide 3: helps dictation my and vocabulary this improve. Slide 4: helps it me to relax also. | presented in the video. 4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness. 5. The students read the sentences aloud and revise (orally) them several times. 6. The scrambled sentences writing exercise is performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook. |
|-------------|---|--|--|
|             |   | instructor provides immediate feedback to the students individually till the concerned student gets it right.  |  |
| Evaluation  |   | 11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.  12. The instructor waits for the students to respond.  Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.  Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role play.  13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.  : (name of the student), do you like reading?  | 8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer's question. 9. The students respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced.  |
| Summarizati |   | 14. The instructor plays the video "Exvdo LP8" with a background music containing the PPT of the scrambled sentences exercise. The length of the video is 30 seconds. The instructor requests the students to say the sentences in correct word order out loud as the exercises appear on screen. The exercise is repeated three times.  15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.  | 10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.   |

- a. Sub-skill: TAH 4
- b. Specific resources: Video clip of TAH 1, Video clip of TAH 2, Video clip of TAH 3, Video clip of TAH 4, 4 slide PPT with fill-in-the-gaps exercise of TAH 1, 4 slide PPT

with scrambled sentences exercise of TAH 2, 4 slide PPT with scrambled sentences exercise of TAH 3, 5 slide PPT with scrambled sentences exercise of TAH 4, 5 slide PPT containing 5 sentences of TAH 4, a video with background music containing the PPT exercises of TAH 4

| Phase/ Stage | Teaching points  | Teacher's activity   | Student's activity  |
|--------------|--|--|---|
| Preparation  | a. Vocabulary (pronunciatio n & proper use): spare, championship , time, week, helps, work, relax, enjoy, aspirations, obsessed, mindset b. Grammar (fluency & correct use): | <ol> <li>The instructor greets the students.</li> <li>The instructor plays the videos "Vdo LP6", "Vdo LP7" and "Vdo LP8" one by one. The lengths of the videos are 16 seconds, 20 seconds, and 16 seconds respectively.</li> <li>The instructor presents the PPTs "LP_6X", "LP_7X" and "LP_8X" with fill-in-the-gaps and scrambled sentences exercise and asks the students to say the sentences out loud together.</li> <li>The instructor compliments the students' performance but, no particular student's name is mentioned for the applause.</li> <li>The instructor prepares the students for the day's lesson on how to speak about spending time with relatives.</li> </ol>   | 1. The students watch and listen to the sentences presented in the video. 2. The students say the sentences out loud together by filling in the gaps using their personal information.  |
| Presentation | Simple present tense (Subjectverb coordination)  | 6. The instructor announces the topic of the class for that day.  7. The instructor plays the video clip "Vdo LP9". The length of the video is 23 seconds and it is played three times.  8. The instructor presents the 5 slides PPT "LP_9S". The slides of the PPT contain these sentences:  Slide 1: Finally, I enjoy spending time with my family.  Slide 2: This helps me to relax.  Slide 3: It's important I give them some of my spare time.  Slide 4: They always support me in my work.  Slide 5: And they encourage me with my career aspirations and goals.  9. The instructor gives the student a class work. The class work is 'scrambled sentences exercise'. The personal information of the sentences in the PPT "LP_9S" is divided into parts to form scrambled word questions. The class work is presented in PPT slides "LP_9X" and the students are requested to write them down on a paper. The PPT contains the following scrambled sentences:  Slide 1: my enjoy spending finally family I time with.  Slide 2: to me relax helps this.  Slide 3: them important I it's some spare give time my of.  Slide 4: in me my always they work support.  Slide 5: and encourage goals they me and aspirations with my career."  10. The instructor decides on the order of speech. The instructor provides immediate feedback to the students individually till the concerned student gets it right. | 3. The students watch, listen, and note down the sentences presented in the video. 4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness. 5. The students read the sentences aloud and revise (orally) them several times. 6. The scrambled sentences writing exercise is performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook. |
| Evaluation   |  | 11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.  | 8. The students wait for their turn, as suggested by the  |

|             | 140 571   | 1                       |
|-------------|---|-------------------------|
|             | 12. The instructor waits for the students to respond.       | instructor, to respond  |
|             | Plan A: If the students respond affirmatively, then the     | to the instructor-      |
|             | instructor initiates the interview immediately.             | interviewer's question. |
|             | Plan B: If the students respond negatively or keep silence, | 9. The students         |
|             | then the instructor motivates them to participate in the    | respond to the          |
|             | role-play.  | instructor-             |
|             | 13. The instructor asks a question to the students one by   | interviewer's question  |
|             | one. The instructor decides on the turn of the students in  | by repeating the        |
|             | the role-play. And she starts by calling the student by     | sentences he/she has    |
|             | his/her name. The process is repeated till the last student | already practiced.      |
|             | is interviewed.   |                         |
|             | : (name of the student), do you like to spend time with     |                         |
|             | your relatives?   |                         |
| Summarizati | 14. The instructor plays "Exvdo LP9"- the video with a      | 10. The students revise |
| on          | background music containing the PPT of the scrambled        | the sentences several   |
|             | sentences. The length of the video is 34 seconds. The       | times by saying them    |
|             | instructor requests the students to say the sentences in    | aloud following the     |
|             | correct word order out loud as the exercises appear on      | order in which they are |
|             | screen. The exercise is repeated three times.               | presented on screen     |
|             | 15. The instructor dismisses the class complimenting the    | three times before the  |
|             | students and asking them to practice the sentence that      | conclusion of a         |
|             | they have learnt that day.                                  | session.                |

### **Lesson Plan 10 (Revision 2)**

- a. Sub-skill: Revision of TAH 1, TAH 2, TAH 3, and TAH 4
- b. Specific resources: Video clip of TAH 1, Video clip of TAH 2, Video clip of TAH 3, Video clip of TAH 4, 4 slide PPT containing 4 sentences of TAH 1, 4 slide PPT containing 4 sentences of TAH 2, 4 slide PPT containing 5 sentences of TAH 4, 4 slide PPT with fill-in-the-gaps exercise of TAH 1, 4 slide PPT with scrambled sentences exercise of TAH 2, 4 slide PPT with scrambled sentences exercise of TAH 3, 5 slide PPT with scrambled sentences exercise of TAH 4, a video with background music containing the PPT exercises of TAH 1, TAH 2, TAH 3, and TAH 4

| Phase/ Stage | Teaching      | Teacher's activity  | Student's activity      |
|--------------|---------------|---|-------------------------|
|              | points        |   |                         |
| Preparation  | a. Vocabulary | 1. The instructor greets the students.                      | 1. The students greet   |
|              | (pronunciatio | 2. The instructor prepares the students for the revision of | the instructor.         |
|              | n & proper    | the topics on speaking about one's principal hobby, how     |                         |
|              | use): spare,  | to speak about one's fitness concerns, how to talk about    |                         |
|              | championship  | ones reading habits, and how to speak about spending        |                         |
|              | , time, week, | time with relatives.  |                         |
| Presentation | helps, work,  | 3. The instructor announces that all the sentences          | 2. The students watch   |
|              | relax, enjoy, | practiced in the previous 4 sessions of that week will be   | the video and listen to |
|              | aspirations,  | revised that day.   | the audio of the        |
|              | obsessed,     | 4. The instructor plays the video clip "Vdo LP10" three     | sentences.              |

mindset times. The length of the video is 1 minute 16 seconds. 3. The students read b. Grammar 5. The instructor presents the 17 slides PPT "LP 10S". the sentences aloud (fluency & The slides of the PPT contain these sentences: and revise (orally) Slide 1: I am quite active in my spare time. them several times. correct use): Simple Slide 2: I am developing personally and professionally. 4. The fill-in-the-gaps Slide 3: I play soccer three times a week. and scrambled present tense (Subject-Slide 4: We won the state championship last year. sentences writing verb co-Slide 5: I enjoy keeping fit. exercise is performed Slide 6: I visit the gym three times a week. by the students. ordination) Slide 7: Whilst I am not fitness obsessed, keeping fit 5. The students, in turn helps me to maintain a positive mindset. suggested by the Slide 8: It helps my concentration levels whilst at work. instructor, read the Slide 9: I enjoy reading. sentences aloud using Slide 10: I usually have a good book on the go. their notebook. Slide 11: This helps improve my dictation and vocabulary. Slide 12: It also helps me to relax. Slide 13: Finally, I enjoy spending time with my family. Slide 14: This helps me to relax. Slide 15: It's important I give them some of my spare Slide 16: They always support me in my work. Slide 17: And they encourage me with my career aspirations and goals. 6. The instructor gives the student a class work. The class work is 'fill-in-the-gaps' and 'scrambled sentences exercises'. The personal information of the sentences in the PPT "LP 10S" is deleted and divided into parts to form scrambled word questions. The class work is presented in PPT slides "LP\_10X". The PPT contains the following fill-in-the-gaps and scrambled sentences exercises: Slide 1: I am quite \_\_\_\_\_ in my spare time. Slide 2: I am developing \_\_\_\_\_ and \_\_\_\_. Slide 3: I play \_\_\_\_\_ three times a \_\_\_\_\_.
Slide 4: We \_\_\_\_ the \_\_\_\_ last \_\_\_ Slide 5: fit I keeping enjoy. Slide 6: the gym visit I a week times three. Slide 7: not am I obsessed fitness whilst, fit keeping helps to maintain mindset me a positive. Slide 8: my concentration it helps whilst levels work at. Slide 9: reading I enjoy. Slide 10: have I usually on the go book a good. Slide 11: helps dictation my and vocabulary this improve. Slide 12: helps it me to relax also. Slide 13: my enjoy spending finally family I time with. Slide 14: to me relax helps this. Slide 15: them important I it's some spare give time my Slide 16: in me my always they work support. Slide 17: and encourage goals they me and aspirations with my career. The slides are shown to the students. While the students do the class work the video clip "VdoLP10" is played thrice. 7. The instructor decides on the order of speech. The

|             | instructor provides immediate feedback to the students       |                         |
|-------------|--|-------------------------|
|             | individually till the concerned student gets it right.       |                         |
| Evaluation  | 8. The instructor initiates a role-playing session in which  | 6. The students wait    |
|             | the instructor acts the interviewer and the students answer  | for their turn, as      |
|             | the instructor-interviewer's question.                       | suggested by the        |
|             | 9. The instructor waits for the students to respond.         | instructor, to respond  |
|             | Plan A: If the students respond affirmatively, then the      | to the instructor-      |
|             | instructor initiates the interview immediately.              | interviewer's question. |
|             | Plan B: If the students respond negatively or keep silence,  | 7. The students         |
|             | then the instructor motivates them to participate in the     | respond to the          |
|             | role play.   | instructor-             |
|             | 10. The instructor asks a question to the students one by    | interviewer's question  |
|             | one. The instructor decides on the turn of the students in   | by repeating the        |
|             | the role-play. And she starts by calling the student by      | sentences he/she has    |
|             | his/her name. The process is repeated till the last student  | already practiced.      |
|             | is interviewed.  |                         |
|             | : ( <u>name of the student</u> ),                            |                         |
|             | a. Tell us something about your hobby.                       |                         |
|             | b. Do you enjoy keeping fit?                                 |                         |
|             | c. Do you like reading?                                      |                         |
|             | d. Do you like to spend time with your relatives?            |                         |
| Summarizati | 11. The instructor plays the video "Exvdo LP10"- the         | 8. The students revise  |
| on          | video with a background music containing the PPT of          | the sentences several   |
|             | fill-in-the-gaps and scrambled sentences exercises. The      | times by saying them    |
|             | length of the video is 2 minute 2 seconds. The instructor    | aloud following the     |
|             | requests the students to say filled-in sentences and say the | order in which they are |
|             | sentences in correct word order out loud as they appear      | presented on screen     |
|             | on screen. The exercise is repeated three times.             | three times before the  |
|             | 12. The instructor dismisses the class complimenting the     | conclusion of a         |
|             | students and asking them to practice the sentence that       | session.                |
|             | they have revised that day.                                  |                         |

a. Sub-skill: DONP 1

b. Specific resources: Video clip of DONP 1, 5 slides in the PPT containing 5 sentences, 5 slide PPT with fill-in-the-gaps exercise, Video exercise of DONP 1 containing background music, You tube video on 'Describing your hometown\_talking about where you live' (<a href="https://www.youtube.com/watch?v=wE5bSh6f2HA">https://www.youtube.com/watch?v=wE5bSh6f2HA</a>)

| Phase/ Stage | Teaching      | Teacher's activity  | Student's activity     |
|--------------|---------------|---|------------------------|
|              | points        |   |                        |
| Preparation  | a. Vocabulary | 1. The instructor greets the students.                    | 1. The students try to |
|              | (pronunciatio | 2. The instructor plays the video 'Describing your        | guess the topic of the |
|              | n & proper    | hometown_talking about where you live'. The length of     | video.                 |
|              | use): old,    | the video is 1 minute and 6 seconds.                      | 2. They accordingly    |
|              | place, town,  | 3. The instructor randomly asks the students to guess the | respond to the         |
|              | university,   | topic of the video. The instructor waits for random       | instructor's question  |
|              | year,         | responses from the students for 30 secs.                  | about the topic.       |
|              | buildings,    | Plan A: If the students respond correctly by saying that  |                        |

|              | .11 1   | Later the tender and the tender  |  |
|--------------|---|--|--|
|              | walking, days   | the video is about mentioning one's native place, then the   |  |
|              | b. Grammar  | instructor will complement their responses.  |  |
|              | (fluency &  | Plan B: If there is no response from the students, then the  |  |
|              | correct use):   | instructor help them guess the theme of the video. The   |  |
|              | Simple  | instructor waits for the students to respond.  |  |
| Presentation | present tense<br>(Subject-<br>verb co-<br>ordination) | <ul><li>4. The instructor announces the topic of the class for that day.</li><li>5. The instructor plays the video clip "Vdo LP11". The length of the video is 26 seconds. The video is played 3</li></ul> | 3. The students watch, listen, and note down the sentences presented in the video. |
|              |   | times. 6. The instructor presents the 5 slides PPT "LP 11S".   | 4. The students check the sentences in their                                       |
|              |   | The slides of the PPT will contain these sentences: Slide 1: I come from a town called St. Andrews.  | notebook and compare them with the   |
|              |   | Slide 2: It's located in the northeast of Fife, a country in Scotland.   | sentences in the slides for correctness.   |
|              |   | Slide 3: St. Andrews is a very old place. Slide 4: There are some buildings there that date back   | 5. The students read the sentences aloud   |
|              |   | hundreds of years. Slide 5: Now-a-days, it is mostly famous for its golf   | and revise (orally) them several times.  |
|              |   | courses and an excellent university.  7. The instructor gives the student a class work. The  | 6. The fill-in-the-gaps writing exercise is  |
|              |   | class work is 'fill-in-the-gaps'. The personal information of the PPT "LP_11S" is deleted. The class work is   | performed by the students.   |
|              |   | presented in PPT slides and the students are requested to write them down on a paper. The PPT "LP_11X"   | 7. The students, in turn suggested by the  |
|              |   | contains the following fill-in-the-gaps sentences:  Slide 1: I come from acalled   | instructor, read the sentences aloud using   |
|              |   | Slide 2: It's located in the of, a, a in   | their notebook.  |
|              |   | Slide 3: is a very place. Slide 4: There are some there that   |  |
|              |   | Slide 5: Now-a-days, it is mostly famous for itsand  |  |
|              |   | The slides are shown to the students till they write down all the sentences. While the students do the class work the  |  |
|              |   | video clip "Vdo LP11" is played thrice once again.  8. The instructor decides on the order of speech. The  |  |
|              |   | instructor provides immediate feedback to the students individually till the concerned student gets it right.  |  |
| Evaluation   |   | 9. The instructor initiates a role-playing session in which the instructor acts as the interviewer and the students  | 8. The students wait for their turn, as  |
|              |   | answer the instructor-interviewer's question. The instructor decides on the order of speech.   | suggested by the instructor, to respond  |
|              |   | 10. The instructor waits for the students to respond Plan A: If the students respond affirmatively, then the   | to the instructor-<br>interviewer's question.                                      |
|              |   | instructor initiates the interview immediately.  Plan B: If the students respond negatively or keep silence,   | 9. The students respond to the   |
|              |   | then the instructor motivates them to participate in the role-play.  | instructor-<br>interviewer's question  |
|              |   | 11. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in   | by repeating the sentences he/she has  |
|              |   | the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.  | already practiced.   |
|              |   | : ( <u>name of the student</u> ), tell us something about the place from where you have come.  |  |

| Summarizati | 12. The instructor pl  | ays "Exvdo LP11"- the video with a                      | 10. The students revise |
|-------------|------------------------|---|-------------------------|
| on          | background music co    | background music containing the PPT of fill-in-the-gaps |                         |
|             | exercise. The length   | exercise. The length of the video is 32 seconds. The    |                         |
|             | instructor requests th | e students to say filled-in sentences                   | aloud following the     |
|             | out loud as they app   | out loud as they appear on screen. The exercise is      |                         |
|             | repeated three times   | repeated three times.                                   |                         |
|             | 13. The instructor di  | smisses the class complimenting the                     | three times before the  |
|             | students and asking    | them to practice the sentence that                      | conclusion of a         |
|             | they have learnt that  | day.  | session.                |

- a. Sub-skill: DONP 2
- c. Specific resources: Video clip of DONP 1, Video clip of DONP 2, 5 slides PPT with fill-in-the-gaps exercise of DONP 1, 5 slide PPT with fill-in-the-gaps exercise of DONP 2, 5 slide PPT containing 5 sentences of DONP 2, a video exercise of DONP 2 with background music containing the PPT exercises.

| Phase/ Stage | Teaching      | Teacher's activity  | Student's activity      |
|--------------|---------------|---|-------------------------|
|              | points        |   |                         |
| Preparation  | a. Vocabulary | 1. The instructor greets the students.                      | 1. The students watch   |
|              | (pronunciatio | 2. The instructor plays the video "Vdo LP11". The length    | and listen to the       |
|              | n & proper    | of the video is 26 seconds.                                 | sentences presented in  |
|              | use): old,    | 3. The instructor presents the PPT "LP_11X" with fill-in-   | the video.              |
|              | place, town,  | the-gaps exercise and asks the students to say the          | 2. The students say the |
|              | university,   | sentences together.   | sentences out loud      |
|              | year,         | 4. The instructor compliments the students' performance     | together by filling in  |
|              | buildings,    | but, no particular student's name is mentioned for the      | the gaps using their    |
|              | walking,      | applause.   | personal information.   |
|              | days,         | 5. The instructor prepares the students for the day's       |                         |
|              | commute,      | lesson on how to speak about people's occupation in their   |                         |
|              | overcast,     | locality.   |                         |
| Presentation | seldom,       | 6. The instructor announces the topic of the class for that | 3. The students watch,  |
|              | rarely,       | day.  | listen, and note down   |
|              | fondness      | 7. The instructor plays the video "Vdo LP12". The length    | the sentences           |
|              | b. Grammar    | of the video is 25 seconds. The instructor plays the video  | presented in the video. |
|              | (fluency &    | three times.  | 4. The students check   |
|              | correct use): | 8. The instructor presents 5 slides PPT "LP_12S". The       | the sentences in their  |
|              | Simple        | slides of the PPT contain these sentences:                  | notebook and compare    |
|              | present tense | Slide 1: These days, people in St. Andrews engage in        | them with the           |
|              | (Subject-     | various occupations.  | sentences in the slides |
|              | verb co-      | Slide 2: But as it's a university town, there are lots of   | for correctness.        |
|              | ordination)   | students there.   | 5. The students read    |
|              |               | Slide 3: Some people work in shops or other businesses.     | the sentences aloud     |
|              |               | Slide 4: Some commute to nearby cities like Dundee.         | and revise (orally)     |
|              |               | Slide 5: However, there is no major industries and          | them several times.     |
|              |               | factories in St. Andrews.                                   | 6. The fill-in-the-gaps |
|              |               | 9. The instructor gives the student a class work. The class | writing exercise is     |
|              |               | work is 'fill-in-the-gaps'. The personal information of the | performed by the        |

|             | sentences in the PPT "LP_12S" is deleted. The class work is presented in PPT slides and the students are requested to write them down on a paper. The PPT "LP_12X" contains the following fill-in-the-gaps sentences:  Slide 1: These days, people in engage in occupation.  Slide 2: But as it's a, there are lots of there.  Slide 3: Some people work in or other   | students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.  |
|-------------|--|---|
|             | Slide 4: Some commute to nearby like  Slide 5: However, there is no major and in St  The slides are shown to the students till they write down all the sentences. While the students do the class work the video clip "Vdo LP12" is played thrice once again.  10. The instructor decides on the order of speech. The instructor provides immediate feedback to the students individually till the concerned student gets it right.  |   |
| Evaluation  | 11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.  12. The instructor waits for the students to respond. Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately. Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.  13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.  : (name of the student), tell us about the people who live in your place and their livelihood. | 8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer's question. 9. The students respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced. |
| Summarizati | 14. The instructor plays "Exvdo LP12"-the video with a background music containing the PPT of fill-in-the-gaps exercise. The instructor requests the students to say filled-in sentences as they appear on screen. The exercise is repeated three times.  15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.   | 10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.  |

- a. Sub-skill: DONP 3
- b. Specific resources: Video clip of DONP 1, Video clip of DONP 2, Video clip of DONP3, 5 slide PPT with fill-in-the-gaps exercise of DONP 1, 5 slide PPT with fill-in-the-gaps

exercise of DONP 2, 4 slide PPT with fill-in-the-gaps exercise of DONP 3, 4 slide PPT containing 4 sentences of DONP 3, a video with background music containing the PPT exercises of DONP 3

| Phase/ Stage | Teaching points   | Teacher's activity   | Student's activity   |
|--------------|---|--|--|
| Preparation  | a. Vocabulary (pronunciatio n & proper use): old, place, town, university, year, buildings, walking, days, commute, overcast, seldom, | <ol> <li>The instructor greets the students.</li> <li>The instructor plays the videos "Vdo LP11" and "Vdo LP12". The total lengths of the videos are 26 seconds and 25 seconds respectively.</li> <li>The instructor presents the PPT "LP_11X" and "LP_12X" with fill-in-the-gaps exercises and asks the students to say the sentences out loud together.</li> <li>The instructor compliments the students' performance but, no particular students' name is mentioned for the applause.</li> <li>The instructor prepares the students for the day's lesson on how to speak about the climate of one's native place.</li> </ol>  | 1. The students watch and listen to the sentences presented in the video. 2. The students say the sentences out loud together by filling in the gaps using their personal information.   |
| Presentation | rarely, fondness b. Grammar (fluency & correct use): Simple present tense (Subjectverb coordination)                                  | 6. The instructor announces the topic of the class for that day.  7. The instructor plays the video clip "Vdo LP13". The length of the video is 22 seconds and it is played three times.  8. The instructor presents the 4 slides PPT "LP_13S". The slides of the PPT contain these sentences:  Slide 1: In terms of climate, St. Andrews is mild but rainy.  Slide 2: Like most of Scotland, there are not many sunny days and often it is grey, overcast, and there is a light rain.  Slide 3: However, it seldom gets below freezing.  Slide 4: There is rarely any snow.  9. The instructor gives the student a class work. The class work is 'fill-in-the-gaps'. The personal information of the sentences in the PPT "LP_13S" is deleted. The class work is presented in PPT slides and the students are requested to write them down on a paper. The PPT "LP_13X" contains the following fill-in-the-gaps sentences:  Slide 1: In terms of climate, is but  Slide 2: Like most of, there are not many days and often it is, and there is  Slide 3: However, it seldom gets below The slides are shown to the students till they write down all the sentences. While the students do the class work the video clip "Vdo LP13" is played thrice once again.  10. The instructor decides on the order of speech. The instructor provides immediate feedback to the students individually till the concerned student gets it right. | 3. The students watch, listen, and note down the sentences presented in the video. 4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness. 5. The students read the sentences aloud and revise (orally) them several times. 6. The fill-in-the-gaps writing exercise is performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook. |

| Evaluation  | 11. The instructor initiates a role-playing ses          | sion in 8. The students wait        |
|-------------|--|-------------------------------------|
|             | which the instructor acts the interviewer and            | the students for their turn, as     |
|             | answer the instructor-interviewer's question.            | suggested by the                    |
|             | 12. The instructor waits for the students to re-         | spond. instructor, to respond       |
|             | Plan A: If the students respond affirmatively            | , then the to the instructor-       |
|             | instructor initiates the interview immediately           | interviewer's question.             |
|             | Plan B: If the students respond negatively or            | keep silence, 9. The students       |
|             | then the instructor motivates them to particip           | ate in the respond to the           |
|             | role-play.   | instructor-                         |
|             | 13. The instructor asks a question to the stud           | ents one by interviewer's question  |
|             | one. The instructor decides on the turn of the           | students in by repeating the        |
|             | the role-play. And she starts by calling the st          | udent by sentences he/she has       |
|             | his/her name. The process is repeated till the           | last student already practiced.     |
|             | is interviewed.  |                                     |
|             | : ( <u>name of the student</u> ), tell us about the clim | ate of your                         |
|             | place.   |                                     |
| Summarizati | 14. The instructor plays "Exvdo LP13" the v              | ideo with a 10. The students revise |
| on          | background music containing the PPT of fill              | -in-the-gaps the sentences several  |
|             | exercise. The length of the video is 40 secon            | ds. The times by saying them        |
|             | instructor requests the students to say filled-          | n sentences aloud following the     |
|             | out loud as they appear on screen. The exerc             | ise is order in which they are      |
|             | repeated three times.                                    | presented on screen                 |
|             | 15. The instructor dismisses the class compli            | menting the three times before the  |
|             | students and asking them to practice the sent            | ence that conclusion of a           |
|             | they have learnt that day.                               | session.                            |

- a. Sub-skill: DONP 4
- a. Specific resources: Video clip of DONP 1, Video clip of DONP 2, Video clip of DONP 3, Video clip of DONP 4, 5 slide PPT with fill-in-the-gaps exercise of DONP 1, 5 slide PPT with fill-in-the-gaps exercise of DONP 2, 4 slide PPT with fill-in-the-gaps exercise of DONP 3, 7 slide PPT with fill-in-the-gaps exercise of DONP 4, 7 slide PPT containing 7 sentences of DONP 4, a video with background music containing the PPT exercises of DONP 4

| Phase/ Stage | Teaching      | Teacher's activity                                      | Student's activity      |
|--------------|---------------|---|-------------------------|
|              | points        |   |                         |
| Preparation  | a. Vocabulary | 1. The instructor greets the students.                  | 1. The students watch   |
|              | (pronunciatio | 2. The instructor plays the videos "Vdo LP11", "Vdo     | and listen to the       |
|              | n & proper    | LP12", "Vdo LP13" one by one. The total lengths of the  | sentences presented in  |
|              | use): old,    | three videos are 26 seconds, 25 seconds, and 22 seconds | the video.              |
|              | place, town,  | respectively.   | 2. The students say the |
|              | university,   | 3. The instructor presents the PPTs "LP_11X",           | sentences out loud      |
|              | year,         | "LP_12X" and "LP_13X" with fill-in -the-gaps exercises  | together by filling in  |
|              | buildings,    | and asks the students to say the sentences out loud     | the gaps using their    |
|              | walking,      | together.   | personal information.   |
|              | days,         | 4. The instructor compliments the students' performance |                         |

|              | commute,            | but, no particular student's name is mentioned for the   |  |
|--------------|---------------------|--|--|
|              | overcast,           | applause.  |  |
|              | seldom,             | 5. The instructor prepares the students for the day's  |  |
|              | rarely,<br>fondness | lesson on how to talk about one's personal impression of   |  |
| Presentation | b. Grammar          | one's native place.  6. The instructor announces the topic of the class for that                                     | 2. The students watch                        |
| Presentation | (fluency &          | <u> -</u>  | 3. The students watch, listen, and note down |
|              | correct use):       | day. 7. The instructor plays the video clip "Vdo LP14". The  | the sentences                                |
|              | Simple              | length of the video is 30 seconds and it is played three   | presented in the video.                      |
|              | present tense       | times.   | 4. The students check                        |
|              | (Subject-           | 8. The instructor presents the 7 slides PPT "LP_14S".  | the sentences in their                       |
|              | verb co-            | The slides of the PPT contain these sentences:   | notebook and compare                         |
|              | ordination)         | Slide 1: I have not lived in my native place for many  | them with the                                |
|              |                     | years.   | sentences in the slides                      |
|              |                     | Slide 2: Because I moved away after university.  | for correctness.                             |
|              |                     | Slide 3: But I still have a certain fondness for it.   | 5. The students read                         |
|              |                     | Slide 4: I go back once every year or two.   | the sentences aloud                          |
|              |                     | Slide 5: And I enjoy walking around the streets, or  | and revise (orally)                          |
|              |                     | strolling along the beach.   | them several times.                          |
|              |                     | Slide 6: It is a very pleasant place for walking.  | 6. The fill-in-the-gaps                      |
|              |                     | Slide 7: And being among the old buildings brings back   | writing exercise is                          |
|              |                     | fond memories.   | performed by the                             |
|              |                     | 9. The instructor gives the student a class work. The class  | students.                                    |
|              |                     | work is 'fill-in -the-gaps'. The personal information of   | 7. The students, in turn                     |
|              |                     | the sentences in the PPT "LP_14S" is deleted. The class  | suggested by the                             |
|              |                     | work is presented in PPT slides and the students are   | instructor, read the                         |
|              |                     | requested to write them down on a paper. The PPT   | sentences aloud using                        |
|              |                     | "LP_14X" contains the following fill-in -the-gaps  | their notebook.                              |
|              |                     | sentences:   |  |
|              |                     | Slide 1: I have not lived in my native for many  |  |
|              |                     | Slide 2: Because I moved away after  |  |
|              |                     | Slide 3: But I still have a certain for  |  |
|              |                     | Slide 4: I go back every or  |  |
|              |                     | Slide 5: And I enjoy around the, or  |  |
|              |                     |  |  |
|              |                     | strolling along the Slide 6: It is a very place for  |  |
|              |                     | Slide 7: And being among the brings back   |  |
|              |                     | memories.  |  |
|              |                     | The slides are shown to the students till they write down  |  |
|              |                     | all of the sentences. While the students do the class work   |  |
|              |                     | the video clip "Vdo LP14" is played thrice.  |  |
|              |                     | 10. The instructor decides on the order of speech. The   |  |
|              |                     | instructor provides immediate feedback to the students   |  |
|              | -[                  | individually till the concerned student gets it right.   | 0 771  |
| Evaluation   |                     | 11. The instructor initiates a role-playing session in   | 8. The students wait                         |
|              |                     | which the instructor acts the interviewer and the students   | for their turn, as                           |
|              |                     | answer the instructor-interviewer's question.  | suggested by the                             |
|              |                     | 12. The instructor waits for the students to respond   | instructor, to respond                       |
|              |                     | Plan A: If the students respond affirmatively, then the  | to the instructor-                           |
|              |                     | instructor initiates the interview immediately.  | interviewer's question.  9. The students     |
|              |                     | Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the | respond to the                               |
|              |                     | role-play.   | instructor-                                  |
|              |                     | 13. The instructor asks a question to the students one by  | interviewer's question                       |
|              |                     | one. The instructor decides on the turn of the students in   | by repeating the                             |
| <u> </u>     | I                   | _ she. The instructor decides on the turn of the students in   | of repeating the                             |

|             | the role-play. And she starts by calling the student by       | sentences he/she has    |
|-------------|---|-------------------------|
|             | his/her name. The process is repeated till the last student   | already practiced.      |
|             | is interviewed.   |                         |
|             | : ( <u>name of the student</u> ), tell us about your personal |                         |
|             | impression of your native place.                              |                         |
| Summarizati | 14. The instructor plays "Exvdo LP14"- the video with a       | 10. The students revise |
| on          | background music containing the PPT of fill-in-the-gaps       | the sentences several   |
|             | exercise. The length of the video is 49 seconds. The          | times by saying them    |
|             | instructor requests the students to say filled-in sentences   | aloud following the     |
|             | out loud as they appear on screen. The exercise is            | order in which they are |
|             | repeated three times.   | presented on screen     |
|             | 15. The instructor dismisses the class complimenting the      | three times before the  |
|             | students and asking them to practice the sentence that        | conclusion of a         |
|             | they have learnt that day.                                    | session.                |

#### **Lesson Plan 15 (Revision 3)**

- a. Sub-skill: Revision of DONP 1, DONP 2, DONP 3, and DONP 4
- b. Specific resources: Video clip of DONP 1, Video clip of DONP 2, Video clip of DONP 3, Video clip of DONP 4, 5 slide PPT containing 5 sentences of DONP 1, 5 slide PPT containing 5 sentences of DONP 2, 4 slide PPT containing 4 sentences of DONP 3, 7 slide PPT containing 7 sentences of DONP 4, 5 slide PPT with fill-in-the-gaps exercise of DONP 1, 5 slide PPT with fill-in-the-gaps exercise of DONP 2, 4 slide PPT with fill-in-the-gaps exercise of DONP 4, a video with background music containing the PPT exercises of DONP 1, DONP 2, DONP 3, and DONP 4

| Phase/ Stage | Teaching       | Teacher's activity   | Student's activity      |
|--------------|----------------|--|-------------------------|
|              | points         |  |                         |
| Preparation  | a. Vocabulary  | 1. The instructor greets the students.                       | 1. The students greet   |
|              | (pronunciatio  | 2. The instructor prepares the students for the revision of  | the instructor.         |
|              | n & proper     | the topics on mentioning one's native place, how to speak    |                         |
|              | use): old,     | about people's occupation in their locality, how to speak    |                         |
|              | place, town,   | about the climate of one's native place, and how to talk     |                         |
|              | university,    | about one's personal impression of one's native place.       |                         |
| Presentation | year,          | 3. The instructor announces that all the sentences           | 2. The students watch   |
|              | buildings,     | practiced in the previous 4 sessions of that week will be    | the video and listen to |
|              | walking, days, | revised that day.  | the audio of the        |
|              | commute,       | 4. The instructor plays the video clip "Vdo LP15". The       | sentences.              |
|              | overcast,      | length of the video is 1 minute and 44 seconds. The video    | 3. The students read    |
|              | seldom,        | is played three times.                                       | the sentences aloud     |
|              | rarely,        | 5. The instructor presents the 21 slides PPT "LP_15S".       | and revise (orally)     |
|              | fondness       | The slides of the PPT contain these sentences:               | them several times.     |
|              | b. Grammar     | Slide 1: I come from a town called St. Andrews.              | 4. The fill-in-the-gaps |
|              | (fluency &     | Slide 2: It's located in the northeast of Fife, a country in | writing exercise is     |
|              | correct use):  | Scotland.  | performed by the        |

Simple Slide 3: St. Andrews is a very old place. students. present tense Slide 4: There are some buildings there that date back 5. The students, in turn (Subject- verb hundreds of years. suggested by the co-ordination) Slide 5: Now-a-days, it is mostly famous for its golf instructor, read the courses and an excellent university. sentences aloud using Slide 6: These days, people in St. Andrews engage in their notebook. various occupations. Slide 7: But as it's a university town, there are lots of students there. Slide 8: Some people work in shops or other businesses. Slide 9: Some commute to nearby cities like Dundee. Slide 10: However, there is no major industries and factories in St. Andrews. Slide 11: In terms of climate, St. Andrews is mild but Slide 12: Like most of Scotland, there are not many sunny days and often it is grey, overcast, and there is a light rain. Slide 13: However, it seldom gets below freezing. Slide 14: There is rarely any snow. Slide 15: I have not lived in my native place for many years. Slide 16: Because I moved away after university. Slide 17: But I still have a certain fondness for it. Slide 18: I go back once every year or two. Slide 19: And I enjoy walking around the streets, or strolling along the beach. Slide 20: It is a very pleasant place for walking. Slide 21: And being among the old buildings brings back fond memories. 6. The instructor gives the student a class work. The class work is 'fill-in-the-gaps'. The personal information of the sentences PPT "LP 15S" is deleted. The class work is presented in PPT slide "LP 15X". The PPT contains the following fill-in-the-gaps sentences: Slide 1: I come from a \_\_\_\_\_called \_\_\_\_.
Slide 2: It's located in the \_\_\_\_\_ of \_\_\_\_, a Slide 3: \_\_\_\_\_ is a very \_\_\_\_ place. Slide 4: There are some \_\_\_\_\_ there that \_\_\_ Slide 5: Now-a-days, it is mostly famous for its and Slide 6: These days, people in \_\_\_\_\_ engage in \_\_\_\_ occupation. Slide 7: But as it's a \_\_\_\_\_, there are lots of there. Slide 8: Some people work in or other Slide 9: Some commute to nearby \_\_\_\_\_ like \_\_\_ Slide 10: However, there is no major and \_ in St. Slide 11: In terms of climate, \_\_\_\_\_ is \_\_\_\_ but Slide 12: Like most of \_\_\_\_\_\_, there are not many days and often it is , , and there is

|             | GUL 10 H  |   |
|-------------|---|---|
|             | Slide 13: However, it seldom gets below                         |   |
|             | Slide 14: There is rarely any                                   |   |
|             | Slide 15: I have not lived in my native for many                |   |
|             | ·   |   |
|             | Slide 16: Because I moved away after                            |   |
|             | Slide 17: But I still have a certain for                        |   |
|             | Slide 18: I go back or or                                       |   |
|             | Slide 19: And I enjoy around the, or                            |   |
|             | strolling along the   |   |
|             | Slide 20: It is a very place for                                |   |
|             | Slide 21: And being among the brings back                       | 1   |
|             | memories.   | 1   |
|             | While the students do the class work the video clip "Vdo        |   |
|             | LP15" is played thrice.   |   |
|             | 7. The instructor decides on the order of speech. The           |   |
|             | instructor provides immediate feedback to the students          |   |
|             | individually till the concerned student gets it right.          |   |
| Evaluation  | 8. The instructor initiates a role-playing session in which     | 6. The students wait                        |
|             | the instructor acts the interviewer and the students answer     | for their turn, as                          |
|             | the instructor-interviewer's question.                          | suggested by the                            |
|             | 9. The instructor waits for the students to respond.            | instructor, to respond                      |
|             | Plan A: If the students respond affirmatively, then the         | to the instructor-                          |
|             | instructor initiates the interview immediately.                 | interviewer's question.                     |
|             | Plan B: If the students respond negatively or keep silence,     | 7. The students                             |
|             | then the instructor motivates them to participate in the        | respond to the                              |
|             | role-play.  | instructor-                                 |
|             | 10. The instructor asks four questions to the students one      | interviewer's question                      |
|             | by one in the role-play. The instructor decides on the turn     | by repeating the                            |
|             | of the students in the role-play. And she starts by calling     | sentences he/she has                        |
|             | the student by his/her name. The process is repeated till       | already practiced.                          |
|             | the last student is interviewed.                                | aneady practiced.                           |
|             | : (name of the student),  |   |
|             |   |   |
|             | a. Tell us something about the place from where                 |   |
|             | you have come.  |   |
|             | b. Tell us about the people who live in your place              |   |
|             | and their livelihood.   | 1   |
|             | c. Tell us about the climate of your place.                     | 1   |
|             | d. Tell us about your personal impression of your native place. | 1   |
| Summarizati | 11. The instructor plays the video "Exvdo LP15"- the            | 8. The students revise                      |
| on          | video with a background music containing the PPTs of all        | the sentences several                       |
|             | the fill-in-the-gaps exercises. The length of the video is 2    | times by saying them                        |
|             | minute 38 seconds. The instructor requests the students to      | aloud following the                         |
|             | •   | <u> </u>                                    |
|             | say the filled-in sentences out loud as they appear on          | order in which they are presented on screen |
|             | screen. The exercise is repeated three times.                   | *   |
|             | 12. The instructor dismisses the class complimenting the        | three times before the                      |
|             | students and asking them to practice the sentences that         | conclusion of a                             |
|             | they have revised that day.                                     | session.                                    |

a. Sub-skill: EOSW 1

b. Specific resources: Video clip of EOSW 1, 5 slides in the PPT containing 5 sentences, 5 slide PPT with fill-in-the-gap exercises, Video exercise of EOSW 1 containing background music, You tube video on 'Know your character strengths' (<a href="https://www.youtube.com/watch?v=JLUOlLRbazA">https://www.youtube.com/watch?v=JLUOlLRbazA</a>)

| Phase/ Stage | Teaching   | Teacher's activity  | Student's activity   |
|--------------|--|---|--|
| Preparation  | points  a. Vocabulary (pronunciatio n & proper use): exceptional, outstanding, company, customer, times, jobs, work,   | 1. The instructor greets the students. 2. The instructor plays the video 'Know your character strengths'. The length of the video is 2 minutes and 59 seconds. 3. The instructor randomly asks the students to guess the topic of the video. The instructor waits for random responses from the students for 30 seconds. Plan A: If the students' response correctly by saying that the video is on speaking about one's qualities in general, then the instructor will complement their responses.   | 1. The students try to guess the topic of the video. 2. They accordingly respond to the instructor's question about the topic.   |
| Presentation | complete,<br>task, clients,<br>effective,  | Plan B: If there is no response from the students, then the instructor will help guess them the theme of the video.  The instructor waits for the students to respond.  | 3. The students watch  |
| Presentation | service, care, previous, provide b. Grammar (fluency & correct use): Simple present tense (Subject-verb co-ordination) | 4. The instructor announces the topic of the class for that day.  5. The instructor plays the video clip "Vdo LP16". The length of the video is 32 seconds. The video is played three times.  6. The instructor presents the 5 slides PPT "LP_16S". The slides of the PPT contain these sentences:  Slide 1: I have a number of key strengths that would benefit your company.  Slide 2: I feel that my strongest quality is my ability to provide exceptional customer care services at all times.  Slide 3: In my previous jobs I used to go out of my way to provide excellent customer service and care.  Slide 4: I felt this was important for our company to continue to lead the market.  Slide 5: The only way this could be achieved, was through outstanding customer care.  7. The instructor gives the student a class work. The class work is 'fill-in-the-gaps'. The personal information of the PPT "LP_16S" is deleted. The class work is presented in PPT slides and the students are requested to write them down on a paper. The PPT "LP_16X" contains the following fill-in-the-gaps sentences:  Slide 1: I have a number of key strengths that would benefit your  Slide 2: I feel that my strongest quality is my ability to provide at all times.  Slide 3: In my previous I used to go out of my way to provide excellent and  Slide 4: I felt this was important for our to continue to the to continue to the  Slide 5: The only way this could be achieved, was | 3. The students watch, listen, and note down the sentences presented in the video. 4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness. 5. The students read the sentences aloud and revise (orally) them several times. 6. The fill-in-the-gaps writing exercise is performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook. |

| Evaluation  | through outstanding  The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip "Vdo LP16" is played thrice.  8. The instructor decides on the order of speech. The instructor provides immediate feedback to the students individually till the concerned student gets it right.  9. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question. The instructor decides on the order of speech.  10. The instructor waits for the students to respond. Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately. Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.  11. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.  : (name of the student), tell us about one of your | 8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer's question. 9. The students respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced. |
|-------------|--|---|
| Cummonizati | strengths.   | 10. The students revise   |
| Summarizati | 12. The instructor plays "Exvdo LP16"- the video with a  | 10. The students revise   |
| on          | background music containing the PPT of fill-in-the-gaps exercise. The length of the video is 32 seconds. The instructor requests the students to say filled-in sentences   | the sentences several<br>times by saying them<br>aloud following the  |
|             | out loud as they appear on screen. The exercise is   | order in which they are   |
|             | repeated three times.  | presented on screen   |
|             | 13. The instructor dismisses the class complimenting the   | three times before the  |
|             | students and asking them to practice the sentence that   | conclusion of a   |
|             | they have learnt that day.   | session.  |

- a. Sub-skill: EOSW 2
- b. Specific resources: Video clip of EOSW 1, Video clip of EOSW 2, 5 slide PPT with fill-in-the-gaps exercise of EOSW 1, 5 slide PPT with fill-in-the-gaps exercise of EOSW 2, 5 slide PPT containing 5 sentences of EOSW 2, a video exercise of EOSW 2 with background music containing the PPT exercises.

| Phase/ Stage | Teaching      | Teacher's activity  | Student's activity      |
|--------------|---------------|---|-------------------------|
|              | points        |   |                         |
|              | a. Vocabulary | 1. The instructor greets the students.                    | 1. The students watch   |
|              | (pronunciatio | 2. The instructor plays the video "Vdo LP16". The length  | and listen to the       |
|              | n & proper    | of the video is 32 seconds.                               | sentences presented in  |
|              | use):         | 3. The instructor presents the PPT "LP_16S" with fill-in- | the video.              |
|              | exceptional,  | the-gap exercises and asks the students to say the        | 2. The students say the |

|              | outstanding,   | sentences out loud together.                                | sentences out loud       |
|--------------|----------------|---|--------------------------|
|              | company,       | 4. The instructor compliments the students' performance     | together by filling in   |
| Preparation  | customer,      | but, no particular students name is mentioned for the       | the gaps using their     |
|              | times, jobs,   | applause.   | personal information.    |
|              | work,          | 5. The instructor prepares the students for the day's       |                          |
|              | complete,      | lesson on how to highlight one's principal quality.         |                          |
| Presentation | task, clients, | 6. The instructor announces the topic of the class for that | 3. The students watch,   |
|              | effective,     | day.  | listen, and note down    |
|              | service, care, | 7. The instructor plays the video "Vdo LP17" thrice. The    | the sentences            |
|              | previous,      | length of the video is 27 seconds.                          | presented in the video.  |
|              | provide,       | 8. The instructor presents 5 slides PPT "LP_17S". The       | 4. The students check    |
|              | deadline,      | slides of the PPT contain these sentences:                  | the sentences in their   |
|              | rectify,       | Slide 1: I am highly effective at being able to work under  | notebook and compare     |
|              | resolving      | pressure.   | them with the            |
|              | b. Grammar     | Slide 2: In my previous job, I was given three sensitive    | sentences in the slides  |
|              | (fluency &     | tasks to complete each week.                                | for correctness.         |
|              | correct use):  | Slide 3: If I failed to deliver on each task, the company   | 5. The students read     |
|              | Simple         | suffered.   | the sentences aloud      |
|              | present tense  | Slide 4: So I learnt to multi-task effectively and plan my  | and revise (orally)      |
|              | (Subject-      | working day.  | them several times.      |
|              | verb co-       | Slide 5: This was to ensure that each task was completed    | 6. The fill-in-the-gaps  |
|              | ordination)    | on time and to the correct standard.                        | writing exercise is      |
|              |                | 9. The instructor gives the student a class work. The class | performed by the         |
|              |                | work is 'fill-in-the-gaps'. The personal information of the | students.                |
|              |                | sentences in the PPT "LP 17S" is deleted. The class         | 7. The students, in turn |
|              |                | work is presented in PPT slides and the students are        | suggested by the         |
|              |                | requested to write them down on a paper. The PPT            | instructor, read the     |
|              |                | "LP_17X" contains the following fill-in-the-gaps            | sentences aloud using    |
|              |                | sentences:  | their notebook.          |
|              |                | Slide 1: I am highly at being able to                       |                          |
|              |                | under pressure.   |                          |
|              |                | Slide 2: In my previous, I was given                        |                          |
|              |                | sensitive tasks to complete each                            |                          |
|              |                | Slide 3: If I failed to deliver on each, the                |                          |
|              |                | company suffered.   |                          |
|              |                | Slide 4: So I learnt to multi-task effectively and          |                          |
|              |                | my day.   |                          |
|              |                | Slide 5: This was to ensure that each was                   |                          |
|              |                | completed on time and to the standard.                      |                          |
|              |                | While the students do the classwork the video clip "Vdo     |                          |
|              |                | LP17" is played thrice.                                     |                          |
|              |                | 10. The instructor decides on the order of speech. The      |                          |
|              |                | instructor provides immediate feedback to the students      |                          |
|              |                | individually till the concerned student gets it right.      |                          |
| Evaluation   |                | 11. The instructor initiates a role-playing session in      | 8. The students wait     |
|              |                | which the instructor acts the interviewer and the students  | for their turn, as       |
|              |                | answer the instructor-interviewer's question.               | suggested by the         |
|              |                | 12. The instructor waits for the students to respond.       | instructor, to respond   |
|              |                | Plan A: If the students respond affirmatively, then the     | to the instructor-       |
|              |                | instructor initiates the interview immediately.             | interviewer's question.  |
|              |                | Plan B: If the students respond negatively or keep silence, | 9. The students          |
|              |                | then the instructor motivates them to participate in the    | respond to the           |
|              |                | role-play.  | instructor-              |
|              |                | 13. The instructor asks a question to the students one by   | interviewer's question   |
|              |                | one. The instructor decides on the turn of the students in  | by repeating the         |
|              |                | the role-play. And she starts by calling the student by     | sentences he/she has     |
| <u> </u>     | 1              | the role play. This she starts by canning the student by    | semences ne/sne nas      |

|             | his/her name. The process is repeated till the last student       | already practiced.      |
|-------------|---|-------------------------|
|             | is interviewed.   |                         |
|             | : ( <u>name of the student</u> ), tell us about one more strength |                         |
|             | that you think you have.  |                         |
| Summarizati | 14. The instructor plays "Exvdo LP17" the video with a            | 10. The students revise |
| on          | background music containing the PPT of fill-in-the-gaps           | the sentences several   |
|             | exercise. The length of the video is 35 seconds. The              | times by saying them    |
|             | instructor requests the students to say filled-in sentences       | aloud following the     |
|             | out loud as they appear on screen. The exercise is                | order in which they are |
|             | repeated three times.   | presented on screen     |
|             | 15. The instructor dismisses the class complimenting the          | three times before the  |
|             | students and asking them to practice the sentence that            | conclusion of a         |
|             | they have learnt that day.  | session.                |

- a. Sub-skill: EOSW 3
- b. Specific resources: Video clip of EOSW 1, Video clip of EOSW 2, Video clip of EOSW 3, 5 slide PPT with fill-in-the-gap exercises of EOSW 1, 5 slide PPT with fill-in-the-gap exercises of EOSW 2, 5 slide PPT with fill-in-the-gap exercises of EOSW 3, 5 slide PPT containing 5 sentences of EOSW 3, a video with background music containing the PPT exercises of EOSW 3

| Phase/ Stage | Teaching       | Teacher's activity  | Student's activity      |
|--------------|----------------|---|-------------------------|
|              | points         |   |                         |
|              | a. Vocabulary  | 1. The instructor greets the students.                      | 1. The students watch   |
|              | (pronunciatio  | 2. The instructor plays the videos "Vdo LP16" and "Vdo      | and listen to the       |
|              | n & proper     | LP17". The total lengths of the videos are 32 seconds and   | sentences presented in  |
|              | use):          | 27 seconds respectively.                                    | the video.              |
|              | exceptional,   | 3. The instructor presents the PPT "LP_16X" and             | 2. The students say the |
|              | outstanding,   | "LP_17X" with fill-in-the-gaps exercises and asks the       | sentences out loud      |
|              | company,       | students to say the sentences out loud together.            | together by filling in  |
| Preparation  | customer,      | 4. The instructor compliments the students' performance     | the gaps using their    |
|              | times, jobs,   | but, no particular students' name is mentioned for the      | personal information.   |
|              | work,          | applause.   |                         |
|              | complete,      | 5. The instructor prepares the students for the day's       |                         |
|              | task, clients, | lesson on how to provide more information about one's       |                         |
|              | effective,     | strengths.  |                         |
| Presentation | service, care, | 6. The instructor announces the topic of the class for that | 3. The students watch,  |
|              | previous,      | day.  | listen, and note down   |
|              | provide,       | 7. The instructor plays the video clip "Vdo LP18". The      | the sentences           |
|              | deadline,      | length of the video is 26 seconds and it will be played     | presented in the video. |
|              | rectify,       | three times.  | 4. The students check   |
|              | resolving      | 8. The instructor presents the 5 slides PPT "LP_18S".       | the sentences in their  |
|              | b. Grammar     | The slides of the PPT contain these sentences:              | notebook and compare    |
|              | (fluency &     | Slide 1: I believe I am a highly- effective communicator.   | them with the           |
|              | correct use):  | Slide 2: Specially dealing with customers and clients.      | sentences in the slides |
|              | Simple         | Slide 3: And in my last job, the majority of clients and    | for correctness.        |
|              | present tense  | customers would contact me first if they needed             | 5. The students read    |

|             | (Subject-   | something to be sorted out.  | the sentences aloud      |
|-------------|-------------|--|--------------------------|
|             | verb co-    | Slide 4: I always listened to the issues and concerns of   | and revise (orally)      |
|             | ordination) | the customers.   | them several times.      |
|             |             | Slide 5: And I set about resolving them as soon as   | 6. The fill-in-the-gaps  |
|             |             | possible."   | writing exercise is      |
|             |             | 9. The instructor gives the student a class work. The class  | performed by the         |
|             |             | work is 'fill-in-the-gaps'. The personal information of the  | students.                |
|             |             | sentences in the PPT "LP_18S" is deleted. The class  | 7. The students, in turn |
|             |             | work is presented in PPT slides and the students are   | suggested by the         |
|             |             | requested to write them down on a paper. The PPT   | instructor, read the     |
|             |             | "LP_18X" contains the following fill-in-the-gaps   | sentences aloud using    |
|             |             | sentences:   | their notebook.          |
|             |             | Slide 1: I believe I am a communicator.  |                          |
|             |             | Slide 2: Specially dealing with and  |                          |
|             |             | Slide 3: And in my last, the majority of   |                          |
|             |             | and would contact me first if they needed  |                          |
|             |             | something to be sorted out.  |                          |
|             |             | Slide 4: I always listened to the issues and concerns of   |                          |
|             |             | the  |                          |
|             |             | Slide 5: And I set about them as soon as   |                          |
|             |             | possible. While the students do the classwork the video clip "Vdo  |                          |
|             |             | LP18" is played thrice.  |                          |
|             |             | 10. The instructor decides on the order of speech. The   |                          |
|             |             | instructor provides immediate feedback to the students   |                          |
|             |             | individually till the concerned student gets it right.   |                          |
| Evaluation  |             | 11. The instructor initiates a role-playing session in   | 8. The students wait     |
|             |             | which the instructor acts the interviewer and the students   | for their turn, as       |
|             |             | answer the instructor-interviewer's question.  | suggested by the         |
|             |             | 12. The instructor waits for the students to respond.  | instructor, to respond   |
|             |             | Plan A: If the students respond affirmatively, then the  | to the instructor-       |
|             |             | instructor initiates the interview immediately.  | interviewer's question.  |
|             |             | Plan B: If the students respond negatively or keep silence,  | 9. The students          |
|             |             | then the instructor motivates them to participate in the   | respond to the           |
|             |             | role-play.   | instructor-              |
|             |             | 13. The instructor asks a question to the students one by  | interviewer's question   |
|             |             | one. The instructor decides on the turn of the students in   | by repeating the         |
|             |             | the role-play. And she starts by calling the student by  | sentences he/she has     |
|             |             | his/her name. The process is repeated till the last student is interviewed.  | already practiced.       |
|             |             |  |                          |
| Summarizati | 1           | : ( <u>name of the student</u> ), tell us more about your strengths.  14. The instructor plays the video "Exvdo LP18" with a | 10. The students revise  |
| on          |             | background music containing the PPT of fill-in-the-gaps  | the sentences several    |
|             |             | exercise. The length of the video is 36 seconds. The   | times by saying them     |
|             |             | instructor requests the students to say filled-in sentences  | aloud following the      |
|             |             | out loud as they appear on screen. The exercise is   | order in which they are  |
|             |             | repeated three times.  | presented on screen      |
|             |             | 15. The instructor dismisses the class complimenting the   | three times before the   |
|             |             | students and asking them to practice the sentence that   | conclusion of a          |
|             |             | they have learnt that day.   | session.                 |
| <u> </u>    |             | *  | 1                        |

- a. Sub-skill: EOSW 4
- b. Specific resources: Video clip of EOSW 1, Video clip of EOSW 2, Video clip of EOSW 3, Video clip of EOSW 4, 5 slide PPT with fill-in-the-gaps exercise of EOSW 1, 5 slide PPT with fill-in-the-gaps exercise of EOSW 3, 5 slide PPT with fill-in-the-gaps exercise of EOSW 3, 5 slide PPT with fill-in-the-gaps exercise of EOSW 4, 5 slide PPT containing 5 sentences of EOSW 4, a video with background music containing the PPT exercises of EOSW 4

| Phase/ Stage | Teaching   | Teacher's activity   | Student's activity   |
|--------------|--|--|--|
| Thuse, stage |  | 1000000  |  |
| Preparation  | points  a. Vocabulary (pronunciatio n & proper use): exceptional, outstanding, company, customer, times, jobs, work, complete, task, clients, effective, | 1. The instructor greets the students. 2. The instructor plays the videos "Vdo LP16", "Vdo LP17" and "Vdo LP18" one by one. The total lengths of the three videos are 32 seconds, 27 seconds, and 26 seconds respectively. 3. The instructor presents the PPTs "LP_16X", "LP_17X" and "LP_18X" with fill-in-the-gaps exercises and asks the students to say the sentences out loud together. 4. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause. 5. The instructor prepares the students for the day's  | 1. The students watch and listen to the sentences presented in the video. 2. The students say the sentences out loud together by filling in the gaps using their personal information.   |
|              | service, care, previous,   | lesson on how to talk about one's weakness during an interview.  |  |
| Presentation | provide, deadline, rectify, resolving b. Grammar (fluency & correct use): Simple present tense (Subject- verb co- ordination)                            | 6. The instructor announces the topic of the class for that day. 7. The instructor plays the video clip "Vdo LP19". The length of the video is 30 seconds and it will be played three times. 8. The instructor presents the 5 slides PPT "LP_19S". The slides of the PPT contain these sentences: Slide 1: However, I need to work on certain weaknesses related to my work habits. Slide 2: I tend to want things to be done quickly in situations where there is a deadline to be met. Slide 3: This has made me appear to be impatient in front of others. Slide 4: I am trying to rectify this by periodically updating myself about the status of my work. Slide 5: That way I have been able to finish some works on time. 9. The instructor gives the student a class work. The class work is 'fill-in -the-gaps'. The personal information of the sentences in the PPT "LP_19S" is deleted. The class work is presented in PPT slides and the students are requested to write them down on a paper. The PPT "LP_19X" contains the following fill-in-the-gaps sentences: Slide 1: However, I need to work on certain weaknesses | 3. The students watch, listen, and note down the sentences presented in the video. 4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness. 5. The students read the sentences aloud and revise (orally) them several times. 6. The fill-in-the-gaps writing exercise is performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook. |

|             | related to my  | I                       |
|-------------|--|-------------------------|
|             | Slide 2: I tend to want to be done quickly in                    |                         |
|             | situations where there is a to be met.                           |                         |
|             | Slide 3: This has made me appear to be in                        |                         |
|             | front of   |                         |
|             | Slide 4: I am trying to this by periodically                     |                         |
|             | updating myself about the status of my work.                     |                         |
|             | Slide 5: That way I have been able to some                       |                         |
|             | on time.   |                         |
|             | The slides are shown to the students till they write down        |                         |
|             | all of the sentences. While the students do the class work       |                         |
|             | the video clip "Vdo LP19" is played thrice.                      |                         |
|             | 10. The instructor decides on the order of speech.               |                         |
|             | The instructor provides immediate feedback to the                |                         |
|             | students individually till the concerned student gets it         |                         |
|             | right.   |                         |
| Evaluation  | 11. The instructor initiates a role-playing session in           | 8. The students wait    |
|             | which the instructor acts the interviewer and the students       | for their turn, as      |
|             | answer the instructor-interviewer's question.                    | suggested by the        |
|             | 12. The instructor waits for the students to respond.            | instructor, to respond  |
|             | Plan A: If the students respond affirmatively, then the          | to the instructor-      |
|             | instructor initiates the interview immediately.                  | interviewer's question. |
|             | Plan B: If the students respond negatively or keep silence,      | 9. The students         |
|             | then the instructor motivates them to participate in the         | respond to the          |
|             | role-play.   | instructor-             |
|             | 13. The instructor asks a question to the students one by        | interviewer's question  |
|             | one. The instructor decides on the turn of the students in       | by repeating the        |
|             | the role-play. And she starts by calling the student by          | sentences he/she has    |
|             | his/her name. The process is repeated till the last student      | already practiced.      |
|             | is interviewed.  | 1                       |
|             | : ( <u>name of the student</u> ), tell us about your weaknesses. |                         |
| Summarizati | 14. The instructor plays "Exvdo LP19"- the video with a          | 10. The students revise |
| on          | background music containing the PPT of fill-in-the-gaps          | the sentences several   |
|             | exercise. The length of the video is 36 seconds. The             | times by saying them    |
|             | instructor requests the students to say filled-in sentences      | aloud following the     |
|             | out loud as they appear on screen. The exercise is               | order in which they are |
|             | repeated three times.  | presented on screen     |
|             | 15. The instructor dismisses the class complimenting the         | three times before the  |
|             | students and asking them to practice the sentence that           | conclusion of a         |
|             | they have learnt that day.                                       | session.                |

### **Lesson Plan 20 (Revision 4)**

- a. Sub-skill: Revision of EOSW 1, EOSW 2, EOSW 3, and EOSW 4
- b. Specific resources: Video clip of EOSW 1, Video clip of EOSW 2, Video clip of EOSW 3, Video clip of EOSW 4, 5 slide PPT containing 5 sentences of EOSW 1, 5 slide PPT containing 5 sentences of EOSW 2, 5 slide PPT containing 5 sentences of EOSW 3, 5 slide PPT containing 5 sentences of EOSW 4, 5 slide PPT with fill-in-the-gaps exercise of EOSW 1, 5 slide PPT with fill-in-the-gaps exercise of EOSW 2, 5 slide PPT with fill-i

in-the-gaps exercise of EOSW 3, 5 slide PPT with fill-in-the-gaps exercise of EOSW 4, a video with background music containing the PPT exercises of EOSW 1, EOSW 2, EOSW 3, and EOSW 4

| Phase/ Stage | Teaching       | Teacher's activity  | Student's activity       |
|--------------|----------------|---|--------------------------|
|              | points         |   |                          |
|              | a. Vocabulary  | 1. The instructor greets the students.                      | 1. The students greet    |
|              | (pronunciatio  | 2. The instructor prepares the students for the revision of | the instructor.          |
|              | n & proper     | the topics on speaking about one's qualities in general,    |                          |
|              | use):          | how to highlight one's principal quality, how to provide    |                          |
|              | exceptional,   | more information about one's strengths, and how to talk     |                          |
| Preparation  | outstanding,   | about one's weakness during an interview.                   |                          |
| Presentation | company,       | 3. The instructor announces that all the sentences          | 2. The students watch    |
|              | customer,      | practiced in the previous 4 sessions of that week will be   | the video and listen to  |
|              | times, jobs,   | revised that day.   | the audio of the         |
|              | work,          | 4. The instructor plays the video clip "Vdo LP20" three     | sentences.               |
|              | complete,      | times. The length of the video is 1 minute and 57           | 3. The students read     |
|              | task, clients, | seconds.  | the sentences aloud      |
|              | effective,     | 5. The instructor presents the 20 slides PPT "LP_20S".      | and revise (orally)      |
|              | service, care, | The slides of the PPT contain these sentences:              | them several times.      |
|              | previous,      | Slide 1: I have a number of key strengths that would        | 4. The fill-in-the-gaps  |
|              | provide,       | benefit your company.                                       | writing exercise is      |
|              | deadline,      | Slide 2: I feel that my strongest quality is my ability to  | performed by the         |
|              | rectify,       | provide exceptional customer services at all times.         | students.                |
|              | resolving      | Slide 3: In my previous jobs I used to go out of my way     | 5. The students, in turn |
|              | b. Grammar     | to provide excellent customer service and care.             | suggested by the         |
|              | (fluency &     | Slide 4: I felt this was important for our company to       | instructor, read the     |
|              | correct use):  | continue to lead the market.                                | sentences aloud using    |
|              | Simple         | Slide 5: The only way this could be achieved, was           | their notebook.          |
|              | present tense  | through outstanding customer care.                          |                          |
|              | (Subject-      | Slide 6: I am highly effective at being able to work under  |                          |
|              | verb co-       | pressure.   |                          |
|              | ordination)    | Slide 7: In my previous job, I was given three sensitive    |                          |
|              |                | tasks to complete each week.                                |                          |
|              |                | Slide 8: If I failed to deliver on each task, the company   |                          |
|              |                | suffered.   |                          |
|              |                | Slide 9: So I learnt to multi-task effectively and plan my  |                          |
|              |                | working day.  |                          |
|              |                | Slide 10: This was to ensure that each task was completed   |                          |
|              |                | on time and to the correct standard.                        |                          |
|              |                | Slide 11: I believe I am a highly- effective communicator.  |                          |
|              |                | Slide 12: Especially dealing with customers and clients.    |                          |
|              |                | Slide 13: And in my last job, the majority of clients and   |                          |
|              |                | customers would contact me first if they needed             |                          |
|              |                | something to be sorted out.                                 |                          |
|              |                | Slide 14: I always listened to the issues and concerns of   |                          |
|              |                | the customers.  |                          |
|              |                | Slide 15: And I set about resolving them as soon as         |                          |
|              |                | possible.   |                          |
|              |                | Slide 16: However, I need to work on certain weaknesses     |                          |
|              |                | related to my work habits.                                  |                          |
|              |                | Slide 17: I tend to want things to be done quickly in       |                          |
|              |                | situations where there is a deadline to be met.             |                          |

| Slide 18: This has made me appear to be impatient in  |  |
|---|--|
| front of others.  |  |
| Slide 19: I am trying to rectify this by periodically   |  |
| updating myself about the status of my work.  |  |
| Slide 20: That way I have been able to finish some works  |  |
| on time.  |  |
| 6. The instructor gives the student a class work. The class   |  |
| work is 'fill-in -the-gaps'. The personal information of  |  |
| the PPT "LP_20S" is deleted. The class work is presented in PPT slides "LP_20X". The PPT contains the |  |
|   |  |
| following fill-in -the-gaps sentences:  |  |
| Slide 1: I have a number of key strengths that would  |  |
| benefit your Slide 2: I feel that my strongest quality is my ability to                               |  |
| * * * * *   |  |
| provide at all times.   |  |
| Slide 3: In my previous I used to go out of my  |  |
| way to provide excellent and  |  |
| Slide 4: I felt this was important for our to   |  |
| continue to the   |  |
| Slide 5: The only way this could be achieved, was   |  |
| through outstanding   |  |
| Slide 6: I am highly at being able to   |  |
| under pressure.   |  |
| Slide 7: In my previous, I was given  |  |
| sensitive tasks to complete each  |  |
| Slide 8: If I failed to deliver on each, the  |  |
| company suffered.   |  |
| Slide 9: So I learnt to multi-task effectively and  |  |
| my day.   |  |
| Slide 10: This was to ensure that each was  |  |
| completed on time and to the standard.  |  |
| Slide 11: I believe I am a communicator.  |  |
| Slide 12: Specially dealing with and  |  |
| Slide 13: And in my last, the majority of   |  |
| and would contact me first if they needed   |  |
| something to be sorted out.   |  |
| Slide 14: I always listened to the issues and concerns of   |  |
| the .   |  |
| Slide 15: And I set about them as soon as   |  |
| possible.   |  |
| Slide 16: However, I need to work on certain weaknesses   |  |
| related to my   |  |
| Slide 17: I tend to want to be done quickly in  |  |
| situations where there is a to be met.  |  |
| Slide 18: This has made me appear to be in  |  |
| front of  |  |
| Slide 19: I am trying to this by periodically   |  |
| updating myself about the status of my work.  |  |
| Slide 20: That way I have been able to some   |  |
| on time.  |  |
| While the students do the class work the video clip   |  |
| "VdoLP20" is played thrice.   |  |
| 7. The instructor decides on the order of speech. The   |  |
| instructor provides immediate feedback to the students  |  |
| individually till the concerned student gets it right.  |  |

| Evaluation  | 8. The instructor initiates a role-playing session in which | 6. The students wait    |
|-------------|---|-------------------------|
|             | the instructor acts the interviewer and the students answer | for their turn, as      |
|             | the instructor-interviewer's question.                      | suggested by the        |
|             | 9. The instructor waits for the students to respond.        | instructor, to respond  |
|             | Plan A: If the students respond affirmatively then the      | to the instructor-      |
|             | instructor initiates the interview immediately.             | interviewer's question. |
|             | Plan B: If the students respond negatively or keep silence  | 7. The students         |
|             | then the instructor motivates them to participate in the    | respond to the          |
|             | role-play.  | instructor-             |
|             | 10. The instructor asks a question to the students one by   | interviewer's question  |
|             | one. The instructor decides on the turn of the students in  | by repeating the        |
|             | the role-play. And she starts by calling the student by     | sentences he/she has    |
|             | his/her name. The process is repeated till the last student | already practiced.      |
|             | is interviewed.   |                         |
|             | : ( <u>name of the student</u> ),                           |                         |
|             | a. Tell us about one of your strengths.                     |                         |
|             | b. Tell us about one more strength that you think           |                         |
|             | you have.   |                         |
|             | c. Tell us more about your strengths.                       |                         |
|             | d. Tell us about your weaknesses.                           |                         |
| Summarizati | 11. The instructor plays the video "Exvdo LP20"- the        | 8. The students revise  |
| on          | video with a background music containing the PPT of         | the sentences several   |
|             | fill-in-the-gaps exercise. The length of the video is 2     | times by saying them    |
|             | minute 24 seconds. The instructor requests the students to  | aloud following the     |
|             | say filled-in sentences out loud as they appear on screen.  | order in which they are |
|             | The exercise is repeated three times.                       | presented on screen     |
|             | 12. The instructor dismisses the class complimenting the    | three times before the  |
|             | students and asking them to practice the sentence that      | conclusion of a         |
|             | they have revised that day.                                 | session.                |

a. Sub-skill: DFS 1

b. Specific resources: Video clip of DFS 1, 6 slides in the PPT containing 6 sentences, 6 slide PPT with fill-in-the-gaps exercise, Video exercise of DFS 1 containing background music, YouTube video on 'What's your favourite subject' (<a href="https://www.youtube.com/watch?v=8wZi38lF28E">https://www.youtube.com/watch?v=8wZi38lF28E</a>)

| Phase/ Stage | Teaching                          | Teacher's activity   | Student's activity     |
|--------------|-----------------------------------|--|------------------------|
|              | points                            |  |                        |
|              | <ol> <li>a. Vocabulary</li> </ol> | 1. The instructor greets the students.                     | 1. The students try to |
|              | (pronunciatio                     | 2. The instructor plays the video 'What's your favourite   | guess the topic of the |
|              | n & proper                        | subject'. The length of the video is 4minutes and 56       | video.                 |
|              | use): inclined,                   | seconds.   | 2. They accordingly    |
|              | dedicated,                        | 3. The instructor asks the students to guess the topic of  | respond to the         |
|              | subject,                          | the video randomly. The instructor waits for random        | instructor's question  |
|              | studying,                         | responses from the students for 30 seconds.                | about the topic.       |
| Preparation  | interesting,                      | Plan A: If the students' response correctly by saying that |                        |
|              | inspiration,                      | the video is about one's favourite subject, then the       |                        |
|              | sports, lives,                    | instructor will complement their responses.                |                        |

| science, activities, impact, good, doctor, grades, world, problems, change, field b. Grammar (fluency & correct use): Simple past tense (conditional)  (conditional)  Fresentation  Presentation  Pres |
|--|
| Presentation  Presentation  A The instructor waits for the students to respond.  doctor, grades, world. problems, change, field b. Grammar (fluency & Correct use): Simple past tense (conditional)  Simple past tense  (conditional)  Side 2: I always prefer studying Physics more than any other subject to facilisate the world, is what inspires me about Einstein.  Slide 5: There are various other people in the field of Physics who have been my inspiration.  The instructor gives the students and pother students are requested to write them down on a paper. The PPT contains the subject to is more than any other students are requested to write them down on a paper. The PPT contains the subject is Slide 2: I always prefer studying more than any other subject because it is and The students watch, listen, and note down the sentences in the instead the sentences. Stide 2: I always prefer studying Physics more than any other subject because it is and interesting. Slide 2: I always prefer studying interesting. Slide 3: I want to be a many other subject because it is and Slide 3: I want to be a and my inspiration.  The instructor manunces the topic of the class for that day.  3. The students watch, listen, and note down the sentences in the instead the sentences. Slide 2: I always prefer studying physics more than any other subject because it is and more than any other subject because it is and more than any other subject because it is and more than any other subject because it is and more than any other subject because it is and something the preference in the video.  Slide 4: A not so and my inspiration is  |
| Presentation grades, world, problems, change, field b. Grammar (fluency & correct use):  Simple past tense (conditional)  Slide 2: I always prefer studying physics more than any other subject to senature to of the sentences of the sudents are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences:  Slide 2: I always prefer studying physics more than any other subject to sea various other people in the field of Physics who have been my inspiration is more than any other subject to sentences in the sentences in the sentences in the side sentences in the sentences in the sentences in the sentences in the sudents are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences:  Slide 2: I always prefer studying physics more than any other subject because it is and  Slide 3: I want to be a students read the sentences in the side of Physics who have been my inspiration.  The problems, change, field b. Grammar (fluence) & correct use):  Slide 4: A not so students from a humble background, going on to change the way we see the world, is what inspires me about  Slide 3: I want to be a and my inspiration is  Slide 4: A not so students, from a  Slide 4: I have to say that my favourite subject is  Slide 4: I have to say that my favourite subject is  Slide 4: I have to say that my favourite subject is  Slide 3: I want to be a and my inspiration is  Slide 4: A not so students, from a  Slide 4: A not so students, from a  Slide 5: There are various other people in the field of  who have been my inspiration.  Slide 6: They dedicated their entire lives for and   |
| grades, world, problems, change, field b. Grammar (fluency & Gorect use): Simple past tense (conditional)  (con |
| world, problems, change, field b. Grammar (fluency & correct use): Simple past tense (conditional)  Simple past tense (conditional)  Slide 4: A not so academically inclined student, from a humble background, going on to change the world is entences in PPT "LP_21S". The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps'. The personal information of the sentences in PPT "LP_21S" is deleted. The classwork is 'fill-in-the-gaps'. The personal information of the sentences in PPT "LP_21S" is deleted. The classwork is 'fill-in-the-gaps'. The personal information of the sentences:  Slide 2: I always prefer studying Physics word than any other subject because it is challenging and interesting. Slide 3: I want to be a many long on to change the way we see the world, is what inspires me about Einstein.  Slide 5: There are various other people in the field of Physics who have been my inspiration.  Slide 6: They dedicated their entire lives for science and discovered secrets of nature that helped this world become a better place to live in.  7. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps'. The personal information of the sentences in PPT "LP_21S" is deleted. The classwork is presented in the video. 4. The students, from a background, going on to change the way we see the world, is what inspires me about  Slide 4: A not sostudent, from a background, going on to change the way we see the world, is what inspires me about  Slide 6: They dedicated their entire lives for and  |
| length of the video is 40 seconds.  6. The instructor presents the 6 slides PPT "LP_21S".  The slides of the PPT contain these sentences:  Slide 1: I have to say that my favourite subject is Physics.  Slide 2: I always prefer studying Physics more than any other subject because it is challenging and interesting.  Slide 3: I want to be a theoretical physicist and my inspiration is Albert Einstein.  Slide 4: A not so academically inclined student, from a humble background, going on to change the way we see the world, is what inspires me about Einstein.  Slide 6: They dedicated their entire lives for science and discovered secrets of nature that helped this world become a better place to live in.  7. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps'. The personal information of the sentences in PPT "LP_21S" is deleted. The classwork is presented in PPT slides "LP_21X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences:  Slide 1: I have to say that my favourite subject is Slide 2: I always prefer studying more than any other subject because it is Slide 3: I want to be a and Slide 4: A not so student, from a background, going on to change the way we see the world, is what inspires me about Slide 5: There are various other people in the field of, who have been my inspiration.  Slide 5: There are various other people in the field of, who have been my inspiration is Slide 5: There are various other people in the field of, who have been my inspiration.   |
| change, field b. Grammar (fluency & Correct use): Simple past tense (conditional)  (conditional) |
| The slides of the PPT contain these sentences:  Slide 1: I have to say that my favourite subject is Physics.  Slide 2: I always prefer studying Physics more than any other subject because it is challenging and interesting.  Slide 3: I want to be a theoretical physicist and my inspiration is Albert Einstein.  Slide 3: I want to be a theoretical physicist and my inspiration is Albert Einstein.  Slide 4: A not so academically inclined student, from a humble background, going on to change the way we see the world, is what inspires me about Einstein.  Slide 5: There are various other people in the field of Physics who have been my inspiration.  Slide 6: They dedicated their entire lives for science and discovered secrets of nature that helped this world become a better place to live in.  7. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps'. The personal information of the sentences in PPT 'I.P. 21S'' is deleted. The classwork is presented in PPT slides "L.P. 21X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences:  Slide 1: I have to say that my favourite subject is   |
| Slide 1: I have to say that my favourite subject is Physics. Slide 2: I always prefer studying Physics more than any other subject because it is challenging and interesting. Slide 3: I want to be a theoretical physicist and my inspiration is Albert Einstein.   Slide 4: A not so academically inclined student, from a humble background, going on to change the way we see the world, is what inspires me about Einstein.   Slide 5: There are various other people in the field of Physics who have been my inspiration. Slide 6: They dedicated their entire lives for science and discovered secrets of nature that helped this world become a better place to live in.   7. The instructor gives the student a classwork. The classwork is presented in PPT "LP_21S" is deleted. The classwork is presented in PPT slides "LP_21X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences:   Slide 1: I have to say that my favourite subject is Slide 2: I always prefer studying more than any other subject because it is and Slide 3: I want to be a and my inspiration is Slide 4: A not so student, from a background, going on to change the way we see the world, is what inspires me about Slide 5: There are various other people in the field of who have been my inspiration.    Slide 5: There are various other people in the field of background, going on to change the way we see the world, is what inspires me about Slide 5: There are various other people in the field of background, going on to change the way we see the world, is what inspires me about Slide 6: They dedicated their entire lives for and  |
| simple past tense (conditional)  Slide 2: I always prefer studying Physics more than any other subject because it is challenging and interesting. Slide 3: I want to be a theoretical physicist and my inspiration is Albert Einstein.  Slide 4: A not so academically inclined student, from a humble background, going on to change the way we see the world, is what inspires me about Einstein.  Slide 5: There are various other people in the field of Physics who have been my inspiration.  Slide 6: They dedicated their entire lives for science and discovered secrets of nature that helped this world become a better place to live in.  7. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps'. The personal information of the sentences in PPT "LP 21S" is deleted. The classwork is presented in PPT slides "LP 21X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences:  Slide 1: I have to say that my favourite subject is Slide 2: I always prefer studying more than any other subject because it is and Slide 3: I want to be a and my inspiration is Slide 4: A not so student, from a background, going on to change the way we see the world, is what inspires me about Slide 6: They dedicated their entire lives for and  |
| other subject because it is challenging and interesting. Slide 3: I want to be a theoretical physicist and my inspiration is Albert Einstein.  Slide 4: A not so academically inclined student, from a humble background, going on to change the way we see the world, is what inspires me about Einstein.  Slide 5: There are various other people in the field of Physics who have been my inspiration.  Slide 6: They dedicated their entire lives for science and discovered secrets of nature that helped this world become a better place to live in.  7. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps'. The personal information of the sentences in PPT "LP_21S" is deleted. The classwork is presented in PPT slides "LP_21X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences:  Slide 1: I have to say that my favourite subject is Slide 2: I always prefer studying more than any other subject because it is and Slide 4: A not so student, from a background, going on to change the way we see the world, is what inspires me about Slide 6: They dedicated their entire lives for and   |
| Slide 3: I want to be a theoretical physicist and my inspiration is Albert Einstein.  Slide 4: A not so academically inclined student, from a humble background, going on to change the way we see the world, is what inspires me about Einstein.  Slide 5: There are various other people in the field of Physics who have been my inspiration.  Slide 6: They dedicated their entire lives for science and discovered secrets of nature that helped this world become a better place to live in.  7. The instructor gives the student a classwork. The classwork is fill-in-the-gaps'. The personal information of the sentences in PPT "LP_2IS" is deleted. The classwork is presented in PPT slides "LP_2IX" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences:  Slide 1: I have to say that my favourite subject is Slide 2: I always prefer studying more than any other subject because it is and Slide 3: I want to be a and my inspiration is  Slide 4: A not so student, from a background, going on to change the way we see the world, is what inspires me about Slide 5: There are various other people in the field of who have been my inspiration.  Slide 6: They dedicated their entire lives for and   |
| Slide 4: A not so academically inclined student, from a humble background, going on to change the way we see the world, is what inspires me about Einstein.    Slide 5: There are various other people in the field of Physics who have been my inspiration.   Slide 6: They dedicated their entire lives for science and discovered secrets of nature that helped this world become a better place to live in.   7. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps'. The personal information of the sentences in PPT "LP_21S" is deleted. The classwork is presented in PPT slides "LP_21X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences:   Slide 1: I have to say that my favourite subject is Slide 2: I always prefer studying more than any other subject because it is and Slide 3: I want to be a and my inspiration is Slide 5: There are various other people in the field of who have been my inspiration.   Slide 6: They dedicated their entire lives for and  |
| Slide 4: A not so academically inclined student, from a humble background, going on to change the way we see the world, is what inspires me about Einstein.  Slide 5: There are various other people in the field of Physics who have been my inspiration.  Slide 6: They dedicated their entire lives for science and discovered secrets of nature that helped this world become a better place to live in.  7. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps'. The personal information of the sentences in PPT "LP_21S" is deleted. The classwork is presented in PPT slides "LP_21X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences:  Slide 1: I have to say that my favourite subject is Slide 2: I always prefer studying more than any other subject because it is and Slide 3: I want to be a and my inspiration is Slide 4: A not so student, from a background, going on to change the way we see the world, is what inspires me about Slide 5: There are various other people in the field of who have been my inspiration.  Slide 6: They dedicated their entire lives for and   |
| humble background, going on to change the way we see the world, is what inspires me about Einstein.  Slide 5: There are various other people in the field of Physics who have been my inspiration.  Slide 6: They dedicated their entire lives for science and discovered secrets of nature that helped this world become a better place to live in.  7. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps'. The personal information of the sentences in PPT "LP_21S" is deleted. The classwork is presented in PPT slides "LP_21X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences:  Slide 1: I have to say that my favourite subject is Slide 2: I always prefer studying more than any other subject because it is and Slide 4: A not so student, from a background, going on to change the way we see the world, is what inspires me about Slide 5: There are various other people in the field of who have been my inspiration.  Slide 6: They dedicated their entire lives for and   |
| the world, is what inspires me about Einstein.  Slide 5: There are various other people in the field of Physics who have been my inspiration.  Slide 6: They dedicated their entire lives for science and discovered secrets of nature that helped this world become a better place to live in.  7. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps'. The personal information of the sentences in PPT "LP_21S" is deleted. The classwork is presented in PPT slides "LP_21X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences:  Slide 1: I have to say that my favourite subject is Slide 2: I always prefer studying more than any other subject because it is and Slide 4: A not so student, from a background, going on to change the way we see the world, is what inspires me about Slide 5: There are various other people in the field of who have been my inspiration.  Slide 6: They dedicated their entire lives for and  |
| Slide 5: There are various other people in the field of Physics who have been my inspiration.  Slide 6: They dedicated their entire lives for science and discovered secrets of nature that helped this world become a better place to live in.  7. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps'. The personal information of the sentences in PPT "LP_21S" is deleted. The classwork is presented in PPT slides "LP_21X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences:  Slide 1: I have to say that my favourite subject is Slide 2: I always prefer studying more than any other subject because it is and Slide 3: I want to be a and my inspiration is  Slide 4: A not so student, from a background, going on to change the way we see the world, is what inspires me about Slide 5: There are various other people in the field of who have been my inspiration.  Slide 6: They dedicated their entire lives for and   |
| Physics who have been my inspiration.  Slide 6: They dedicated their entire lives for science and discovered secrets of nature that helped this world become a better place to live in.  7. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps'. The personal information of the sentences in PPT "LP_21S" is deleted. The classwork is presented in PPT slides "LP_21X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences:  Slide 1: I have to say that my favourite subject is Slide 2: I always prefer studying more than any other subject because it is and Slide 3: I want to be a and my inspiration is  Slide 4: A not so student, from a background, going on to change the way we see the world, is what inspires me about Slide 5: There are various other people in the field of who have been my inspiration.  Slide 6: They dedicated their entire lives for and   |
| Slide 6: They dedicated their entire lives for science and discovered secrets of nature that helped this world become a better place to live in.  7. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps'. The personal information of the sentences in PPT "LP_21S" is deleted. The classwork is presented in PPT slides "LP_21X" and the students are requested to write them down on a paper.  The PPT contains the following fill-in-the-gaps sentences:  Slide 1: I have to say that my favourite subject is Slide 2: I always prefer studying more than any other subject because it is and Slide 3: I want to be a and my inspiration is Slide 4: A not so student, from a background, going on to change the way we see the world, is what inspires me about Slide 5: There are various other people in the field of who have been my inspiration.  Slide 6: They dedicated their entire lives for and  |
| discovered secrets of nature that helped this world become a better place to live in.  7. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps'. The personal information of the sentences in PPT "LP_21S" is deleted. The classwork is presented in PPT slides "LP_21X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences:  Slide 1: I have to say that my favourite subject is Slide 2: I always prefer studying more than any other subject because it is and Slide 3: I want to be a and my inspiration is Slide 4: A not so student, from a background, going on to change the way we see the world, is what inspires me about Slide 5: There are various other people in the field of who have been my inspiration.  Slide 6: They dedicated their entire lives for and  |
| become a better place to live in.  7. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps'. The personal information of the sentences in PPT "LP_21S" is deleted. The classwork is presented in PPT slides "LP_21X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences:  Slide 1: I have to say that my favourite subject is Slide 2: I always prefer studying more than any other subject because it is and Slide 3: I want to be a and my inspiration is Slide 4: A not so student, from a background, going on to change the way we see the world, is what inspires me about Slide 5: There are various other people in the field of who have been my inspiration.  Slide 6: They dedicated their entire lives for and  |
| 7. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps'. The personal information of the sentences in PPT "LP_21S" is deleted. The classwork is presented in PPT slides "LP_21X" and the students are requested to write them down on a paper.  The PPT contains the following fill-in-the-gaps sentences:  Slide 1: I have to say that my favourite subject is  Slide 2: I always prefer studying more than any other subject because it is and  Slide 3: I want to be a and my inspiration is  Slide 4: A not so student, from a background, going on to change the way we see the world, is what inspires me about  Slide5: There are various other people in the field of who have been my inspiration.  Slide 6: They dedicated their entire lives for and   |
| classwork is 'fill-in-the-gaps'. The personal information of the sentences in PPT "LP_21S" is deleted. The classwork is presented in PPT slides "LP_21X" and the students are requested to write them down on a paper.  The PPT contains the following fill-in-the-gaps sentences:  Slide 1: I have to say that my favourite subject is  Slide 2: I always prefer studying more than any other subject because it is and  Slide 3: I want to be a and my inspiration is  Slide 4: A not so student, from a background, going on to change the way we see the world, is what inspires me about  Slide5: There are various other people in the field of who have been my inspiration.  Slide 6: They dedicated their entire lives for and  |
| of the sentences in PPT "LP_21S" is deleted. The classwork is presented in PPT slides "LP_21X" and the students are requested to write them down on a paper.  The PPT contains the following fill-in-the-gaps sentences:  Slide 1: I have to say that my favourite subject is  Slide 2: I always prefer studying more than any other subject because it is and  Slide 3: I want to be a and my inspiration is  Slide 4: A not so student, from a background, going on to change the way we see the world, is what inspires me about  Slide5: There are various other people in the field of who have been my inspiration.  Slide 6: They dedicated their entire lives for and  |
| classwork is presented in PPT slides "LP_21X" and the students are requested to write them down on a paper.  The PPT contains the following fill-in-the-gaps sentences:  Slide 1: I have to say that my favourite subject is  Slide 2: I always prefer studying more than any other subject because it is and  Slide 3: I want to be a and my inspiration is  Slide 4: A not so student, from a background, going on to change the way we see the world, is what inspires me about  Slide5: There are various other people in the field of who have been my inspiration.  Slide 6: They dedicated their entire lives for and   |
| students are requested to write them down on a paper.  The PPT contains the following fill-in-the-gaps sentences:  Slide 1: I have to say that my favourite subject is  Slide 2: I always prefer studying more than any other subject because it is and  Slide 3: I want to be a and my inspiration is  Slide 4: A not so student, from a background, going on to change the way we see the world, is what inspires me about  Slide5: There are various other people in the field of who have been my inspiration.  Slide 6: They dedicated their entire lives for and   |
| The PPT contains the following fill-in-the-gaps sentences:  Slide 1: I have to say that my favourite subject is  Slide 2: I always prefer studying more than any other subject because it is and  Slide 3: I want to be a and my inspiration is  Slide 4: A not so student, from a background, going on to change the way we see the world, is what inspires me about  Slide 5: There are various other people in the field of who have been my inspiration.  Slide 6: They dedicated their entire lives for and   |
| sentences:  Slide 1: I have to say that my favourite subject is  Slide 2: I always prefer studying more than any other subject because it is and  Slide 3: I want to be a and my inspiration is  Slide 4: A not so student, from a background, going on to change the way we see the world, is what inspires me about  Slide 5: There are various other people in the field of who have been my inspiration.  Slide 6: They dedicated their entire lives for and   |
| Slide 1: I have to say that my favourite subject is  Slide 2: I always prefer studying more than any other subject because it is and  Slide 3: I want to be a and my inspiration is  Slide 4: A not so student, from a background, going on to change the way we see the world, is what inspires me about  Slide 5: There are various other people in the field of who have been my inspiration.  Slide 6: They dedicated their entire lives for and   |
| Slide 2: I always prefer studying more than any other subject because it is and  Slide 3: I want to be a and my inspiration is  Slide 4: A not so student, from a background, going on to change the way we see the world, is what inspires me about  Slide 5: There are various other people in the field of who have been my inspiration.  Slide 6: They dedicated their entire lives for and  |
| other subject because it is and  Slide 3: I want to be a and my inspiration is  Slide 4: A not so student, from a background, going on to change the way we see the world, is what inspires me about  Slide 5: There are various other people in the field of who have been my inspiration.  Slide 6: They dedicated their entire lives for and  |
| Slide 3: I want to be aand my inspiration is  Slide 4: A not sostudent, from a background, going on to change the way we see the world, is what inspires me about  Slide 5: There are various other people in the field ofwho have been my inspiration.  Slide 6: They dedicated their entire lives for and  |
| Slide 4: A not sostudent, from a background, going on to change the way we see the world, is what inspires me about Slide 5: There are various other people in the field ofwho have been my inspiration. Slide 6: They dedicated their entire lives for and  |
| background, going on to change the way we see the world, is what inspires me about  Slide5: There are various other people in the field ofwho have been my inspiration.  Slide 6: They dedicated their entire lives for and  |
| background, going on to change the way we see the world, is what inspires me about  Slide5: There are various other people in the field ofwho have been my inspiration.  Slide 6: They dedicated their entire lives for and  |
| world, is what inspires me about  Slide5: There are various other people in the field ofwho have been my inspiration.  Slide 6: They dedicated their entire lives for and  |
| Slide5: There are various other people in the field ofwho have been my inspiration.  Slide 6: They dedicated their entire lives for and  |
| who have been my inspiration. Slide 6: They dedicated their entire lives for and   |
| Slide 6: They dedicated their entire lives for and   |
|  |
| discovered that helped this world become a better  |
| place to live in.  |
| The slides are shown to the students till they write down  |
| all of the sentences. While the students do the class work   |
| the video clip "VdoLP21" is played thrice.   |
| 8. The instructor immediately calls for a role-playing   |
| session as soon as the students are done with the class  |
| work.  |
| Evaluation 9. The instructor initiates a role-playing session in which 8. The students wait  |
| the instructor acts the interviewer and the students answer for their turn, as   |
| the instructor-interviewer's question. suggested by the  |
| 10. The instructor waits for the students to respond. instructor, to respond   |
| Plan A: If the students respond affirmatively, then the to the instructor-   |
| instructor initiates the interview immediately. interviewer's question.  |
| Plan B: If the students respond negatively or keep silence, 9. The students  |
| then the instructor motivates them to participate in the respond to the  |

|             | role-play.  | instructor-             |
|-------------|---|-------------------------|
|             | 11. The instructor asks a question to the students one by         | interviewer's question  |
|             | one. The instructor decides on the turn of the students in        | by repeating the        |
|             | the role-play. And she starts by calling the student by           | sentences he/she has    |
|             | his/her name. The process is repeated till the last student       | already practiced.      |
|             | is interviewed.   |                         |
|             | : ( <u>name of the student</u> ), what is your favourite subject? |                         |
| Summarizati | 12. The instructor plays the video "Exvdo LP21"- the              | 10. The students revise |
| on          | video with a background music containing the PPT of               | the sentences several   |
|             | fill-in-the-gaps exercise. The length of the video is 1           | times by saying them    |
|             | minute 35 seconds. The instructor requests the students to        | aloud following the     |
|             | say filled-in sentences out loud as they appear on screen.        | order in which they are |
|             | The exercise is repeated only once.                               | presented on screen     |
|             | 13. The instructor dismisses the class complimenting the          | three times before the  |
|             | students and asking them to practice the sentence that            | conclusion of a         |
|             | they have learnt that day.  | session.                |

- a. Sub-skill: DFS 2
- b. Specific resources: Video clip of DFS 1, Video clip of DFS 2, 6 slide PPT with fill-in-the-gaps exercise of DFS 1, 4 slide PPT with fill-in-the-gaps exercise of DFS 2, 4 slide PPT containing 4 sentences of DFS 2, a video exercise of DFS 2 with background music containing the PPT exercises.

| Phase/ Stage | Teaching        | Teacher's activity  | Student's activity      |
|--------------|-----------------|---|-------------------------|
|              | points          |   |                         |
|              | a. Vocabulary   | 1. The instructor greets the students.                      | 1. The students watch   |
|              | (pronunciatio   | 2. The instructor plays the video "Vdo LP21". The length    | and listen to the       |
|              | n & proper      | of the video is 40seconds.                                  | sentences presented in  |
|              | use): inclined, | 3. The instructor presents the PPT "LP_21X" with fill-in-   | the video.              |
|              | dedicated,      | the-gaps exercise and asks the students to say the          | 2. The students say the |
|              | subject,        | sentences out loud together.                                | sentences out loud      |
|              | studying,       | 4. The instructor compliments the students' performance     | together by filling in  |
| Preparation  | interesting,    | but, no particular student's name is mentioned for the      | the gaps using their    |
|              | inspiration,    | applause.   | personal information.   |
|              | sports, lives,  | 5. The instructor prepares the students for the day's       |                         |
|              | science,        | lesson on how to provide information about one's interest   |                         |
|              | activities,     | in the subject.   |                         |
| Presentation | impact, good,   | 6. The instructor announces the topic of the class for that | 3. The students watch,  |
|              | doctor,         | day.  | listen, and note down   |
|              | grades,         | 7. The instructor plays the video clip "Vdo LP22". The      | the sentences           |
|              | world,          | length of the video is 36 seconds. The video clip will be   | presented in the video. |
|              | problems,       | played three times.   | 4. The students check   |
|              | change, field,  | 8. The instructor presents 4 slides PPT "LP_22S". The       | the sentences in their  |
|              | distress,       | slides of the PPT contain these sentences:                  | notebook and compare    |
|              | mime,           | Slide 1: I like science because of the real-life impact it  | them with the           |
|              | potential       | has on our lives.   | sentences in the slides |
|              | b. Grammar      | Slide 2: It has the potential to solve many problems in the | for correctness.        |

|             | (fluency & correct use):<br>Simple past tense<br>(conditional) | world such as water problem, climate change, mental distress and other medical problems.  Slide 3: Given the gravity of the impact that science has on our lives, I could not turn my eyes away from studying it.  Slide 4: I specifically fell in love with Physics because it includes the excellent aspects of both Mathematics and Chemistry, my other two favourite subjects in school.  9. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps'. The personal information of the sentences in the PPT "LP_22S" is deleted. The classwork is presented in PPT slides "LP_22X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences:  Slide1: I like because of the impact it has on our  Slide 2: It has the potential to solve many problems in the world such as,, and other  Slide 3: Given the gravity of the impact that has on, I could not turn my eyes away from studying it.  Slide 4: I specifically fell in love with because it includes the excellent aspects of both and, my other two favourite subjects in school.  The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip "Vdo LP22" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work. | 5. The students read the sentences aloud and revise (orally) them several times. 6. The fill-in-the-gaps writing exercise is performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook. |
|-------------|--|--|--|
| Evaluation  |  | 11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.  12. The instructor waits for the students to respond.  Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.  Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.  13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.  a. : (name of the student), why do you like this particular subject?   | 8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer's question. 9. The students respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced.          |
| Summarizati |  | 14. The instructor plays the video with a background music containing the PPT "Exvdo LP22" of fill-in-thegaps exercise. The length of the video is 1 minute 7 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated only once.  15. The instructor dismisses the class complimenting the students and asking them to practice the sentence that   | 10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a  |

| they have learnt that day. | session. |
|----------------------------|----------|
|----------------------------|----------|

- a. Sub-skill: DFS 3
- b. Specific resources: Revision video clips of DFS 1 & DFS 2, Revision exercise videos clip of DFS 1 & DFS 2, Video clip of DFS 3, 6 slide PPT containing 6 sentences of DFS 3, 6 slide PPT with fill-in-the-gaps exercise of DFS 3, a video with background music containing the PPT exercises of DFS 3

| Phase/ Stage | Teaching        | Teacher's activity   | Student's activity      |
|--------------|-----------------|--|-------------------------|
|              | points          | 1 m  | 1 771 . 1 1             |
|              | a. Vocabulary   | 1. The instructor greets the students.                                 | 1. The students watch   |
|              | (pronunciatio   | 2. The instructor plays the video of the previous two                  | and listen to the       |
|              | n & proper      | sessions "Vdo LP21" and "Vdo LP22" by compiling                        | sentences presented in  |
|              | use): inclined, | them to a single video clip "RVdo LP23". The length of                 | the video.              |
|              | dedicated,      | the video is 1 minute and 16 seconds.                                  | 2. The students say the |
|              | subject,        | 3. The instructor presents the exercise video "RExvdo                  | sentences out loud      |
| D            | studying,       | LP23" by compiling the exercise videos of the prior two                | together by filling in  |
| Preparation  | interesting,    | sessions- "Exvdo LP21" and "Exvdo LP22" with fill-in-                  | the gaps using their    |
|              | inspiration,    | the-gaps exercise and asks the students to say the                     | personal information.   |
|              | sports, lives,  | sentences out loud together. The length of the video is 2              |                         |
|              | science,        | minute and 42 seconds.   |                         |
|              | activities,     | 4. The instructor compliments the students' performance                |                         |
|              | impact, good,   | but, no particular student's name is mentioned for the                 |                         |
|              | doctor,         | applause.  |                         |
|              | grades,         | 5. The instructor prepares the students for the day's                  |                         |
|              | world,          | lesson on how to provide details about earning potential               |                         |
| Dungantatian | problems,       | in choosing a career.  |                         |
| Presentation | change, field,  | 6. The instructor announces the topic of the class for that            |                         |
|              | distress,       | day.   |                         |
|              | mime, potential | 7. The instructor plays the video clip "Vdo LP23". The                 |                         |
|              | b. Grammar      | length of the video is 41 seconds and it will be played three times.   |                         |
|              | (fluency &      | 8. The instructor presents the 6 slides PPT "LP 23S".                  |                         |
|              | correct use):   | The slides of the PPT contain these sentences:                         |                         |
|              | Simple past     | Slide 1: To be frank, the main reason I study other                    |                         |
|              | tense           | subjects is to score good overall grades as I want to do               |                         |
|              | (conditional)   | further studies in the field of Physics at a good university.          |                         |
|              | (conditional)   | Slide 2: It's not only about grades, good universities look            |                         |
|              |                 | into our extracurricular and co-curricular activities as               |                         |
|              |                 | well.  |                         |
|              |                 | Slide 3: Being only a book worm will definitely not get                |                         |
|              |                 | me into such an institution.   |                         |
|              |                 | Slide 4: I should be good in other areas such as sports,               |                         |
|              |                 | arts and culture.  |                         |
|              |                 |  |                         |
|              |                 |  |                         |
|              |                 | Slide 5: I participate in sports activities and have won a few awards. |                         |

|             | Slide 6: I also take acting lessons in mime because I find                                |  |
|-------------|---|--|
|             | it interesting.   |  |
|             | 9. The instructor gives the student a classwork. The                                      |  |
|             | classwork is 'fill-in-the-gaps'. The personal information                                 |  |
|             | of the sentences in the PPT "LP 23S" is deleted. The                                      |  |
|             | classwork is presented in PPT slides "LP 23X" and the                                     |  |
|             | students are requested to write them down on a paper.                                     |  |
|             | •   |  |
|             | The PPT contains these fill-in-the-gaps sentences:  |  |
|             | Slide 1: To be frank, the main reason I study other                                       |  |
|             | subjects is to as I want to do further studies in   |  |
|             | the field of at a good university.  |  |
|             | Slide 2: It's not only about, good universities   |  |
|             | look into our and as well.  |  |
|             | Slide 3: Being only awill definitely not get me   |  |
|             | into such an institution.   |  |
|             | Slide 4: I should be good in other areas such as,   |  |
|             | and   |  |
|             | Slide 5: I participate inactivities and have won a  |  |
|             | few   |  |
|             | Slide 6: I also take lessons inbecause I find   |  |
|             | it interesting.   |  |
|             |   |  |
|             | The slides are shown to the students till they write down                                 |  |
|             | all of the sentences. While the students do the class work                                |  |
|             | the video clip "Vdo LP22" is played thrice.   |  |
|             | 10. The instructor immediately calls for a role-playing                                   |  |
|             | session as soon as the students are done with the class                                   |  |
|             | work.   |  |
| Evaluation  | 11. The instructor initiates a role-playing session in                                    |  |
|             | which the instructor acts the interviewer and the students                                |  |
|             | answer the instructor-interviewer's question.   |  |
|             | 12. The instructor waits for the students to respond.                                     |  |
|             | Plan A: If the students respond affirmatively, then the                                   |  |
|             | instructor initiates the interview immediately.   |  |
|             | Plan B: If the students respond negatively or keep silence,                               |  |
|             | then the instructor motivates them to participate in the                                  |  |
|             | role-play.  |  |
|             | 13. The instructor asks a question to the students one by                                 |  |
|             | one. The instructor decides on the turn of the students in                                |  |
|             |   |  |
|             | the role-play. And she starts by calling the student by                                   |  |
|             | his/her name. The process is repeated till the last student                               |  |
|             | is interviewed.   |  |
|             | : ( <u>name of the student</u> ), do you think your favourite                             |  |
|             | subject will help you in your career prospects?   |  |
| Summarizati | 14. The instructor plays the video with a background                                      |  |
| on          | music containing the PPT "Exvdo LP23" of fill-in-the-                                     |  |
|             | gaps exercise. The length of the video is 1 minute 47                                     |  |
|             | seconds. The instructor requests the students to say filled-                              |  |
|             | in sentences out loud as they appear on screen. The                                       |  |
|             |   |  |
|             | exercise is repeated only once.   |  |
|             | exercise is repeated only once.  15. The instructor dismisses the class complimenting the |  |
|             | 15. The instructor dismisses the class complimenting the                                  |  |
|             | *   |  |

- a. Sub-skill: DFS 4
- b. Specific resources: Revision video clips of DFS 1, DFS 2 & DFS 3, Revision exercise video clips of DFS 1, DFS 2 & DFS 3, Video clip of DFS 4, 4 slide PPT containing 4 sentences of DFS 4, 4 slide PPT with fill-in-the-gaps exercise of DFS 4, a video with background music containing the PPT exercises of DFS 4

| Phase/ Stage | Teaching points   | Teacher's activity  | Student's activity   |
|--------------|---|---|--|
| Preparation  | a. Vocabulary (pronunciatio n & proper use): inclined, dedicated, subject, studying, interesting, inspiration, sports, lives, science, activities, impact, good, doctor, grades, world, problems, | 1. The instructor greets the students. 2. The instructor plays the video of the previous three sessions "Vdo LP21", "Vdo LP22", and "Vdo LP23" by compiling them to a single video clip "RVdo LP24". The length of the video is 1 minute and 58 seconds. 3. The instructor presents the exercise video "RExvdo LP24" by compiling the exercise videos of the prior three sessions "Exvdo LP21", "Exvdo LP22", and "Exvdo LP23" with fill-in-the-gaps exercises and asks the students to say the sentences out loud together. The length of the video is 4 minute and 29 seconds. 4. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause. 5. The instructor prepares the students for the day's lesson on how to provide brief information about other subjects in general.   | 1. The students watch and listen to the sentences presented in the video. 2. The students say the sentences out loud together by filling in the gaps using their personal information.   |
| Presentation | change, field, distress, mime, potential b. Grammar (fluency & correct use): Simple past tense (conditional)  | 6. The instructor announces the topic of the class for that day.  7. The instructor plays the video clip "Vdo LP24". The length of the video is 25 seconds and it will be played three times.  8. The instructor presents the 4 slides PPT "LP_24S". The slides of the PPT contain these sentences:  Slide 1: Other than physics, I like chemistry, mathematics and to a certain extent biology.  Slide 2: In fact, my parents wanted me to become a doctor which means that biology should have been my subject of interest.  Slide 3: I like biology and also appreciate the job of a doctor.  Slide 4: But, I believe that a scientist plays a greater role in shaping our society than any other professional.  9. The instructor gives the student a class work. The class work is 'fill-in -the-gaps'. The personal information of the sentences in the PPT "LP_24S" is deleted. The class work is presented in PPT slides and the students are requested to write them down on a paper. The PPT contains these fill-in-the-gaps sentences:  Slide 1: Other than, I like, and to a certain extent  Slide 2: In fact, my parents wanted me to become a which means that should have been my subject of interest. | 3. The students watch, listen, and note down the sentences presented in the video. 4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness. 5. The students read the sentences aloud and revise (orally) them several times. 6. The fill-in-the-gaps writing exercise is performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook. |

|             | Slide 3: I like and also appreciate the job of a   |   |
|-------------|--|---|
|             | Slide 4: But, I believe that a plays a greater role in shaping our than any other professional"  The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip "Vdo LP24" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work. |   |
| Evaluation  | 11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students  | 8. The students wait for their turn, as |
|             | answer the instructor-interviewer's question.  | suggested by the                        |
|             | 12. The instructor waits for the students to respond.  | instructor, to respond                  |
|             | Plan A: If the students respond affirmatively, then the  | to the instructor-                      |
|             | instructor initiates the interview immediately.  | interviewer's question.                 |
|             | Plan B: If the students respond negatively or keep silence,  | 9. The students                         |
|             | then the instructor motivates them to participate in the   | respond to the                          |
|             | role-play.   | instructor-                             |
|             | 13. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in   | interviewer's question                  |
|             | the role-play. And she starts by calling the student by  | by repeating the sentences he/she has   |
|             | his/her name. The process is repeated till the last student  | already practiced.                      |
|             | is interviewed.  | aneady practiced.                       |
|             | : ( <u>name of the student</u> ), which subject do you like apart from your favourite ones?  |   |
| Summarizati | 14. The instructor plays the video with a background   | 10. The students revise                 |
| on          | music containing the PPT "Exvdo LP24" of fill-in-the-  | the sentences several                   |
|             | gaps exercise. The length of the video is 1 minute 7   | times by saying them                    |
|             | seconds. The instructor requests the students to say filled-   | aloud following the                     |
|             | in sentences out loud as they appear on screen. The  | order in which they are                 |
|             | exercise is repeated only once.  | presented on screen                     |
|             | 15. The instructor dismisses the class complimenting the   | three times before the                  |
|             | students and asking them to practice the sentence that   | conclusion of a                         |
|             | they have learnt that day.   | session.                                |

#### **Lesson Plan 25 (Revision 5)**

- a. Sub-skill: Revision of DFS 1, DFS 2, DFS 3, and DFS 4
- b. Specific resources: Video clip of DFS 1, Video clip of DFS 2, Video clip of DFS 3, Video clip of DFS 4, 6 slide PPT containing 6 sentences of DFS 1, 4 slide PPT containing 4 sentences of DFS 2, 6 slide PPT containing 6 sentences of DFS 3, 4 slide PPT containing 4 sentences of DFS 4, 6 slide PPT with fill-in-the-gaps exercise of DFS 1, 4 slide PPT with fill-in-the-gaps exercise of DFS 2, 6 slide PPT with fill-in-the-gaps exercise of DFS 3, 4 slide PPT with fill-in-the-gaps exercise of DFS 4, a video with background music containing the PPT exercises of DFS 1, DFS 2, DFS 3, and DFS 4

| Phase/ Stage | Teaching | Teacher's activity | / | Student's activity |  |
|--------------|----------|--------------------|---|--------------------|--|
|--------------|----------|--------------------|---|--------------------|--|

|              | points          |   |                          |
|--------------|-----------------|---|--------------------------|
|              | a. Vocabulary   | 1. The instructor greets the students.  | 1. The students greet    |
|              | (pronunciatio   | 2. The instructor prepares the students for the revision of   | the instructor.          |
|              | n & proper      | the topics on one's favourite subject, how to provide   |                          |
|              | use): inclined, | information about one's interest in the subject, how to   |                          |
|              | dedicated,      | provide details about earning potential in choosing a   |                          |
|              | subject,        | career, and how to provide brief information about other  |                          |
| Preparation  | studying,       | subjects in general.  |                          |
| Presentation | interesting,    | 3. The instructor announces that all the sentences  | 3. The students watch,   |
| Tresentation | inspiration,    | practiced in the previous 4 sessions of that week will be   | listen, and note down    |
|              | sports, lives,  | revised that day.   | the sentences            |
|              | science,        | 4. The instructor plays the video clip "Vdo LP25". The  | presented in the video.  |
|              | activities,     | length of the video is 2minute and 24 seconds. The video  | 4. The students read     |
|              | impact, good,   | is played three times.  | the sentences aloud      |
|              | doctor,         |   |                          |
|              |                 | 5. The instructor presents the 20 slides PPT "LP_25S". The slides of the PPT contain these sentences: | and revise (orally)      |
|              | grades,         |   | them several times.      |
|              | world,          | Slide 1: I have to say that my favourite subject is Physics.  | 6. The fill-in-the-gaps  |
|              | problems,       | Slide 2: I always prefer studying Physics more than any   | writing exercise is      |
|              | change, field,  | other subject because it is challenging and interesting.  | performed by the         |
|              | distress,       | Slide 3: I want to be a theoretical physicist and my  | students.                |
|              | mime,           | inspiration is Albert Einstein.   | 7. The students, in turn |
|              | potential       | Slide 4: A not so academically inclined student, from a   | suggested by the         |
|              | b. Grammar      | humble background, going on to change the way we see  | instructor, read the     |
|              | (fluency &      | the world, is what inspires me about Einstein.  | sentences aloud using    |
|              | correct use):   | Slide 5: There are various other people in the field of   | their notebook.          |
|              | Simple past     | Physics who have been my inspiration.   |                          |
|              | tense           | Slide 6: They dedicated their entire lives for science and  |                          |
|              | (conditional)   | discovered secrets of nature that helped this world   |                          |
|              |                 | become a better place to live in.   |                          |
|              |                 | Slide 7: I like science because of the real-life impact it  |                          |
|              |                 | has on our lives.   |                          |
|              |                 | Slide 8: It has the potential to solve many problems in the   |                          |
|              |                 | world such as water problem, climate change, mental   |                          |
|              |                 | distress and other medical problems.  |                          |
|              |                 | Slide 9: Given the gravity of the impact that science has   |                          |
|              |                 | on our lives, I could not turn my eyes away from studying   |                          |
|              |                 | it.   |                          |
|              |                 | Slide 10: I specifically fell in love with Physics because it   |                          |
|              |                 | includes the excellent aspects of both Mathematics and  |                          |
|              |                 | Chemistry, my other two favourite subjects in school.   |                          |
|              |                 | Slide 11: To be frank, the main reason I study other  |                          |
|              |                 | subjects is to score good overall grades as I want to do  |                          |
|              |                 | further studies in the field of Physics at a good university.   |                          |
|              |                 | Slide 12: It's not only about grades, good universities   |                          |
|              |                 | look into our extracurricular and co-curricular activities  |                          |
|              |                 | as well.  |                          |
|              |                 | Slide 13: Being only a book worm will definitely not get  |                          |
|              |                 | me into such an institution.  |                          |
|              |                 | Slide 14: I should be good in other areas such as sports,   |                          |
|              |                 | arts and culture.   |                          |
|              |                 | Slide 15: I participate in sports activities and have won a   |                          |
|              |                 | few awards.   |                          |
|              |                 |   |                          |
|              |                 | Slide 16: I also take acting lessons in mime because I find   |                          |
|              |                 | it interesting.   |                          |
|              |                 | Slide 17: Other than physics, I like chemistry,   |                          |
|              |                 | mathematics and to a certain extent biology.  |                          |

|  | Slide 18: In fact, my parents wanted me to become a            |  |
|--|--|--|
|  | doctor which means that biology should have been my            |  |
|  | subject of interest.   |  |
|  | Slide 19: I like biology and also appreciate the job of a      |  |
|  | doctor.  |  |
|  | Slide 20: But, I believe that a scientist plays a greater role |  |
|  |  |  |
|  | in shaping our society than any other professional.            |  |
|  | 6. The instructor gives the student a class work. The class    |  |
|  | work is 'fill-in-the-gaps'. The personal information of the    |  |
|  | sentences in the PPT "LP_25S" is deleted. The class            |  |
|  | work is presented in PPT slide "LP_25X":                       |  |
|  | Slide 1: I have to say that my favourite subject is            |  |
|  | Slide 2: I always prefer studying more than any                |  |
|  | other subject because it is and                                |  |
|  | Slide 3: I want to be aand my inspiration is                   |  |
|  |  |  |
|  | Slide 4: A not sostudent, from a                               |  |
|  | background, going on to change the way we see the              |  |
|  | world, is what inspires me about                               |  |
|  | Slide5: "There are various other people in the field of        |  |
|  | who have been my inspiration."                                 |  |
|  | Slide 6: They dedicated their entire lives for and             |  |
|  | discoveredthat helped this world become a better               |  |
|  | place to live in.  |  |
|  | Slide 7: I like because of the impact it                       |  |
|  |  |  |
|  | has on our   |  |
|  | Slide 8: It has the potential to solve many problems in the    |  |
|  | world such as,,and other                                       |  |
|  |  |  |
|  | Slide 9: Given the gravity of the impact that has              |  |
|  | on, I could not turn my eyes away from studying                |  |
|  | it.  |  |
|  | Slide 10: I specifically fell in love with because             |  |
|  | it includes the excellent aspects of both and                  |  |
|  | , my other two favourite subjects in school.                   |  |
|  | Slide 11: To be frank, the main reason I study other           |  |
|  | subjects is to as I want to do further studies in              |  |
|  | the field of at a good university.                             |  |
|  | Slide 12: It's not only about, good universities               |  |
|  | look into our and as well.                                     |  |
|  | Slide 13: Being only awill definitely not get me               |  |
|  | into such an institution.                                      |  |
|  | Slide 14: I should be good in other areas such as,             |  |
|  | and,   |  |
|  | Slide 15: I participate inactivities and have won a            |  |
|  | few  |  |
|  | Slide 16: I also take lessons inbecause I                      |  |
|  |  |  |
|  | find it interesting.   |  |
|  | Slide 17: Other than, I like, and to a                         |  |
|  | certain extent   |  |
|  | Slide 18: In fact, my parents wanted me to become a            |  |
|  | which means thatshould have been my                            |  |
|  | subject of interest.   |  |
|  | Slide 19: I like and also appreciate the job of a              |  |
|  | ··   |  |
|  | Slide 20: But. I believe that a plays a greater role           |  |

|             |  | 1                       |
|-------------|--|-------------------------|
|             | in shaping our than any other professional.  |                         |
|             | 7. The instructor immediately calls for a role-playing                                     |                         |
|             | session as soon as the students are done with the class                                    |                         |
|             | work.  |                         |
| Evaluation  | 8. The instructor initiates a role-playing session in which                                | 8. The students wait    |
|             | the instructor acts the interviewer and the students answer                                | for their turn, as      |
|             | the instructor-interviewer's question.   | suggested by the        |
|             | 9. The instructor waits for the students to respond.                                       | instructor, to respond  |
|             | Plan A: If the students respond affirmatively, then the                                    | to the instructor-      |
|             | instructor initiates the interview immediately.  | interviewer's question. |
|             | Plan B: If the students respond negatively or keep silence,                                | 9. The students         |
|             | then the instructor motivates them to participate in the                                   | respond to the          |
|             | role-play.   | instructor-             |
|             | 10. The instructor asks four questions to the students one                                 | interviewer's question  |
|             | by one in the role-play. The instructor decides on the turn                                | by repeating the        |
|             | of the students in the role-play. And she starts by calling                                | sentences he/she has    |
|             |  | already practiced.      |
|             | the student by his/her name. The process is repeated till the last student is interviewed. | arready practiced.      |
|             |  |                         |
|             | : ( <u>name of the student</u> ),  |                         |
|             | b. What is your favourite subject?   |                         |
|             | c. Why do you like this particular subject?  |                         |
|             | d. Do you think your favourite subject will help   |                         |
|             | you in your career prospects?  |                         |
|             | e. Which subjects do you like apart from your  |                         |
|             | favourite ones?  |                         |
| Summarizati | 11. The instructor plays the video "Exvdo LP25"- the                                       | 10. The students revise |
| on          | video with a background music containing the PPTs of all                                   | the sentences several   |
|             | the fill-in-the-gaps exercise. The instructor requests the                                 | times by saying them    |
|             | students to say the filled-in sentences out loud as they                                   | aloud following the     |
|             | appear on screen. The exercise is repeated only once                                       | order in which they are |
|             | 12. The instructor dismisses the class complimenting the                                   | presented on screen     |
|             | students and asking them to practice the sentences that                                    | three times before the  |
|             | they have revised that day.  | conclusion of a         |
|             | they have levised that day.  | session.                |
|             |  | SCSSIUII.               |

- a. Sub-skill: TAIE 1
- b. Specific resources: Video clip of TAIE 1, 6 slides in the PPT containing 6 sentences, 6 slide PPT with fill-in-the-gaps exercise, Video exercise of TAIE 1 containing background music, You tube video on 'How to tell about past work experience in English' (<a href="https://www.youtube.com/watch?v=oyFkvX8gfG8">https://www.youtube.com/watch?v=oyFkvX8gfG8</a>)

| Phase/ Stage | Teaching       | Teacher's activity  | Student's activity     |
|--------------|----------------|---|------------------------|
|              | points         |   |                        |
|              | a. Vocabulary  | 1. The instructor greets the students.                    | 1. The students try to |
|              | (pronunciatio  | 2. The instructor plays the video 'How to tell about past | guess the topic of the |
|              | n & proper     | work experience in English'. The length of the video is 2 | video.                 |
|              | use): standup, | minutes and 6 seconds.                                    | 2. They accordingly    |

|              |                | [   |                          |
|--------------|----------------|---|--------------------------|
|              | experience,    | 3. The instructor asks the students to guess the topic of   | respond to the           |
|              | work,          | the video randomly. The instructor waits for random         | instructor's question    |
|              | projects,      | responses from the students for 30 seconds.                 | about the topic.         |
| Preparation  | deadline,      | Plan A: If the students' response correctly by saying that  |                          |
|              | help, updated, | the video is on speaking about one's internship             |                          |
|              | communicati    | experience, then the instructor will complement their       |                          |
|              | on, shared,    | responses.  |                          |
|              | created,       | Plan B: If there is no response from the students, then the |                          |
|              | show,          | instructor will help guess them the theme of the video      |                          |
|              | channel,       | The instructor waits for the students to respond.           |                          |
| Presentation | volunteers,    | 4. The instructor announces the topic of the class for that | 3. The students watch,   |
|              | believe, stay, | day.  | listen, and note down    |
|              | company,       | 5. The instructor plays the video clip "Vdo LP26" three     | the sentences            |
|              | team, track    | times. The length of the video is 36 seconds.               | presented in the video.  |
|              | b. Grammar     | 6. The instructor presents the 6 slide PPT "LP_26S"         | 4. The students check    |
|              | (fluency &     | The slides of the PPT contain these sentences:              | the sentences in their   |
|              | correct use):  |   |                          |
|              | ,              | Slide 1: I have experience of working on projects that      | notebook and compare     |
|              | Simple         | needed to be completed on different deadlines on short      | them with the            |
|              | present tense  | notice.   | sentences in the slides  |
|              | (sub-ordinate  | Slide 2: For me, the key to success in such situation is to | for correctness.         |
|              | clause)        | keep track and stay updated on each project                 | 5. The students read     |
|              |                | independently.  | the sentences aloud      |
|              |                | Slide 3: I prioritize my time in advance to make sure I     | and revise (orally)      |
|              |                | know when and how the projects are running.                 | them several times.      |
|              |                | Slide 4: I believe in clear communication among the team    | 6. The fill-in-the-gaps  |
|              |                | members.  | writing exercise is      |
|              |                | Slide 5: Everybody should keep each other updated about     | performed by the         |
|              |                | the work during weekly standup meetings.                    | students.                |
|              |                | Slide 6: This way, we can ensure that we meet each          | 7. The students, in turn |
|              |                | deadline successfully.                                      | suggested by the         |
|              |                | 7. The instructor gives the student a class work. The class | instructor, read the     |
|              |                | work is 'fill-in-the-gaps'. The personal information of the | sentences aloud using    |
|              |                | PPT "LP_26S" is deleted. The class work is presented in     | their notebook.          |
|              |                | PPT slides "LP_26X" and the students are requested to       |                          |
|              |                | write them down on a paper. The PPT contains the            |                          |
|              |                | following fill-in-the-gaps sentences:                       |                          |
|              |                | Slide 1: I have experience of working on that               |                          |
|              |                | needed to be completed onon short notice.                   |                          |
|              |                | Slide 2: For me, the key to success in such situation is to |                          |
|              |                | andon eachindependently.                                    |                          |
|              |                | Slide 3: I prioritize myin advance to make sure I           |                          |
|              |                | know when and how the are running.                          |                          |
|              |                | Slide 4: I believe inamong the team members.                |                          |
|              |                | Slide 5: Everybody should keep each other about             |                          |
|              |                | the work during   |                          |
|              |                | Slide 6: This way, we can ensure that we each               |                          |
|              |                | successfully.   |                          |
|              |                | The slides are shown to the students till they write down   |                          |
|              |                | all of the sentences. While the students do the class work  |                          |
|              |                | the video clip "Vdo LP26" is played thrice.                 |                          |
|              |                | 8. The instructor immediately calls for a role-playing      |                          |
|              |                | session as soon as the students are done with the class     |                          |
|              |                | work.   |                          |
| Evaluation   | 1              | 9. The instructor initiates a role-playing session in which | 8. The students wait     |
| Z , aradion  |                | the instructor acts the interviewer and the students answer | for their turn, as       |
|              |                | the instructor-interviewer's question.                      | suggested by the         |
|              | I              | the manucior-micrytewer a question.                         | suggested by the         |

|             | 10. The instructor waits for the students to respond.           | instructor, to respond  |
|-------------|---|-------------------------|
|             | Plan A: If the students respond affirmatively, then the         | to the instructor-      |
|             | instructor initiates the interview immediately.                 | interviewer's question. |
|             | Plan B: If the students respond negatively or keep silence,     | 9. The students         |
|             | then the instructor motivates them to participate in the        | respond to the          |
|             | role-play.  | instructor-             |
|             | 11. The instructor asks a question to the students one by       | interviewer's question  |
|             | one. The instructor decides on the turn of the students in      | by repeating the        |
|             | the role-play. And she starts by calling the student by         | sentences he/she has    |
|             | his/her name. The process is repeated till the last student     | already practiced.      |
|             | is interviewed.   |                         |
|             | : ( <u>name of the student</u> ), tell me about your internship |                         |
|             | experience.   |                         |
| Summarizati | 12. The instructor plays the video "Exvdo LP26"- the            | 10. The students revise |
| on          | video with a background music containing the PPT of             | the sentences several   |
|             | fill-in-the-gaps exercise. The length of the video is 1         | times by saying them    |
|             | minute 56 seconds. The instructor requests the students to      | aloud following the     |
|             | say filled-in sentences out loud as they appear on screen.      | order in which they are |
|             | The exercise is repeated only once.                             | presented on screen     |
|             | 13. The instructor dismisses the class complimenting the        | three times before the  |
|             | students and asking them to practice the sentence that          | conclusion of a         |
|             | they have learnt that day.                                      | session.                |

- a. Sub-skill: TAIE 2
- b. Specific resources: Video clip of TAIE 1, Video clip of TAIE 2, 6 slide PPT with fill-in-the-gaps exercise of TAIE 1, 6 slide PPT with fill-in-the-gaps exercise of TAIE 2, 6 slide PPT containing 6 sentences of TAIE 2, a video exercise of TAIE 2 with background music containing the PPT exercises.

| Phase/ Stage | Teaching       | Teacher's activity  | Student's activity      |
|--------------|----------------|---|-------------------------|
|              | points         |   |                         |
|              | a. Vocabulary  | 1. The instructor greets the students.                      | 1. The students watch   |
|              | (pronunciatio  | 2. The instructor plays the video "Vdo LP26". The length    | and listen to the       |
|              | n & proper     | of the video is 36 seconds.                                 | sentences presented in  |
|              | use): standup, | 3. The instructor presents the PPT "LP 26X" with fill-in-   | the video.              |
|              | experience,    | the-gaps exercise and asks the students to say the          | 2. The students say the |
|              | work,          | sentences out loud together.                                | sentences out loud      |
|              | projects,      | 4. The instructor compliments the students' performance     | together by filling in  |
| Preparation  | deadline,      | but, no particular student's name is mentioned for the      | the gaps using their    |
|              | help, updated, | applause.   | personal information.   |
|              | communicati    | 5. The instructor prepares the students for the day's       |                         |
|              | on, shared,    | lesson on how to speak about one's interest in a particular |                         |
|              | created,       | company.  |                         |
| Presentation | show,          | 6. The instructor announces the topic of the class for that | 3. The students watch,  |
|              | channel,       | day.  | listen, and note down   |
|              | volunteers,    | 7. The instructor plays the video clip "Vdo LP27" three     | the sentences           |
|              | believe, stay, | times. The length of the video is 31 seconds.               | presented in the video. |

|             | Ι             | 0 TH 1 4 4 11 PRT (/I P. 070)                                    | I 4 771                                 |
|-------------|---------------|--|---|
|             | company,      | 8. The instructor presents the 6 slides PPT "LP_27S".            | 4. The students check                   |
|             | team, track,  | The slides of the PPT contain these sentences:                   | the sentences in their                  |
|             | collaborate,  | Slide 1: I've always been interested in mission-driven           | notebook and compare                    |
|             | synthesis,    | companies.   | them with the                           |
|             | fliers,       | Slide 2: Your commitment to community engagement                 | sentences in the slides                 |
|             | delegate      | truly speaks to the values I'm looking for in a company.         | for correctness.                        |
|             | b. Grammar    | Slide 3: I'm excited about this opportunity.                     | 5. The students read                    |
|             | (fluency &    | Slide 4: I think it will give me an exposure to interact         | the sentences aloud                     |
|             | correct use): | with many different clients and through many channels.           | and revise (orally)                     |
|             | Simple        | Slide 5: I was looking at your social media channel the          | them several times.                     |
|             | present tense | other day.   | 6. The fill-in-the-gaps                 |
|             | (sub-ordinate | Slide 6: I am impressed and fascinated by how you craft          | writing exercise is                     |
|             | clause)       | posts for all of your different initiatives.                     | performed by the                        |
|             |               | 9. The instructor gives the student a class work. The class      | students.                               |
|             |               | work is 'fill-in-the-gaps'. The personal information of the      | 7. The students, in turn                |
|             |               | PPT "LP_27S" is deleted. The class work is presented in          | suggested by the                        |
|             |               | PPT slides "LP_27X" and the students are requested to            | instructor, read the                    |
|             |               | write them down on a paper. The PPT contains the                 | sentences aloud using                   |
|             |               | following fill-in-the-gaps sentences:                            | their notebook.                         |
|             |               | Slide 1: I've always been interested incompanies.                |   |
|             |               | Slide 2: Your commitment totruly speaks to                       |   |
|             |               | the values I'm looking for in a company.                         |   |
|             |               | Slide 3: I'mabout this opportunity.                              |   |
|             |               | Slide 4: I think it will give me an to with                      |   |
|             |               | many different clients and through many                          |   |
|             |               | Slide 5: I was looking at yourthe other day.                     |   |
|             |               | Slide 6: I am and by how youfor all                              |   |
|             |               | of your different initiatives.                                   |   |
|             |               | The slides are shown to the students till they write down        |   |
|             |               | all of the sentences. While the students do the class work       |   |
|             |               | the video clip "Vdo LP27" is played thrice.                      |   |
|             |               | 10. The instructor immediately calls for a role-playing          |   |
|             |               | session as soon as the students are done with the class          |   |
|             |               | work.  |   |
| Evaluation  |               | 11. The instructor initiates a role-playing session in           | 8. The students wait                    |
|             |               | which the instructor acts the interviewer and the students       | for their turn, as                      |
|             |               | answer the instructor-interviewer's question.                    | suggested by the                        |
|             |               | 12. The instructor waits for the students to respond.            | instructor, to respond                  |
|             |               | Plan A: If the students respond affirmatively, then the          | to the instructor-                      |
|             |               | instructor initiates the interview immediately.                  | interviewer's question.                 |
|             |               | Plan B: If the students respond negatively or keep silence,      | 9. The students                         |
|             |               | then the instructor motivates them to participate in the         | respond to the                          |
|             |               | role-play.   | instructor-                             |
|             |               | 13 The instructor asks a question to the students one by         | interviewer's question                  |
|             |               | one. The instructor decides on the turn of the students in       | by repeating the                        |
|             |               | the role-play. And she starts by calling the student by          | sentences he/she has                    |
|             |               | his/her name. The process is repeated till the last student      | already practiced.                      |
|             |               | is interviewed.  |   |
|             |               | : ( <u>name of the student</u> ), why are you interested in this |   |
|             |               | company?   |   |
| Summarizati |               | 14. The instructor plays the video with a background             | 10. The students revise                 |
| on          |               | music containing the PPT "Exvdo LP27" of fill-in-the-            | the sentences several                   |
|             |               | gaps exercise. The length of the video is 1 minute 30            | times by saying them                    |
|             |               | seconds. The instructor requests the students to say filled-     | aloud following the                     |
|             |               | in sentences out loud as they appear on screen. The              | order in which they are                 |
|             |               | exercise is repeated only once.                                  | presented on screen                     |
| <u> </u>    | <u> </u>      | L 7  | 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 |

| 15. The instructor dismisses the class complimenting the | three times before the |
|--|------------------------|
| students and asking them to practice the sentence that   | conclusion of a        |
| they have learnt that day.                               | session.               |

- a. Sub-skill: TAIE 3
- b. Specific resources: Revision video clips of TAIE 1 & TAIE 2, Revision exercise videos clip of TAIE 1 & TAIE 2, Video clip of TAIE 3, 7 slide PPT containing 7 sentences of TAIE 3, 7 slide PPT with fill-in-the-gaps & scrambled sentences exercise of TAIE 3, a video with background music containing the PPT exercises of TAIE 3

| Phase/ Stage | Teaching   | Teacher's activity  | Student's activity  |
|--------------|--|---|---|
|              | points   | ·   | _   |
| Preparation  | a. Vocabulary (pronunciatio n & proper use): standup, experience, work, projects, deadline, help, updated, communicati on, shared, created, show, channel, volunteers, | 1. The instructor greets the students. 2. The instructor plays the video of the previous two sessions "Vdo LP26" and "Vdo LP27" by compiling them to a single video clip "RVdo LP28". The length of the video is 1 minute and 8 seconds. 3. The instructor presents the exercise video "RExvdo28" by compiling the exercise videos of the prior two sessions- "Exvdo LP26" and "Exvdo LP27" with fill-in-the-gap exercises and asks the students to say the sentences out loud together. The length of the video is 3 minutes and 27 seconds. 4. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause. 5. The instructor prepares the students for the day's  | 1. The students watch and listen to the sentences presented in the video. 2. The students say the sentences out loud together by filling in the gaps using their personal information.  |
|              | believe, stay,   | lesson on how to talk about team work.  |   |
| Presentation | company, team, track, collaborate, synthesis, fliers, delegate b. Grammar (fluency & correct use): Simple present tense (sub-ordinate clause)                          | 6. The instructor announces the topic of the class for that day. 7. The instructor plays the video clip "Vdo LP28". The length of the video is 42 seconds. The video clip will be played three times. 8. The instructor presents 7 slides PPT "LP_28S". The slides of the PPT contain these sentences: Slide1: I believe that good communication lays the foundation of a great team. Slide 2: Creating the best practices around how a team is going to communicate is extremely important. Slide 3: To share my personal experience, I worked with some of my class mates on a project. Slide 4: We created shared Google Docs as a communication medium and met only once a week in person. Slide 5: That way we could collaborate even when we weren't physically together. Slide 6: We called each other whenever we needed something. | 3. The students watch, listen, and note down the sentences presented in the video. 4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness. 5. The students read the sentences aloud and revise (orally) them several times. 6. The fill-in-the-gaps and scrambled sentences writing exercises are performed by the students. |

|             | CULT TO THE COLUMN TO THE COLU |                          |
|-------------|--|--------------------------|
|             | Slide 7: This synthesis of working styles helped us stay   | 7. The students, in turn |
|             | on track, work efficiently, and ultimately get along with  | suggested by the         |
|             | one another.   | instructor, read the     |
|             | 9. The instructor gives the student a class work. The class  | sentences aloud using    |
|             | work is 'fill-in-the-gaps' and 'scrambled sentences'   | their notebook.          |
|             | exercises. The personal information of the sentences in  |                          |
|             | the PPT "LP_28S" is deleted and also divided into parts  |                          |
|             | to form scrambled word questions. The classwork is   |                          |
|             | presented in PPT slides "LP_28X" and the students are  |                          |
|             | requested to write them down on a paper. The PPT   |                          |
|             | contains these fill-in-the-gaps and scrambled sentences:   |                          |
|             | Slide 1: I believe thatlays the foundation of a  |                          |
|             | great team.  |                          |
|             | Slide 2: Creating the best around how a team is  |                          |
|             | going to is extremely important.   |                          |
|             | Slide 3: To share my personal experience, I worked with  |                          |
|             | on a   |                          |
|             | Slide 4: We created sharedas a communication   |                          |
|             | medium and met only once a week in person.   |                          |
|             | Slide 5: That way we could even when we  |                          |
|             | weren't physically together.   |                          |
|             | Slide 6: we whenever each we needed other something  |                          |
|             | called.  |                          |
|             | Slide 7: ultimately this work of working styles us stay on   |                          |
|             | efficiently, and helped get track, along with one another  |                          |
|             | synthesis.   |                          |
|             | While the students do the classwork the video clip "Vdo  |                          |
|             | LP23" is played thrice.  |                          |
|             | 10. The instructor immediately calls for a role-playing  |                          |
|             | session as soon as the students are done with the class  |                          |
|             | work.  |                          |
| Evaluation  | 11. The instructor initiates a role-playing session in   | 8. The students wait     |
| Evaluation  | which the instructor acts the interviewer and the students   | for their turn, as       |
|             | answer the instructor-interviewer's question.  |                          |
|             |  | suggested by the         |
|             | 12. The instructor waits for the students to respond.  | instructor, to respond   |
|             | Plan A: If the students respond affirmatively, then the  | to the instructor-       |
|             | instructor initiates the interview immediately.  | interviewer's question.  |
|             | Plan B: If the students respond negatively or keep silence,  | 9. The students          |
|             | then the instructor motivates them to participate in the   | respond to the           |
|             | role-play.   | instructor-              |
|             | 13. The instructor asks a question to the students one by  | interviewer's question   |
|             | one. The instructor decides on the turn of the students in   | by repeating the         |
|             | the role-play. And she starts by calling the student by  | sentences he/she has     |
|             | his/her name. The process is repeated till the last student  | already practiced.       |
|             | is interviewed.  |                          |
|             | : ( <u>name of the student</u> ), what is the best team you have   |                          |
|             | ever been a part of and why?   |                          |
| Summarizati | 14. The instructor plays the video with a background   | 10. The students revise  |
| on          | music containing the PPT "Exvdo LP28" of fill-in-the-  | the sentences several    |
|             | gaps and scrambled sentences exercises. The length of  | times by saying them     |
|             | the video is 2 minutes. The instructor requests the  | aloud following the      |
|             | students to say filled-in sentences and say the sentences  | order in which they are  |
|             | in order out loud as they appear on screen. The exercise is  | presented on screen      |
|             | repeated only once.  | three times before the   |
|             | 15. The instructor dismisses the class complimenting the   | conclusion of a          |
|             | students and asking them to practice the sentence that   | session.                 |
|             | stateme and asking from to practice the sentence that  | ~ - ~~~                  |

| they have learnt that day. |  |
|----------------------------|--|
|----------------------------|--|

- a. Sub-skill: TAIE 4
- b. Specific resources: Revision video clips of TAIE 1, TAIE 2 & TAIE 3, Revision exercise video clips of TAIE 1, TAIE 2 & TAIE 3, Video clip of TAIE 4, 9 slide PPT containing 9 sentences of TAIE 4, 9 slide PPT with fill-in-the-gaps exercise of TAIE 4, a video with background music containing the PPT exercises of TAIE 4

| Phase/ Stage | Teaching       | Teacher's activity   | Student's activity       |
|--------------|----------------|--|--------------------------|
|              | points         | , and the second |                          |
|              | a. Vocabulary  | 1. The instructor greets the students.   | 1. The students watch    |
|              | (pronunciatio  | 2. The instructor plays the video of the previous three  | and listen to the        |
|              | n & proper     | sessions "Vdo LP26", "Vdo LP27", and "Vdo LP28" by   | sentences presented in   |
|              | use): standup, | compiling them to a single video clip "RVdo LP29". The   | the video.               |
|              | experience,    | length of the video is 1 minute and 50 seconds.  | 2. The students say the  |
|              | work,          | 3. The instructor presents the exercise video "RExvdo29"   | sentences out loud       |
|              | projects,      | by compiling the exercise videos of the prior three  | together by filling in   |
| Preparation  | deadline,      | sessions "Exvdo LP26", "Exvdo LP27", and "Exvdo  | the gaps using their     |
| 1            | help, updated, | LP28" with fill-in-the-gaps and scrambled sentences  | personal information.    |
|              | communicati    | exercises and asks the students to say the sentences out   |                          |
|              | on, shared,    | loud together. The length of the video is 5 minutes and 28   |                          |
|              | created,       | seconds.   |                          |
|              | show,          | 4. The instructor compliments the students' performance  |                          |
|              | channel,       | but, no particular students' name is mentioned for the   |                          |
|              | volunteers,    | applause.  |                          |
|              | believe, stay, | 5. The instructor prepares the students for the day's  |                          |
|              | company,       | lesson on how to speak about one's personal experience   |                          |
|              | team, track,   | working in a project or an assignment.   |                          |
| Presentation | collaborate,   | 6. The instructor announces the topic of the class for that  | 3. The students watch,   |
|              | synthesis,     | day.   | listen, and note down    |
|              | fliers,        | 7. The instructor plays the video clip "Vdo LP29". The   | the sentences            |
|              | delegate       | length of the video is 52 seconds and it will be played  | presented in the video.  |
|              | b. Grammar     | three times.   | 4. The students check    |
|              | (fluency &     | 8. The instructor presents the 9 slides PPT "LP_29S".  | the sentences in their   |
|              | correct use):  | The slides of the PPT contain these sentences:   | notebook and compare     |
|              | Simple         | Slide 1: Once I planned a student talent show in our   | them with the            |
|              | present tense  | hostel.  | sentences in the slides  |
|              | (sub-ordinate  | Slide 2: I started by recruiting a couple of volunteers to   | for correctness.         |
|              | clause)        | help set a date, and confirm the venue.  | 5. The students read     |
|              |                | Slide 3: Then I requested the students to sign up to   | the sentences aloud      |
|              |                | perform by going door-to-door.   | and revise (orally)      |
|              |                | Slide 4: I asked them to hand out fliers that I designed   | them several times.      |
|              |                | and printed.   | 6. The fill-in-the-gaps  |
|              |                | Slide 5: I created the show schedule, emailed it to all the  | writing exercise is      |
|              |                | participants, and made sure to keep in contact with them.  | performed by the         |
|              |                | Slide 6: I created shared Google Sheets to stay organized  | students.                |
|              |                | and delegate tasks to other volunteers.  | 7. The students, in turn |
|              |                | Slide 7: I contacted the food services to have some food   | suggested by the         |

|             | and drinks served at the event.                              | instructor, read the    |
|-------------|--|-------------------------|
|             | Slide 8: This was done to help encourage people to come      | sentences aloud using   |
|             | and participate.   | their notebook.         |
|             | Slide 9: On the day of the show, I coordinated with my       |                         |
|             | team mates and managed the entire show.                      |                         |
|             | 9. The instructor gives the student a class work. The class  |                         |
|             | work is 'fill-in-the-gaps'. The personal information of the  |                         |
|             | sentences in the PPT "LP_29S" is deleted. The class          |                         |
|             | work is presented in PPT slides and the students are         |                         |
|             | <u> </u>   |                         |
|             | requested to write them down on a paper. The PPT             |                         |
|             | contains these fill-in-the-gaps sentences:                   |                         |
|             | Slide 1: Once I planned ain our hostel.                      |                         |
|             | Slide 2: I started by recruitingto help set a,               |                         |
|             | and confirm the  |                         |
|             | Slide 3: Then I requested the to sign up to by               |                         |
|             | going  |                         |
|             | Slide 4: I asked them to hand outthat I and                  |                         |
|             | Sinde 4. I asked them to mand outthat I and                  |                         |
|             | Slide 5: I created the, it to all the                        |                         |
|             | participants, and made sure to keep in contact with them.    |                         |
|             | Slide 6: I created sharedto stay organized and               |                         |
|             | delegate tasks to other volunteers.                          |                         |
|             |  |                         |
|             | Slide 7: I contacted the to have some and                    |                         |
|             | served at the event.   |                         |
|             | Slide 8: This was done topeople to come and                  |                         |
|             | participate.   |                         |
|             | Slide 9: On the day of the, I coordinated with my            |                         |
|             | and managed the entire                                       |                         |
|             | The slides are shown to the students till they write down    |                         |
|             | all of the sentences. While the students do the class work   |                         |
|             | the video clip "Vdo LP29" is played thrice.                  |                         |
|             | 10. The instructor immediately calls for a role-playing      |                         |
|             |  |                         |
|             | session as soon as the students are done with the class      |                         |
|             | work.  |                         |
| Evaluation  | 11. The instructor initiates a role-playing session in       | 8. The students wait    |
|             | which the instructor acts the interviewer and the students   | for their turn, as      |
|             | answer the instructor-interviewer's question.                | suggested by the        |
|             | 12. The instructor waits for the students to respond.        | instructor, to respond  |
|             | Plan A: If the students respond affirmatively, then the      | to the instructor-      |
|             | instructor initiates the interview immediately.              | interviewer's question. |
|             | Plan B: If the students respond negatively or keep silence,  | 9. The students         |
|             | then the instructor motivates them to participate in the     | respond to the          |
|             | <del>-</del> _ <del>-</del>                                  | _                       |
|             | role-play.   | instructor-             |
|             | 13. The instructor asks a question to the students one by    | interviewer's question  |
|             | one. The instructor decides on the turn of the students in   | by repeating the        |
|             | the role-play. And she starts by calling the student by      | sentences he/she has    |
|             | his/her name. The process is repeated till the last student  | already practiced.      |
|             | is interviewed.  |                         |
|             | : ( <u>name of the student</u> ), tell us about an           |                         |
|             | assignment/project from start to finish-what went well,      |                         |
|             | and what would you have done differently.                    |                         |
| Summarizati | 14. The instructor plays the video with a background         | 10. The students revise |
|             |  |                         |
| on          | music containing the PPT "Exvdo LP29" of fill-in-the-        | the sentences several   |
|             | gaps exercise. The length of the video is 2 minutes 22       | times by saying them    |
|             | seconds. The instructor requests the students to say filled- | aloud following the     |
|             | in sentences out loud as they appear on screen. The          | order in which they are |

|  | exercise is repeated only once.                          | presented on screen    |
|--|--|------------------------|
|  | 15. The instructor dismisses the class complimenting the | three times before the |
|  | students and asking them to practice the sentence that   | conclusion of a        |
|  | they have learnt that day.                               | session.               |

## **Lesson Plan 30 (Revision 6)**

- a. Sub-skill: Revision of TAIE 1, TAIE 2, TAIE 3, and TAIE 4
- b. Specific resources: Video clip of TAIE 1, Video clip of TAIE 2, Video clip of TAIE 3, Video clip of TAIE 4, 6 slide PPT containing 6 sentences of TAIE 1, 6 slide PPT containing 6 sentences of TAIE 2, 7 slide PPT containing 7 sentences of TAIE 3, 9 slide PPT containing 9 sentences of TAIE 4, 6 slide PPT with fill-in-the-gaps exercise of TAIE 1, 6 slide PPT with fill-in-the-gaps exercise of TAIE 2, 7 slide PPT with fill-in-the-gaps and scrambled sentences exercises of TAIE 3, 9 slide PPT with fill-in-the-gaps exercise of TAIE 4, a video with background music containing the PPT exercises of TAIE 1, TAIE 2, TAIE 3, and TAIE 4

| Phase/ Stage | Teaching       | Teacher's activity  | Student's activity       |
|--------------|----------------|---|--------------------------|
|              | points         |   |                          |
|              | a. Vocabulary  | 1. The instructor greets the students.                      | 1. The students greet    |
|              | (pronunciatio  | 2. The instructor prepares the students for the revision of | the instructor.          |
|              | n & proper     | the topics on speaking about one's internship experience,   |                          |
|              | use): standup, | how to speak about one's interest in a particular           |                          |
|              | experience,    | company, how to talk about team work, and how to speak      |                          |
|              | work,          | about one's personal experience working in a project or     |                          |
| Preparation  | projects,      | an assignment.  |                          |
| Presentation | deadline,      | 3. The instructor announces that all the sentences          | 2. The students watch    |
|              | help, updated, | practiced in the previous 4 sessions of that week will be   | the video and listen to  |
|              | communicati    | revised that day.   | the audio of the         |
|              | on, shared,    | 4. The instructor plays the video clip "Vdo LP30". The      | sentences.               |
|              | created,       | length of the video is 2minute and 42 seconds. The video    | 3. The students read     |
|              | show,          | is played three times.                                      | the sentences aloud      |
|              | channel,       | 5. The instructor presents the 28 slides PPT "LP_30S".      | and revise (orally)      |
|              | volunteers,    | The slides of the PPT contain these sentences:              | them several times.      |
|              | believe, stay, | Slide 1: I have experience of working on projects that      | 4. The fill-in-the-gaps  |
|              | company,       | needed to be completed on different deadlines on short      | and scrambled            |
|              | team, track,   | notice.   | sentences writing        |
|              | collaborate,   | Slide 2: For me, the key to success in such situation is to | exercise is performed    |
|              | synthesis,     | keep track and stay updated on each project                 | by the students.         |
|              | fliers,        | independently.  | 5. The students, in turn |
|              | delegate       | Slide 3: I prioritize my time in advance to make sure I     | suggested by the         |
|              | b. Grammar     | know when and how the projects are running.                 | instructor, read the     |
|              | (fluency &     | Slide 4: I believe in clear communication among the team    | sentences aloud using    |
|              | correct use):  | members.  | their notebook.          |
|              | Simple         | Slide 5: Everybody should keep each other updated about     |                          |

| present tense | the work during weekly standup meetings.                           |  |
|---------------|--|--|
| (sub-ordinate | Slide 6: This way, we can ensure that we meet each                 |  |
| clause)       | deadline successfully.   |  |
|               | Slide 7: I've always been interested in mission-driven             |  |
|               | companies.   |  |
|               | Slide 8: Your commitment to community engagement                   |  |
|               | truly speaks to the values I'm looking for in a company.           |  |
|               | Slide 9: I'm excited about this opportunity.                       |  |
|               | Slide 10: I think it will give me an exposure to interact          |  |
|               | with many different clients and through many channels.             |  |
|               | Slide 11: I was looking at your social media channel the           |  |
|               | other day.   |  |
|               | Slide 12: I am impressed and fascinated by how you craft           |  |
|               | posts for all of your different initiatives.                       |  |
|               | Slide 13: I believe that good communication lays the               |  |
|               | foundation of a great team.  |  |
|               | Slide 14: Creating the best practices around how a team is         |  |
|               | going to communicate is extremely important.                       |  |
|               | Slide 15: To share my personal experience, I worked with           |  |
|               | some of my class mates on a project.                               |  |
|               | Slide 16: We created shared Google Docs as a                       |  |
|               | communication medium and met only once a week in                   |  |
|               | person.  |  |
|               | Slide 17: That way we could collaborate even when we               |  |
|               | weren't physically together.                                       |  |
|               | Slide 18: We called each other whenever we needed                  |  |
|               | something.   |  |
|               | Slide 19: This synthesis of working styles helped us stay          |  |
|               | on track, work efficiently, and ultimately get along with          |  |
|               | one another. Slide 20: Once I planned a student talent show in our |  |
|               | hostel.  |  |
|               | Slide 21: I started by recruiting a couple of volunteers to        |  |
|               | help set a date, and confirm the venue.                            |  |
|               | Slide 22: Then I requested the students to sign up to              |  |
|               | perform by going door-to-door.                                     |  |
|               | Slide 23: I asked them to hand out fliers that I designed          |  |
|               | and printed.   |  |
|               | Slide 24: I created the show schedule, emailed it to all the       |  |
|               | participants, and made sure to keep in contact with them.          |  |
|               | Slide 25: I created shared Google Sheets to stay                   |  |
|               | organized and delegate tasks to other volunteers.                  |  |
|               | Slide 26: I contacted the food services to have some food          |  |
|               | and drinks served at the event.                                    |  |
|               | Slide 27: This was done to help encourage people to                |  |
|               | come and participate.  |  |
|               | Slide 28: On the day of the show, I coordinated with my            |  |
|               | team mates and managed the entire show.                            |  |
|               | 6. The instructor gives the student a class work. The class        |  |
|               | work is 'fill-in-the-gaps' and 'scrambled sentences'. The          |  |
|               | personal information of the sentences in the PPT                   |  |
|               | "LP 30S" is deleted and also divided into parts to form            |  |
|               | scrambled word questions. The class work is presented in           |  |
|               | PPT slide "LP_30X". The PPT contains the following                 |  |
|               | fill-in-the-gaps and scrambled sentences:                          |  |
|               | Slide1: I have experience of working on that                       |  |
| •             |  |  |

|  | 1 . 1  |  |
|--|--|--|
|  | needed to be completed onon short notice.  |  |
|  | Slide 2: For me, the key to success in such situation is to  |  |
|  | andon eachindependently.   |  |
|  | andon eachindependently.  Slide 3: I prioritize myin advance to make sure I know when and how the are running. |  |
|  | know when and how the are running.   |  |
|  | Slide 4: I believe inamong the team members.   |  |
|  | Slide 5: Everybody should keep each other about  |  |
|  | · · · · · · · · · · · · · · · · · · ·  |  |
|  | the work during  |  |
|  | Slide 6: This way, we can ensure that we each  |  |
|  | successfully.  |  |
|  | Slide 7: I've always been interested incompanies.  |  |
|  | Slide 8: Your commitment totruly speaks to   |  |
|  | the values I'm looking for in a company.   |  |
|  | Slide 9: I'm about this opportunity.   |  |
|  |  |  |
|  | Slide 10: I think it will give me an to with   |  |
|  | many different clients and through many  |  |
|  | Slide 11: I was looking at yourthe other day.  |  |
|  | Slide 12: I am and by how youfor   |  |
|  | all of your different initiatives.   |  |
|  | Slide 13: I believe thatlays the foundation of a   |  |
|  | great team.  |  |
|  | Slide 14: Creating the best around how a team is   |  |
|  |  |  |
|  | going to is extremely important.   |  |
|  | Slide 15: To share my personal experience, I worked with   |  |
|  | on a   |  |
|  | Slide 16: We created sharedas a communication  |  |
|  | medium and met only once a week in person.   |  |
|  | Slide 17: That way we could even when we   |  |
|  | weren't physically together.   |  |
|  | Slide 18: we whenever each we needed other something   |  |
|  | called.  |  |
|  | Slide 19: ultimately this work of working styles us stay   |  |
|  |  |  |
|  | on efficiently, and helped get track, along with one   |  |
|  | another synthesis.   |  |
|  | Slide 20: Once I planned ain our hostel.   |  |
|  | Slide 21: I started by recruitingto help set a,  |  |
|  | and confirm the  |  |
|  | Slide 22: Then I requested the to sign up to   |  |
|  | by going   |  |
|  | Slide 23: I asked them to hand outthat I   |  |
|  | and  |  |
|  | Slide 24: I created the, it to all the   |  |
|  |  |  |
|  | participants, and made sure to keep in contact with them.  |  |
|  | Slide 25: I created sharedto stay organized and  |  |
|  | delegate tasks to other volunteers.  |  |
|  | Slide 26: I contacted the to have some and   |  |
|  | served at the event.   |  |
|  | Slide 27: This was done topeople to come and   |  |
|  | participate.   |  |
|  | Slide 28: On the day of the, I coordinated with my   |  |
|  |  |  |
|  | and managed the entire   |  |
|  | The slides are shown to the students till they write down  |  |
|  | all of the sentences. While the students do the class work   |  |
|  | the video clip "Vdo LP30" is played thrice.  |  |
|  | 7. The instructor immediately calls for a role-playing   |  |
|  | session as soon as the students are done with the class  |  |

|             | work.   |                         |
|-------------|---|-------------------------|
| Evaluation  | 8. The instructor initiates a role-playing session in which | 6. The students wait    |
|             | the instructor acts the interviewer and the students answer | for their turn, as      |
|             | the instructor-interviewer's question.                      | suggested by the        |
|             | 9. The instructor waits for the students to respond.        | instructor, to respond  |
|             | Plan A: If the students respond affirmatively, then the     | to the instructor-      |
|             | instructor initiates the interview immediately.             | interviewer's question. |
|             | Plan B: If the students respond negatively or keep silence, | 7. The students         |
|             | then the instructor motivates them to participate in the    | respond to the          |
|             | role-play.  | instructor-             |
|             | 10. The instructor asks four questions to the students one  | interviewer's question  |
|             | by one in the role-play. The instructor decides on the turn | by repeating the        |
|             | of the students in the role-play. And she starts by calling | sentences he/she has    |
|             | the student by his/her name. The process is repeated till   | already practiced.      |
|             | the last student is interviewed.                            | • 1                     |
|             | : ( <u>name of the student</u> ),                           |                         |
|             | a. Tell me about your internship experience.                |                         |
|             | b. Why are you interested in this company?                  |                         |
|             | c. What is the best team you have ever been a part          |                         |
|             | of and why?   |                         |
|             | d. Tell us about an assignment/project from start to        |                         |
|             | finish-what went well, and what would you have              |                         |
|             | done differently.   |                         |
| Summarizati | 11. The instructor plays the video "Exvdo LP30"- the        | 8. The students revise  |
| on          | video with a background music containing the PPTs of all    | the sentences several   |
|             | the fill-in-the-gaps and scrambled sentences exercises.     | times by saying them    |
|             | The instructor requests the students to say the filled-in   | aloud following the     |
|             | sentences and say the sentences in order out loud as they   | order in which they are |
|             | appear on screen. The exercise is repeated only once.       | presented on screen     |
|             | 12. The instructor dismisses the class complimenting the    | three times before the  |
|             | students and asking them to practice the sentences that     | conclusion of a         |
|             | they have revised that day.                                 | session.                |

a. Sub-skill: LS 1

b. Specific resources: Video clip of LS 1, 8 slides in the PPT containing 8 sentences, 8 slide PPT with scrambled sentences exercise, Video exercise of LS 1 containing background music, You tube video on 'Leadership and effective collaboration' (<a href="https://www.youtube.com/watch?v=ZnjJpa1LBOY">https://www.youtube.com/watch?v=ZnjJpa1LBOY</a>)

| Phase/ Stage | Teaching      | Teacher's activity  | Student's activity     |
|--------------|---------------|---|------------------------|
|              | points        |   |                        |
|              | a. Vocabulary | 1. The instructor greets the students.                    | 1. The students try to |
|              | (pronunciatio | 2. The instructor plays the videos "Leadership and        | guess the topic of the |
|              | n & proper    | effective collaboration". The length of the video is 3    | video.                 |
|              | use): align,  | minutes and 21 seconds.                                   | 2. They accordingly    |
|              | leadership,   | 3. The instructor asks the students to guess the topic of | respond to the         |

|              | T              |  |                          |
|--------------|----------------|--|--------------------------|
|              | encourage,     | the video randomly. The instructor waits for random  | instructor's question    |
|              | team, goal,    | responses from the students for 30 seconds.  | about the topic.         |
| Preparation  | company,       | Plan A: If the students' response correctly by saying that   |                          |
|              | arguments,     | the video is speaking about one's leadership skills, then  |                          |
|              | overall,       | the instructor will complement their responses.  |                          |
|              | discussion,    | Plan B: If there is no response from the students, then the  |                          |
|              | help, quality, | instructor helps them guess the theme of the video.  |                          |
|              | work,          | The instructor waits for the students to respond.  |                          |
| Presentation | compromise,    | 4. The instructor announces the topic of the class for that  | 3. The students watch,   |
|              | weekend,       | day.   | listen, and note down    |
|              | decision,      | 5. The instructor plays the video "Vdo LP31" thrice. The   | the sentences            |
|              | affecting,     | length of the video is 54 seconds.   | presented in the video.  |
|              | progress,      | 6. The instructor presents the 8 slides PPT "LP 31S".  | 4. The students check    |
|              | deadline,      | The slides of the PPT contain these sentences:   | the sentences in their   |
|              | project,       | Slide 1: I have had several leadership roles in the past.  | notebook and compare     |
|              | members,       | Slide 2: I generally encourage my team to set goals that   | them with the            |
|              | approach,      | directly align with the goals of the company.  | sentences in the slides  |
|              | time, thought, | Slide 3: In my previous position, I met with my team   | for correctness.         |
|              | previous       | once every quarter to review company objectives and  | 5. The students read     |
|              | b. Grammar     | track the progress of overall team goals.  | the sentences aloud      |
|              | (fluency &     | Slide 4: During one of our meetings, we discovered that  | and revise (orally)      |
|              | correct use):  | our most recent goal was too department-focused.   | them several times.      |
|              | Simple past    | Slide 5: We had lost sight of how it helped the company.   | 6. The scrambled         |
|              | tense          | Slide 6: We adjusted our team goal to clearly address  | sentences writing        |
|              | (compound      | quality issues that were affecting our company.  | exercise is performed    |
|              | sentence)      | Slide 7: I also met with each team member individually to  | by the students.         |
|              | schence)       | help them outline personal workplace goals.  | 7. The students, in turn |
|              |                | Slide 8: This transformational leadership style, if I may  | -                        |
|              |                |  | suggested by the         |
|              |                | say so, enabled my team to address the overall company   | instructor, read the     |
|              |                | goals and improve the quality of our work.   | sentences aloud using    |
|              |                | 7. The instructor gives the student a classwork. The   | their notebook.          |
|              |                | classwork is 'scrambled sentences exercise'. The   |                          |
|              |                | personal information of the sentences in PPT "LP_31S"  |                          |
|              |                | is divided into parts to form scrambled word questions.  |                          |
|              |                | The classwork is presented in PPT slides "LP_31X" and  |                          |
|              |                | the students are requested to write them down on a paper.  |                          |
|              |                | The PPT contains the following scrambled sentences:  |                          |
|              |                | Slide 1: the have I had roles past several leadership in.  |                          |
|              |                | Slide 2: align I my to generally with set that directly  |                          |
|              |                | goals the goals of team the company encourage.   |                          |
|              |                | Slide 3: track in my, I met with objectives my once every  |                          |
|              |                | to the review team company previous quarter team goals   |                          |
|              |                | position and progress of overall.  |                          |
|              |                | Slide 4: our meetings department-focused that recent   |                          |
|              |                | during we discovered our one most goal was too of.   |                          |
|              |                | Slide 5: sight helped lost we of how it the company had.   |                          |
|              |                | Slide 6: affecting address adjusted team company to  |                          |
|              |                | clearly quality issues we were goal our that our.  |                          |
|              |                | Slide 7: goals with workplace personal them help I each  |                          |
|              |                | met member outline individually also team to.  |                          |
|              |                | Slide 8: overall style company leadership our  |                          |
|              |                | transformational this, may team I say, my improve to if  |                          |
|              |                | address the and the quality goals enabled of so.   |                          |
|              |                | The slides are shown to the students till they write down  |                          |
|              |                | all of the sentences. While the students do the class work   |                          |
|              |                | the video clip "VdoLP31" is played thrice.   |                          |
|              | 1              | I a series and a s | l .                      |

|             | 8. The instructor immediately calls for a role-playing          |   |
|-------------|---|---|
|             | session as soon as the students are done with the class         |   |
|             | work.   |   |
| Evaluation  | 9. The instructor initiates a role-playing session in which     | 8. The students wait                      |
| Evaluation  | the instructor acts the interviewer and the students answer     | for their turn, as                        |
|             | the instructor-interviewer's question.                          | suggested by the                          |
|             | -   |   |
|             | 10. The instructor waits for the students to respond.           | instructor, to respond to the instructor- |
|             | Plan A: If the students respond affirmatively, then the         |   |
|             | instructor initiates the interview immediately.                 | interviewer's question.                   |
|             | Plan B: If the students respond negatively or keep silence,     | 9. The students                           |
|             | then the instructor motivates them to participate in the        | respond to the                            |
|             | role-play.  | instructor-                               |
|             | 11. The instructor asks a question to the students one by       | interviewer's question                    |
|             | one. The instructor decides on the turn of the students in      | by repeating the                          |
|             | the role-play. And she starts by calling the student by         | sentences he/she has                      |
|             | his/her name. The process is repeated till the last student     | already practiced.                        |
|             | is interviewed.   |   |
|             | : ( <u>name of the student</u> ), tell me about your leadership |   |
|             | skills.   |   |
| Summarizati | 12. The instructor plays the video "Exvdo LP31"- the            | 10. The students revise                   |
| on          | video with a background music containing the PPT                | the sentences several                     |
|             | scrambled sentence exercise. The length of the video is 2       | times by saying them                      |
|             | minutes 19 seconds. The instructor requests the students        | aloud following the                       |
|             | to say the sentences in order out loud as they appear on        | order in which they are                   |
|             | screen. The exercise is repeated only once.                     | presented on screen                       |
|             | 13. The instructor dismisses the class complimenting the        | three times before the                    |
|             | students and asking them to practice the sentence that          | conclusion of a                           |
|             | they have learnt that day.                                      | session.                                  |

- a. Sub-skill: LS 2
- b. Specific resources: Video clip of LS 1, Video clip of LS 2, 8 slide PPT with scrambled sentence exercises of LS 1, 7 slide PPT with scrambled sentence exercises of LS 2, 7 slide PPT containing 7 sentences of LS 2, a video exercise of LS 2 with background music containing the PPT exercises.

| Phase/ Stage | Teaching      | Teacher's activity  | Student's activity      |
|--------------|---------------|---|-------------------------|
|              | points        |   |                         |
|              | a. Vocabulary | 1. The instructor greets the students.                    | 1. The students watch   |
|              | (pronunciatio | 2. The instructor plays the video "VdoLP31". The length   | and listen to the       |
|              | n & proper    | of the video is 54 seconds.                               | sentences presented in  |
|              | use): align,  | 3. The instructor presents the PPT "LP_31X" with          | the video.              |
|              | leadership,   | scrambled sentence exercises and asks the students to say | 2. The students say the |
|              | encourage,    | the sentences out loud together.                          | sentences out loud      |
|              | team, goal,   | 4. The instructor compliments the students' performance   | together by filling in  |
| Preparation  | company,      | but, no particular student's name is mentioned for the    | the gaps using their    |
|              | arguments,    | applause.   | personal information.   |
|              | overall,      | 5. The instructor prepares the students for the day's     |                         |
|              | discussion,   | lesson on how to talk about handling disagreements in     |                         |

|              | help, quality, | team work.  |                          |
|--------------|----------------|---|--------------------------|
| Presentation | work,          | 6. The instructor announces the topic of the class for that | 3. The students watch,   |
| resentation  | compromise,    | day.  | listen, and note down    |
|              | weekend,       | 7. The instructor plays the video clip "Vdo LP32". The      | the sentences            |
|              | decision,      | length of the video is 42 seconds. The video clip will be   | presented in the video.  |
|              | affecting,     | played three times.   | 4. The students check    |
|              | progress,      | 8. The instructor presents 7 slides PPT "LP 32S". The       | the sentences in their   |
|              | deadline,      | slides of the PPT will contain these sentences:             | notebook and compare     |
|              | project,       |   | them with the            |
|              | members,       | Slide 1: I think finding a point of compromise is the only  |                          |
|              |                | way to resolve disagreements.                               | sentences in the slides  |
|              | approach,      | Slide 2: A leader must encourage and facilitate             | for correctness.         |
|              | time, thought, | discussions among team members.                             | 5. The students read     |
|              | previous,      | Slide 3: Once in my previous stint in an office, two of my  | the sentences aloud      |
|              | stint,         | team members had different approaches to completing         | and revise (orally)      |
|              | outlined,      | their part of the project.                                  | them several times.      |
|              | catered,       | Slide 4: I let each side explain their thought process and  | 6. The scrambled         |
|              | overwhelmed    | expected benefits.  | sentences writing        |
|              | b. Grammar     | Slide 5: I encouraged respectful discussion and positive    | exercise is performed    |
|              | (fluency &     | commentary.   | by the students.         |
|              | correct use):  | Slide 6: After each side had outlined their arguments, I    | 7. The students, in turn |
|              | Simple past    | helped them brainstorm the ways in which we could find      | suggested by the         |
|              | tense          | a compromise.   | instructor, read the     |
|              | (compound      | Slide 7: Opposing arguments that way led to a combined      | sentences aloud using    |
|              | sentence)      | solution.   | their notebook.          |
|              |                | 9. The instructor gives the student a classwork. The        |                          |
|              |                | classwork is 'scrambled sentences exercise'. The            |                          |
|              |                | personal information of the sentences in the PPT            |                          |
|              |                | "LP_32S" is divided into parts to form scrambled word       |                          |
|              |                | questions. The classwork is presented in PPT slides         |                          |
|              |                | "LP_32X" and the students are requested to write them       |                          |
|              |                |   |                          |
|              |                | down on a paper. The PPT contains the following             |                          |
|              |                | scrambled sentences:  |                          |
|              |                | Slide 1: compromise to finding resolve a of think is the    |                          |
|              |                | only I disagreements point way.                             |                          |
|              |                | Slide 2: discussions must members and among                 |                          |
|              |                | encourage leader facilitate team a.                         |                          |
|              |                | Slide 3: had my once completing my previous part in stint   |                          |
|              |                | in an, team two of approaches office members their of the   |                          |
|              |                | project different to.                                       |                          |
|              |                | Slide 4: process thought expected side each let their and   |                          |
|              |                | benefits I explain.   |                          |
|              |                | Slide 5: commentary discussion respectful and               |                          |
|              |                | encouraged positive I.                                      |                          |
|              |                | Slide 6: brainstorm each after had outlined their           |                          |
|              |                | arguments, I helped side them the ways in which we          |                          |
|              |                | could find a compromise.                                    |                          |
|              |                | Slide 7: solution a to led that way arguments opposing      |                          |
|              |                | combined.   |                          |
|              |                | 10. The instructor immediately calls for a role-playing     |                          |
|              |                | session as soon as the students are done with the class     |                          |
|              |                | work.   |                          |
| Evaluation   | 1              | 11. The instructor initiates a role-playing session in      | 8. The students wait     |
|              |                | which the instructor acts the interviewer and the students  | for their turn, as       |
|              |                | answer the instructor-interviewer's question.               | suggested by the         |
|              |                | 12. The instructor waits for the students to respond.       | instructor, to respond   |
|              |                |   | to the instructor-       |
|              | I              | Plan A: If the students respond affirmatively then the      | to the menuctor-         |

|             | instructo         | r initiates the interview immediately.             | interviewer's question. |
|-------------|-------------------|--|-------------------------|
|             |                   | f the students respond negatively or keep silence  | 9. The students         |
|             |                   |  |                         |
|             | then the          | instructor motivates them to participate in the    | respond to the          |
|             | role-play         |  | instructor-             |
|             | 13. The i         | nstructor asks a question to the students one by   | interviewer's question  |
|             | one. The          | instructor decides on the turn of the students in  | by repeating the        |
|             | the role-         | olay. And she starts by calling the student by     | sentences he/she has    |
|             | his/her n         | ame. The process is repeated till the last student | already practiced.      |
|             | is intervi        | ewed.  |                         |
|             | : ( <u>name c</u> | of the student), how do you handle disagreements   |                         |
|             | in your to        | eam?   |                         |
| Summarizati | 14. The i         | nstructor plays the video with a background        | 10. The students revise |
| on          | music co          | ntaining the PPT "Exvdo LP32" of scrambled         | the sentences several   |
|             | sentence          | exercise. The length of the video is 1 minute 52   | times by saying them    |
|             | seconds.          | The instructor requests the students to say the    | aloud following the     |
|             | sentence          | s in order as they appear on screen. The exercise  | order in which they are |
|             | is repeate        | ed only once.                                      | presented on screen     |
|             | 15. The i         | nstructor dismisses the class complimenting the    | three times before the  |
|             | students          | and asking them to practice the sentence that      | conclusion of a         |
|             | they have         | e learnt that day.                                 | session.                |

- a. Sub-skill: LS 3
- b. Specific resources: Revision video clips of LS 1 & LS 2, Revision exercise videos clip of LS 1 & LS 2, Video clip of LS 3, 8 slide PPT containing 8 sentences of LS 3, 8 slide PPT with scrambled sentences exercise of LS 3, a video with background music containing the PPT exercises of LS 3

| Phase/ Stage | Teaching       | Teacher's activity  | Student's activity      |
|--------------|----------------|---|-------------------------|
|              | points         |   |                         |
|              | a. Vocabulary  | 1. The instructor greets the students.                      | 1. The students watch   |
|              | (pronunciatio  | 2. The instructor plays the video of the previous two       | and listen to the       |
|              | n & proper     | sessions "Vdo LP31" and "Vdo LP32" by compiling             | sentences presented in  |
|              | use): align,   | them to a single video clip "RVdo LP33". The length of      | the video.              |
|              | leadership,    | the video is 1 minute and 37 seconds.                       | 2. The students say the |
|              | encourage,     | 3. The instructor presents the exercise video "RExvdo33"    | sentences out loud      |
|              | team, goal,    | by compiling the exercise videos of the prior two           | together by filling in  |
| Preparation  | company,       | sessions- "Exvdo LP31" and "Exvdo LP32" with                | the gaps using their    |
|              | arguments,     | scrambled sentences exercises and asks the students to      | personal information.   |
|              | overall,       | say the sentences out loud together. The length of the      |                         |
|              | discussion,    | video is 4 minute and 11 seconds.                           |                         |
|              | help, quality, | 4. The instructor compliments the students' performance     |                         |
|              | work,          | but, no particular student's name is mentioned for the      |                         |
|              | compromise,    | applause.   |                         |
|              | weekend,       | 5. The instructor prepares the students for the day's       |                         |
|              | decision,      | lesson on how to talk about making decision during          |                         |
|              | affecting,     | difficult times.  |                         |
| Presentation | progress,      | 6. The instructor announces the topic of the class for that | 3. The students watch,  |
|              | deadline,      | day.  | listen, and note down   |

| project, members, approach, time, thought, previous, stint, catered, overwhelmed b. Grammar (fluency & Correct use): Silide 1: I once had the option to give my team a long boliday weekend. Silide 2: I knew how hard my team was working. Silide 4: Mrist thins decision risked impacting project that needed to be finished in the next two days. Silide 4: Mrist diversity and the quality of our work. Silide 6: I finish this decision risked impacting productivity and the quality of our work. Silide 6: I finish this decision risked impacting productivity and the quality of our work. Silide 6: I finish this decision in perutation at the same time. 9. The instructor gives the student a classwork. The classwork is "scrambled sentences or the BPPT" "LP 33S" is divided into parts to form scrambled word questions. The classwork is "presented in PPT" "LP 33S" and the students are requested to write them down on a paper. The PPT contains these scrambled sentences: Slide 1: to my once holiday give had I the team a long weekend option. Slide 3: needed next two unfortunately project be we finished that important an to in the days had Slide 3: first give work long complete rushing my was thought to them the weekend by to the Slide 5: decision risked work impacting but this and the quality of our productivity. Slide 6: the mphasizing project not to grant finally long decided weekend by I file on the importance of completing the Slide 5: decision risked work impacting but this and the quality of our productivity. Slide 6: mphasizing project not to grant finally long decided weekend by I file on the importance of completing the. Slide 7: weekend next I catered lunch and ordered offered to let take them along a week. Slide 8: the professional I decision helped me this express my concern regard members for well-being of my team think and my same for their reputation at the time. While the students do the classwork is expected in PV do LP33" is played thrice.  10. The instructor initiates a role-playing session in which the instructor act | -          |          |   |   |
|--|------------|----------|---|---|
| time, thought, previous, stimt, solutined, catered, overwhelmed b. Grammar (fluency & Correct use): Slide 1: I once had the option to give my team a long obliday weekend. Slide 2: I knew how hard my team was working. Slide 3: Unfortunately, we had an important project that needed to be finished in the next two days. Slide 4: My first thought was to give them the long weekend by rushing to complete the work. Slide 6: But, this decision risked impacting productivity and the quality of our work.  Slide 6: I finally decided not to grant the long weekend by rushing to complete the work.  Slide 6: I finally decided not to grant the long weekend by complasting on the importance of completing the project.  Slide 8: I think this decision insked impacting productivity and the quality of our work.  Slide 8: I think this decision helped me express my concern for the well-being of my team members and my regard for their professional reputation at the same time.  9. The instructor gives the student a classwork. The classwork is "scrambled sentences exercise". The personal information of the sentences in the PPT "LP 33S" is divided into parts to form scrambled word questions. The classwork is presented in PPT slides "LP_33X" and the students are requested to write them down on a paper. The PPT contains these scrambled sentences:  Slide 1: to my once holiday give had I the team a long weekend option.  Slide 2: my working knew I hard team how was.  Slide 3: needed next two unfortunately project be we finished that important an to in the days had Slide 4: first give work long complete rushing my was thought to them the weekend by to the quality of our productivity.  Slide 6: emphasizing project not to grant finally long decided weekend hext It catered lunch and ordered offered to let take them a long a week.  Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week.  Slide 7: weekend next I catered lunch and ordered offered to let take them a long a weekend by I the on the importance of completing |            |          |   |   |
| time, thought, provious, stint.  Inte silides of the PPT contain these sentences: Slide 1: I once had the option to give my team a long holiday weekend.  Slide 2: I knew how hard my team was working. Slide 3: Unfortunately, we had an important project that needed to be finished in the next two days. Slide 4: My first thought was to give them the long weekend by trushing to complete the work. Slide 6: I finally decided not to grant the long weekend by trushing to complete the work. Slide 6: I finally decided not to grant the long weekend by emphasizing on the importance of completing the project. Slide 7: I ordered a catered lunch and offered to let them take a long weekend next week. Slide 8: I think this decision helped me express my concern for the well- being of my team members and my regard for their professional reputation at the same time. 9. The instructor gives the student a classwork. The personal information of the sentences in the PPT "LP_338" is divided into parts to form scrambled word questions. The classwork is presented in PPT slides "LP_33X" and the students are requested to write them down on a paper. The PPT contains these scrambled sentences: Slide 1: to my once holiday give had I the team a long weekend option. Slide 2: my working knew I hard team how was. Slide 3: needed next two unfortunately project be we finished that important an to in the days had Slide 4: first give work long complete rushing my was thought to them the weekend by to the Slide 6: decision risked work impacting but this and the quality of our productivity. Slide 6: emphasizing project not to grant finally long decided weekend by the mental that them along a week. Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time. While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor imitates a role-playing session in which the instructor acts the interviewer and the students.    |            |          | 1   | -                                       |
| previous, stint, outlined, catered, ordered, catered, cat |            | * *      |   |   |
| stint, outlined, catered, overwhelmed b. Grammar (fluency & core vehicled b. Grammar (fluency & correct use): Simple past tense (compound sentence)  Side 3: Unfortunately, we had an important project that needed to be finished in the next two days. Side 4: My first thought was to give them the long weekend by rushing to complete the work. Side 6: But, this decision risked impacting productivity and the quality of our work.  Side 6: I finally decided not to grant the long weekend by emphasizing on the importance of completing the project.  Side 8: I think this decision helped me express my concern for the well- being of my team members and mregard for their professional reputation at the same time.  9. The instructor gives the student a classwork. The elasswork is 's-trambled estentences scraibled sentences across of questions. The classwork is presented in PPT "LP_333" is divided into parts to form scrambled word questions. The classwork is presented in PPT "Sides "LP_333" and the students are requested to write them down on a paper. The PPT contains these scrambled sentences:  Side 1: to my once holiday give had I the team a long weekend option.  Side 2: my working knew I hard team how was. Side 3: needed next two unfortunately project be we finished that important an to in the days had Side 4: first give work long complete rushing my was thought to them the weekend by to the Side 5: decision risked work impacting but this and the quality of our productivity.  Side 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the.  Side 7: the professional 1 decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.   |            |          |   |   |
| outlined, catered, overwhelmed b. Grammar (fluency & Correct use): Side 3: Unfortunately, we had an important project that needed to be finished in the next two days.  Simple past tense (compound sentence)  Side 4: My first thought was to give them the long weekend by rushing to complete the work.  Side 6: I finally decided not to grant the long weekend by emphasizing on the importance of completing the project.  Side 6: I finally decided not to grant the long weekend by emphasizing on the importance of completing the project.  Side 7: I ordered a catered lunch and offered to let them take a long weekend next week.  Side 8: I think this decision helped me express my concern for the well- being of my team members and my regard for their professional reputation at the same time.  9. The instructor gives the student a classwork. The elasswork is "scrambled sentences exercise". The personal information of the sentences in the PPT "LP_338" is divided into parts to form scrambled word questions. The classwork is presented in PPT slides "LP_33X" and the students are requested to write them down on a paper. The PPT contains these scrambled sentencess.  Side 1: to my once holiday give had I the team a long weekend option.  Side 2: my working knew I hard team how was. Side 3: needed next two unfortunately project be we finished that important ant to in the days had Side 4: first give work long complete rushing my was thought to them the weekend by to the Side 5: weekend heave I catered lunch and ordered offered to let take them a long a week. Side 8: the professional 1 decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor imitates a role-playing session in which the instructor acts the interviewer and the students and week.  Evaluation  Evaluation  Figure 1: The students wait for their trun, as suggested by the                               |            | -        |   |   |
| catered, overwhelmed b. Grammar (fluency & Slide 3: Unfortunately, we had an important project that needed to be finished in the next two days.  Slide 4: My first thought was to give them the long weekend by rushing to complete the work.  Slide 5: But, this decision risked impacting productivity and the quality of our work.  Slide 6: I finally decided not to grant the long weekend by emphasizing on the importance of completing the project.  Slide 7: I ordered a catered lunch and offered to let them take a long weekend next week.  Slide 8: I think this decision helped me express my concern for the well- being of my team members and my regard for their professional reputation at the same time.  9. The instructor gives the student a classwork. The classwork is "scrambled sentences series." The personal information of the sentences in the PPT "12-33X" and the students are requested to write them down on a paper. The PPT contains these scrambled sentences:  Slide 1: to my once holiday give had I the team a long weekend option.  Slide 2: my working knew I hard team how was.  Slide 3: needed next two unfortunately project be we finished that important an to in the days had Slide 4: first give work long complete rushing my was thought to them the weekend by to the Slide 5: decision risked work impacting but this and the quality of our productivity.  Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the.  Slide 7: the professional 1 decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor imittates a role-playing session is soon as soon as the students are done with the class work.   |            | · ·      |   |   |
| overwhelmed b. Grammar (fluency & correct use): Simple past tense (compound sentence)  (compound sentence)  Silide 5: Unfortunately, we had an important project that needed to be finished in the next two days.  Slide 4: My first thought was to give them the long weekend by rushing to complete the work.  Slide 6: I finally decided not to grant the long weekend by emphasizing on the importance of completing the project.  Slide 7: I ordered a catered lunch and offered to let them take a long weekend next week.  Slide 8: I think this decision helped me express my concern for the well- being of my team members and my regard for their professional reputation at the same time.  9. The instructor gives the student a classwork. The classwork is "scrambled sentences exercise." The personal information of the sentences exercise." The classwork is "scrambled sentences exercise." The personal information of the sentences exercise.  Slide 1 |            |          |   |   |
| b. Grammar (fluency & Slide 4: My first thought was to give them the long weekend by rushing to complete the work.  Slimple past tense (compound sentence)  Slide 5: But, this decision risked impacting productivity and the quality of our work.  Slide 6: I finally decided not to grant the long weekend by emphasizing on the importance of completing the project.  Slide 7: I ordered a catered lunch and offered to let them take a long weekend next week.  Slide 8: I think this decision helped me express my concern for the well- being of my team members and my regard for their professional reputation at the same time.  9. The instructor gives the student a classwork. The classwork is 'scrambled sentences exercise'. The personal information of the sentences in the PPT "LP_33S" is divided into parts to form scrambled word questions. The classwork is presented in PPT slides "LP_33X" and the students are requested to write them down on a paper. The PPT contains these scrambled sentences:  Slide 1: to my once holiday give had I the team a long weekend option.  Slide 2: my working knew I hard team how was.  Slide 3: needed next two unfortunately project be we finished that important an to in the days had Slide 4: first give work long complete rushing my was thought to them the weekend by to the Slide 5: decision risked work impacting but this and the quality of our productivity.  Slide 6: emphasizing project not to grant finally long decided weekend by 1 the on the importance of completing the.  Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week.  Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor initiates a role-playing session in which the instructor acts the interviewer's question.  Evaluation  |            | · ·      | •   |   |
| (fluency & Cide 4: My first thought was to give them the long weekend by rushing to complete the work.  Slimple past tense (compound sentence)  (compound sentence)  Slide 5: But, this decision risked impacting productivity and the quality of our work.  Slide 6: I finally decided not to grant the long weekend by emphasizing on the importance of completing the project.  Slide 7: I ordered a catered lunch and offered to let them take a long weekend next week.  Slide 8: I think this decision helped me express my concern for the well- being of my team members and my regard for their professional reputation at the same time.  9. The instructor gives the student a classwork. The classwork is "scrambled sentences exercise". The personal information of the sentences in the PPT "LP_33S" is divided into parts to form scrambled word questions. The classwork is presented in PPT slides "LP_33X" and the students are requested to write them down on a paper. The PPT contains these scrambled sentences:  Slide 1: to my once holiday give had I the team a long weekend option.  Slide 2: my working knew I hard team how was.  Slide 3: needed next two unfortunately project be we finished that important an to in the days had Slide 4: first give work long complete rushing my was thought to them the weekend by to the Slide 5: decision risked work impacting but this and the quality of our productivity.  Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the.  Slide 7: weekend next I catered lunch and ordered offered to let take them a long at week.  Slide 7: weekend next I catered lunch and ordered offered to let take them a long at week.  Slide 8: the professional I decision helped me this express my concern regard members for well-being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor initiates a role-playing session in which the instructor-interviewer's question.  |            |          |   |   |
| correct use): Simple past tense (compound sentence)  Slide 5: But, this decision risked impacting productivity and the quality of our work.  Slide 6: I finally decided not to grant the long weekend by emphasizing on the importance of completing the project.  Slide 7: I ordered a catered lunch and offered to let them take a long weekend next week.  Slide 8: I think this decision helped me express my concern for the well- being of my team members and my regard for their professional reputation at the same time.  9. The instructor gives the student a classwork. The personal information of the sentences in the PPT "LP_33S" is divided into parts to form scrambled word questions. The classwork is presented in PPT slides "LP_33X" and the students are requested to write them down on a paper. The PPT contains these scrambled sentences:  Slide 1: to my once holiday give had I the team a long weekend option.  Slide 2: my working knew I hard team how was. Slide 3: needed next two unfortunately project be we finished that important an to in the days had Slide 4: first give work long complete rushing my was thought to them the weekend by to the Slide 5: decision risked work impacting but this and the quality of our productivity. Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the. Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week. Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor initiates a role-playing session in which the instructor interviewer's question.  8. The students wait for their run, as suggested by the  |            |          |   |   |
| Simple past tense (compound sentence)  Slide 5: But, this decision risked impacting productivity and the quality of our work.  Slide 6: I finally decided not to grant the long weekend by emphasizing on the importance of completing the project.  Slide 7: I ordered a catered lunch and offered to let them take a long weekend next week.  Slide 8: I think this decision helped me express my concern for the well- being of my team members and my regard for their professional reputation at the same time.  9. The instructor gives the student a classwork. The classwork is 'scrambled sentences were rise'. The personal information of the sentences in the PPT "LP_33S" is divided into parts to form scrambled word questions. The classwork is presented in PPT slides "LP_33X" and the students are requested to write them down on a paper. The PPT contains these scrambled sentences:  Slide 1: to my once holiday give had I the team a long weekend option.  Slide 2: my working knew I hard team how was.  Slide 3: needed next two unfortunately project be we finished that important an to in the days had  Slide 4: first give work long complete rushing my was thought to them the weekend by to the  Slide 5: decision risked work impacting but this and the quality of our productivity.  Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the.  Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week.  Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor imitates a role-playing session in which the instructor-interviewer's question.  8. The students wait for their trum, as suggested by the  |            | -        |   | . •                                     |
| tense (compound Slide 6: I finally decided not to grant the long weekend by emphasizing on the importance of completing the project.  Slide 7: I ordered a catered lunch and offered to let them take a long weekend next week.  Slide 8: I think this decision helped me express my concern for the well- being of my team members and my regard for their professional reputation at the same time.  9. The instructor gives the student a classwork. The classwork is 'scrambled sentences exercise'. The personal information of the sentences in the PPT "LP_33X" and the students are requested to write them down on a paper. The PPT contains these scrambled sentences:  Slide 1: to my once holiday give had I the team a long weekend option.  Slide 2: my working knew I hard team how was. Slide 3: needed next two unfortunately project be we finished that important an to in the days had Slide 4: first give work long complete rushing my was thought to them the weekend by to the Slide 5: decision risked work impacting but this and the quality of our productivity.  Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the.  Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week.  Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  |            |          |   | *************************************** |
| (compound sentence)  Siide 6: I finally decided not to grant the long weekend by emphasizing on the importance of completing the project.  Siide 7: I ordered a catered lunch and offered to let them take a long weekend next week.  Slide 8: I think this decision helped me express my concern for the well- being of my team members and my regard for their professional reputation at the same time.  9. The instructor gives the student a classwork. The classwork is scrambled sentences exercise. The personal information of the sentences in the PPT  "LP 33S" is divided into parts to form scrambled word questions. The classwork is presented in PPT slides  "LP 33X" and the students are requested to write them down on a paper. The PPT contains these scrambled sentences:  Slide 1: to my once holiday give had I the team a long weekend option.  Slide 2: my working knew I hard team how was.  Slide 3: needed next two unfortunately project be we finished that important an to in the days had  Slide 4: first give work long complete rushing my was thought to them the weekend by to the  Slide 5: decision risked work impacting but this and the quality of our productivity.  Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the.  Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week.  Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are ole-playing session in which the instructor-interviewer's question.  8. The students, in turn suggested by the instructor-interviewer's question.  |            |          |   |   |
| by emphasizing on the importance of completing the project.  Slide 7: I ordered a catered lunch and offered to let them take a long weekend next week.  Slide 8: I think this decision helped me express my concern for the well- being of my team members and my regard for their professional reputation at the same time.  9. The instructor gives the student a classwork. The classwork is "scrambled sentences exercise". The personal information of the sentences in the PPT "LP_33S" is divided into parts to form scrambled word questions. The classwork is presented in PPT slides "LP_33S" and the students are requested to write them down on a paper. The PPT contains these scrambled sentences:  Slide 1: to my once holiday give had I the team a long weekend option.  Slide 2: my working knew I hard team how was.  Slide 3: needed next two unfortunately project be we finished that important an to in the days had  Slide 4: first give work long complete rushing my was thought to them the weekend by to the  Slide 5: decision risked work impacting but this and the quality of our productivity.  Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the.  Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week.  Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  |            |          |   |   |
| project. Slide 7: I ordered a catered lunch and offered to let them take a long weekend next week. Slide 8: I think this decision helped me express my concern for the well- being of my team members and my regard for their professional reputation at the same time.  9. The instructor gives the student a classwork. The classwork is 'scrambled sentences exercise'. The personal information of the sentences in the PPT "LP_33S" is divided into parts to form scrambled word questions. The classwork is presented in PPT slides "LP_33X" and the students are requested to write them down on a paper. The PPT contains these scrambled sentences: Slide 1: to my once holiday give had I the team a long weekend option. Slide 2: my working knew I hard team how was. Slide 3: needed next two unfortunately project be we finished that important an to in the days had Slide 4: first give work long complete rushing my was thought to them the weekend by to the Slide 5: decision risked work impacting but this and the quality of our productivity. Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the. Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week. Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time. While the students do the classwork the video clip "Vdo LP33" is played thrice. 10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  11. The instructor initiates a role-playing session in which the instructor-interviewer's question.  8. The students, divising their instructor, activate the sudents and graph the sudgested by the   |            |          |   |   |
| Slide 7: I ordered a catered lunch and offered to let them take a long weekend next week.  Slide 8: I think this decision helped me express my concern for the well- being of my team members and my regard for their professional reputation at the same time.  9. The instructor gives the student a classwork. The classwork is 'scrambled sentences exercise'. The personal information of the sentences in the PPT "LP_33S" is divided into parts to form scrambled word questions. The classwork is presented in PPT slides "LP_33X" and the students are requested to write them down on a paper. The PPT contains these scrambled sentences:  Slide 1: to my once holiday give had I the team a long weekend option.  Slide 2: my working knew I hard team how was. Slide 3: needed next two unfortunately project be we finished that important an to in the days had Slide 4: first give work long complete rushing my was thought to them the weekend by to the Slide 5: decision risked work impacting but this and the quality of our productivity. Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the. Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week. Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time. While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  |            | semence) |   |   |
| take a long weekend next week.  Slide 8: I think this decision helped me express my concern for the well- being of my team members and my regard for their professional reputation at the same time.  9. The instructor gives the student a classwork. The classwork is "scrambled sentences exercise." The personal information of the sentences in the PPT  "LP_33S" is divided into parts to form scrambled word questions. The classwork is presented in PPT slides  "LP_33X" and the students are requested to write them down on a paper. The PPT contains these scrambled sentences:  Slide 1: to my once holiday give had I the team a long weekend option.  Slide 2: my working knew I hard team how was.  Slide 3: needed next two unfortunately project be we finished that important an to in the days had  Slide 4: first give work long complete rushing my was thought to them the weekend by to the  Slide 5: decision risked work impacting but this and the quality of our productivity.  Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the.  Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week.  Slide 8: the professional I decision helped me this express my concern regard members for well-being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  Evaluation  11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.  |            |          |   | -                                       |
| Slide 8: I think this decision helped me express my concern for the well- being of my team members and my regard for their professional reputation at the same time.  9. The instructor gives the student a classwork. The classwork is 'scrambled sentences exercise'. The personal information of the sentences in the PPT "LP_33S" is divided into parts to form scrambled word questions. The classwork is presented in PPT slides "LP_33X" and the students are requested to write them down on a paper. The PPT contains these scrambled sentences:  Slide 1: to my once holiday give had I the team a long weekend option.  Slide 2: my working knew I hard team how was.  Slide 3: meeded next two unfortunately project be we finished that important an to in the days had  Slide 4: first give work long complete rushing my was thought to them the weekend by to the  Slide 5: decision risked work impacting but this and the quality of our productivity.  Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the.  Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week.  Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  Evaluation  11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.   |            |          |   |   |
| concern for the well- being of my team members and my regard for their professional reputation at the same time.  9. The instructor gives the student a classwork. The classwork is 'scrambled sentences exercise'. The personal information of the sentences in the PPT "LP_338" is divided into parts to form scrambled word questions. The classwork is presented in PPT slides "LP_33X" and the students are requested to write them down on a paper. The PPT contains these scrambled sentences:  Slide 1: to my once holiday give had I the team a long weekend option.  Slide 2: my working knew I hard team how was.  Slide 3: needed next two unfortunately project be we finished that important an to in the days had  Slide 4: first give work long complete rushing my was thought to them the weekend by to the  Slide 5: decision risked work impacting but this and the quality of our productivity.  Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the.  Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week.  Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  Evaluation  11. The instructor initiates a role-playing session in which the instructor-interviewer and the students as usgested by the   |            |          |   |   |
| regard for their professional reputation at the same time.  9. The instructor gives the student a classwork. The classwork is 'scrambled sentences exercise'. The personal information of the sentences in the PPT  "LP_33S" is divided into parts to form scrambled word questions. The classwork is presented in PPT slides  "LP_33S" and the students are requested to write them down on a paper. The PPT contains these scrambled sentences:  Slide 1: to my once holiday give had I the team a long weekend option.  Slide 2: my working knew I hard team how was.  Slide 3: needed next two unfortunately project be we finished that important an to in the days had  Slide 4: first give work long complete rushing my was thought to them the weekend by to the  Slide 5: decision risked work impacting but this and the quality of our productivity.  Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the.  Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week.  Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  Evaluation  8. The students wait for their turn, as suggested by the  |            |          |   | _                                       |
| 9. The instructor gives the student a classwork. The classwork is 'scrambled sentences exercise'. The personal information of the sentences in the PPT "LP_33S" is divided into parts to form scrambled word questions. The classwork is presented in PPT slides "LP_33X" and the students are requested to write them down on a paper. The PPT contains these scrambled sentences:  Slide 1: to my once holiday give had I the team a long weekend option.  Slide 2: my working knew I hard team how was.  Slide 3: needed next two unfortunately project be we finished that important an to in the days had  Slide 4: first give work long complete rushing my was thought to them the weekend by to the  Slide 5: decision risked work impacting but this and the quality of our productivity.  Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the.  Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week.  Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  Evaluation  8. The students wait for their turn, as suggested by the  |            |          |   | then notebook.                          |
| classwork is 'scrambled sentences exercise'. The personal information of the sentences in the PPT  "LP_33S" is divided into parts to form scrambled word questions. The classwork is presented in PPT slides  "LP_33X" and the students are requested to write them down on a paper. The PPT contains these scrambled sentences:  Slide 1: to my once holiday give had I the team a long weekend option.  Slide 2: my working knew I hard team how was.  Slide 3: needed next two unfortunately project be we finished that important an to in the days had  Slide 4: first give work long complete rushing my was thought to them the weekend by to the  Slide 5: decision risked work impacting but this and the quality of our productivity.  Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the.  Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week.  Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  Evaluation  8. The students wait for their turn, as suggested by the   |            |          |   |   |
| personal information of the sentences in the PPT "LP 33S" is divided into parts to form scrambled word questions. The classwork is presented in PPT slides "LP 33X" and the students are requested to write them down on a paper. The PPT contains these scrambled sentences:  Slide 1: to my once holiday give had I the team a long weekend option.  Slide 2: my working knew I hard team how was. Slide 3: needed next two unfortunately project be we finished that important an to in the days had Slide 4: first give work long complete rushing my was thought to them the weekend by to the Slide 5: decision risked work impacting but this and the quality of our productivity. Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the. Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week. Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time. While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  Evaluation  Evaluation  8. The students wait for their turn, as suggested by the   |            |          |   |   |
| "LP_33S" is divided into parts to form scrambled word questions. The classwork is presented in PPT slides "LP_33X" and the students are requested to write them down on a paper. The PPT contains these scrambled sentences:  Slide 1: to my once holiday give had I the team a long weekend option.  Slide 2: my working knew I hard team how was.  Slide 3: needed next two unfortunately project be we finished that important an to in the days had  Slide 4: first give work long complete rushing my was thought to them the weekend by to the  Slide 5: decision risked work impacting but this and the quality of our productivity.  Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the.  Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week.  Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  Evaluation  Evaluation  Evaluation  8. The students wait for their turn, as suggested by the   |            |          |   |   |
| questions. The classwork is presented in PPT slides "LP_33X" and the students are requested to write them down on a paper. The PPT contains these scrambled sentences: Slide 1: to my once holiday give had I the team a long weekend option. Slide 2: my working knew I hard team how was. Slide 3: needed next two unfortunately project be we finished that important an to in the days had Slide 4: first give work long complete rushing my was thought to them the weekend by to the Slide 5: decision risked work impacting but this and the quality of our productivity. Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the. Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week. Slide 8: the professional I decision helped me this express my concern regard members for well-being of my team think and my same for their reputation at the time. While the students do the classwork the video clip "Vdo LP33" is played thrice. 10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  Evaluation  Evaluation  Evaluation  The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.  8. The students wait for their turn, as suggested by the   |            |          |   |   |
| "LP_33X" and the students are requested to write them down on a paper. The PPT contains these scrambled sentences:  Slide 1: to my once holiday give had I the team a long weekend option.  Slide 2: my working knew I hard team how was.  Slide 3: needed next two unfortunately project be we finished that important an to in the days had  Slide 4: first give work long complete rushing my was thought to them the weekend by to the  Slide 5: decision risked work impacting but this and the quality of our productivity.  Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the.  Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week.  Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  Evaluation  8. The students wait for their turn, as suggested by the   |            |          |   |   |
| down on a paper. The PPT contains these scrambled sentences:  Slide 1: to my once holiday give had I the team a long weekend option.  Slide 2: my working knew I hard team how was.  Slide 3: needed next two unfortunately project be we finished that important an to in the days had  Slide 4: first give work long complete rushing my was thought to them the weekend by to the  Slide 5: decision risked work impacting but this and the quality of our productivity.  Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the.  Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week.  Slide 8: the professional I decision helped me this express my concern regard members for well-being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  Evaluation  8. The students wait for their turn, as suggested by the  |            |          |   |   |
| sentences: Slide 1: to my once holiday give had I the team a long weekend option. Slide 2: my working knew I hard team how was. Slide 3: needed next two unfortunately project be we finished that important an to in the days had Slide 4: first give work long complete rushing my was thought to them the weekend by to the Slide 5: decision risked work impacting but this and the quality of our productivity. Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the. Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week. Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time. While the students do the classwork the video clip "Vdo LP33" is played thrice. 10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  Evaluation  8. The students wait for their turn, as suggested by the   |            |          |   |   |
| Slide 1: to my once holiday give had I the team a long weekend option.  Slide 2: my working knew I hard team how was.  Slide 3: needed next two unfortunately project be we finished that important an to in the days had  Slide 4: first give work long complete rushing my was thought to them the weekend by to the  Slide 5: decision risked work impacting but this and the quality of our productivity.  Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the.  Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week.  Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students for their turn, as suggested by the  |            |          | I = = =   |   |
| weekend option.  Slide 2: my working knew I hard team how was.  Slide 3: needed next two unfortunately project be we finished that important an to in the days had Slide 4: first give work long complete rushing my was thought to them the weekend by to the  Slide 5: decision risked work impacting but this and the quality of our productivity.  Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the.  Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week.  Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students for their turn, as suggested by the  |            |          |   |   |
| Slide 2: my working knew I hard team how was. Slide 3: needed next two unfortunately project be we finished that important an to in the days had Slide 4: first give work long complete rushing my was thought to them the weekend by to the Slide 5: decision risked work impacting but this and the quality of our productivity. Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the. Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week. Slide 8: the professional I decision helped me this express my concern regard members for well-being of my team think and my same for their reputation at the time. While the students do the classwork the video clip "Vdo LP33" is played thrice. 10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students for their turn, as suggested by the   |            |          |   |   |
| Slide 3: needed next two unfortunately project be we finished that important an to in the days had Slide 4: first give work long complete rushing my was thought to them the weekend by to the Slide 5: decision risked work impacting but this and the quality of our productivity. Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the. Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week. Slide 8: the professional I decision helped me this express my concern regard members for well-being of my team think and my same for their reputation at the time. While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students for their turn, as suggested by the  |            |          | 1   |   |
| finished that important an to in the days had Slide 4: first give work long complete rushing my was thought to them the weekend by to the Slide 5: decision risked work impacting but this and the quality of our productivity. Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the. Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week. Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time. While the students do the classwork the video clip "Vdo LP33" is played thrice. 10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.  8. The students wait for their turn, as suggested by the   |            |          |   |   |
| Slide 4: first give work long complete rushing my was thought to them the weekend by to the Slide 5: decision risked work impacting but this and the quality of our productivity.  Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the.  Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week.  Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students for their turn, as suggested by the  |            |          |   |   |
| thought to them the weekend by to the Slide 5: decision risked work impacting but this and the quality of our productivity. Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the. Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week. Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time. While the students do the classwork the video clip "Vdo LP33" is played thrice. 10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  Evaluation  8. The students wait for their turn, as suggested by the  |            |          |   |   |
| Slide 5: decision risked work impacting but this and the quality of our productivity.  Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the.  Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week.  Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students for their turn, as answer the instructor-interviewer's question.   |            |          |   |   |
| quality of our productivity.  Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the.  Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week.  Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students for their turn, as answer the instructor-interviewer's question.  |            |          |   |   |
| Slide 6: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the.  Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week.  Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students for their turn, as suggested by the   |            |          |   |   |
| decided weekend by I the on the importance of completing the.  Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week.  Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students for their turn, as suggested by the  |            |          |   |   |
| Slide 7: weekend next I catered lunch and ordered offered to let take them a long a week.  Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students for their turn, as answer the instructor-interviewer's question.  |            |          |   |   |
| to let take them a long a week.  Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.  8. The students wait for their turn, as suggested by the   |            |          | completing the.   |   |
| Slide 8: the professional I decision helped me this express my concern regard members for well- being of my team think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.  8. The students wait for their turn, as suggested by the  |            |          | Slide 7: weekend next I catered lunch and ordered offered   |   |
| my concern regard members for well- being of my team think and my same for their reputation at the time. While the students do the classwork the video clip "Vdo LP33" is played thrice. 10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.  8. The students wait for their turn, as suggested by the  |            |          | to let take them a long a week.                             |   |
| think and my same for their reputation at the time.  While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.  8. The students wait for their turn, as suggested by the   |            |          | Slide 8: the professional I decision helped me this express |   |
| While the students do the classwork the video clip "Vdo LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.  8. The students wait for their turn, as suggested by the  |            |          | my concern regard members for well-being of my team         |   |
| LP33" is played thrice.  10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.  8. The students wait for their turn, as suggested by the  |            |          | think and my same for their reputation at the time.         |   |
| 10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  Evaluation  11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.  8. The students wait for their turn, as suggested by the   |            |          |   |   |
| session as soon as the students are done with the class work.  Evaluation  11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.  8. The students wait for their turn, as suggested by the   |            |          |   |   |
| Evaluation  Evaluation  11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.  8. The students wait for their turn, as suggested by the  |            |          |   |   |
| Evaluation  11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.  8. The students wait for their turn, as suggested by the  |            |          | session as soon as the students are done with the class     |   |
| which the instructor acts the interviewer and the students answer the instructor-interviewer's question.  for their turn, as suggested by the  |            |          |   |   |
| answer the instructor-interviewer's question. suggested by the   | Evaluation |          |   |   |
|  |            |          |   |   |
| 12. The instructor waits for the students to respond. instructor, to respond   |            |          |   | = = -                                   |
|  |            |          | 12. The instructor waits for the students to respond.       | instructor, to respond                  |

|             | Plan A: If the students respond affirmatively, then the             | to the instructor-      |
|-------------|---|-------------------------|
|             |   |                         |
|             | instructor initiates the interview immediately.                     | interviewer's question. |
|             | Plan B: If the students respond negatively or keep silence,         | 9. The students         |
|             | then the instructor motivates them to participate in the            | respond to the          |
|             | role-play.  | instructor-             |
|             | 13. The instructor asks a question to the students one by           | interviewer's question  |
|             | one. The instructor decides on the turn of the students in          | by repeating the        |
|             | the role-play. And she starts by calling the student by             | sentences he/she has    |
|             | his/her name. The process is repeated till the last student         | already practiced.      |
|             | is interviewed.   |                         |
|             | : ( <u>name of the student</u> ), what was a difficult decision you |                         |
|             | had to make as a leader and, how did you come to that               |                         |
|             | decision?   |                         |
| Summarizati | 14. The instructor plays the video with a background                | 10. The students revise |
| on          | music containing the PPT "Exvdo LP33" of scrambled                  | the sentences several   |
|             | sentences exercise. The length of the video is 2 minute 9           | times by saying them    |
|             | seconds. The instructor requests the students to say the            | aloud following the     |
|             | sentences in order out loud as they appear on screen. The           | order in which they are |
|             | exercise is repeated only once.                                     | presented on screen     |
|             | 15. The instructor dismisses the class complimenting the            | three times before the  |
|             | students and asking them to practice the sentence that              | conclusion of a         |
|             | they have learnt that day.  | session.                |

- a. Sub-skill: LS 4
- b. Specific resources: Revision video clips of LS 1, LS 2 & LS 3, Revision exercise video clips of LS 1, LS 2 & LS 3, Video clip of LS 4, 7 slide PPT containing 7 sentences of LS 4, 4 slide PPT with scrambled sentences exercise of LS 4, a video with background music containing the PPT exercises of LS 4

| Phase/ Stage | Teaching       | Teacher's activity  | Student's activity      |
|--------------|----------------|---|-------------------------|
|              | points         |   |                         |
|              | a. Vocabulary  | 1. The instructor greets the students.                      | 1. The students watch   |
|              | (pronunciatio  | 2. The instructor plays the video of the previous three     | and listen to the       |
|              | n & proper     | sessions "Vdo LP31", "Vdo LP32", and "Vdo LP33" by          | sentences presented in  |
|              | use): align,   | compiling them to a single video clip "RVdo LP34". The      | the video.              |
|              | leadership,    | length of the video is 2 minutes and 28 seconds.            | 2. The students say the |
|              | encourage,     | 3. The instructor presents the exercise video "RExvdo34"    | sentences out loud      |
|              | team, goal,    | by compiling the exercise videos of the prior three         | together by filling in  |
| Preparation  | company,       | sessions "Exvdo LP31", "Exvdo LP32", and "Exvdo             | the gaps using their    |
|              | arguments,     | LP33" with scrambled sentence exercises and asks the        | personal information.   |
|              | overall,       | students to say the sentences out loud together. The        |                         |
|              | discussion,    | length of the video is 6 minutes and 20 seconds.            |                         |
|              | help, quality, | 4. The instructor compliments the students' performance     |                         |
|              | work,          | but, no particular students' name is mentioned for the      |                         |
|              | compromise,    | applause.   |                         |
|              | weekend,       | 5. The instructor prepares the students for the day's       |                         |
|              | decision,      | lesson on how to speak about overcoming a leadership        |                         |
|              | affecting,     | challenge.  |                         |
| Presentation | progress,      | 6. The instructor announces the topic of the class for that | 3. The students watch,  |

|            | deadline,               | day.   | listen, and note down                 |
|------------|-------------------------|--|---------------------------------------|
|            | project,                | 7. The instructor plays the video clip "Vdo LP34". The   | the sentences                         |
|            | members,                | length of the video is 37 seconds and it will be played  | presented in the video.               |
|            | approach,               | three times.   | 4. The students check                 |
|            | time, thought,          | 8. The instructor presents the 7 slides PPT "LP_34S".  | the sentences in their                |
|            | previous,               | The slides of the PPT contain these sentences:   | notebook and compare                  |
|            | stint,                  | Slide 1: During one of my projects with a team, we had a   | them with the                         |
|            | outlined,               | deadline issue.  | sentences in the slides               |
|            | catered,<br>overwhelmed | Slide 2: We were approaching the deadline, but we were   | for correctness. 5. The students read |
|            | b. Grammar              | not making the progress we needed to meet it. Slide 3: My team members were feeling overwhelmed, | the sentences aloud                   |
|            | (fluency &              | and the pressure was affecting the quality of their work.  | and revise (orally)                   |
|            | correct use):           | Slide 4: I took on a number of tasks myself and worked   | them several times.                   |
|            | Simple past             | alongside them to meet the deadline.   | 6. The scrambled                      |
|            | tense                   | Slide 5: My team felt supported as I was taking on   | sentences writing                     |
|            | (compound               | additional responsibilities.   | exercise is performed                 |
|            | sentence)               | Slide 6: That way, they did not have to compromise the   | by the students.                      |
|            |                         | quality of their work.   | 7. The students, in turn              |
|            |                         | Slide 7: We managed to complete the project on time  | suggested by the                      |
|            |                         | without affecting its quality.   | instructor, read the                  |
|            |                         | 9. The instructor gives the student a classwork. The   | sentences aloud using                 |
|            |                         | classwork is 'scrambled sentences'. The personal   | their notebook.                       |
|            |                         | information of the sentences in the PPT "LP_34S" is  |                                       |
|            |                         | divided into parts to form scrambled word questions. The   |                                       |
|            |                         | classwork is presented in PPT slides "LP_34X" and the  |                                       |
|            |                         | students are requested to write them down on a paper.  |                                       |
|            |                         | The PPT contains the following scrambled sentences:  |                                       |
|            |                         | Slide 1: deadline had one of we my issue projects during   |                                       |
|            |                         | with a team, a   |                                       |
|            |                         | Slide 2: making were we the approaching needed   |                                       |
|            |                         | deadline, but we not progress were the we to it meet   |                                       |
|            |                         | Slide 3: work team quality my pressure overwhelmed   |                                       |
|            |                         | affecting were feeling, and members the was the of their   |                                       |
|            |                         | Slide 4: alongside deadline worked took meet I them on a   |                                       |
|            |                         | of and tasks to number myself the  |                                       |
|            |                         | Slide 5: was my responsibilities felt team as I taking on supported additional                   |                                       |
|            |                         | Slide 6: work way, quality they did of not have to   |                                       |
|            |                         | compromise that the their  |                                       |
|            |                         | Slide 7: time on without we affecting complete project   |                                       |
|            |                         | quality managed to the its   |                                       |
|            |                         | The slides are shown to the students till they write down  |                                       |
|            |                         | all of the sentences. While the students do the class work                                       |                                       |
|            |                         | the video clip "VdoLP34" is played thrice.   |                                       |
|            |                         | 10. The instructor immediately calls for a role-playing  |                                       |
|            |                         | session as soon as the students are done with the class  |                                       |
|            | ]                       | work.  |                                       |
| Evaluation |                         | 11. The instructor initiates a role-playing session in   | 8. The students wait                  |
|            |                         | which the instructor acts the interviewer and the students                                       | for their turn, as                    |
|            |                         | answer the instructor-interviewer's question.  | suggested by the                      |
|            |                         | 12. The instructor waits for the students to respond.  | instructor, to respond                |
|            |                         | Plan A: If the students respond affirmatively, then the  | to the instructor-                    |
|            |                         | instructor initiates the interview immediately.  | interviewer's question.               |
|            |                         | Plan B: If the students respond negatively or keep silence,                                      | 9. The students                       |
|            |                         | then the instructor motivates them to participate in the   | respond to the                        |
|            | ]                       | role-play.   | instructor-                           |

|             | 13. The instructor asks a question to the students one by   | interviewer's question  |
|-------------|---|-------------------------|
|             | one. The instructor decides on the turn of the students in  | by repeating the        |
|             | the role-play. And she starts by calling the student by     | sentences he/she has    |
|             | his/her name. The process is repeated till the last student | already practiced.      |
|             | is interviewed.   |                         |
|             | : (name of the student), discuss a leadership challenge     |                         |
|             | you had faced and, how you overcame it.                     |                         |
| Summarizati | 14. The instructor plays the video with a background        | 10. The students revise |
| on          | music containing the PPT "Exvdo LP34" of scrambled          | the sentences several   |
|             | sentences exercise. The length of the video is 1 minute 49  | times by saying them    |
|             | seconds. The instructor requests the students to say the    | aloud following the     |
|             | sentences in order out loud as they appear on screen. The   | order in which they are |
|             | exercise is repeated only once.                             | presented on screen     |
|             | 15. The instructor dismisses the class complimenting the    | three times before the  |
|             | students and asking them to practice the sentence that      | conclusion of a         |
|             | they have learnt that day.                                  | session.                |

### **Lesson Plan 35 (Revision 7)**

- a. Sub-skill: Revision of LS 1, LS 2, LS 3, and LS 4
- b. Specific resources: Video clip of LS 1, Video clip of LS 2, Video clip of LS 3, Video clip of LS 4, 8 slide PPT containing 8 sentences of LS 1, 7 slide PPT containing 7 sentences of LS 2, 8 slide PPT containing 8 sentences of LS 3, 7 slide PPT containing 7 sentences of LS 4, 8 slide PPT with scrambled sentences exercise of LS 1, 7 slide PPT with scrambled sentences exercise of LS 3, 7 slide PPT with scrambled sentences exercise of LS 3, 7 slide PPT with scrambled sentences exercise of LS 3, 7 slide PPT with scrambled sentences exercise of LS 4, a video with background music containing the PPT exercises of LS 1, LS 2, LS 3, and LS 4

| Phase/ Stage | Teaching       | Teacher's activity  | Student's activity      |
|--------------|----------------|---|-------------------------|
|              | points         |   |                         |
|              | a. Vocabulary  | 1. The instructor greets the students.                      | 1. The students greet   |
|              | (pronunciatio  | 2. The instructor prepares the students for the revision of | the instructor.         |
|              | n & proper     | the topics on speaking about one's leadership skills, how   |                         |
|              | use): align,   | to talk about handling disagreements in team work, how      |                         |
|              | leadership,    | to talk about making decision during difficult times, and   |                         |
|              | encourage,     | how to speak about overcoming a leadership challenge.       |                         |
|              | team, goal,    |   |                         |
| Preparation  | company,       |   |                         |
| Presentation | arguments,     | 3. The instructor announces that all the sentences          | 2. The students watch   |
|              | overall,       | practiced in the previous 4 sessions of that week will be   | the video and listen to |
|              | discussion,    | revised that day.   | the audio of the        |
|              | help, quality, | 4. The instructor plays the video clip "Vdo LP35". The      | sentences.              |
|              | work,          | length of the video is 3 minutes and 5 seconds. The video   | 3. The students read    |
|              | compromise,    | is played three times.                                      | the sentences aloud     |
|              | weekend,       | 5. The instructor presents the 30 slides PPT "LP_35S".      | and revise (orally)     |
|              | decision,      | The slides of the PPT contains these sentences:             | them several times.     |
|              | affecting,     | Slide 1: I have had several leadership roles in the past.   | 4. The scrambled        |

progress, deadline. project, members, approach, time, thought, previous, stint. outlined, catered, overwhelmed b. Grammar (fluency & correct use): Simple past tense (compound sentence)

Slide 2: I generally encourage my team to set goals that directly align with the goals of the company.

Slide 3: In my previous position, I met with my team once every quarter to review company objectives and track the progress of overall team goals.

Slide 4: During one of our meetings, we discovered that our most recent goal was too department-focused.

Slide 5: We had lost sight of how it helped the company.

Slide 6: We adjusted our team goal to clearly address quality issues that were affecting our company.

Slide 7: I also met with each team member individually to help them outline personal workplace goals.

Slide 8: This transformational leadership style, if I may say so, enabled my team to address the overall company goals and improve the quality of our work.

Slide 9: I think finding a point of compromise is the only way to resolve disagreements.

Slide 10: A leader must encourage and facilitate discussions among team members.

Slide 11: Once in my previous stint in an office, two of my team members had different approaches to completing their part of the project.

Slide 12: I let each side explain their thought process and expected benefits.

Slide 13: I encouraged respectful discussion and positive commentary.

Slide 14: After each side had outlined their arguments, I helped them brainstorm the ways in which we could find a compromise.

Slide 15: Opposing arguments that way led to a combined solution.

Slide 16: I once had the option to give my team a long holiday weekend.

Slide 17: I knew how hard my team was working.

Slide 18: Unfortunately, we had an important project that needed to be finished in the next two days.

Slide 19: My first thought was to give them the long weekend by rushing to complete the work.

Slide 20: But, this decision risked impacting productivity and the quality of our work.

Slide 21: I finally decided not to grant the long weekend by emphasizing on the importance of completing the project.

Slide 22: I ordered a catered lunch and offered to let them take a long weekend next week.

Slide 23: I think this decision helped me express my concern for the well-being of my team members and my regard for their professional reputation at the same time.

Slide 24: During one of my projects with a team, we had a deadline issue.

Slide 25: We were approaching the deadline, but we were not making the progress we needed to meet it.

Slide 26: My team members were feeling overwhelmed, and the pressure was affecting the quality of their work. Slide 27: I took on a number of tasks myself and worked alongside them to meet the deadline.

sentences writing exercise is performed by the students.
5. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.

Slide 28: My team felt supported as I was taking on additional responsibilities.

Slide 29: That way, they did not have to compromise the quality of their work.

Slide 30: We managed to complete the project on time without affecting its quality.

6. The instructor gives the student a class work. The class work is 'scrambled sentences exercise'. The personal information of the PPT "LP\_35S" is deleted. The class work is presented in PPT slides. The PPT "LP\_35X" contains the following scrambled sentences:

Slide 1: the have I had roles past several leadership in.

Slide 2: align I my to generally with set that directly goals the goals of team the company encourage.

Slide 3: track in my, I met with objectives my once every to the review team company previous quarter team goals position and progress of overall.

Slide 4: our meetings department-focused that recent during we discovered our one most goal was too of.

Slide 5: sight helped lost we of how it the company had.

Slide 6: affecting address adjusted team company to clearly quality issues we were goal our that our.

Slide 7: goals with workplace personal them help I each met member outline individually also team to.

Slide 8: overall style company leadership our transformational this, may team I say, my improve to if address the and the quality goals enabled of so.

Slide 9: compromise to finding resolve a of think is the only I disagreements point way.

Slide 10: discussions must members and among encourage leader facilitate team a.

Slide 11: had my once completing my previous part in stint in an, team two of approaches office members their of the project different to.

Slide 12: process thought expected side each let their and benefits I explain.

Slide 13: commentary discussion respectful and encouraged positive I.

Slide 14: brainstorm each after had outlined their arguments, I helped side them the ways in which we could find a compromise.

Slide 15: solution a to led that way arguments opposing combined.

Slide 16: to my once holiday give had I the team a long weekend option.

Slide 17: my working knew I hard team how was.

Slide 18: needed next two unfortunately project be we finished that important an to in the days had

Slide 19: first give work long complete rushing my was thought to them the weekend by to the

Slide 20: decision risked work impacting but this and the quality of our productivity.

Slide 21: emphasizing project not to grant finally long decided weekend by I the on the importance of completing the.

Slide 22: weekend next I catered lunch and ordered

|             | offered to let take them a long a week.                     |                         |
|-------------|---|-------------------------|
|             | Slide 23: the professional I decision helped me this        |                         |
|             | express my concern regard members for well-being of         |                         |
|             | my team think and my same for their reputation at the       |                         |
|             | time.   |                         |
|             | Slide 24: deadline had one of we my issue projects during   |                         |
|             | with a team, a.   |                         |
|             | Slide 25: making were we the approaching needed             |                         |
|             | deadline, but we not progress were the we to it meet.       |                         |
|             | Slide 26: work team quality my pressure overwhelmed         |                         |
|             | affecting were feeling, and members the was the of their.   |                         |
|             | Slide 27: alongside deadline worked took meet I them on     |                         |
|             | a of and tasks to number myself the.                        |                         |
|             | Slide 28: was my responsibilities felt team as I taking on  |                         |
|             | supported additional.                                       |                         |
|             | Slide 29: work way, quality they did of not have to         |                         |
|             | compromise that the their.                                  |                         |
|             | Slide 30: time on without we affecting complete project     |                         |
|             | quality managed to the its.                                 |                         |
|             | The slides are shown to the students till they write down   |                         |
|             | all of the sentences. While the students do the class work  |                         |
|             | the video clip "Vdo LP35" is played thrice.                 |                         |
|             | 7. The instructor immediately calls for a role-playing      |                         |
|             | session as soon as the students are done with the class     |                         |
|             | work.   |                         |
| Evaluation  | 8. The instructor initiates a role-playing session in which | 6. The students wait    |
|             | the instructor acts the interviewer and the students answer | for their turn, as      |
|             | the instructor-interviewer's question.                      | suggested by the        |
|             | 9. The instructor waits for the students to respond.        | instructor, to respond  |
|             | Plan A: If the students respond affirmatively then the      | to the instructor-      |
|             | instructor initiates the interview immediately.             | interviewer's question. |
|             | Plan B: If the students respond negatively or keep silence  | 7. The students         |
|             | then the instructor motivates them to participate in the    | respond to the          |
|             | role-play.  | instructor-             |
|             | 10. The instructor asks four questions to the students one  | interviewer's question  |
|             | by one in the role-play. The instructor decides on the turn | by repeating the        |
|             | of the students in the role-play. And she starts by calling | sentences he/she has    |
|             | the student by his/her name. The process is repeated till   | already practiced.      |
|             | the last student is interviewed.                            |                         |
|             | : (name of the student),                                    |                         |
|             | a. Tell me about your leadership skills.                    |                         |
|             | b. How do you handle disagreements in your team?            |                         |
|             | c. What was a difficult decision you had to make            |                         |
|             | as a leader and, how did you come to that                   |                         |
|             | decision?   |                         |
|             | d. Discuss a leadership challenge you had faced,            |                         |
|             | and how you overcame it.                                    |                         |
| Summarizati | 11. The instructor plays the video "Exvdo LP35"- the        | 8. The students revise  |
| on          | video with a background music containing the PPTs of all    | the sentences several   |
|             | the scrambled sentences exercise. The length of the video   | times by saying them    |
|             | is 8 minutes and 10 seconds. The instructor requests the    | aloud following the     |
|             | students to say sentences in order out loud as they appear  | order in which they are |
|             | on screen. The exercise is repeated only once.              | presented on screen     |
|             | 12. The instructor dismisses the class complimenting the    | three times before the  |
|             | students and asking them to practice the sentences that     | conclusion of a         |
|             | they have revised that day.                                 | session.                |
| 1           | uicy nave revised that day.                                 | 5C551UII.               |

- a. Sub-skill: MG
- b. Specific resources: Video clip of MG 1, 5 slides in the PPT containing 5 sentences, 5 slide PPT with scrambled sentences exercise, Video exercise of MG 1 containing background music, You tube video on 'Types of Managers: Autocratic, democratic, laissez faire' (<a href="https://www.youtube.com/watch?v=xApMpceuVNM">https://www.youtube.com/watch?v=xApMpceuVNM</a>)

| Phase/ Stage | Teaching         | Teacher's activity  | Student's activity       |
|--------------|------------------|---|--------------------------|
|              | points           |   |                          |
|              | a. Vocabulary    | 1. The instructor greets the students.                      | 1. The students try to   |
|              | (pronunciatio    | 2. The instructor plays the video 'Types of                 | guess the topic of the   |
|              | n & proper       | Managers_Autocratic, Democratic and Laissez faire'.         | video.                   |
|              | use): work,      | The length of the video is 6 minutes and 58 seconds.        | 2. They accordingly      |
|              | determined,      | 3. The instructor asks the students to guess the topic of   | respond to the           |
|              | manage,          | the video randomly. The instructor waits for random         | instructor's question    |
|              | motivate,        | responses from the students for 30 seconds.                 | about the topic.         |
| Preparation  | team,            | Plan A: If the students' response correctly by saying that  |                          |
|              | required,        | the video was about one's management skills then the        |                          |
|              | company,         | instructor will complement their responses                  |                          |
|              | objectives,      | Plan B: If there is no response from the students then the  |                          |
|              | organization,    | instructor will help guess them the theme of the video      |                          |
|              | plans,           | The instructor waits for the students to respond.           |                          |
| Presentation | decision,        | 4. The instructor announces the topic of the class for that | 3. The students watch,   |
|              | innovative,      | day.  | listen, and note down    |
|              | involve,         | 5. The instructor plays the video "Vdo LP36" thrice. The    | the sentences            |
|              | client,          | length of the video is 36 seconds.                          | presented in the video.  |
|              | project, risk,   | 6. The instructor presents the 5 slide PPT "LP_36S". The    | 4. The students check    |
|              | request,         | slides of the PPT will contain these sentences:             | the sentences in their   |
|              | goals, targets,  | Slide 1: I think I am a hardworking, determined and a       | notebook and compare     |
|              | help,            | competent leader and a manager.                             | them with the            |
|              | reiterate, brief | Slide 2: I have the appropriate level of experience and     | sentences in the slides  |
|              | b. Grammar       | expertise to inspire and motivate my team.                  | for correctness.         |
|              | (fluency &       | Slide 3: I can ensure that my team works tirelessly         | 5. The students read     |
|              | correct use):    | towards achieving the company objectives.                   | the sentences aloud      |
|              | Present          | Slide 4: Having studied your organization in some detail,   | and revise (orally)      |
|              | continuous       | I clearly find it as an innovative and forward-thinking     | them several times.      |
|              | tense            | company with ambitious plans for the future.                | 6. The scrambled         |
|              | (conditional)    | Slide 5: Considering my personal career goals, I feel that  | sentences writing        |
|              |                  | we will be able to collaborate effectively to realize these | exercise is performed    |
|              |                  | future plans.   | by the students.         |
|              |                  | 7. The instructor gives the student a classwork. The        | 7. The students, in turn |
|              |                  | classwork is 'scrambled sentences'. The personal            | suggested by the         |
|              |                  | information of the sentences in PPT "LP_36S" is divided     | instructor, read the     |

| into parts to form scrambled words questions. The classwork is presented in PPT slides "LP_36X" and the students are requested to write them down on a paper. The PPT will contain the following scrambled sentences: Slide 1: leader I am a think competent manager hardworking, determined I and a and a. Slide 2: the level experience expertise appropriate have inspire I and of to and my team motivate. Slide 3: tirelessly towards company I achieving ensure that my team can works objectives the. | _         |
|--|-----------|
| students are requested to write them down on a paper. The PPT will contain the following scrambled sentences: Slide 1: leader I am a think competent manager hardworking, determined I and a and a. Slide 2: the level experience expertise appropriate have inspire I and of to and my team motivate. Slide 3: tirelessly towards company I achieving ensure that my team can works objectives the.   |           |
| The PPT will contain the following scrambled sentences: Slide 1: leader I am a think competent manager hardworking, determined I and a and a. Slide 2: the level experience expertise appropriate have inspire I and of to and my team motivate. Slide 3: tirelessly towards company I achieving ensure that my team can works objectives the.   |           |
| Slide 1: leader I am a think competent manager hardworking, determined I and a and a.  Slide 2: the level experience expertise appropriate have inspire I and of to and my team motivate.  Slide 3: tirelessly towards company I achieving ensure that my team can works objectives the.   |           |
| hardworking, determined I and a and a.  Slide 2: the level experience expertise appropriate have inspire I and of to and my team motivate.  Slide 3: tirelessly towards company I achieving ensure that my team can works objectives the.  |           |
| Slide 2: the level experience expertise appropriate have inspire I and of to and my team motivate.  Slide 3: tirelessly towards company I achieving ensure that my team can works objectives the.  |           |
| inspire I and of to and my team motivate.  Slide 3: tirelessly towards company I achieving ensure that my team can works objectives the.   |           |
| Slide 3: tirelessly towards company I achieving ensure that my team can works objectives the.  |           |
| that my team can works objectives the.   |           |
|  |           |
| Vido At attidad ambitants barrens misma ricina en como   |           |
| Slide 4: studied ambitious having plans your in some   |           |
| detail, I organization clearly find it as an and forward-  |           |
| thinking company future innovative with for the.   |           |
| Slide 5: to will my be realize considering career goals,   |           |
| personal effectively that we feel I future able to these   |           |
| collaborate.   |           |
| The slides are shown to the students till they write down  |           |
| all of the sentences. While the students do the class work   |           |
| the video clip "VdoLP36" is played thrice.   |           |
| 8. The instructor immediately calls for a role-playing   |           |
| session as soon as the students are done with the class  |           |
| work.  |           |
| Evaluation 9. The instructor initiates a role-playing session in which 8. The student  | s wait    |
| the instructor acts the interviewer and the students answer for their turn,  | as        |
| the instructor-interviewer's question. suggested by t  |           |
| 10. The instructor waits for the students to respond. instructor, to r   |           |
| Plan A: If the students respond affirmatively then the to the instructor   | -         |
| instructor initiates the interview immediately. interviewer's of   | auestion. |
| Plan B: If the students respond negatively or keep silence 9. The student  |           |
| then the instructor motivates them to participate in the respond to the  |           |
| role-play.   |           |
| 11. The instructor asks a question to the students one by interviewer's of   | auestion  |
| one. The instructor decides on the turn of the students in by repeating the  |           |
| the role-play. And she starts by calling the student by sentences he/s   |           |
| his/her name. The process is repeated till the last student already practic  |           |
| is interviewed.  | æu.       |
|  |           |
| : ( <u>name of the student</u> ), tell me about your management  |           |
| skills.  | .4        |
| Summarizati  12. The instructor plays the video "Exvdo LP36"- the video with a healernound music containing the PDT of the sentences.  |           |
| on video with a background music containing the PPT of the sentences s   |           |
| scrambled sentences exercise. The length of the video is 1 times by sayin  |           |
| minute 25 seconds. The instructor requests the students to aloud following   |           |
| say sentences in order out loud as they appear on screen. order in which   |           |
| The exercise is repeated only once. presented on s   |           |
| 13. The instructor dismisses the class complimenting the three times be  |           |
| students and asking them to practice the sentence that conclusion of   | a         |
| they have learnt that day. session.  |           |

a. Sub-skill: MG 2

b. Specific resources: Video clip of MG 1, Video clip of MG 2, 5 slide PPT with scrambled sentences exercise of MG 1, 6 slide PPT with scrambled sentences exercise of MG 2, 6 slide PPT containing 6 sentences of MG 2, a video exercise of MG 2 with background music containing the PPT exercises

| Phase/ Stage | Teaching points   | Teacher's activity   | Student's activity  |
|--------------|---|--|---|
| Preparation  | a. Vocabulary<br>(pronunciatio<br>n & proper<br>use): work,<br>determined,<br>manage,<br>motivate,<br>team,<br>required,<br>company,<br>objectives,<br>organization,  | <ol> <li>The instructor greets the students.</li> <li>The instructor plays the video "Vdo LP36". The length of the video is 36 seconds.</li> <li>The instructor presents the PPT "LP_36X" with scrambled sentences exercise and asks the students to say the sentences out loud together.</li> <li>The instructor compliments the students' performance but, no particular student's name is mentioned for the applause.</li> <li>The instructor prepares the students for the day's lesson on how to describe one's experience of making a quick decision.</li> </ol>   | 1. The students watch and listen to the sentences presented in the video. 2. The students say the sentences out loud together by filling in the gaps using their personal information.  |
| Presentation | plans, decision, innovative, involve, client, project, risk, request, goals, targets, help, reiterate, brief, comply, reiterated, turmoil, scouted, appraisals b. Grammar (fluency & correct use): Present continuous tense (conditional) | 6. The instructor announces the topic of the class for that day.  7. The instructor plays the video clip "Vdo LP37". The length of the video is 43 seconds. The video clip will be played three times.  8. The instructor presents 6 slide PPT "LP_37S". The slides of the PPT will contain these sentences:  Slide 1: In an earlier stint, I was often required to make quick decisions without much information in hand.  Slide 2: One particular situation involved a client requesting important changes to a project we were working on.  Slide 3: They needed an answer within an hour and it looked almost impossible to comply with their request."  Slide 4: I weighed up the risks of losing the client for future projects as they had already spent a considerable amount of money with us over the years.  Slide 5: On that basis, I agreed to the changes but reiterated that there won't be any more.  Slide 6: I only make quick decisions if the risk involves something detrimental to the organization I am working for.  9. The instructor gives the student a classwork. The classwork is 'scrambled sentences'. The personal information of the sentences in PPT "LP_37S" is divided into parts to form scrambled words questions. The classwork is presented in PPT slides "LP_37X" and the students are requested to write them down on a paper. The PPT will contain the following scrambled sentences: Slide 1: much make quick information decisions without often earlier an was stint, hand in I required to in.  Slide 2: were requesting particular project a one changes | 3. The students watch, listen, and note down the sentences presented in the video. 4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness. 5. The students read the sentences aloud and revise (orally) them several times. 6. The scrambled sentences writing exercise is performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook. |

| Evaluation  | client situation involved to a important we working on. Slide 3: an looked needed hour they request within almost answer and it comply impossible an to with their. Slide 4: weighed future money amount I up the risks spent of the for projects as losing they had a client of with us over already the years considerable. Slide 5: any reiterated be changes basis more that on, agreed I to the that won't there but. Slide 6: am detrimental only something make I quick decisions if involves the risk to the organization I working for. The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip "VdoLP37" is played thrice. 10. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.  11. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students | 8. The students wait for their turn, as |
|-------------|---|---|
|             | answer the instructor-interviewer's question.  12. The instructor waits for the students to respond.  | suggested by the instructor, to respond |
|             | Plan A: If the students respond affirmatively then the  | to the instructor-                      |
|             | instructor initiates the interview immediately.   | interviewer's question.                 |
|             | Plan B: If the students respond negatively or keep silence  | 9. The students                         |
|             | then the instructor motivates them to participate in the  | respond to the                          |
|             | role-play.  | instructor-                             |
|             | 13. The instructor asks a question to the students one by   | interviewer's question                  |
|             | one. The instructor decides on the turn of the students in  | by repeating the                        |
|             | the role-play. And she starts by calling the student by   | sentences he/she has                    |
|             | his/her name. The process is repeated till the last student   | already practiced.                      |
|             | is interviewed.   |   |
|             | : ( <u>name of the student</u> ), tell me about a time when you   |   |
| Summarizati | made a quick decision with limited information.   | 10. The students revise                 |
| on          | 14. The instructor plays the video with a background music containing the PPT "Exvdo LP37" of scrambled   | the sentences several                   |
|             | sentences exercise. The length of the video is 1 minute   | times by saying them                    |
|             | and 45 seconds. The instructor requests the students to   | aloud following the                     |
|             | say the sentences in order out loud as they appear on   | order in which they are                 |
|             | screen. The exercise is repeated only once.   | presented on screen                     |
|             | 15. The instructor dismisses the class complimenting the  | three times before the                  |
|             | students and asking them to practice the sentence that  | conclusion of a                         |
|             | they have learnt that day.  | session.                                |

- a. Sub-skill: MG 3
- b. Specific resources: Revision video clips of MG 1 & MG 2, Revision exercise videos clip of MG 1 & MG 2, Video clip of MG 3, 9 slide PPT containing 9 sentences of MG 3, 9 slide PPT with scrambled sentences exercise of MG 3, a video with background music containing the PPT exercises of MG 3

| Phase/ Stage | Teaching points   | Teacher's activity  | Student's activity  |
|--------------|---|---|---|
| Preparation  | a. Vocabulary (pronunciatio n & proper use): work, determined, manage, motivate, team, required, company, objectives, organization, plans, decision, innovative, involve,                           | 1. The instructor greets the students. 2. The instructor plays the video of the previous two sessions "Vdo LP36" and "Vdo LP37" by compiling them to a single video clip "RVdo LP38". The length of the video is 1 minute and 20 seconds. 3. The instructor presents the exercise video "RExvdo LP38" by compiling the exercise videos of the prior two sessions- "Exvdo LP36" and "Exvdo LP37" with scrambled sentences exercises and asks the students to say the sentences out loud together. The length of the video is 3 minutes and 10 seconds. 4. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause. 5. The instructor prepares the students for the day's lesson on how to share one's experience of handling a  | 1. The students watch and listen to the sentences presented in the video. 2. The students say the sentences out loud together by filling in the gaps using their personal information.  |
| Presentation | client, project, risk, request, goals, targets, help, reiterate, brief, comply, reiterated, turmoil, scouted, appraisals b. Grammar (fluency & correct use): Present continuous tense (conditional) | crisis.  6. The instructor announces the topic of the class for that day.  7. The instructor plays the video clip "Vdo LP38". The length of the video is 59 seconds and it will be played three times.  8. The instructor presents the 9 slide PPT "LP_38S". The slides of the PPT will contain these sentences:  Slide 1: Once we were literally seven days away from a project deadline and everything was going smooth and according to plan.  Slide 2: Unfortunately, two important members of the team had to go off without notice.  Slide 3: The project was thrown into turmoil, and it initially looked like it won't get delivered.  Slide 4: Considering the consequences for the client, I decided to step up to the plate and search for ways we could get the project over the finishing line.  Slide 5: I scouted for talent from other departments, and managed to hire two people to help us complete the project.  Slide 6: We all worked around the clock, pulled together, dug deep and focused on the project outcomes.  Slide 7: The project was completed, and more importantly, to the required specification.  Slide 8: I believe I am at my best when under pressure.  Slide 9: I can always be relied upon to be resilient, innovative and determined.  9. The instructor gives the student a classwork. The classwork is 'scrambled sentences'. The personal information of the sentences in the PPT "LP_38S" is divided into parts to form scrambled word questions. The classwork is presented in PPT slides "LP_38X" and the students are requested to write them down on a paper. The PPT will contain these scrambled sentences:  Slide 1: according deadline going we were literally seven plan days once away from a project smooth and everything was and to. | 3. The students watch, listen, and note down the sentences presented in the video. 4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness. 5. The students read the sentences aloud and revise (orally) them several times. 6. The scrambled sentences writing exercise is performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook. |

|             | Slide 2: notice had, two important team members of the             |                         |
|-------------|--|-------------------------|
|             | to go off without unfortunately.                                   |                         |
|             | Slide 3: won't project the was looked thrown turmoil, it           |                         |
|             | initially into like it get delivered and.                          |                         |
|             | Slide 4: over considering step consequences and finishing          |                         |
|             | plate search could line for the client, project to the up          |                         |
|             |  |                         |
|             | decided to the for ways we I get the the.                          |                         |
|             | Slide 5: people departments complete help hire scouted I           |                         |
|             | for talent project from other, and managed to two to us            |                         |
|             | the.   |                         |
|             | Slide 6: worked and focused all we the outcomes project            |                         |
|             | around the clock, pulled together, dug deep on.                    |                         |
|             | Slide 7: required project the was, and specification more          |                         |
|             |  |                         |
|             | importantly, to the completed.                                     |                         |
|             | Slide 8: when best I under believe am at my pressure I.            |                         |
|             | Slide 9: innovative be relied upon can always to be, and           |                         |
|             | I resilient determined.  |                         |
|             | While the students do the classwork the video clip "Vdo            |                         |
|             | LP38" is played thrice.  |                         |
|             | 10. The instructor immediately calls for a role-playing            |                         |
|             | , , , ,  |                         |
|             | session as soon as the students are done with the class            |                         |
|             | work.  |                         |
| Evaluation  | 11. The instructor initiates a role-playing session in             | 8. The students wait    |
|             | which the instructor acts the interviewer and the students         | for their turn, as      |
|             | answer the instructor-interviewer's question.                      | suggested by the        |
|             | 12. The instructor waits for the students to respond.              | instructor, to respond  |
|             | Plan A: If the students respond affirmatively then the             | to the instructor-      |
|             |  |                         |
|             | instructor initiates the interview immediately.                    | interviewer's question. |
|             | Plan B: If the students respond negatively or keep silence         | 9. The students         |
|             | then the instructor motivates them to participate in the           | respond to the          |
|             | role-play.   | instructor-             |
|             | 13. The instructor asks a question to the students one by          | interviewer's question  |
|             | one. The instructor decides on the turn of the students in         | by repeating the        |
|             | the role-play. And she starts by calling the student by            | sentences he/she has    |
|             | his/her name. The process is repeated till the last student        | already practiced.      |
|             | is interviewed.  | aneady practiced.       |
|             |  |                         |
|             | : ( <u>name of the student</u> ), tell me about a time you handled |                         |
|             | a crisis.  |                         |
| Summarizati | 14. The instructor plays the video with a background               | 10. The students revise |
| on          | music containing the PPT "Exvdo LP38" of scrambled                 | the sentences several   |
|             | sentences exercise. The length of the video is 2 minutes           | times by saying them    |
|             | and 22 seconds. The instructor requests the students to            | aloud following the     |
|             |  |                         |
|             | say the sentences in order out loud as they appear on              | order in which they are |
|             | screen. The exercise is repeated only once.                        | presented on screen     |
|             | 15. The instructor dismisses the class complimenting the           | three times before the  |
|             | students and asking them to practice the sentence that             | conclusion of a         |
|             | they have learnt that day.   | session.                |
|             | 1 ,  |                         |

- a. Sub-skill: MG 4
- b. Specific resources: Revision video clips of MG 1, MG 2 & MG 3, Revision exercise

video clips of MG 1, MG 2 & MG 3, Video clip of MG 4, 6 slide PPT containing 6 sentences of MG 4, 6 slide PPT with scrambled sentences exercise of MG 4, a video with background music containing the PPT exercises of MG 4

| Phase/ Stage | Teaching points   | Teacher's activity  | Student's activity  |
|--------------|---|---|---|
| Preparation  | a. Vocabulary (pronunciatio n & proper use): work, determined, manage, motivate, team, required, company, objectives, organization, plans, decision, innovative, involve, client,           | 1. The instructor greets the students. 2. The instructor plays the video of the previous three sessions "Vdo LP36", "Vdo LP37", and "Vdo LP38" by compiling them to a single video clip "RVdo LP39". The length of the video is 2 minutes and 19 seconds. 3. The instructor presents the exercise video "RExvdo LP39" by compiling the exercise videos of the prior three sessions "Vdo LP36", "Vdo LP37", and "Vdo LP38" with scrambled sentences exercises and asks the students to say the sentences out loud together. The length of the video is 5 minutes and 32 seconds. 4. The instructor compliments the students' performance but, no particular students' name is mentioned for the applause. 5. The instructor prepares the students for the day's lesson on how to speak about one's success in an interview.  | 1. The students watch and listen to the sentences presented in the video. 2. The students say the sentences out loud together by filling in the gaps using their personal information.  |
| Presentation | project, risk, request, goals, targets, help, reiterate, brief, comply, reiterated, turmoil, scouted, appraisals b. Grammar (fluency & correct use): Present continuous tense (conditional) | 6. The instructor announces the topic of the class for that day.  7. The instructor plays the video clip "Vdo LP39". The length of the video is 43 seconds and it will be played three times.  8. The instructor presents the 6 slide PPT "LP_39S". The slides of the PPT will contain these sentences:  Slide 1: If I get to lead your company, I plan to do three things within the first few weeks.  Slide 2: First and foremost, I will obtain a clear brief about how I can help the company strategically meet its goals and targets.  Slide 3: Secondly, I will carry out in depth appraisals with each member of staff to find out how they can contribute to the wider organizational objectives within their role.  Slide 4: Finally, I will brief the team fully on my expectations in respect to their performance.  Slide 5: I will also reiterate the goals and targets we will all be working towards.  Slide 6: It will then be my task to manage, lead and motivate the team.  9. The instructor gives the student a classwork. The classwork is 'scrambled sentences'. The personal information of the sentences in the PPT "LP_39S" is divided into parts to form scrambled word questions. The classwork is presented in PPT slides "LP_39X" and the students are requested to write them down on a paper. The PPT will contain these scrambled sentences:  Slide 1: first your plan things do I if the weeks to lead I to get few company, within three. | 3. The students watch, listen, and note down the sentences presented in the video. 4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness. 5. The students read the sentences aloud and revise (orally) them several times. 6. The scrambled sentences writing exercise is performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook. |

|             | Slide 2: brief foremost targets obtain clear I how help         |                         |
|-------------|---|-------------------------|
|             | meet first strategically and, will and goals about company      |                         |
|             | a I can the its.  |                         |
|             | Slide 3: organizational their staff each appraisals they can    |                         |
|             | wider within I will carry out in depth to find member           |                         |
|             | objectives contribute secondly, with of out how to the          |                         |
|             | role.   |                         |
|             | Slide 4: finally their brief expectations performance           |                         |
|             | respect will the team fully on my, in I to.                     |                         |
|             | Slide 5: be towards reiterate will also I the and goals         |                         |
|             | targets we will all working.                                    |                         |
|             | Slide 6: team task then manage motivate will the lead it        |                         |
|             | be to, and my.  |                         |
|             | While the students do the classwork the video clip "Vdo         |                         |
|             | LP39" is played thrice.   |                         |
|             | 10. The instructor immediately calls for a role-playing         |                         |
|             | session as soon as the students are done with the class         |                         |
|             | work.   |                         |
| Evaluation  | 11. The instructor initiates a role-playing session in          | 8. The students wait    |
|             | which the instructor acts the interviewer and the students      | for their turn, as      |
|             | answer the instructor-interviewer's question.                   | suggested by the        |
|             | 12. The instructor waits for the students to respond.           | instructor, to respond  |
|             | Plan A: If the students respond affirmatively then the          | to the instructor-      |
|             | instructor initiates the interview immediately.                 | interviewer's question. |
|             | Plan B: If the students respond negatively or keep silence      | 9. The students         |
|             | then the instructor motivates them to participate in the        | respond to the          |
|             | role-play.  | instructor-             |
|             | 13. The instructor asks a question to the students one by       | interviewer's question  |
|             | one. The instructor decides on the turn of the students in      | by repeating the        |
|             | the role-play. And she starts by calling the student by         | sentences he/she has    |
|             | his/her name. The process is repeated till the last student     | already practiced.      |
|             | is interviewed.   | arready practiced.      |
|             | : ( <u>name of the student</u> ), if you are successful in this |                         |
|             | interview today, what is the first thing will you do as a       |                         |
|             | newly appointed manager?  |                         |
| Summarizati | 14. The instructor plays the video with a background            | 10. The students revise |
| on          | music containing the PPT "Exvdo LP39" of scrambled              | the sentences several   |
| On          | sentences exercise. The length of the video is 1 minute         | times by saying them    |
|             | and 40 seconds. The instructor requests the students to         | aloud following the     |
|             | say the sentences in order out loud as they appear on           | order in which they are |
|             | screen. The exercise is repeated only once.                     | presented on screen     |
|             | 15. The instructor dismisses the class complimenting the        | three times before the  |
|             | students and asking them to practice the sentence that          | conclusion of a         |
|             |   | session.                |
|             | they have learnt that day.                                      | session.                |

## **Lesson Plan 40 (Revision 8)**

- a. Sub-skill: Revision of MG 1, MG 2, MG 3, and MG 4
- b. Specific resources: Video clip of MG 1, Video clip of MG 2, Video clip of MG 3, Video clip of MG 4, 5 slide PPT containing 5 sentences of MG 1, 6 slide PPT containing 6

sentences of MG 2, 9 slide PPT containing 9 sentences of MG 3, 6 slide PPT containing 6 sentences of MG 4, 5 slide PPT with scrambled sentences exercise of MG 1, 6 slide PPT with scrambled sentences exercise of MG 2, 9 slide PPT with scrambled sentences exercise of MG 3, 6 slide PPT with scrambled sentences exercise of MG 4, a video with background music containing the PPT exercises of MG 1, MG 2, MG 3, and MG 4

| Phase/ Stage | Teaching points  | Teacher's activity   | Student's activity  |
|--------------|--|--|---|
| Preparation  | a. Vocabulary<br>(pronunciatio<br>n & proper<br>use): work,<br>determined,<br>manage,<br>motivate,   | 1. The instructor greets the students. 2. The instructor prepares the students for the revision of the topics on speaking about one's management skills, how to describe one's experience of making a quick decision, how to share one's experience of handling a crisis, and how to speak about one's success in an interview.  | 1. The students greet the instructor.   |
| Presentation | team, required, company, objectives, organization, plans, decision, innovative, involve, client, project, risk, request, goals, targets, help, reiterated, turmoil, scouted, appraisals b. Grammar (fluency & correct use): Present continuous tense (conditional) | 3. The instructor announces that all the sentences practiced in the previous 4 sessions of that week will be revised that day.  4. The instructor plays the video clip "Vdo LP40". The length of the video is 3 minutes and 2 seconds. The video is played three times.  5. The instructor presents the 26 slides PPT "LP_40S". The slides of the PPT will contain these sentences: Slide 1: I think I am a hardworking, determined and a competent leader and a manager.  Slide 2: I have the appropriate level of experience and expertise to inspire and motivate my team.  Slide 3: I can ensure that my team works tirelessly towards achieving the company objectives.  Slide 4: Having studied your organization in some detail, I clearly find it as an innovative and forward- thinking company with ambitious plans for the future.  Slide 5: Considering my personal career goals, I feel that we will be able to collaborate effectively to realize these future plans.  Slide 6: In an earlier stint, I was often required to make quick decisions without much information in hand.  Slide 7: One particular situation involved a client requesting important changes to a project we were working on.  Slide 8: They needed an answer within an hour and it looked almost impossible to comply with their request."  Slide 9: I weighed up the risks of losing the client for future projects as they had already spent a considerable amount of money with us over the years.  Slide 10: On that basis, I agreed to the changes but reiterated that there won't be any more.  Slide 11: I only make quick decisions if the risk involves something detrimental to the organization I am working for.  Slide 12: Once we were literally seven days away from a project deadline and everything was going smooth and | 2. The students watch the video and listen to the audio of the sentences. 3. The students read the sentences aloud and revise (orally) them several times. 4. The scrambled sentences writing exercise is performed by the students. 5. The students, in turn suggested by the instructor, read the sentences aloud using their notebook. |

according to plan.

Slide 13: Unfortunately, two important members of the team had to go off without notice.

Slide 14: The project was thrown into turmoil, and it initially looked like it won't get delivered.

Slide 15: Considering the consequences for the client, I decided to step up to the plate and search for ways we could get the project over the finishing line.

Slide 16: I scouted for talent from other departments, and managed to hire two people to help us complete the project.

Slide 17: We all worked around the clock, pulled together, dug deep and focused on the project outcomes.

Slide 18: The project was completed, and more importantly, to the required specification.

Slide 19: I believe I am at my best when under pressure.

Slide 20: I can always be relied upon to be resilient, innovative and determined.

Slide 21: If I get to lead your company, I plan to do three things within the first few weeks.

Slide 22: First and foremost, I will obtain a clear brief about how I can help the company strategically meet its goals and targets.

Slide 23: Secondly, I will carry out in depth appraisals with each member of staff to find out how they can contribute to the wider organizational objectives within their role

Slide 24: Finally, I will brief the team fully on my expectations in respect to their performance.

Slide 25: I will also reiterate the goals and targets we will all be working towards.

Slide 26: It will then be my task to manage, lead and motivate the team.

6. The instructor gives the student a class work. The class work is 'scrambled sentences'. The personal information of the PPT "LP\_40S" is divided into parts to form scrambled word questions. The class work is presented in PPT slides. The PPT "LP\_40X" will contain the following scrambled sentences:

Slide 1: leader I am a think competent manager hardworking, determined I and a and a.

Slide 2: the level experience expertise appropriate have inspire I and of to and my team motivate.

Slide 3: tirelessly towards company I achieving ensure that my team can works objectives the.

Slide 4: studied ambitious having plans your in some detail, I organization clearly find it as an and forward-thinking company future innovative with for the.

Slide 5: to will my be realize considering career goals, personal effectively that we feel I future able to these collaborate.

Slide 6: much make quick information decisions without often earlier an was stint, hand in I required to in.

Slide 7: were requesting particular project a one changes client situation involved to a important we working on. Slide 8: an looked needed hour they request within

|            | almost answer and it comply impossible an to with their.  |  |
|------------|---|--|
|            | Slide 9: weighed future money amount I up the risks   |  |
|            | spent of the for projects as losing they had a client of with   |  |
|            | us over already the years considerable.   |  |
|            | Slide 10: any reiterated be changes basis more that on,   |  |
|            | agreed I to the that won't there but.   |  |
|            | Slide 11: am detrimental only something make I quick  |  |
|            | decisions if involves the risk to the organization I  |  |
|            | working for.  |  |
|            | Slide 12: according deadline going we were literally  |  |
|            | seven plan days once away from a project smooth and   |  |
|            | everything was and to.  |  |
|            | Slide 13: notice had, two important team members of the   |  |
|            | to go off without unfortunately.  |  |
|            | Slide 14: won't project the was looked thrown turmoil, it   |  |
|            | initially into like it get delivered and.   |  |
|            | Slide 15: over considering step consequences and finishing plate search could line for the client, project to       |  |
|            | the up decided to the for ways we I get the the.  |  |
|            | Slide 16: people departments complete help hire scouted   |  |
|            | I for talent project from other, and managed to two to us   |  |
|            | the.  |  |
|            | Slide 17: worked and focused all we the outcomes project  |  |
|            | around the clock, pulled together, dug deep on.   |  |
|            | Slide 18: required project the was, and specification more  |  |
|            | importantly, to the completed.  |  |
|            | Slide 19: when best I under believe am at my pressure I.  |  |
|            | Slide 20: innovative be relied upon can always to be, and   |  |
|            | I resilient determined.   |  |
|            | Slide 21: first your plan things do I if the weeks to lead I  |  |
|            | to get few company, within three.   |  |
|            | Slide 22: brief foremost targets obtain clear I how help  |  |
|            | meet first strategically and, will and goals about company  |  |
|            | a I can the its.  |  |
|            | Slide 23: organizational their staff each appraisals they   |  |
|            | can wider within I will carry out in depth to find member   |  |
|            | objectives contribute secondly, with of out how to the  |  |
|            | role.   |  |
|            | Slide 24: finally their brief expectations performance  |  |
|            | respect will the team fully on my, in I to.   |  |
|            | Slide 25: be towards reiterate will also I the and goals  |  |
|            | targets we will all working.  |  |
|            | Slide 26: team task then manage motivate will the lead it   |  |
|            | be to, and my.  |  |
|            | 7. The instructor immediately calls for a role-playing  |  |
|            | session as soon as the students are done with the class   |  |
| E d d      | work.   | C The state of the |
| Evaluation | 8. The instructor initiates a role-playing session in which   | 6. The students wait   |
|            | the instructor acts the interviewer and the students answer   | ,  |
|            | the instructor-interviewer's question.  | suggested by the   |
|            | 9. The instructor waits for the students to respond.  | instructor, to respond   |
|            | Plan A: If the students respond affirmatively then the  | to the instructor-   |
|            | instructor initiates the interview immediately.   | interviewer's question. 7. The students  |
|            | Plan B: If the students respond negatively or keep silence then the instructor motivates them to participate in the | respond to the   |
|            | role-play.  | instructor-  |
|            | 1015-piay.  | msuuctor-  |

|             | 10. The instructor asks four questions to the students one  | interviewer's question  |
|-------------|---|-------------------------|
|             | by one in the role-play. The instructor decides on the turn | by repeating the        |
|             | of the students in the role-play. And she starts by calling | sentences he/she has    |
|             | the student by his/her name. The process is repeated till   | already practiced.      |
|             | the last student is interviewed.                            |                         |
|             | : (name of the student),                                    |                         |
|             | a. Tell me about your management skills.                    |                         |
|             | b. Tell me about a time when you made a quick               |                         |
|             | decision with limited information.                          |                         |
|             | c. Tell me about a time you handled a crisis.               |                         |
|             | d. If you are successful in this interview today,           |                         |
|             | what is the first thing will you do as a newly              |                         |
|             | appointed manager?  |                         |
| Summarizati | 11. The instructor plays the video "Exvdo LP40"- the        | 8. The students revise  |
| on          | video with a background music containing the PPTs of all    | the sentences several   |
|             | the scrambled sentences exercise. The length of the video   | times by saying them    |
|             | is 7 minutes and 12 seconds. The instructor requests the    | aloud following the     |
|             | students to say sentences in order out loud as they appear  | order in which they are |
|             | on screen. The exercise is repeated only once.              | presented on screen     |
|             | 12. The instructor dismisses the class complimenting the    | three times before the  |
|             | students and asking them to practice the sentences that     | conclusion of a         |
|             | they have revised that day.                                 | session.                |

- a. Sub-skill: IP 1
- b. Specific resources: Video clip of IP 1, paragraph video with a background audio of the speaker, 6 slides in the PPT containing 6 sentences, 6 slide PPT with fill-in-the-gaps and scrambled sentences exercise, Video exercise of IP 1 with background music containing the PPT exercises

| Phase/ Stage | Teaching      | Teacher's activity  | Student's activity      |
|--------------|---------------|---|-------------------------|
|              | points        |   |                         |
|              | a. Vocabulary | 1. The instructor greets the students.                      | 1. The students greet   |
|              | (pronunciatio | 2. The instructor prepares the students for the day's       | the instructor.         |
|              | n & proper    | lesson on how to greet and address the audience during a    |                         |
| Preparation  | use):         | presentation.   |                         |
|              | handouts,     |   |                         |
| Presentation | morning,      | 3. The instructor announces the topic of the class for that | 3. The students watch,  |
|              | presentation, | day.  | listen, and note down   |
|              | research,     | 4. The instructor plays the video "Vdo LP41". The length    | the sentences           |
|              | hope,         | of the video is 22 seconds. The video clip is played twice. | presented in the video. |
|              | generous,     | 5. The instructor plays the paragraph video "PVdo LP41"     | 4. The students check   |
|              | thank, work,  | which contains the sentences required for the class with a  | the sentences in their  |
|              | ongoing,      | background audio of the speaker. The video is played        | notebook and compare    |
|              | study, data,  | once. The length of the video is 23 seconds.                | them with the           |
|              | help          | 6. The instructor presents the 6 slides PPT "LP_41S".       | sentences in the slides |
|              | b. Grammar    | The slides of the PPT contain these sentences:              | for correctness.        |
|              | (fluency &    | Slide 1: A very good morning to one and all.                | 5. The students read    |
|              | correct use): | Slide 2: Welcome to my presentation.                        | the sentences aloud     |

|             | Simple        | Slide 3: Thank you for your interest in my research.   | and revise (orally)                   |
|-------------|---------------|--|---------------------------------------|
|             | present tense | Slide 4: I thank the organizers for allowing me to present   | them several times.                   |
|             | (complex      | my research before you all.  | 6. The fill-in-the-gaps               |
|             |               |  | and scrambled                         |
|             | sentence)     | Slide 5: I hope we will have a fruitful morning of   |                                       |
|             |               | engaging interactions.   | sentences writing                     |
|             |               | Slide 6: Please refer to the handouts for a closer look at   | exercises are                         |
|             |               | the data.  | performed by the                      |
|             |               | 7. The instructor gives the student a classwork. The   | students.                             |
|             |               | classwork is 'fill-in-the-gaps' and 'scrambled sentences'  | 7. The students, in turn              |
|             |               | exercises. The personal information of the sentences in  | suggested by the                      |
|             |               | the PPT "LP_41S" is deleted and also, divided into parts   | instructor, read the                  |
|             |               | to form scrambled word questions. The classwork is presented in PPT slides "LP_41X" and the students are | sentences aloud using their notebook. |
|             |               | requested to write them down on a paper. The PPT   | then notebook.                        |
|             |               | contains the following fill-in-the-gaps and scrambled  |                                       |
|             |               | sentences exercises:   |                                       |
|             |               | Slide 1: Good very to a all morning and one.   |                                       |
|             |               | Slide 2: Welcome presentation to my.   |                                       |
|             |               | Slide 3: Thank your interest you taking in my for  |                                       |
|             |               | research.  |                                       |
|             |               | Slide 4: I also the organizers give me this  |                                       |
|             |               | opportunity to my research before you all.   |                                       |
|             |               | Slide 5: I that we a fruitful morning  |                                       |
|             |               | engaging interactions.   |                                       |
|             |               | Slide 6: Please the handouts a closer look   |                                       |
|             |               | the data.  |                                       |
|             |               | The slides are shown to the students till they write down  |                                       |
|             |               | all of the sentences. While the students do the class work   |                                       |
|             |               | the video clip "VdoLP41" is played thrice.   |                                       |
|             |               | 8. The instructor immediately calls for a role-playing   |                                       |
|             |               | session as soon as the students are done with the class  |                                       |
|             |               | work.  |                                       |
| Evaluation  | -             | 9. The instructor initiates a role-playing session in which  | 8. The students wait                  |
|             |               | the instructor acts the interviewer and the students answer  | for their turn, as                    |
|             |               | the instructor-interviewer's question.   | suggested by the                      |
|             |               | 10. The instructor waits for the students to respond.  | instructor, to respond                |
|             |               | Plan A: If the students respond affirmatively, then the  | to the instructor-                    |
|             |               | instructor initiates the interview immediately.  | interviewer's question.               |
|             |               | Plan B: If the students respond negatively or keep silence,  | 9. The students                       |
|             |               | then the instructor motivates them to participate in the   | respond to the                        |
|             |               | role-play.   | instructor-                           |
|             |               | 11. The instructor asks a question to the students one by  | interviewer's question                |
|             |               | one. The instructor decides on the turn of the students in   | by repeating the                      |
|             |               | the role-play. And she starts by calling the student by  | sentences he/she has                  |
|             |               | his/her name. The process is repeated till the last student  | already practiced.                    |
|             |               | is interviewed.  | <b>7</b> 1                            |
|             |               | : ( <u>name of the student</u> ), please greet your audience.  |                                       |
| Summarizati | 1             | 12. The instructor plays the video with a background   | 10. The students revise               |
| on          |               | music containing the PPT exercises "Exvdo LP41" of fill-   | the sentences several                 |
|             |               | in-the-gaps and scrambled sentences exercises. The   | times by saying them                  |
|             |               | length of the video is 1 minute 11 seconds. The instructor   | aloud following the                   |
|             |               | requests the students to say filled-in sentences and   | order in which they are               |
|             |               | arrange the sentences in order out loud as they appear on  | presented on screen                   |
|             |               | screen. The exercise is repeated only once.  | three times before the                |
|             |               | 13. The instructor dismisses the class complimenting the   | conclusion of a                       |
|             |               | students and asking them to practice the sentence that   | session.                              |
|             |               |  |                                       |

|  | they have learnt that day. |  |
|--|----------------------------|--|

- a. Sub-skill: IP 2
- b. Specific resources: Video clip of IP 1, Video clip of IP 2, paragraph video of IP 1 with a background audio of the speaker, paragraph video of IP 2 with a background audio of the speaker, 6 slide PPT with fill-in-the-gaps and scrambled sentences exercises of IP 1, 4 slide PPT with fill-in-the-gaps exercise of IP 2, 4 slide PPT containing 4 sentences of IP 2, Video exercise of IP 2 with background music containing the PPT exercises

| Phase/ Stage | Teaching      | Teacher's activity  | Student's activity       |
|--------------|---------------|---|--------------------------|
|              | points        |   |                          |
|              | a. Vocabulary | 1. The instructor greets the students.                      | 1. The students watch    |
|              | (pronunciatio | 2. The instructor plays the video "Vdo LP41" and "PVdo      | and listen to the        |
|              | n & proper    | LP41". The lengths of the videos are 22 seconds and 23      | sentences presented in   |
|              | use):         | seconds respectively.                                       | the video.               |
|              | handouts,     | 3. The instructor presents the PPT "LP_41X" with fill-in-   | 2. The students say the  |
|              | morning,      | the-gap and scrambled sentences exercises and asks the      | sentences out loud       |
|              | presentation, | students to say the sentences out loud together.            | together by filling in   |
| Preparation  | research,     | 4. The instructor compliments the students' performance     | the gaps and arranging   |
|              | hope,         | but, no particular student's name is mentioned for the      | the words in order       |
|              | generous,     | applause.   | using their personal     |
|              | thank, work,  | 5. The instructor prepares the students for the day's       | information.             |
|              | ongoing,      | lesson on how to introduce oneself in a presentation.       |                          |
| Presentation | study, data,  | 6. The instructor announces the topic of the class for that | 3. The students watch,   |
|              | help,         | day.  | listen, and note down    |
|              | generous,     | 7. The instructor plays the video "Vdo LP42". The length    | the sentences            |
|              | indebted,     | of the video is 43 seconds. The video clip is played twice. | presented in the video.  |
|              | endeavor,     | 8. The instructor plays the paragraph video "PVdo LP42"     | 4. The students check    |
|              | facilitated   | which contains the sentences required for the class with a  | the sentences in their   |
|              | b. Grammar    | background audio of the speaker. The video is played        | notebook and compare     |
|              | (fluency &    | once. The length of the video is 14 seconds.                | them with the            |
|              | correct use): | 9. The instructor presents the 4 slides PPT "LP_42S".       | sentences in the slides  |
|              | Simple        | The slides of the PPT contain these sentences:              | for correctness.         |
|              | present tense | Slide 1: My name is Riya Sen.                               | 5. The students read     |
|              | (complex      | Slide 2: I am a student/researcher working as a Research    | the sentences aloud      |
|              | sentence)     | Assistant at the Department of English, Tezpur              | and revise (orally)      |
|              |               | University.   | them several times.      |
|              |               | Slide 3: I am pleased to present my work on the topic       | 6. The fill-in-the-gaps  |
|              |               | "Language Shift in Rabha."                                  | writing exercise is      |
|              |               | Slide 4: This presentation is a report on my ongoing        | performed by the         |
|              |               | research on the Socio-linguistic Study of Rabha.            | students.                |
|              |               | 10. The instructor gives the student a classwork. The       | 7. The students, in turn |
|              |               | classwork is 'fill-in-the-gaps' exercise. The personal      | suggested by the         |
|              |               | information of the sentences in the PPT "LP_42S" is         | instructor, read the     |
|              |               | deleted. The classwork is presented in PPT slides           | sentences aloud using    |

|             | "LP_42X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps exercise:  Slide 1: My name  Slide 2: I a as a at the Department of, University.  Slide 3: I please_ to my on the topic  Slide 4: presentation a report my ongo_ research the Study of  The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip "Vdo LP42" is played thrice.  11. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.   | their notebook.   |
|-------------|--|---|
| Evaluation  | 12. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.  13. The instructor waits for the students to respond. Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately. Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.  14. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.  12. (name of the student), please introduce yourself and the topic of your presentation. | 8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer's question. 9. The students respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced. |
| Summarizati | 15. The instructor plays the video with a background music containing the PPT exercises "Exvdo LP42" of fill-in-the-gaps exercise. The length of the video is 42 seconds. The instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated only once.  16. The instructor dismisses the class complimenting the students and asking them to practice the sentence that they have learnt that day.   | 10. The students revise the sentences several times by saying them aloud following the order in which they are presented on screen three times before the conclusion of a session.  |

- a. Sub-skill: IP 3
- b. Specific resources: Revision video clips of IP 1 & IP 2, Revision paragraph videos of IP 1 & IP 2 with a background audio of the speaker, Revision exercise videos clips of IP 1 & IP 2, Video clip of IP 3, paragraph video of IP 3 with a background audio of the speaker, 3 slide PPT containing 3 sentences of IP 3, 3 slide PPT with fill-in-the-gap exercises of IP 3, a video with background music containing the PPT exercises of IP 3

| Phase/ Stage | Teaching points  | Teacher's activity  | Student's activity   |
|--------------|--|---|--|
|              | a. Vocabulary<br>(pronunciatio<br>n & proper<br>use):<br>handouts,<br>morning,<br>presentation,                                    | 1. The instructor greets the students. 2. The instructor plays the video of the previous two sessions "Vdo LP41" and "Vdo LP42" by compiling them to a single video clip "RVdo LP43". The length of the video is 1 minute and 6 seconds. 3. The instructor plays the paragraph video of the previous two sessions "PVdo LP41" and "PVdo LP42"   | <ol> <li>The students watch and listen to the sentences presented in the video.</li> <li>The students say the sentences out loud together by filling in</li> </ol>   |
| Preparation  | research, hope, generous, thank, work, ongoing, study, data, help, generous, indebted, endeavor, facilitated b. Grammar (fluency & | by compiling them to a single video clip "RPVdo LP43". The length of the video is 37 seconds.  4. The instructor presents the exercise video "RExvdo LP 43" by compiling the exercise videos of the prior two sessions- "Exvdo LP41" and "Exvdo LP42" with fill-in-the-gaps and scrambled sentences exercises and asks the students to say the sentences out loud together. The length of the video is 1 minute and 55 seconds.  5. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause.  6. The instructor prepares the students for the day's lesson on how to introduce the topic of the presentation.  | the gaps and arranging<br>the words in order<br>outloud using their<br>personal information.   |
| Presentation | correct use): Simple present tense (complex sentence)  | 7. The instructor announces the topic of the class for that day.  8. The instructor plays the video "Vdo LP43". The length of the video is 43 seconds. The video clip is played twice.  9. The instructor plays the paragraph video "PVdo LP43" which contains the sentences required for the class with a background audio of the speaker. The video is played once. The length of the video is 14 seconds.  10. The instructor presents the 3 slides PPT "LP_43S". The slides of the PPT contain these sentences:  Slide 1: It is an ongoing project funded by ICSSR.  Slide 2: Through this presentation I hope to inform you about some of the key findings I have arrived at so far.  Slide 3: Your suggestions and comments will certainly help shape my research better, so I request you to freely share your views.  11. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps' exercise. The personal information of the sentences in the PPT "LP_43S" is deleted. The classwork is presented in PPT slides  "LP_43X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps sentences:  Slide 1: It an ongoing project fund_ by  Slide 2: this presentation I to you about some the key findings I arrive_ at so far.  Slide 3: suggestions and comments certainly shape my research better, so I you to freely your views.  The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip "Vdo LP43" is played thrice.  12. The instructor immediately calls for a role-playing session as soon as the students are done with the class | 3. The students watch, listen, and note down the sentences presented in the video. 4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness. 5. The students read the sentences aloud and revise (orally) them several times. 6. The fill-in-the-gaps writing exercise is performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook. |

|             | work.  |                         |
|-------------|--|-------------------------|
| Evaluation  | 13. The instructor initiates a role-playing session in               | 8. The students wait    |
|             | which the instructor acts the interviewer and the students           | for their turn, as      |
|             | answer the instructor-interviewer's question.                        | suggested by the        |
|             | 14. The instructor waits for the students to respond.                | instructor, to respond  |
|             | Plan A: If the students respond affirmatively, then the              | to the instructor-      |
|             | instructor initiates the interview immediately.                      | interviewer's question. |
|             | Plan B: If the students respond negatively or keep silence,          | 9. The students         |
|             | then the instructor motivates them to participate in the             | respond to the          |
|             | role-play.   | instructor-             |
|             | 15. The instructor asks a question to the students one by            | interviewer's question  |
|             | one. The instructor decides on the turn of the students in           | by repeating the        |
|             | the role-play. And she starts by calling the student by              | sentences he/she has    |
|             | his/her name. The process is repeated till the last student          | already practiced.      |
|             | is interviewed.  |                         |
|             | : ( <u>name of the student</u> ), please introduce the topic of your |                         |
|             | presentation.  |                         |
| Summarizati | 16. The instructor plays the video with a background                 | 10. The students revise |
| on          | music containing the PPT exercises "Exvdo LP43" of fill-             | the sentences several   |
|             | in-the-gaps exercise. The length of the video is 43                  | times by saying them    |
|             | seconds. The instructor requests the students to say filled-         | aloud following the     |
|             | in sentences out loud as they appear on screen. The                  | order in which they are |
|             | exercise is repeated only once.                                      | presented on screen     |
|             | 17. The instructor dismisses the class complimenting the             | three times before the  |
|             | students and asking them to practice the sentence that               | conclusion of a         |
|             | they have learnt that day.   | session.                |

- a. Sub-skill: IP 4
- b. Specific resources: Revision video clips of IP 1, IP 2 & IP 3, Revision paragraph videos of IP 1, IP 2 & IP 3 with a background audio of the speaker, Revision exercise videos clips of IP 1, IP 2 & IP 3, Video clip of IP 4, paragraph video of IP 4 with a background audio of the speaker, 6 slide PPT containing 6 sentences of IP 4, 6 slide PPT with fill-in-the-gaps exercises of IP 4, a video with background music containing the PPT exercises of IP 4

| Phase/ Stage | Teaching      | Teacher's activity                                     | Student's activity      |
|--------------|---------------|--|-------------------------|
|              | points        |  |                         |
|              | a. Vocabulary | 1. The instructor greets the students.                 | 1. The students watch   |
|              | (pronunciatio | 2. The instructor plays the video of the previous two  | and listen to the       |
|              | n & proper    | sessions "Vdo LP41", "Vdo LP42", and "Vdo LP43" by     | sentences presented in  |
|              | use):         | compiling them to a single video clip "RVdo LP44". The | the video.              |
|              | handouts,     | length of the video is 1 minute and 6 seconds.         | 2. The students say the |
|              | morning,      | 3. The instructor plays the paragraph video of the     | sentences out loud      |
|              | presentation, | previous two sessions "PVdo LP41", "PVdo LP42", and    | together by filling in  |
| Preparation  | research,     | "PVdo LP43" by compiling them to a single video clip   | the gaps and arranging  |
|              | hope,         | "RPVdo LP44". The length of the video is 1 minute.     | the words in order      |

|               | 1             | A mil 1  |                          |
|---------------|---------------|--|--------------------------|
|               | generous,     | 4. The instructor presents the exercise video "RExvdo LP     | outloud using their      |
|               | thank, work,  | 44" by compiling the exercise videos of the prior three      | personal information.    |
|               | ongoing,      | sessions- "Exvdo LP41", "Exvdo LP42", and "Exvdo             |                          |
|               | study, data,  | LP43" with fill-in-the-gaps and scrambled sentences          |                          |
|               | help,         | exercises and asks the students to say the sentences out     |                          |
|               | generous,     | loud together. The length of the video is 2 minutes and 38   |                          |
|               | indebted,     | seconds.   |                          |
|               | endeavor,     | 5. The instructor compliments the students' performance      |                          |
|               | facilitated   | but, no particular student's name is mentioned for the       |                          |
|               | b. Grammar    | applause.  |                          |
|               | (fluency &    | 6. The instructor prepares the students for the day's        |                          |
|               | correct use): | lesson on how to express gratitude to the contributors of    |                          |
|               | Simple        | the project.   |                          |
| Presentation  | present tense | 7. The instructor announces the topic of the class for that  | 3. The students watch,   |
| 1 resentation | (complex      | day.   | listen, and note down    |
|               | sentence)     | · ·  | the sentences            |
|               | sentence)     | 8. The instructor plays the video "Vdo LP44". The length     |                          |
|               |               | of the video is 49 seconds. The video clip is played twice.  | presented in the video.  |
|               |               | 9. The instructor plays the paragraph video "PVdo LP44"      | 4. The students check    |
|               |               | which contains the sentences required for the class with a   | the sentences in their   |
|               |               | background audio of the speaker. The video is played         | notebook and compare     |
|               |               | once. The length of the video is 49 seconds.                 | them with the            |
|               |               | 10. The instructor presents the 6 slide PPT "LP_44S".        | sentences in the slides  |
|               |               | The slides of the PPT contain these sentences:               | for correctness.         |
|               |               | Slide 1: Before I begin my presentation, I would like to     | 5. The students read     |
|               |               | thank my teachers Dr. P. Sinha and Prof. K. Rao, my          | the sentences aloud      |
|               |               | colleague Amiya Mahanta for their valuable inputs and        | and revise (orally)      |
|               |               | insights into my study.                                      | them several times.      |
|               |               | Slide 2: I must thank my friend Libina Boro too for          | 6. The fill-in-the-gaps  |
|               |               | helping me with the presentation.                            | writing exercise is      |
|               |               | Slide 3: I also take this opportunity to thank the ICSSR     | performed by the         |
|               |               | for their generous funding which facilitated my research.    | students.                |
|               |               | Slide 4: I cannot thank my informants from the Garo          | 7. The students, in turn |
|               |               | Hills, Meghalaya, for generously providing me with the       | suggested by the         |
|               |               | data for this research.                                      | instructor, read the     |
|               |               |  | *                        |
|               |               | Slide 5: I am also highly indebted to the inhabitants of the | sentences aloud using    |
|               |               | Brahmaputra valley of Assam for assisting me during my       | their notebook.          |
|               |               | fieldwork.   |                          |
|               |               | Slide 6: Had it not been for their unfailing support, this   |                          |
|               |               | endeavor would have remained incomplete.                     |                          |
|               |               | 11. The instructor gives the student a classwork. The        |                          |
|               |               | classwork is 'fill-in-the-gaps' exercise. The personal       |                          |
|               |               | information of the sentences in the PPT "LP_44S" is          |                          |
|               |               | deleted. The classwork is presented in PPT slides            |                          |
|               |               | "LP_44X" and the students are requested to write them        |                          |
|               |               | down on a paper. The PPT contains the following fill-in-     |                          |
|               |               | the-gaps sentences:  |                          |
|               |               | Slide1: Before I with my presentation, I like                |                          |
|               |               | to my teachers and, my colleague                             |                          |
|               |               | for valuable inputs and insights my                          |                          |
|               |               | study.   |                          |
|               |               | Slide 2: I thank my friend too for help me                   |                          |
|               |               | the presentation.  |                          |
|               |               |  |                          |
|               |               | Slide 3: I also this opportunity to the for                  |                          |
|               |               | generous funding which facilitate_ my research.              |                          |
|               |               | Slide 4: I cannot my informants from the of                  |                          |
|               |               | , enough generously provide me the                           |                          |

|             |   | T                       |
|-------------|---|-------------------------|
|             | data my research.   |                         |
|             | Slide 5: I also highly indebt_ to the inhabitants the                       |                         |
|             | of for assist_ me during my fieldwork.                                      |                         |
|             | Slide 6: it not for their unfailing support, this                           |                         |
|             | endeavour remaine_ incomplete.  |                         |
|             | The slides are shown to the students till they write down                   |                         |
|             | all of the sentences. While the students do the class work                  |                         |
|             | the video clip "Vdo LP44" is played thrice.                                 |                         |
|             | 12. The instructor immediately calls for a role-playing                     |                         |
|             | session as soon as the students are done with the class                     |                         |
|             | work.   |                         |
| Evaluation  | 13. The instructor initiates a role-playing session in                      | 8. The students wait    |
|             | which the instructor acts the interviewer and the students                  | for their turn, as      |
|             | answer the instructor-interviewer's question.                               | suggested by the        |
|             | 14. The instructor waits for the students to respond.                       | instructor, to respond  |
|             | Plan A: If the students respond affirmatively, then the                     | to the instructor-      |
|             | instructor initiates the interview immediately.                             | interviewer's question. |
|             | Plan B: If the students respond negatively or keep silence,                 | 9. The students         |
|             | then the instructor motivates them to participate in the                    | respond to the          |
|             | role-play.  | instructor-             |
|             | 15. The instructor asks a question to the students one by                   | interviewer's question  |
|             | one. The instructor decides on the turn of the students in                  | by repeating the        |
|             |   | sentences he/she has    |
|             | the role-play. And she starts by calling the student by                     |                         |
|             | his/her name. The process is repeated till the last student is interviewed. | already practiced.      |
|             |   |                         |
|             | : ( <u>name of the student</u> ), whom do you want to                       |                         |
| L           | acknowledge for the study?  | 10 ==                   |
| Summarizati | 16. The instructor plays the video with a background                        | 10. The students revise |
| on          | music containing the PPT "Exvdo LP44" of fill-in-the-                       | the sentences several   |
|             | gaps exercise. The length of the video is 1 minute 17                       | times by saying them    |
|             | seconds. The instructor requests the students to say filled-                | aloud following the     |
|             | in sentences out loud as they appear on screen. The                         | order in which they are |
|             | exercise is repeated only once.   | presented on screen     |
|             | 17. The instructor dismisses the class complimenting the                    | three times before the  |
|             | students and asking them to practice the sentence that                      | conclusion of a         |
|             | they have learnt that day.  | session.                |

## Lesson Plan 45 (Revision 9)

- a. Sub-skill: Revision of IP 1, IP 2, IP 3, and IP 4
- b. Specific resources: Video clip of IP 1, Video clip of IP 2, Video clip of IP 3, Video clip of IP 4, 6 slide PPT containing 6 sentences of IP 1, paragraph video of IP 1, IP 2, IP 3, and IP 4 with a background audio of the speaker, 6 slide PPT containing 6 sentences of IP 1, 4 slide PPT containing 4 sentences of IP 2, 3 slide PPT containing 3 sentences of IP 3, 6 slide PPT containing 6 sentences of IP 4. 6 slide PPT with fill-in-the-gaps and scrambled sentences exercises of IP 1, 4 slide PPT with fill-in-the-gaps exercise of IP 2, 3 slide PPT with fill-in-the-gaps exercise of IP 3, 6 slide PPT with fill-in-the-gaps exercise of IP 4, a video with background music containing the PPT exercises of IP 1, IP 2, IP 3, and IP 4

| Phase/ Stage             | Teaching points  | Teacher's activity  | Student's activity   |
|--------------------------|--|---|--|
|                          | a. Vocabulary<br>(pronunciatio<br>n & proper<br>use):<br>handouts,<br>morning,   | <ol> <li>The instructor greets the students.</li> <li>The instructor prepares the students for the revision of the topics on how to greet and address the audience during a presentation, how to introduce oneself in a presentation, how to introduce the topic of the presentation, and how to express gratitude to the</li> </ol>  | 1. The students greet the instructor.  |
| Preparation Presentation | presentation, research, hope, generous, thank, work, ongoing, study, data, help, generous, indebted, endeavor, facilitated b. Grammar (fluency & correct use): Simple present tense (complex sentence) | contributors of the project.  3. The instructor announces that all the sentences practiced in the previous 4 sessions of that week will be revised that day.  4. The instructor plays the video clip "Vdo LP45". The length of the video is 1 minute and 55 seconds. The video is played twice.  5. The instructor presents the 19 slides PPT "LP_45S". The slides of the PPT contain these sentences: Slide 1: A very good morning to one and all. Slide 2: Welcome to my presentation.  Slide 3: Thank you for your interest in my research. Slide 4: I thank the organizers for allowing me to present my research before you all. Slide 5: I hope we will have a fruitful morning of engaging interactions.  Slide 6: Please refer to the handouts for a closer look at the data.  Slide 7: My name is Riya Sen.  Slide 8: I am a student/researcher working as a Research Assistant at the Department of English, Tezpur University.  Slide 9: I am pleased to present my work on the topic "Language Shift in Rabha.  Slide 10: This presentation is a report on my ongoing research on the Socio-linguistic Study of Rabha.  Slide 11: It is an ongoing project funded by ICSSR.  Slide 12: Through this presentation I hope to inform you about some of the key findings I have arrived at so far.  Slide 13: Your suggestions and comments will certainly help shape my research better, so I request you to freely share your views.  Slide 14: Before I begin my presentation, I would like to thank my teachers Dr. P. Sinha and Prof. K. Rao, my colleague Amiya Mahanta for their valuable inputs and insights into my study.  Slide 15: I must thank my friend Libina Boro too for helping me with the presentation.  Slide 16: I also take this opportunity to thank the ICSSR for their generous funding which facilitated my research.  Slide 17: I cannot thank my informants from the Garo Hills, Meghalaya, for generously providing me with the data for this research.  Slide 19: Had it not been for their unfailing support, this endeavor would have remained incomplete. | 2. The students watch the video and listen to the audio of the sentences. 3. The students read the sentences aloud and revise (orally) them several times. 4. The fill-in-the-gaps and scrambled sentences writing exercise is performed by the students. 5. The students, in turn suggested by the instructor, read the sentences aloud using their notebook. |

|            | 6. The instructor gives the student a class work. The class |                         |
|------------|---|-------------------------|
|            | work is 'fill-in-the-gaps' and 'scrambled sentences'        |                         |
|            | exercises. The personal information of the sentences in     |                         |
|            | the PPT "LP 45S" is deleted. The class work is presented    |                         |
|            | in PPT slide "LP_45X". The PPT contains the following       |                         |
|            | fill-in-the-gaps and scrambled sentences:                   |                         |
|            | Slide 1: Good very to a all morning and one.                |                         |
|            | Slide 2: Welcome presentation to my.                        |                         |
|            | Slide 3: Thank your interest you taking in my for           |                         |
|            | research.   |                         |
|            | Slide 4: I also the organizers give me this                 |                         |
|            | opportunity to my research before you all.                  |                         |
|            | Slide 5: I that we a fruitful morning                       |                         |
|            | engaging interactions.                                      |                         |
|            | Slide 6: Please the handouts a closer look                  |                         |
|            | the data.   |                         |
|            | Slide 7: My name  |                         |
|            | Slide 8: I a as a at the                                    |                         |
|            | Department of,University.                                   |                         |
|            | Slide 9: I please_ to my on the topic                       |                         |
|            | " I I I I I I I I I I I I I I I I I I I                     |                         |
|            | Slide 10: presentation a report my                          |                         |
|            | ongo_research the Study of                                  |                         |
|            | Slide 11: It an ongoing project fund_ by                    |                         |
|            | Slide 12: this presentation I to you about                  |                         |
|            | some the key findings I arrive_ at so far.                  |                         |
|            | Slide 13: suggestions and comments certainly                |                         |
|            | shape my research better, so I you to freely                |                         |
|            | your views.   |                         |
|            | Slide 14: Before I with my presentation, I                  |                         |
|            | like to my teachers and, my colleague                       |                         |
|            | for valuable inputs and insights my                         |                         |
|            | study.  |                         |
|            | Slide 15: I thank my friend too for help me                 |                         |
|            | the presentation.   |                         |
|            | Slide 16: I also this opportunity to the                    |                         |
|            | for generous funding which facilitate_ my research.         |                         |
|            | Slide 17: I cannot my informants from the                   |                         |
|            | of, enough generously provide me the                        |                         |
|            | data my research.   |                         |
|            | Slide 18: I also highly indebt_ to the inhabitants          |                         |
|            | the of for assist_ me during my                             |                         |
|            | fieldwork.  |                         |
|            | Slide 19: it not for their unfailing support, this          |                         |
|            | endeavourremaine_incomplete.                                |                         |
|            | 7. The instructor immediately calls for a role-playing      |                         |
|            | session as soon as the students are done with the class     |                         |
|            | work.   |                         |
| Evaluation | 8. The instructor initiates a role-playing session in which | 6. The students wait    |
|            | the instructor acts the interviewer and the students answer | for their turn, as      |
|            | the instructor-interviewer's question.                      | suggested by the        |
|            | 9. The instructor waits for the students to respond.        | instructor, to respond  |
|            | Plan A: If the students respond affirmatively, then the     | to the instructor-      |
|            | instructor initiates the interview immediately.             | interviewer's question. |
|            | Plan B: If the students respond negatively or keep silence, | 7. The students         |
|            | then the instructor motivates them to participate in the    | respond to the          |

|             | role-play.  | instructor-             |
|-------------|---|-------------------------|
|             | 10. The instructor asks four questions to the students one  | interviewer's question  |
|             | by one in the role-play. The instructor decides on the turn | by repeating the        |
|             | of the students in the role-play. And she starts by calling | sentences he/she has    |
|             | the student by his/her name. The process is repeated till   | already practiced.      |
|             | the last student is interviewed.                            | and processes.          |
|             | : (name of the student),                                    |                         |
|             | a. Please greet your audience.                              |                         |
|             | b. Please introduce yourself.                               |                         |
|             | c. Please introduce the topic of your presentation.         |                         |
|             | d. Whom do you want to acknowledge for the                  |                         |
|             | study?  |                         |
| Summarizati | 11. The instructor plays the video "Exvdo LP45"- the        | 8. The students revise  |
| on          | video with a background music containing the PPTs of all    | the sentences several   |
|             | the fill-in-the-gaps and scrambled sentences exercises.     | times by saying them    |
|             | The instructor requests the students to say the filled-in   | aloud following the     |
|             | sentences and say the sentences in order out loud as they   | order in which they are |
|             | appear on screen. The length of the video is 3 minutes      | presented on screen     |
|             | and 56 seconds. The exercise is repeated only once.         | three times before the  |
|             | 12. The instructor dismisses the class complimenting the    | conclusion of a         |
|             | students and asking them to practice the sentences that     | session.                |
|             | they have revised that day.                                 |                         |

- a. Sub-skill: DCP 1
- b. Specific resources: Video clip of DCP 1, paragraph video with a background audio of the speaker, 7 slides in the PPT containing 7 sentences, 7 slide PPT with fill-in-the-gaps exercise, Video exercise of DCP 1 containing background music

| Phase/ Stage | Teaching       | Teacher's activity  | Student's activity      |
|--------------|----------------|---|-------------------------|
|              | points         |   |                         |
|              | a. Vocabulary  | 1. The instructor greets the class.                         | 1. The students greet   |
|              | (pronunciatio  | 2. The instructor prepares the students for the day's       | the instructor.         |
| Preparation  | n & proper     | lesson on how to give an overview of the presentation.      |                         |
|              | use):          |   |                         |
|              | overview,      |   |                         |
| Presentation | limitation,    | 3. The instructor announces the topic of the class for that | 3. The students watch,  |
|              | presentation,  | day.  | listen, and note down   |
|              | language,      | 4. The instructor plays the video "Vdo LP46". The length    | the sentences           |
|              | topic, shift,  | of the video is 39 seconds. The video clip will be played   | presented in the video. |
|              | data,          | twice.  | 4. The students check   |
|              | scholars,      | 5. The instructor plays the paragraph video "PVdo LP42"     | the sentences in their  |
|              | study,         | which contains the sentences required for the class with a  | notebook and compare    |
|              | subject,       | background audio of the speaker. The video is played        | them with the           |
|              | factors, work, | once. The length of the video is 39 seconds.                | sentences in the slides |
|              | phenomenon,    | 6. The instructor presents the 7 slides PPT "LP_46S".       | for correctness.        |
|              | analysis       | The slides of the PPT contain these sentences:              | 5. The students read    |
|              | b. Grammar     | Slide 1: Now, let me give you an overview of my             | the sentences aloud     |
|              | (fluency &     | presentation for today.                                     | and revise (orally)     |

|             | correct use): | Slide 2: My presentation is divided into 6 parts.   | them several times.                        |
|-------------|---------------|---|--|
|             | Simple future | Slide 3: Firstly I will give an introduction and a brief  | 6. The fill-in-the-gaps                    |
|             | ense (sub-    | background to the topic.  | writing exercise is                        |
|             | ordinate      | Slide 4: Secondly, I will talk about the methodology that   | performed by the                           |
| C           | clause)       | I have adopted to collect my data.  | students.                                  |
|             |               | Slide 5: The third part of my presentation will present the   | 7. The students, in turn                   |
|             |               | findings and analysis of the data which will be followed  | suggested by the                           |
|             |               | by further discussion, scope and limitation.  | instructor, read the                       |
|             |               | Slide 6: Finally, I will show you the list of references.   | sentences aloud using                      |
|             |               | Slide 7: Please feel free to stop me at any point if you  | their notebook.                            |
|             |               | need any clarification on any specific point.   |  |
|             |               | 7. The instructor gives the student a classwork. The  |  |
|             |               | classwork is 'fill-in-the-gap' exercise. The personal   |  |
|             |               | information of the sentences in the PPT "LP_46S" is   |  |
|             |               | deleted. The classwork is presented in PPT slides   |  |
|             |               | "LP_46X" and the students are requested to write them   |  |
|             |               | down on a paper. The PPT contains the following fill-in-  |  |
|             |               | the-gaps exercise:  |  |
|             |               | Slide 1:, let me you an overview my   |  |
|             |               | presentation for today.   |  |
|             |               | Slide 2: My presentation divide_ in_ 6 parts.   |  |
|             |               | Slide 3: Firstly, I an introduction and a brief   |  |
|             |               | background the topic.   |  |
|             |               | Slide 4: Secondly, I about the methodology that I   |  |
|             |               | adopt_ to my data.  |  |
|             |               | Slide 5: third part my presentation   |  |
|             |               | the findings and analysis of the data which   |  |
|             |               | follow_ by further discussion, scope and limitation.  |  |
|             |               | Slide 6: Finally, I you the list references.  |  |
|             |               | Slide 7: Please free to me any point if you   |  |
|             |               | any clarification any specific point.   |  |
|             |               | The slides are shown to the students till they write down   |  |
|             |               | all of the sentences. While the students do the class work  |  |
|             |               | the video clip "Vdo LP46" is played thrice.   |  |
|             |               | 8. The instructor immediately calls for a role-playing  |  |
|             |               | session as soon as the students are done with the class   |  |
|             |               | work.   |  |
| Evaluation  |               | 9. The instructor initiates a role-playing session in which   | 8. The students wait                       |
|             |               | the instructor acts the interviewer and the students answer   | for their turn, as                         |
|             |               | the instructor-interviewer's question.  | suggested by the                           |
|             |               | 10. The instructor waits for the students to respond.   | instructor, to respond                     |
|             |               | Plan A: If the students respond affirmatively, then the   | to the instructor-                         |
|             |               | instructor initiates the interview immediately.   | interviewer's question.                    |
|             |               | Plan B: If the students respond negatively or keep silence,   | 9. The students                            |
|             |               | then the instructor motivates them to participate in the  | respond to the                             |
|             |               | role-play.  | instructor-                                |
|             |               | 11. The instructor asks a question to the students one by   | interviewer's question                     |
|             |               | one. The instructor decides on the turn of the students in  | by repeating the                           |
|             |               | the role-play. And she starts by calling the student by   | sentences he/she has                       |
|             |               | his/her name. The process is repeated till the last student   | already practiced.                         |
|             |               | is interviewed.   |  |
|             |               | : ( <u>name of the student</u> ), please share with us the overview   |  |
| g           |               | of your presentation  | 10 771                                     |
| Summarizati |               | 12. The instructor plays the video with a background  | 10. The students revise                    |
|             | I             | ' ' ' ' A BB/D (/E) A ED (C) C C C C C C C C C C C C C C C C C C  | .1 .                                       |
| on          |               | music containing the PPT "Exvdo LP46" of fill-in-the-<br>gaps exercises. The length of the video is 1 minute 20 | the sentences several times by saying them |

| seconds. The instructor requests the students to say filled- | aloud following the     |
|--|-------------------------|
| in sentences out loud as they appear on screen. The          | order in which they are |
| exercise is repeated only once.                              | presented on screen     |
| 13. The instructor dismisses the class complimenting the     | three times before the  |
| students and asking them to practice the sentence that       | conclusion of a         |
| they have learnt that day.                                   | session.                |

- a. Sub-skill: DCP 2
- b. Specific resources: Video clip of DCP 1, Video clip of DCP 2, paragraph video of DCP 1 with a background audio of the speaker, paragraph video of DCP 2 with a background audio of the speaker, 7 slide PPT with fill-in-the-gaps exercise of DCP 1, 3 slide PPT with fill-in-the-gaps exercise of DCP 2, 3 slide PPT containing 3 sentences of DCP 2, Video exercise of DCP 2 with background music containing the PPT exercises

| Phase/ Stage | Teaching       | Teacher's activity   | Student's activity      |
|--------------|----------------|--|-------------------------|
|              | points         | , and the second |                         |
|              | a. Vocabulary  | 1. The instructor greets the students.   | 1. The students watch   |
|              | (pronunciatio  | 2. The instructor plays the video "Vdo LP46" and "PVdo   | and listen to the       |
|              | n & proper     | LP46". The lengths of the videos are 39 seconds and 39   | sentences presented in  |
|              | use):          | seconds respectively.  | the video.              |
|              | overview,      | 3. The instructor presents the PPT "LP_46X" with fill-in-  | 2. The students say the |
|              | limitation,    | the-gaps exercise and asks the students to say the   | sentences out loud      |
|              | presentation,  | sentences out loud together.   | together by filling in  |
| Preparation  | language,      | 4. The instructor compliments the students' performance  | the gaps using their    |
|              | topic, shift,  | but, no particular student's name is mentioned for the   | personal information.   |
|              | data,          | applause.  |                         |
|              | scholars,      | 5. The instructor prepares the students for the day's  |                         |
|              | study,         | lesson on how to describe and explain the topic of the   |                         |
|              | subject,       | presentation.  |                         |
| Presentation | factors, work, | 6. The instructor announces the topic of the class for that  | 3. The students watch,  |
|              | phenomenon,    | day.   | listen, and note down   |
|              | analysis,      | 7. The instructor plays the video "Vdo LP47". The length   | the sentences           |
|              | repository,    | of the video is 53 seconds. The video clip ise played  | presented in the video. |
|              | quantitative   | twice.   | 4. The students check   |
|              | b. Grammar     | 8. The instructor plays the paragraph video "PVdo LP47"  | the sentences in their  |
|              | (fluency &     | which contains the sentences required for the class with a   | notebook and compare    |
|              | correct use):  | background audio of the speaker. The video is played   | them with the           |
|              | Simple future  | once. The length of the video is 30 seconds.   | sentences in the slides |
|              | tense (sub-    | 9. The instructor presents the 3 slides PPT "LP_47S".  | for correctness.        |
|              | ordinate       | The slides of the PPT contain these sentences:   | 5. The students read    |
|              | clause)        | Slide 1: My study revolves around a subject that has   | the sentences aloud     |
|              |                | captured the attention of scholars and scientists working  | and revise (orally)     |
|              |                | in this field for years now.   | them several times.     |
|              |                | Slide 2: G. Watson defined the phenomenon as an  | 6. The fill-in-the-gaps |
|              |                | important component of language loss in the year 1970 in   | writing exercise is     |

|             | his pioneering work "Language and Beyond".  Slide 3: Since then, many scholars have been putting forward various definitions on the topic to date.  10. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps' exercise. The personal information of the sentences in the PPT "LP_47S" is deleted. The classwork is presented in PPT slides "LP_47X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps exercise:  Slide 1: My study around a subject that capture_ the attention scholars and scientists work_ in this field years now.  Slide 2: defined the phenomenon as an important component of in the year in pioneering work "".  Slide 3: Since, many scholars put_ forward various definitions the topic date.  The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip "Vdo LP47" is played thrice.  11. The instructor immediately calls for a role-playing | performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook. |
|-------------|--|---|
|             | session as soon as the students are done with the class  |   |
| Evaluation  | work.  12. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students   | 8. The students wait for their turn, as   |
|             | answer the instructor-interviewer's question.  13. The instructor waits for the students to respond.  Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.  Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the  | suggested by the instructor, to respond to the instructor-interviewer's question.  9. The students respond to the               |
|             | role-play.  14. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.   | instructor-<br>interviewer's question<br>by repeating the<br>sentences he/she has<br>already practiced.                         |
|             | : (name of the student), please describe and explain the   |   |
| Summarizati | topic of the presentation.  15. The instructor plays the video with a background   | 10. The students revise   |
| on          | music containing the PPT "Exvdo LP47" of fill-in-the-<br>gaps exercise. The length of the video is 37 seconds. The   | the sentences several times by saying them  |
|             | instructor requests the students to say filled-in sentences out loud as they appear on screen. The exercise is repeated only once.  16. The instructor dismisses the class complimenting the   | aloud following the order in which they are presented on screen three times before the  |
|             | students and asking them to practice the sentence that they have learnt that day.  | conclusion of a session.  |

- a. Sub-skill: DCP 3
- b. Specific resources: Revision video clips of DCP 1 & DCP 2, Revision paragraph videos of DCP 1 & DCP 2 with a background audio of the speaker, Revision exercise videos clips of DCP 1 & DCP 2, Video clip of DCP 3, paragraph video of DCP 3 with a background audio of the speaker, 3 slide PPT containing 3 sentences of DCP 3, 3 slide PPT with fill-in-the-gaps exercise of DCP 3, a video with background music containing the PPT exercises of DCP 3

| Phase/ Stage | Teaching       | Teacher's activity   | Student's activity       |
|--------------|----------------|--|--------------------------|
|              | points         | , and the second | ,                        |
|              | a. Vocabulary  | 1. The instructor greets the students.   | 1. The students watch    |
|              | (pronunciatio  | 2. The instructor plays the video of the previous two  | and listen to the        |
|              | n & proper     | sessions "Vdo LP46" and "Vdo LP47" by compiling  | sentences presented in   |
|              | use):          | them to a single video clip "RVdo LP48". The length of   | the video.               |
|              | overview,      | the video is 1 minute and 32 seconds.  | 2. The students say the  |
|              | limitation,    | 3. The instructor plays the paragraph video of the   | sentences out loud       |
|              | presentation,  | previous two sessions "PVdo LP46" and "PVdo LP47"  | together by filling in   |
| Preparation  | language,      | by compiling them to a single video clip "RPVdo LP48".   | the gaps using their     |
|              | topic, shift,  | The length of the video is 1 minute and 10 seconds.  | personal information.    |
|              | data,          | 4. The instructor presents the exercise video "RExvdo LP"  |                          |
|              | scholars,      | 48" by compiling the exercise videos of the prior two  |                          |
|              | study,         | sessions- "Exvdo LP46" and "Exvdo LP47" with fill-in-  |                          |
|              | subject,       | the-gaps exercise and asks the students to say the   |                          |
|              | factors, work, | sentences out loud together. The length of the video is 1  |                          |
|              | phenomenon,    | minute and 58 seconds.   |                          |
|              | analysis,      | 5. The instructor compliments the students' performance  |                          |
|              | repository,    | but, no particular student's name is mentioned for the   |                          |
|              | quantitative   | applause.  |                          |
|              | b. Grammar     | 6. The instructor prepares the students for the day's  |                          |
|              | (fluency &     | lesson on how to define the topic of the presentation.   |                          |
| Presentation | correct use):  | 7. The instructor announces the topic of the class for that  | 3. The students watch,   |
|              | Simple future  | day.   | listen, and note down    |
|              | tense (sub-    | 8. The instructor plays the video "Vdo LP48". The length   | the sentences            |
|              | ordinate       | of the video is 53 seconds. The video clip is played twice.  | presented in the video.  |
|              | clause)        | 9. The instructor plays the paragraph video "PVdo LP48"  | 4. The students check    |
|              |                | which contains the sentences required for the class with a   | the sentences in their   |
|              |                | background audio of the speaker. The video is played   | notebook and compare     |
|              |                | once. The length of the video is 24 seconds.   | them with the            |
|              |                | 10. The instructor presents the 3 slides PPT "LP_48S".   | sentences in the slides  |
|              |                | The slides of the PPT contain these sentences:   | for correctness.         |
|              |                | Slide 1: My study agrees with the views expressed by D.  | 5. The students read     |
|              |                | Peterson.  | the sentences aloud      |
|              |                | Slide 2: I define the topic this way, following D.   | and revise (orally)      |
|              |                | Peterson, "Language shift is a phenomenon with   | them several times.      |
|              |                | language specific factors but is closely correlated with   | 6. The fill-in-the-gaps  |
|              |                | non-linguistic factors."   | writing exercise is      |
|              |                | Slide 3: It is in this sense of the term that I have used the  | performed by the         |
|              |                | term 'Language Shift' in my presentation.  | students.                |
|              |                | 11. The instructor gives the student a classwork. The  | 7. The students, in turn |
|              |                | classwork is 'fill-in-the-gaps' exercise. The personal   | suggested by the         |

|             | Line in the state of the state |                         |
|-------------|---|-------------------------|
|             | information of the sentences in the PPT "LP_48S" is   | instructor, read the    |
|             | deleted. The classwork is presented in PPT slides   | sentences aloud using   |
|             | "LP_48X" and the students are requested to write them   | their notebook.         |
|             | down on a paper. The PPT contains the following fill-in-  |                         |
|             | the-gaps exercise:  |                         |
|             | Slide 1: My study with the views express by   |                         |
|             |   |                         |
|             | Slide 2: I the topic this way, follow, "  |                         |
|             | a phenomenon specific factors but   |                         |
|             | a phenomenon specific factors but closely correlated with factors."   |                         |
|             | Closely confeded with lactors.  |                         |
|             | Slide 3: It in this sense the term that I use_ the  |                         |
|             | term '' my presentation.  |                         |
|             | The slides are shown to the students till they write down   |                         |
|             | all of the sentences. While the students do the class work  |                         |
|             | the video clip "Vdo LP48" is played thrice.   |                         |
|             | 12. The instructor immediately calls for a role-playing   |                         |
|             | session as soon as the students are done with the class   |                         |
|             | work.   |                         |
| Evaluation  | 13. The instructor initiates a role-playing session in  | 8. The students wait    |
|             | which the instructor acts the interviewer and the students  | for their turn, as      |
|             | answer the instructor-interviewer's question.   | suggested by the        |
|             | 14. The instructor waits for the students to respond.   | instructor, to respond  |
|             | Plan A: If the students respond affirmatively, then the   | to the instructor-      |
|             | instructor initiates the interview immediately.   | interviewer's question. |
|             | Plan B: If the students respond negatively or keep silence,   | 9. The students         |
|             | then the instructor motivates them to participate in the  | respond to the          |
|             |   | -                       |
|             | role-play.  | instructor-             |
|             | 15. The instructor asks a question to the students one by   | interviewer's question  |
|             | one. The instructor decides on the turn of the students in  | by repeating the        |
|             | the role-play. And she starts by calling the student by   | sentences he/she has    |
|             | his/her name. The process is repeated till the last student   | already practiced.      |
|             | is interviewed.   |                         |
|             | : ( <u>name of the student</u> ), please define the topic of your   |                         |
|             | presentation.   |                         |
| Summarizati | 16. The instructor plays the video with a background  | 10. The students revise |
| on          | music containing the PPT "Exvdo LP48" of fill-in-the-   | the sentences several   |
|             | gaps exercise. The length of the video is 37 seconds. The   | times by saying them    |
|             | instructor requests the students to say filled-in sentences   | aloud following the     |
|             | out loud as they appear on screen. The exercise is  | order in which they are |
|             | repeated only once.   | presented on screen     |
|             | 17. The instructor dismisses the class complimenting the  | three times before the  |
|             | students and asking them to practice the sentence that  | conclusion of a         |
|             | they have learnt that day.  | session.                |
|             | mey nave learnt that day.   | 5C55IUII.               |

- a. Sub-skill: DCP 4
- c. Specific resources: Revision video clips of DCP 1, DCP 2 & DCP 3, Revision paragraph videos of DCP 1, DCP 2 & DCP 3 with a background audio of the speaker, Revision exercise videos clips of DCP 1, DCP 2 & DCP 3, Video clip of DCP 4, paragraph video of DCP 4 with a background audio of the speaker, 3 slide PPT containing 3 sentences of

DCP 4, 3 slide PPT with fill-in-the-gaps exercise of DCP 4, a video with background music containing the PPT exercises of DCP 4

| Phase/ Stage | Teaching points  | Teacher's activity   | Student's activity   |
|--------------|--|--|--|
| Preparation  | a. Vocabulary (pronunciatio n & proper use): overview, limitation, presentation, language, topic, shift, data, scholars, study, subject, factors, work, phenomenon, analysis, repository, quantitative b. Grammar (fluency & correct use): | 1. The instructor greets the students. 2. The instructor plays the video of the previous two sessions "Vdo LP46", "Vdo LP47", and "Vdo LP48" by compiling them to a single video clip "RVdo LP49". The length of the video is 1 minute and 32 seconds. 3. The instructor plays the paragraph video of the previous two sessions "PVdo LP46", "PVdo LP47", and "PVdo LP48" by compiling them to a single video clip "RPVdo LP49". The length of the video is 1 minute and 34 seconds. 4. The instructor presents the exercise video "RExvdo LP49" by compiling the exercise videos of the prior three sessions- "Exvdo LP46", "Exvdo LP47", and "Exvdo LP48" with fill-in-the-gaps exercise and asks the students to say the sentences out loud together. The length of the video is 2 minutes and 36 seconds. 5. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause. 6. The instructor prepares the students for the day's lesson on how to provide background information of the tonic  | 1. The students watch and listen to the sentences presented in the video. 2. The students say the sentences out loud together by filling in the gaps using their personal information.   |
| Presentation | Simple future tense (sub-ordinate clause)  | topic.  7. The instructor announces the topic of the class for that day.  8. The instructor plays the video "Vdo LP49". The length of the video is 47 seconds. The video clip is played twice.  9. The instructor plays the paragraph video "PVdo LP49" which contains the sentences required for the class with a background audio of the speaker. The video is played once. The length of the video is 21 seconds.  10. The instructor presents the 3 slides PPT "LP_49S". The slides of the PPT contain these sentences:  Slide1: There is a large repository of research available on the subject.  Slide 2: However, most of these studies are not backed by statistical analysis.  Slide 3: Whilst some of these studies are particularly useful in understanding the phenomenon from a theoretical perspective, a quantitative analysis is the need of the hour.  11. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps' exercise. The personal information of the sentences in the PPT "LP_49S" is deleted. The classwork is presented in PPT slides "LP_49X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps exercise:  Slide 1: There a large repository research available the | 3. The students watch, listen, and note down the sentences presented in the video. 4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness. 5. The students read the sentences aloud and revise (orally) them several times. 6. The fill-in-the-gaps writing exercise is performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook. |

|             | Slide 2: However, mostthese studies not back                  |                         |
|-------------|---|-------------------------|
|             | statistical analysis.   |                         |
|             | Slide 3: some of these studies particularly                   |                         |
|             | useful understanding the phenomenon a                         |                         |
|             | theoretical perspective, a quantitative analysis the          |                         |
|             | need the hour.  |                         |
|             | The slides are shown to the students till they write down     |                         |
|             | all of the sentences. While the students do the class work    |                         |
|             | the video clip "Vdo LP49" is played thrice.                   |                         |
|             | 12. The instructor immediately calls for a role-playing       |                         |
|             | session as soon as the students are done with the class       |                         |
|             | work.   |                         |
| Evaluation  | 13. The instructor initiates a role-playing session in        | 8. The students wait    |
| Lvaluation  | which the instructor acts the interviewer and the students    | for their turn, as      |
|             | answer the instructor-interviewer's question.                 | suggested by the        |
|             | 14. The instructor waits for the students to respond.         | instructor, to respond  |
|             |   |                         |
|             | Plan A: If the students respond affirmatively, then the       | to the instructor-      |
|             | instructor initiates the interview immediately.               | interviewer's question. |
|             | Plan B: If the students respond negatively or keep silence,   | 9. The students         |
|             | then the instructor motivates them to participate in the      | respond to the          |
|             | role-play.  | instructor-             |
|             | 15. The instructor asks a question to the students one by     | interviewer's question  |
|             | one. The instructor decides on the turn of the students in    | by repeating the        |
|             | the role-play. And she starts by calling the student by       | sentences he/she has    |
|             | his/her name. The process is repeated till the last student   | already practiced.      |
|             | is interviewed.   |                         |
|             | : ( <u>name of the student</u> ), please share the background |                         |
|             | information to your audience.                                 |                         |
| Summarizati | 16. The instructor plays the video with a background          | 10. The students revise |
| on          | music containing the PPT "Exvdo LP49" of fill-in-the-         | the sentences several   |
|             | gaps exercise. The length of the video is 41 seconds. The     | times by saying them    |
|             | instructor requests the students to say filled-in sentences   | aloud following the     |
|             | out loud as they appear on screen. The exercise is            | order in which they are |
|             | repeated only once.   | presented on screen     |
|             | 17. The instructor dismisses the class complimenting the      | three times before the  |
|             | students and asking them to practice the sentence that        | conclusion of a         |
|             |   | session.                |
|             | they have learnt that day.                                    | 5C551011.               |

## **Lesson Plan 50 (Revision 10)**

- a. Sub-skill: Revision of DCP 1, DCP 2, DCP 3, and DCP 4
- b. Specific resources: Video clip of DCP 1, Video clip of DCP 2, Video clip of DCP 3, Video clip of DCP 4, 7 slide PPT containing 7 sentences of DCP 1, 3 slide PPT containing 3 sentences of DCP 2, 3 slide PPT containing 3 sentences of DCP 3, 3 slide PPT containing 3 sentences of DCP 4, 7 slide PPT with fill-in-the-gaps exercise of DCP 1, 3 slide PPT with fill-in-the-gaps exercise of DCP 2, 3 slide PPT with fill-in-the-gaps exercise of DCP 3, 3 slide PPT with fill-in-the-gaps exercise of DCP 4, a video with background music containing the PPT exercises of DCP 1, DCP 2, DCP 3, and DCP 4

| Phase/ Stage | Teaching points  | Teacher's activity  | Student's activity   |
|--------------|--|---|--|
| Preparation  | a. Vocabulary<br>(pronunciatio<br>n & proper<br>use):<br>overview,<br>limitation,<br>presentation,   | <ol> <li>The instructor greets the students.</li> <li>The instructor prepares the students for the revision of the topics on how to give an overview of the presentation, how to introduce the topic of the presentation, how to define the topic of the presentation, and how to provide background information of the topic.</li> </ol>   | 1. The students greet the instructor.  |
| Presentation | language, topic, shift, data, scholars, study, subject, factors, work, phenomenon, analysis, repository, quantitative b. Grammar (fluency & correct use): Simple future tense (sub- ordinate clause) | 3. The instructor announces that all the sentences practiced in the previous 4 sessions of that week will be revised that day.  4. The instructor plays the video clip "Vdo LP50". The length of the video is 2 minutes and 19 seconds. The video is played three times.  5. The instructor presents the 16 slides PPT "LP_50S". The slides of the PPT contain these sentences:  Slide 1: Now, let me give you an overview of my presentation for today.  Slide 2: My presentation is divided into 6 parts.  Slide 3: Firstly I will give an introduction and a brief background to the topic.  Slide 4: Secondly, I will talk about the methodology that I have adopted to collect my data.  Slide 5: The third part of my presentation will present the findings and analysis of the data which will be followed by further discussion, scope and limitation.  Slide 6: Finally, I will show you the list of references.  Slide 7: Please feel free to stop me at any point if you need any clarification on any specific point.  Slide 8: My study revolves around a subject that has captured the attention of scholars and scientists working in this field for years now.  Slide 9: G. Watson defined the phenomenon as an important component of language loss in the year 1970 in his pioneering work "Language and Beyond".  Slide 10: Since then, many scholars have been putting forward various definitions on the topic to date.  Slide 12: I define the topic this way, following D.  Peterson, "Language shift is a phenomenon with language specific factors but is closely correlated with non-linguistic factors."  Slide 13: It is in this sense of the term that I have used the term 'Language Shift' in my presentation.  Slide 14: There is a large repository of research available on the subject.  Slide 16: Whilst some of these studies are not backed by statistical analysis. | 2. The students watch the video and listen to the audio of the sentences. 3. The students read the sentences aloud and revise (orally) them several times. 4. The fill-in-the-gaps writing exercise is performed by the students. 5. The students, in turn suggested by the instructor, read the sentences aloud using their notebook. |

| <u> </u>   |  | T                      |
|------------|--|------------------------|
|            | theoretical perspective, a quantitative analysis is the need   |                        |
|            | of the hour.   |                        |
|            | 6. The instructor gives the student a class work. The class  |                        |
|            | work is 'fill-in-the-gaps'. The personal information of the  |                        |
|            | PPT "LP_50S" is deleted. The class work is presented in  |                        |
|            | PPT slides and the students are requested to write them  |                        |
|            | down on a paper. The PPT "LP_50X" contains the   |                        |
|            | following fill-in-the-gaps exercise:   |                        |
|            | Slide 1:, let me you an overview my  |                        |
|            | presentation for today.  |                        |
|            | Slide 2: My presentation divide_ in_ 6 parts.  |                        |
|            | Slide 3: Firstly, I an introduction and a brief  |                        |
|            | background the topic.  |                        |
|            | Slide 4: Secondly, I about the methodology that I  |                        |
|            | adopt_ to my data.   |                        |
|            | Slide 5: third part my presentation  |                        |
|            | the findings and analysis of the data which  |                        |
|            | follow_ by further discussion, scope and limitation.   |                        |
|            | Slide 6: Finally, I you the list references.   |                        |
|            | Slide 7: Please free to me any point if you  |                        |
|            | any clarification any specific point.  |                        |
|            | Slide 8: My study around a subject that  |                        |
|            | capture_ the attention scholars and scientists work  |                        |
|            |  |                        |
|            | in this field years now. Slide 9: defined the phenomenon as an important                                       |                        |
|            | component of in the year in pioneering   |                        |
|            | work " ".  |                        |
|            | Slide 10: Since, many scholars put_  |                        |
|            | forward various definitions the topic date.  |                        |
|            | Slide 11: My study with the views express_ by  |                        |
|            | Sinde 11. My study with the views express by   |                        |
|            | Clida 12. I the tomic this way follow "  |                        |
|            | Slide 12: I the topic this way, follow, "  |                        |
|            | a phenomenon specific factors but  |                        |
|            | closely correlated with factors."  Slide 13: It in this sense the term that I use_                             |                        |
|            |  |                        |
|            | the term '' my presentation. Slide 14: There a large repository research                                       |                        |
|            | avoilable the  |                        |
|            | available the Slide 15: However, mostthese studies not back  |                        |
|            | statistical analysis.  |                        |
|            | Slide 16: some of these studies particularly   |                        |
|            | useful understanding the phenomenon a  |                        |
|            | theoretical perspective, a quantitative analysis the   |                        |
|            | need the hour.   |                        |
|            | The slides are shown to the students till they write down  |                        |
|            | all of the sentences. While the students do the class work   |                        |
|            |  |                        |
|            | the video clip "Vdo LP50" is played thrice.  7. The instructor immediately calls for a role playing.           |                        |
|            | 7. The instructor immediately calls for a role-playing session as soon as the students are done with the class |                        |
|            |  |                        |
| Evaluation | work.  | 6 The start '          |
| Evaluation | 8. The instructor initiates a role-playing session in which  | 6. The students wait   |
|            | the instructor acts the interviewer and the students answer  | for their turn, as     |
|            | the instructor-interviewer's question.   | suggested by the       |
|            | 9. The instructor waits for the students to respond.   | instructor, to respond |
|            | Plan A: If the students respond affirmatively, then the  | to the instructor-     |

|             | instructor initiates the interview immediately.             | interviewer's question. |
|-------------|---|-------------------------|
|             | Plan B: If the students respond negatively or keep silence, | 7. The students         |
|             | then the instructor motivates them to participate in the    | respond to the          |
|             | role-play.  | instructor-             |
|             | 10. The instructor asks four questions to the students one  | interviewer's question  |
|             | by one in the role-play. The instructor decides on the turn | by repeating the        |
|             | of the students in the role-play. And she starts by calling | sentences he/she has    |
|             | the student by his/her name. The process is repeated till   | already practiced.      |
|             | the last student is interviewed.                            |                         |
|             | : ( <u>name of the student</u> ),                           |                         |
|             | a. Please share with us the overview of your                |                         |
|             | presentation.   |                         |
|             | b. Please describe and explain the topic of the             |                         |
|             | presentation.   |                         |
|             | c. Please define the topic of your presentation.            |                         |
|             | d. Please share the background information to your          |                         |
|             | audience.   |                         |
| Summarizati | 11. The instructor plays the video "Exvdo LP50"- the        | 8. The students revise  |
| on          | video with a background music containing the PPTs of all    | the sentences several   |
|             | the fill-in-the-gaps exercise. The length of the video is 3 | times by saying them    |
|             | minutes and 17 seconds The instructor requests the          | aloud following the     |
|             | students to say the filled-in sentences out loud as they    | order in which they are |
|             | appear on screen. The exercise is repeated only once.       | presented on screen     |
|             | 12. The instructor dismisses the class complimenting the    | three times before the  |
|             | students and asking them to practice the sentences that     | conclusion of a         |
|             | they have revised that day.                                 | session.                |

- a. Sub-skill: HIRP 1
- b. Specific resources: Video clip of HIRP 1, paragraph video with a background audio of the speaker, 3 slides in the PPT containing 3 sentences, 3 slide PPT with fill-in-the-gaps exercise, Video exercise of HIRP 1 containing background music

| Phase/ Stage | Teaching        | Teacher's activity  | Student's activity      |
|--------------|-----------------|---|-------------------------|
|              | points          |   |                         |
|              | a. Vocabulary   | 1. The instructor greets the class.                         | 1. The students greet   |
|              | (pronunciatio   | 2. The instructor prepares the students for the day's       | the instructor.         |
| Preparation  | n & proper      | lesson on how to justify the topic of the presentation.     |                         |
|              | use): holistic, |   |                         |
|              | inclusive,      |   |                         |
| Presentation | decipher,       | 3. The instructor announces the topic of the class for that | 3. The students watch,  |
|              | phenomenon,     | day.  | listen, and note down   |
|              | data, pattern,  | 4. The instructor plays the video "Vdo LP51". The length    | the sentences           |
|              | approach,       | of the video is 47 seconds. The video clip is played twice. | presented in the video. |
|              | subject,        | 5. The instructor plays the paragraph video "PVdo LP51"     | 4. The students check   |
|              | language,       | which contains the sentences required for the class with a  | the sentences in their  |
|              | shift, video,   | background audio of the speaker. The video is played        | notebook and compare    |
|              | analysis        | once. The length of the video is 26 seconds.                | them with the           |
|              | b. Grammar      | 6. The instructor presents the 3 slides PPT "LP_51S".       | sentences in the slides |
|              | (fluency &      | The slides of the PPT contain these sentences:              | for correctness.        |

|                 | correct use): | Slide 1: Moreover, a holistic approach is missing in the                          | 5. The students read     |
|-----------------|---------------|---|--------------------------|
|                 | Simple        | current research of the subject.  | the sentences aloud      |
|                 | present tense | Slide 2: Therefore, my study adopted a more inclusive                             | and revise (orally)      |
|                 | (complex      | method backed by statistical analysis to revisit the                              | them several times.      |
|                 | sentence)     | phenomenon.   | 6. The fill-in-the-gaps  |
|                 | schicicc)     | <u> </u>  |                          |
|                 |               | Slide 3: My goal is to decipher the main causes of this                           | writing exercise is      |
|                 |               | phenomenon cited above from an inclusive and holistic                             | performed by the         |
|                 |               | approach with quantitative data from different                                    | students.                |
|                 |               | disciplines.  | 7. The students, in turn |
|                 |               | 7. The instructor gives the student a classwork. The                              | suggested by the         |
|                 |               | classwork is 'fill-in-the-gaps' exercise. The personal                            | instructor, read the     |
|                 |               | information of the sentences in the PPT "LP 51S" is                               | sentences aloud using    |
|                 |               | deleted. The classwork is presented in PPT slides                                 | their notebook.          |
|                 |               | "LP_51X" and the students are requested to write them                             |                          |
|                 |               | down on a paper. The PPT contains the following fill-in-                          |                          |
|                 |               | the-gaps exercise:  |                          |
|                 |               | Slide 1: Moreover, a holistic approach missing the                                |                          |
|                 |               | current research the subject.   |                          |
|                 |               | Slide 2: Therefore, my study a more method  |                          |
|                 |               |   |                          |
|                 |               | back_ by statistical analysis to the phenomenon.                                  |                          |
|                 |               | Slide 3: goal to the main causes this   |                          |
|                 |               | phenomenon cite_ above an inclusive and holistic                                  |                          |
|                 |               | approach quantitative data different disciplines.                                 |                          |
|                 |               | The slides are shown to the students till they write down                         |                          |
|                 |               | all of the sentences. While the students do the class work                        |                          |
|                 |               | the video clip "Vdo LP51" is played thrice.                                       |                          |
|                 |               | 8. The instructor immediately calls for a role-playing                            |                          |
|                 |               | session as soon as the students are done with the class                           |                          |
|                 |               | work.   |                          |
| Evaluation      |               | 9. The instructor initiates a role-playing session in which                       | 8. The students wait     |
| 2 ( 41 41 41 41 |               | the instructor acts the interviewer and the students answer                       | for their turn, as       |
|                 |               | the instructor-interviewer's question.  | suggested by the         |
|                 |               | 10. The instructor waits for the students to respond.                             | instructor, to respond   |
|                 |               | Plan A: If the students respond affirmatively, then the                           | to the instructor-       |
|                 |               | instructor initiates the interview immediately.                                   |                          |
|                 |               | •   | interviewer's question.  |
|                 |               | Plan B: If the students respond negatively or keep silence,                       | 9. The students          |
|                 |               | then the instructor motivates them to participate in the                          | respond to the           |
|                 |               | role-play.  | instructor-              |
|                 |               | 11. The instructor asks a question to the students one by                         | interviewer's question   |
|                 |               | one. The instructor decides on the turn of the students in                        | by repeating the         |
|                 |               | the role-play. And she starts by calling the student by                           | sentences he/she has     |
|                 |               | his/her name. The process is repeated till the last student                       | already practiced.       |
|                 |               | is interviewed.   |                          |
|                 |               | : ( <u>name of the student</u> ), can you please provide us a                     |                          |
|                 |               | justification to your topic?  |                          |
| Summarizati     |               | 12. The instructor plays the video with a background                              | 10. The students revise  |
| on              |               | music containing the PPT "Exvdo LP51" of fill-in-the-                             | the sentences several    |
|                 |               | gaps exercise. The length of the video is 41 seconds. The                         | times by saying them     |
|                 |               | instructor requests the students to say filled-in sentences                       | aloud following the      |
|                 |               | out loud as they appear on screen. The exercise is                                | order in which they are  |
|                 |               | repeated only once.   | presented on screen      |
|                 |               | 13. The instructor dismisses the class complimenting the                          | three times before the   |
|                 |               |   |                          |
| 1               |               |   |                          |
|                 |               | students and asking them to practice the sentence that they have learnt that day. | conclusion of a session. |

- a. Sub-skill: HIRP 2
- b. Specific resources: Video clip of HIRP 1, Video clip of HIRP 2, paragraph video of HIRP 1 with a background audio of the speaker, paragraph video of HIRP 2 with a background audio of the speaker, 3 slide PPT with fill-in-the-gaps exercise of HIRP 1, 4 slide PPT with fill-in-the-gaps exercise of HIRP 2, 4 slide PPT containing 4 sentences of HIRP 2, Video exercise of HIRP 2 with background music containing the PPT exercises

| Phase/ Stage | Teaching        | Teacher's activity  | Student's activity                    |
|--------------|-----------------|---|---------------------------------------|
| Thase, Stage | points          | Teacher 5 activity  | Student suctivity                     |
|              | a. Vocabulary   | 1. The instructor greets the students.  | 1. The students watch                 |
|              | (pronunciatio   | 2. The instructor plays the video "Vdo LP51" and "PVdo  | and listen to the                     |
|              | n & proper      | LP51". The lengths of the videos are 47 seconds and 26  | sentences presented in                |
|              | use): holistic, | seconds respectively.   | the video.                            |
|              | inclusive,      | 3. The instructor presents the PPT "LP 51X" with fill-in-   | 2. The students say the               |
|              | decipher,       | the-gaps exercise and asks the students to say the  | sentences out loud                    |
|              | phenomenon,     | sentences out loud together.  | together by filling in                |
| Preparation  | data, pattern,  | 4. The instructor compliments the students' performance   | the gaps using their                  |
|              | approach,       | but, no particular student's name is mentioned for the  | personal information.                 |
|              | subject,        | applause.   |                                       |
|              | language,       | 5. The instructor prepares the students for the day's   |                                       |
|              | shift, video,   | lesson on how to present their data during a presentation.  |                                       |
| Presentation | analysis,       | 6. The instructor announces the topic of the class for that   | 3. The students watch,                |
|              | vivid, stance   | day.  | listen, and note down                 |
|              | b. Grammar      | 7. The instructor plays the video "Vdo LP52". The length  | the sentences                         |
|              | (fluency &      | of the video is 54 seconds. The video clip is played twice.   | presented in the video.               |
|              | correct use):   | 8. The instructor plays the paragraph video "PVdo LP52"   | 4. The students check                 |
|              | Simple          | which contains the sentences required for the class with a  | the sentences in their                |
|              | present tense   | background audio of the speaker. The video is played  | notebook and compare                  |
|              | (complex        | once. The length of the video is 28 seconds.  | them with the sentences in the slides |
|              | sentence)       | 9. The instructor presents the 4 slide PPT "LP_52S". The slides of the PPT contain these sentences: | for correctness.                      |
|              |                 | Slide 1: The data in Table 1) shows the occurrence of   | 5. The students read                  |
|              |                 | language shift between the years 2020-2021.   | the sentences aloud                   |
|              |                 | Slide 2: If we compare the data in Table 1) with that in  | and revise (orally)                   |
|              |                 | Table 2) we can observe some common patterns.   | them several times.                   |
|              |                 | Slide 3: Figure 4 shows a striking resemblance to the   | 6. The fill-in-the-gaps               |
|              |                 | pattern which was found in Table 1 and 2.   | writing exercise is                   |
|              |                 | Slide 4: The collage of pictures in Figure 3) showed the  | performed by the                      |
|              |                 | emergence of the phenomenon in vivid detail.  | students.                             |
|              |                 | 10. The instructor gives the student a classwork. The   | 7. The students, in turn              |
|              |                 | classwork is 'fill-in-the-gaps' exercise. The personal  | suggested by the                      |
|              |                 | information of the sentences in the PPT "LP_52S" is   | instructor, read the                  |
|              |                 | deleted. The classwork is presented in PPT slides   | sentences aloud using                 |
|              |                 | "LP_52X" and the students are requested to write them   | their notebook.                       |
|              |                 | down on a paper. The PPT contains the following fill-in-  |                                       |
|              |                 | the-gaps exercise:  |                                       |
|              |                 | Slide 1: The data Table 1 the occurrence of   |                                       |
|              |                 | the years 2020-2021.  |                                       |

|             | Slide 2: If we the data Table 1 that in Table                       |                         |
|-------------|---|-------------------------|
|             | 2 we can some common patterns.                                      |                         |
|             | Slide 3: Figure 4 a striking resemblance the                        |                         |
|             | pattern which found Table 1 and 2.                                  |                         |
|             | Slide 4: collage pictures in Figure 3 the                           |                         |
|             | emergence the phenomenon vivid detail.                              |                         |
|             | The slides are shown to the students till they write down           |                         |
|             | all of the sentences. While the students do the class work          |                         |
|             | the video clip "VdoLP52" is played thrice.                          |                         |
|             | 11. The instructor immediately calls for a role-playing             |                         |
|             | session as soon as the students are done with the class             |                         |
|             | work.   |                         |
| Evaluation  | 12. The instructor initiates a role-playing session in              | 8. The students wait    |
| Z varauron  | which the instructor acts the interviewer and the students          | for their turn, as      |
|             | answer the instructor-interviewer's question.                       | suggested by the        |
|             | 13. The instructor waits for the students to respond.               | instructor, to respond  |
|             | Plan A: If the students respond affirmatively, then the             | to the instructor-      |
|             | instructor initiates the interview immediately.                     | interviewer's question. |
|             | Plan B: If the students respond negatively or keep silence,         | 9. The students         |
|             | then the instructor motivates them to participate in the            | respond to the          |
|             | role-play.  | instructor-             |
|             | 14. The instructor asks a question to the students one by           | interviewer's question  |
|             | one. The instructor decides on the turn of the students in          | by repeating the        |
|             | the role-play. And she starts by calling the student by             | sentences he/she has    |
|             | his/her name. The process is repeated till the last student         | already practiced.      |
|             | is interviewed.   | aneady practiced.       |
|             | : ( <u>name of the student</u> ), please elaborate the data to your |                         |
|             | audience.   |                         |
| Summarizati | 15. The instructor plays the video with a background                | 10. The students revise |
| on          | music containing the PPT "Exvdo LP52" of fill-in-the-               | the sentences several   |
|             | gaps exercise. The length of the video is 46 seconds. The           | times by saying them    |
|             | instructor requests the students to say filled-in sentences         | aloud following the     |
|             | out loud as they appear on screen. The exercise is                  | order in which they are |
|             | repeated only once.   | presented on screen     |
|             | 16. The instructor dismisses the class complimenting the            | three times before the  |
|             | students and asking them to practice the sentence that              | conclusion of a         |
|             | they have learnt that day.  | session.                |
|             | mey have learnt that day.   | 505SIUII.               |

- a. Sub-skill: HIRP 3
- c. Specific resources: Revision video clips of HIRP 1 & HIRP 2, Revision paragraph videos of HIRP 1 & HIRP 2 with a background audio of the speaker, Revision exercise videos clips of HIRP 1 & HIRP 2, Video clip of HIRP 3, paragraph video of HIRP 3 with a background audio of the speaker, 4 slide PPT containing 4 sentences of HIRP 3, 4 slide PPT with fill-in-the-gaps and scrambled sentences exercises of HIRP 3, a video with background music containing the PPT exercises of HIRP 3

| Phase/ Stage | Teaching points   | Teacher's activity   | Student's activity   |
|--------------|---|--|--|
| Preparation  | a. Vocabulary (pronunciatio n & proper use): holistic, inclusive, decipher, phenomenon, data, pattern, approach, subject, language, shift, video, analysis, vivid, stance b. Grammar (fluency & correct use): | 1. The instructor greets the students. 2. The instructor plays the video of the previous two sessions "Vdo LP51" and "Vdo LP52" by compiling them to a single video clip "RVdo LP53". The length of the video is 1 minute and 41 seconds. 3. The instructor plays the paragraph video of the previous two sessions "PVdo L51" and "PVdo LP52" by compiling them to a single video clip "RPVdo LP53". The length of the video is 55 seconds. 4. The instructor presents the exercise video "RExvdo LP53" by compiling the exercise videos of the prior two sessions- "Exvdo LP51" and "Exvdo LP52" with fill-inthe-gaps and scrambled sentences exercises and asks the students to say the sentences out loud together. The length of the video is 1 minute and 27 seconds. 5. The instructor compliments the students' performance but, no particular student's name is mentioned for the  | 1. The students watch and listen to the sentences presented in the video. 2. The students say the sentences out loud together by filling in the gaps using their personal information.   |
|              | Simple present tense (complex   | applause. 6. The instructor prepares the students for the day's lesson on how to explain the data to the audience.   |  |
| Presentation | sentence)   | 7. The instructor announces the topic of the class for that day.  8. The instructor plays the video "Vdo LP53". The length of the video is 54 seconds. The video clip is played twice.  9. The instructor plays the paragraph video "PVdo LP53" which contains the sentences required for the class with a background audio of the speaker. The video is played once. The length of the video is 28 seconds.  10. The instructor presents the 4 slide PPT "LP_53S". The slides of the PPT contain these sentences:  Slide 1: In sharp contrast to current literature, the image in Figure 6 points towards the existence of the phenomenon in a much earlier period.  Slide 2: Shall we now have a look at the pie charts here for a multi-variate analysis?  Slide 3: Now I am playing a brief video recorded during my field visit to the Rabha villages in and around Garo Hills of Meghalaya.  Slide 4: It is a short video of one-minute length.  11. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps' and 'scrambled sentences' exercises. The personal information of the sentences in the PPT "LP_53S" is deleted and the individual sentences are divided into parts to form scrambled word questions. The classwork is presented in PPT slides "LP_53X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps and scrambled sentences exercises:  Slide 1: sharp contrast current literature, the image in Figure 6 towards the existence the phenomenon a much earlier period.  Slide 2: we now a look the pie charts here a analysis?"  Slide 3: I play a brief video record during | 3. The students watch, listen, and note down the sentences presented in the video. 4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness. 5. The students read the sentences aloud and revise (orally) them several times. 6. The fill-in-the-gaps and scrambled sentences writing exercises are performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook. |

|             | my field visit the villages and Hills                               |                         |
|-------------|---|-------------------------|
|             | of  | 1                       |
|             | Slide 4: It a video one-minute short length of is.                  |                         |
|             | The slides are shown to the students till they write down           |                         |
|             | all of the sentences. While the students do the class work          |                         |
|             | the video clip "Vdo LP53" is played thrice.                         |                         |
|             | 12. The instructor immediately calls for a role-playing             |                         |
|             | session as soon as the students are done with the class             |                         |
|             | work.   | i                       |
| Evaluation  | 13. The instructor initiates a role-playing session in              | 8. The students wait    |
|             | which the instructor acts the interviewer and the students          | for their turn, as      |
|             | answer the instructor-interviewer's question.                       | suggested by the        |
|             | 14. The instructor waits for the students to respond.               | instructor, to respond  |
|             | Plan A: If the students respond affirmatively, then the             | to the instructor-      |
|             | instructor initiates the interview immediately.                     | interviewer's question. |
|             | Plan B: If the students respond negatively or keep silence,         | 9. The students         |
|             | then the instructor motivates them to participate in the            | respond to the          |
|             | role-play.  | instructor-             |
|             | 15. The instructor asks a question to the students one by           | interviewer's question  |
|             | one. The instructor decides on the turn of the students in          | by repeating the        |
|             | the role-play. And she starts by calling the student by             | sentences he/she has    |
|             | his/her name. The process is repeated till the last student         | already practiced.      |
|             | is interviewed.   | uncual practices.       |
|             | : ( <u>name of the student</u> ), please elaborate the data to your |                         |
|             | audience.   |                         |
| Summarizati | 16. The instructor plays the video with a background                | 10. The students revise |
| on          | music containing the PPT "Exvdo LP53" of fill-in-the-               | the sentences several   |
|             | gaps and scrambled sentences exercises. The length of               | times by saying them    |
|             | the video is 46 seconds. The instructor requests the                | aloud following the     |
|             | students to say filled-in sentences and arrange the                 | order in which they are |
|             | sentences in order out loud as they appear on screen. The           | presented on screen     |
|             | exercise is repeated only once.                                     | three times before the  |
|             | 17. The instructor dismisses the class complimenting the            | conclusion of a         |
|             | students and asking them to practice the sentence that              | session.                |
|             | they have learnt that day.  |                         |

- a. Sub-skill: HIRP 4
- b. Specific resources: Revision video clips of HIRP 1, HIRP 2 & HIRP 3, Revision paragraph videos of HIRP 1, HIRP 2 & HIRP 3 with a background audio of the speaker, Revision exercise videos clips of HIRP 1, HIRP 2 & HIRP 3, Video clip of HIRP 4, paragraph video of HIRP 4 with a background audio of the speaker, 3 slide PPT containing 3 sentences of HIRP 4, 3 slide PPT with fill-in-the-gaps exercise of HIRP 4, a video with background music containing the PPT exercises of HIRP 4

| Phase/ Stage | Teaching points   | Teacher's activity  | Student's activity   |
|--------------|---|---|--|
| Preparation  | a. Vocabulary (pronunciatio n & proper use): holistic, inclusive, decipher, phenomenon, data, pattern, approach, subject, language, shift, video, analysis, vivid, stance b. Grammar (fluency & correct use): Simple present tense (complex sentence) | 1. The instructor greets the students. 2. The instructor plays the video of the previous two sessions "Vdo LP51", "Vdo LP52", and "Vdo LP53" by compiling them to a single video clip "RVdo LP54". The length of the video is 1 minute and 41 seconds. 3. The instructor plays the paragraph video of the previous two sessions "PVdo LP51", "PVdo LP52", and "PVdo LP53" by compiling them to a single video clip "RPVdo LP54". The length of the video is 1 minute and 23 seconds. 4. The instructor presents the exercise video "RExvdo LP54" by compiling the exercise videos of the prior three sessions- "Exvdo LP51", "Exvdo LP52", and "Exvdo LP53" with fill-in-the-gaps and scrambled sentences exercises and asks the students to say the sentences out loud together. The length of the video is 2 minutes and 14 seconds. 5. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause. 6. The instructor prepares the students for the day's lesson on how to present the findings and analysis of their   | 1. The students watch and listen to the sentences presented in the video. 2. The students say the sentences out loud together by filling in the gaps and arranging the words in order using their personal information.  |
| Presentation |   | results.  7. The instructor announces the topic of the class for that day.  8. The instructor plays the video "Vdo LP54". The length of the video is 33 seconds. The video clip is played twice.  9. The instructor plays the paragraph video "PVdo LP54" which contains the sentences required for the class with a background audio of the speaker. The video is played once. The length of the video is 33 seconds.  10. The instructor presents the 3 slides PPT "LP_54S". The slides of the PPT contain these sentences:  Slide 1: As was evident in the data so far, it is safe to deduce that the Language Shift phenomenon in Rabha had diverse and complex reasons behind its emergence. Slide 2: Our analysis differed drastically from the Generative School of Linguists who had been maintaining a narrow stance on the matter since the year 1980.  Slide 3: This had a serious impact on the organizations which were actively engaging in conducting experimentation in Language Shift and other related subjects.  11. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps' exercise. The personal information of the sentences in the PPT "LP_54S" is deleted. The classwork is presented in PPT slides "LP_54X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps exercise:  Slide 1: As evident in the data so far, it safe to that the phenomenon in diverse and complex reasons its emergence. | 3. The students watch, listen, and note down the sentences presented in the video. 4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness. 5. The students read the sentences aloud and revise (orally) them several times. 6. The fill-in-the-gaps writing exercise is performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook. |

|             | Clide 2. Our analysis differ drestically 41-                         |                         |
|-------------|--|-------------------------|
|             | Slide 2: Our analysis differ_ drastically the                        |                         |
|             | School of who maintain_ a narrow stance                              |                         |
|             | the matter the year 1980.  |                         |
|             | Slide 3: This a serious impact the organisations                     |                         |
|             | which actively engag_ in conduct                                     |                         |
|             | experimentation in and other related                                 |                         |
|             | The slides are shown to the students till they write down            |                         |
|             | all of the sentences. While the students do the class work           |                         |
|             | the video clip "Vdo LP54" is played thrice.                          |                         |
|             | 12. The instructor immediately calls for a role-playing              |                         |
|             | session as soon as the students are done with the class              |                         |
|             | work.  |                         |
| Evaluation  | 13. The instructor initiates a role-playing session in               | 8. The students wait    |
|             | which the instructor acts the interviewer and the students           | for their turn, as      |
|             | answer the instructor-interviewer's question.                        | suggested by the        |
|             | 14. The instructor waits for the students to respond.                | instructor, to respond  |
|             | Plan A: If the students respond affirmatively, then the              | to the instructor-      |
|             | instructor initiates the interview immediately.                      | interviewer's question. |
|             | Plan B: If the students respond negatively or keep silence,          | 9. The students         |
|             | then the instructor motivates them to participate in the             | respond to the          |
|             | role-play.   | instructor-             |
|             | 15. The instructor asks a question to the students one by            | interviewer's question  |
|             | one. The instructor decides on the turn of the students in           | by repeating the        |
|             | the role-play. And she starts by calling the student by              | sentences he/she has    |
|             |  |                         |
|             | his/her name. The process is repeated till the last student          | already practiced.      |
|             | is interviewed.  |                         |
|             | : ( <u>name of the student</u> ), what are the findings and analysis |                         |
| g : .:      | of your research?  | 10 777                  |
| Summarizati | 16. The instructor plays the video with a background                 | 10. The students revise |
| on          | music containing the PPT "Exvdo LP54" of fill-in-the-                | the sentences several   |
|             | gaps exercise. The length of the video is 46 seconds. The            | times by saying them    |
|             | instructor requests the students to say filled-in sentences          | aloud following the     |
|             | out loud as they appear on screen. The exercise is                   | order in which they are |
|             | repeated only once.  | presented on screen     |
|             | 17. The instructor dismisses the class complimenting the             | three times before the  |
|             | students and asking them to practice the sentence that               | conclusion of a         |
|             | they have learnt that day.   | session.                |

# **Lesson Plan 55 (Revision 11)**

- a. Sub-skill: Revision of HIRP 1, HIRP 2, HIRP 3, and HIRP 4
- b. Specific resources: Video clip of HIRP 1, Video clip of HIRP 2, Video clip of HIRP 3, Video clip of HIRP 4, 8 slide PPT containing 8 sentences of HIRP 1, 7 slide PPT containing 7 sentences of HIRP 2, 8 slide PPT containing 8 sentences of HIRP 3, 7 slide PPT containing 7 sentences of HIRP 4, 8 slide PPT with scrambled sentences exercise of HIRP 1, 7 slide PPT with scrambled sentences exercise of HIRP 2, 8 slide PPT with scrambled sentences exercise

of HIRP 4, a video with background music containing the PPT exercises of HIRP 1, HIRP 2, HIRP 3, and HIRP 4  $\,$ 

| Phase/ Stage | Teaching points  | Teacher's activity   | Student's activity   |
|--------------|--|--|--|
| Preparation  | a. Vocabulary (pronunciatio n & proper use): holistic, inclusive, decipher, phenomenon, data, pattern,   | 1. The instructor greets the students. 2. The instructor prepares the students for the revision of the topics on how to justify the topic of the presentation, how to present their data during a presentation, how to explain the data to the audience, and how to present the findings and analysis of their results.  | 1. The students greet the instructor.  |
| Presentation | approach, subject, language, shift, video, analysis, vivid, stance b. Grammar (fluency & correct use): Simple present tense (complex sentence) | 3. The instructor announces that all the sentences practiced in the previous 4 sessions of that week is revised that day.  4. The instructor plays the video clip "Vdo LP55". The length of the video is 2 minutes and 15 seconds. The video is played three times.  5. The instructor presents the 14 slides PPT "LP_55S". The slides of the PPT contain these sentences:  Slide 1: Moreover, a holistic approach is missing in the current research of the subject.  Slide 2: Therefore, my study adopted a more inclusive method backed by statistical analysis to revisit the phenomenon.  Slide 3: My goal is to decipher the main causes of this phenomenon cited above from an inclusive and holistic approach with quantitative data from different disciplines.  Slide 4: The data in Table 1) shows the occurrence of language shift between the years 2020-2021.  Slide 5: If we compare the data in Table 1) with that in Table 2) we can observe some common patterns.  Slide 6: Figure 4 shows a striking resemblance to the pattern which was found in Table 1 and 2.  Slide 7: The collage of pictures in Figure 3) showed the emergence of the phenomenon in vivid detail.  Slide 8: In sharp contrast to current literature, the image in Figure 6 points towards the existence of the phenomenon in a much earlier period.  Slide 9: Shall we now have a look at the pie charts here for a multi-variate analysis?  Slide 10: Now I am playing a brief video recorded during my field visit to the Rabha villages in and around Garo Hills of Meghalaya.  Slide 11: It is a short video of one-minute length.  Slide 12: As was evident in the data so far, it is safe to deduce that the Language Shift phenomenon in Rabha had diverse and complex reasons behind its emergence.  Slide 13: Our analysis differed drastically from the Generative School of Linguists who had been maintaining a narrow stance on the matter since the year 1980. | 2. The students watch the video and listen to the audio of the sentences. 3. The students read the sentences aloud and revise (orally) them several times. 4. The fill-in-the-gaps and scrambled sentences writing exercise is performed by the students. 5. The students, in turn suggested by the instructor, read the sentences aloud using their notebook. |

|            | 01:1 14 771: 1 1 1 1 1 1 1 1 1 1 1  |                         |
|------------|---|-------------------------|
|            | Slide 14: This had a serious impact on the organizations                                    |                         |
|            | which were actively engaging in conducting  |                         |
|            | experimentation in Language Shift and other related   |                         |
|            | subjects.   |                         |
|            | 6. The instructor gives the student a class work. The class                                 |                         |
|            | work is 'fill-in-the-gaps' and 'scrambled sentences'. The                                   |                         |
|            | class work is presented in PPT slides. The PPT  |                         |
|            | "LP 55X" contains the following fill-in-the-gaps and  |                         |
|            | scrambled sentences:  |                         |
|            | Slide 1: Moreover, a holistic approach missing the  |                         |
|            | current research the subject.   |                         |
|            | Slide 2: Therefore, my study a more method  |                         |
|            | back_ by statistical analysis to the phenomenon.  |                         |
|            | Slide 3: goal to the main causes this   |                         |
|            | phenomenon cite_ above an inclusive and holistic  |                         |
|            |   |                         |
|            | approach quantitative data different disciplines.   |                         |
|            | Slide 4: The data Table 1 the occurrence of   |                         |
|            | the years 2020-2021.  |                         |
|            | Slide 5: If we the data Table 1 that in Table   |                         |
|            | 2 we can some common patterns.  |                         |
|            | Slide 6: Figure 4 a striking resemblance the  |                         |
|            | pattern which found Table 1 and 2.  |                         |
|            | Slide 7: collage pictures in Figure 3 the   |                         |
|            | emergence the phenomenon vivid detail.  |                         |
|            | Slide 8: sharp contrast current literature, the image                                       |                         |
|            | in Figure 6 towards the existence the   |                         |
|            | phenomenon a much earlier period.   |                         |
|            | Slide 9: we now a look the pie charts here  |                         |
|            | a analysis?"  |                         |
|            | Slide 10: I play a brief video record during  |                         |
|            | my field visit the villages and Hills   |                         |
|            | of  |                         |
|            | Slide 11: It a video one-minute short length of is.   |                         |
|            | Slide 12: As evident in the data so far, it safe to   |                         |
|            | that the phenomenon in diverse and  |                         |
|            | complex reasons its emergence.  |                         |
|            | Slide 13: Our analysis differ_drastically the   |                         |
|            | School of who maintain_ a narrow stance   |                         |
|            | the matter the year 1980.   |                         |
|            | Slide 14: This a serious impact the   |                         |
|            | organisations which actively engag_ in conduct  |                         |
|            | experimentation in and other related  |                         |
|            | The slides are shown to the students till they write down                                   |                         |
|            | all of the sentences. While the students do the class work                                  |                         |
|            | the video clip "Vdo LP55" is played thrice.   |                         |
|            | 7. The instructor immediately calls for a role-playing                                      |                         |
|            | session as soon as the students are done with the class                                     |                         |
|            | work.   |                         |
| Evaluation | 8. The instructor initiates a role-playing session in which                                 | 6. The students wait    |
| Evaluation | the instructor acts the interviewer and the students answer                                 | for their turn, as      |
|            |   | -                       |
|            | the instructor-interviewer's question.  Or The instructor waits for the students to respond | suggested by the        |
|            | 9. The instructor waits for the students to respond.  | instructor, to respond  |
|            | Plan A: If the students respond affirmatively, then the                                     | to the instructor-      |
|            | instructor initiates the interview immediately.   | interviewer's question. |
|            | Plan B: If the students respond negatively or keep silence,                                 | 7. The students         |
|            | then the instructor motivates them to participate in the                                    | respond to the          |

|             | role-play.   | instructor-             |
|-------------|--|-------------------------|
|             | 10. The instructor asks four questions to the students one   | interviewer's question  |
|             | by one in the role-play. The instructor decides on the turn  | by repeating the        |
|             | of the students in the role-play. And she starts by calling  | sentences he/she has    |
|             | the student by his/her name. The process is repeated till    | already practiced.      |
|             | the last student is interviewed.                             | <b>7</b> 1              |
|             | : ( <u>name of the student</u> ),                            |                         |
|             | a. Can you please provide us a justification to your         |                         |
|             | topic?   |                         |
|             | b. Please present the data to your audience.                 |                         |
|             | c. Please elaborate the data to your audience.               |                         |
|             | d. What are the findings and analysis of your                |                         |
|             | research?  |                         |
| Summarizati | 11. The instructor plays the video "Exvdo LP55"- the         | 8. The students revise  |
| on          | video with a background music containing the PPTs of all     | the sentences several   |
|             | the fill-in -the-gaps and scrambled sentences exercises.     | times by saying them    |
|             | The length of the video is 3 minutes. The instructor         | aloud following the     |
|             | requests the students to say the filled-in sentences and say | order in which they are |
|             | the sentences in order out loud as they appear on screen.    | presented on screen     |
|             | The exercise is repeated only once.                          | three times before the  |
|             | 12. The instructor dismisses the class complimenting the     | conclusion of a         |
|             | students and asking them to practice the sentences that      | session.                |
|             | they have revised that day.                                  |                         |

- a. Sub-skill: CP 1
- b. Specific resources: Video clip of CP 1, paragraph video with a background audio of the speaker, 5 slides in the PPT containing 5 sentences, 5 slide PPT with fill-in-the-gaps exercise, Video exercise of CP 1 containing background music

| Phase/ Stage | Teaching        | Teacher's activity  | Student's activity      |
|--------------|-----------------|---|-------------------------|
|              | points          |   |                         |
| Preparation  | a. Vocabulary   | 1. The instructor greets the class.                         | 1. The students greet   |
|              | (pronunciatio   | 2. The instructor prepares the students for the day's       | the instructor.         |
|              | n & proper      | lesson on how to further discuss the findings and analysis  |                         |
|              | use):           | of their research.  |                         |
| Presentation | enriched,       | 3. The instructor announces the topic of the class for that | 3. The students watch,  |
|              | delve,          | day.  | listen, and note down   |
|              | propose,        | 4. The instructor plays the video "Vdo LP56". The length    | the sentences           |
|              | phenomenon,     | of the video is 41 seconds. The video clip is played twice. | presented in the video. |
|              | scope,          | 5. The instructor plays the paragraph video "PVdo LP56"     | 4. The students check   |
|              | thought,        | which contains the sentences required for the class with a  | the sentences in their  |
|              | model,          | background audio of the speaker. The video is played        | notebook and compare    |
|              | collect, study, | once. The length of the video is 42 seconds.                | them with the           |
|              | implications,   | 6. The instructor presents the 5 slides PPT "LP_56S".       | sentences in the slides |
|              | appreciate,     | The slides of the PPT contain these sentences:              | for correctness.        |
|              | question,       | Slide 1: Based on the analysis, we would like to propose    | 5. The students read    |
|              | interesting     | a multi-variate model for a valid account of the            | the sentences aloud     |

|            | h Crammer  | nhanamanan  | and ravias (amall-1)   |
|------------|--|---|--|
|            | b. Grammar (fluency & correct use): Simple present tense (conditional) | phenomenon.  Slide 2: We would also like to suggest that Language Shift has a broader scope as opposed to what the current literature suggests.  Slide 3: Due to the pandemic situation, we were unable to collect enough samples that we had initially planned to collect.  Slide 4: However, we believe that despite our limitations, our study has important implications for further data enriched studies in this line.  Slide 5: We hope that future researchers will further delve into the phenomenon with the help of the model we have proposed.  7. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps' exercise. The personal information of the sentences in the PPT "LP_56S" is deleted. The classwork is presented in PPT slides "LP_56X" and the students are requested to write them down on a paper. The PPT contains the following fill-in- the-gaps exercise: Slide 1: Based the analysis, we like to propose a model a valid account the phenomenon. Slide 2: We also like to that a broader scope as oppose_ to what the current literature | and revise (orally) them several times. 6. The fill-in-the-gaps writing exercise is performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.                                  |
| Evaluation |  | work.  9. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.  10. The instructor waits for the students to respond.  Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately.  Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.  11. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student  | 8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer's question.  9. The students respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced. |
|            |  | is interviewed. : ( <u>name of the student</u> ), please discuss the findings and analysis of your research.  |  |

| Summarizati | 12. The instructor plays the video with a background       | 10. The students revise |
|-------------|--|-------------------------|
| on          | music containing the PPT "Exvdo LP56" of fill-in-the-      | the sentences several   |
|             | gaps exercise. The length of the video is 1 minute and 3   | times by saying them    |
|             | seconds. The instructor requests the students to say fille | d- aloud following the  |
|             | in sentences out loud as they appear on screen. The        | order in which they are |
|             | exercise is repeated only once.                            | presented on screen     |
|             | 13. The instructor dismisses the class complimenting th    | three times before the  |
|             | students and asking them to practice the sentence that     | conclusion of a         |
|             | they have learnt that day.                                 | session.                |

- a. Sub-skill: CP 2
- b. Specific resources: Video clip of CP 1, Video clip of CP 2, paragraph video of CP 1 with a background audio of the speaker, paragraph video of CP 2 with a background audio of the speaker, 5 slide PPT with fill-in-the-gaps exercise of CP 1, 4 slide PPT with fill-in-the-gaps exercise of CP 2, Video exercise of CP 2 with background music containing the PPT exercises

| Phase/ Stage | Teaching                          | Teacher's activity  | Student's activity      |
|--------------|-----------------------------------|---|-------------------------|
|              | points                            |   |                         |
|              | <ol> <li>a. Vocabulary</li> </ol> | 1. The instructor greets the students.                      | 1. The students watch   |
|              | (pronunciatio                     | 2. The instructor plays the video "Vdo LP56" and "PVdo      | and listen to the       |
|              | n & proper                        | LP56". The lengths of the videos are 41 seconds and 42      | sentences presented in  |
|              | use):                             | seconds respectively.                                       | the video.              |
|              | enriched,                         | 3. The instructor presents the PPT "LP_56X" with fill-in-   | 2. The students say the |
|              | delve,                            | the-gaps exercise and asks the students to say the          | sentences out loud      |
|              | propose,                          | sentences out loud together.                                | together by filling in  |
| Preparation  | phenomenon,                       | 4. The instructor compliments the students' performance     | the gaps using their    |
|              | scope,                            | but, no particular student's name is mentioned for the      | personal information.   |
|              | thought,                          | applause.   |                         |
|              | model,                            | 5. The instructor prepares the students for the day's       |                         |
|              | collect, study,                   | lesson on how to conclude the presentation.                 |                         |
| Presentation | implications,                     | 6. The instructor announces the topic of the class for that | 3. The students watch,  |
|              | appreciate,                       | day.  | listen, and note down   |
|              | question,                         | 7. The instructor plays the video "Vdo LP57". The length    | the sentences           |
|              | interesting,                      | of the video is 19 seconds. The video clip is played twice. | presented in the video. |
|              | highlight,                        | 8. The instructor plays the paragraph video "PVdo LP57"     | 4. The students check   |
|              | provoking                         | which contains the sentences required for the class with a  | the sentences in their  |
|              | b. Grammar                        | background audio of the speaker. The video is played        | notebook and compare    |
|              | (fluency &                        | once. The length of the video is 19 seconds.                | them with the           |
|              | correct use):                     | 9. The instructor presents the 4 slides PPT "LP_57S".       | sentences in the slides |
|              | Simple                            | The slides of the PPT contain these sentences:              | for correctness.        |
|              | present tense                     | Slide 1: In conclusion, I would like to highlight the need  | 5. The students read    |
|              | (conditional)                     | for an inclusive theory in the study of this phenomenon.    | the sentences aloud     |
|              |                                   | Slide 2: Thank you all for your time and patience.          | and revise (orally)     |
|              |                                   | Slide 3: I truly appreciate it.                             | them several times.     |
|              |                                   | Slide 4: Please feel free to ask me questions and give      | 6. The fill-in-the-gaps |
|              |                                   | your valuable suggestions.                                  | writing exercise is     |
|              |                                   | 10. The instructor gives the student a classwork. The       | performed by the        |
|              |                                   | classwork is 'fill-in-the-gaps' exercise. The personal      | students.               |

|             | information of the sentences in the PPT "LP_57S" is deleted. The classwork is presented in PPT slides "LP_57X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps exercise:  Slide 1: conclusion, I like to highlight the need an theory in the study of this  Slide 2: you all your time and patience.  Slide 3: I truly it.  Slide 4: Please free to me questions and your valuable  The slides are shown to the students till they write down all of the sentences. While the students do the class work the video clip "Vdo LP57" is played thrice.  11. The instructor immediately calls for a role-playing session as soon as the students are done with the class work.   | 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook.  |
|-------------|---|---|
| Evaluation  | 12. The instructor initiates a role-playing session in which the instructor acts the interviewer and the students answer the instructor-interviewer's question.  13. The instructor waits for the students to respond. Plan A: If the students respond affirmatively, then the instructor initiates the interview immediately. Plan B: If the students respond negatively or keep silence, then the instructor motivates them to participate in the role-play.  14. The instructor asks a question to the students one by one. The instructor decides on the turn of the students in the role-play. And she starts by calling the student by his/her name. The process is repeated till the last student is interviewed.  : (name of the student), please conclude your presentation now. | 8. The students wait for their turn, as suggested by the instructor, to respond to the instructor-interviewer's question. 9. The students respond to the instructor-interviewer's question by repeating the sentences he/she has already practiced. |
| Summarizati | 15. The instructor plays the video with a background  | 10. The students revise   |
| on          | music containing the PPT "Exvdo LP57" of fill-in-the-<br>gaps exercise. The length of the video is 44 seconds. The<br>instructor requests the students to say filled-in sentences   | the sentences several<br>times by saying them<br>aloud following the  |
|             | out loud as they appear on screen. The exercise is repeated only once.  16. The instructor dismisses the class complimenting the students and asking them to practice the sentence that   | order in which they are<br>presented on screen<br>three times before the<br>conclusion of a   |
|             | they have learnt that day.  | session.  |

- a. Sub-skill: CP 3
- b. Specific resources: Revision video clips of CP 1 & CP 2, Revision paragraph videos of CP 1 & CP 2 with a background audio of the speaker, Revision exercise videos clips of CP 1 & CP 2, Video clip of CP 3, paragraph video of CP 3 with a background audio of the speaker, 6 slide PPT containing 6 sentences of CP 3, 6 slide PPT with fill-in-the-gaps

and scrambled sentences exercises of CP 3, a video with background music containing the PPT exercises of CP 3

| Phase/ Stage | Teaching points   | Teacher's activity  | Student's activity   |
|--------------|---|---|--|
| Preparation  | a. Vocabulary (pronunciatio n & proper use): enriched, delve, propose, phenomenon, scope, thought, model, collect, study, implications, appreciate, question, interesting, highlight, provoking b. Grammar (fluency & | 1. The instructor greets the students.  2. The instructor plays the video of the previous two sessions "Vdo LP56" and "Vdo LP57" by compiling them to a single video clip "RVdo LP58". The length of the video is 1 minute.  3. The instructor plays the paragraph video of the previous two sessions "PVdo LP56" and "PVdo LP57" by compiling them to a single video clip "RPVdo LP58". The length of the video is 1 minute and 1second.  4. The instructor presents the exercise video "RExvdo LP58" by compiling the exercise videos of the prior two sessions- "Exvdo LP56" and "Exvdo LP57" with fill-inthe-gaps exercise and asks the students to say the sentences out loud together. The length of the video is 1 minute and 47 seconds.  5. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause.  6. The instructor prepares the students for the day's lesson on how to answer the questions posed by the  | 1. The students watch and listen to the sentences presented in the video. 2. The students say the sentences out loud together by filling in the gaps using their personal information.   |
| Presentation | correct use): Simple present tense (conditional)  | audience.  7. The instructor announces the topic of the class for that day.  8. The instructor plays the video "Vdo LP58". The length of the video is 18 seconds. The video clip will be played twice.  9. The instructor plays the paragraph video "PVdo LP58" which contains the sentences required for the class with a background audio of the speaker. The video is played once. The length of the video is 18 seconds.  10. The instructor presents the 6 slides PPT "LP_58S". The slides of the PPT contain these sentences:  Slide 1: Thank you for your interesting question.  Slide 2: It is indeed thought provoking.  Slide 3: But I am extremely sorry that I do not have an answer to that as of now.  Slide 4: I also thought that that is beyond the scope of my research.  Slide 5: But I shall look into it.  Slide 6: I would definitely like to study more about it.  11. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps' and 'scrambled sentences' exercises. The personal information of the sentences in the PPT "LP_58S" is deleted and the individual sentences are divided into parts to form scrambled word questions. The classwork is presented in PPT slides "LP_58X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps and scrambled sentences exercise: | 3. The students watch, listen, and note down the sentences presented in the video. 4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness. 5. The students read the sentences aloud and revise (orally) them several times. 6. The fill-in-the-gaps and scrambled sentences writing exercises are performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook. |

|             | Slide 1: Thank for interesting question you your.  |   |
|-------------|--|---|
|             | Slide 2: indeed thought it is provoking.   |   |
|             | Slide 3: But I extremely sorry that I not an   |   |
|             | answer that as now.  |   |
|             | Slide 4: I also that that beyond the scopemy   |   |
|             | research.  |   |
|             | Slide 5: But I look it.  |   |
|             | Slide 6: Idefinitely like to more it.  |   |
|             | The slides are shown to the students till they write down  |   |
|             | all of the sentences. While the students do the class work   |   |
|             | the video clip "Vdo LP58" is played thrice.  |   |
|             | 12. The instructor immediately calls for a role-playing  |   |
|             | session as soon as the students are done with the class  |   |
|             |  |   |
| E 1 d       | work.  | 0.00  |
| Evaluation  | 13. The instructor initiates a role-playing session in   | 8. The students wait  |
|             | which the instructor acts the interviewer and the students   | for their turn, as  |
|             | answer the instructor-interviewer's question.  | suggested by the  |
|             | 14. The instructor waits for the students to respond.  | instructor, to respond  |
|             | Plan A: If the students respond affirmatively, then the  | to the instructor-  |
|             | instructor initiates the interview immediately.  | interviewer's question.   |
|             | Plan B: If the students respond negatively or keep silence,  | 9. The students   |
|             | then the instructor motivates them to participate in the   | respond to the  |
|             | role-play.   | instructor-   |
|             | 15. The instructor asks a question to the students one by  | interviewer's question  |
|             | one. The instructor decides on the turn of the students in   | by repeating the  |
|             | the role-play. And she starts by calling the student by  | sentences he/she has  |
|             | his/her name. The process is repeated till the last student  | already practiced.  |
|             | is interviewed.  |   |
|             | : ( <u>name of the student</u> ), please answer the question asked   |   |
|             | by the audience.   |   |
| Summarizati | 16. The instructor plays the video with a background   | 10. The students revise   |
| on          | music containing the PPT "Exvdo LP58" of fill-in-the-  | the sentences several   |
|             | gaps and scrambled sentences exercise. The length of the   | times by saying them  |
|             |  |   |
|             |  |   |
|             |  |   |
|             |  |   |
|             |  |   |
|             |  |   |
| 1           | they have learnt that day.   | 55551011.   |
|             | video is 1 minute and 1 second. The instructor requests the students to say filled-in sentences out loud and arrange the sentences in order outloud as they appear on screen. The exercise is repeated only once.  17. The instructor dismisses the class complimenting the students and asking them to practice the sentence that | aloud following the order in which they are presented on screen three times before the conclusion of a session. |

- a. Sub-skill: CP 4
- b. Specific resources: Revision video clips of CP 1, CP 2 & CP 3, Revision paragraph videos of CP 1, CP 2 & CP 3 with a background audio of the speaker, Revision exercise videos clips of CP 1, CP 2 & CP 3, Video clip of CP 4, paragraph video of CP 4 with a background audio of the speaker, 5 slide PPT containing 5 sentences of CP 4, 5 slide PPT with fill-in-the-gaps and scrambled sentences exercises of CP 4, a video with background music containing the PPT exercises of CP 4

| Phase/ Stage | Teaching points  | Teacher's activity  | Student's activity   |
|--------------|--|---|--|
| Preparation  | a. Vocabulary (pronunciatio n & proper use): enriched, delve, propose, phenomenon, scope, thought, model, collect, study, implications, appreciate, question, interesting, highlight, provoking b. Grammar (fluency & correct use): Simple present tense (conditional) | 1. The instructor greets the students. 2. The instructor plays the video of the previous two sessions "Vdo LP56", "Vdo LP57", and "Vdo LP58" by compiling them to a single video clip "RVdo LP59". The length of the video is 1 minute and 19 seconds. 3. The instructor plays the paragraph video of the previous two sessions "PVdo LP56", "PVdo LP57", and "PVdo LP58" by compiling them to a single video clip "RPVdo LP59". The length of the video is 1 minute and 20 seconds. 4. The instructor presents the exercise video "RExvdo LP58" by compiling the exercise videos of the prior three sessions- "Exvdo LP56", "Exvdo LP57", and "Exvdo LP58" with fill-in-the-gaps and scrambled sentences exercises and asks the students to say the sentences out loud together. The length of the video is 2 minutes and 49 seconds. 5. The instructor compliments the students' performance but, no particular student's name is mentioned for the applause. 6. The instructor prepares the students for the day's lesson on how to acknowledge a question or suggestion from the audience.  | 1. The students watch and listen to the sentences presented in the video. 2. The students say the sentences out loud together by filling in the gaps and arranging the words in order using their personal information.  |
| Presentation |  | 7. The instructor announces the topic of the class for that day.  8. The instructor plays the video "Vdo LP59". The length of the video is 18 seconds. The video clip is played twice.  9. The instructor plays the paragraph video "PVdo LP59" which contains the sentences required for the class with a background audio of the speaker. The video is played once. The length of the video is 17 seconds.  10. The instructor presents the 5 slides PPT "LP_59S". The slides of the PPT contain these sentences:  Slide 1: Thank you for your observation.  Slide 2: You have raised an interesting issue indeed.  Slide 3: This will be very helpful for my next phase of the study where I shall be looking more into the socioeconomic implications of the phenomenon.  Slide 4: I appreciate your feedback.  Slide 5: Thank you once again for your kind words.  11. The instructor gives the student a classwork. The classwork is 'fill-in-the-gaps' and 'scrambled sentences' exercises. The personal information of the sentences in the PPT "LP_59S" is deleted and the individual sentences are divided into parts to form scrambled word questions.  The classwork is presented in PPT slides "LP_59X" and the students are requested to write them down on a paper. The PPT contains the following fill-in-the-gaps and scrambled sentences exercises:  Slide 1: Thank observation for your you.  Slide 2: You raise_ an interesting indeed.  Slide 3: This very helpful my next phase the | 3. The students watch, listen, and note down the sentences presented in the video. 4. The students check the sentences in their notebook and compare them with the sentences in the slides for correctness. 5. The students read the sentences aloud and revise (orally) them several times. 6. The fill-in-the-gaps and scrambled sentences writing exercise is performed by the students. 7. The students, in turn suggested by the instructor, read the sentences aloud using their notebook. |

|             |   | T                       |
|-------------|---|-------------------------|
|             | study where I look_ more into the socio-                          |                         |
|             | economic implications the phenomenon.                             |                         |
|             | Slide 4: I feedback your appreciate.                              |                         |
|             | Slide 5: Thank for again your you kind words once.                |                         |
|             | The slides are shown to the students till they write down         |                         |
|             | all of the sentences. While the students do the class work        |                         |
|             | the video clip "Vdo LP59" is played thrice.                       |                         |
|             | 12. The instructor immediately calls for a role-playing           |                         |
|             | session as soon as the students are done with the class           |                         |
|             | work.   |                         |
| Evaluation  | 13. The instructor initiates a role-playing session in            | 8. The students wait    |
|             | which the instructor acts the interviewer and the students        | for their turn, as      |
|             | answer the instructor-interviewer's question.                     | suggested by the        |
|             | 14. The instructor waits for the students to respond.             | instructor, to respond  |
|             | Plan A: If the students respond affirmatively, then the           | to the instructor-      |
|             | instructor initiates the interview immediately.                   | interviewer's question. |
|             | Plan B: If the students respond negatively or keep silence,       | 9. The students         |
|             | then the instructor motivates them to participate in the          | respond to the          |
|             | role-play.  | instructor-             |
|             | 15. The instructor asks a question to the students one by         | interviewer's question  |
|             | one. The instructor decides on the turn of the students in        | by repeating the        |
|             | the role-play. And she starts by calling the student by           | sentences he/she has    |
|             | his/her name. The process is repeated till the last student       |                         |
|             | is interviewed.   | already practiced.      |
|             |   |                         |
|             | : ( <u>name of the student</u> ), please acknowledge the question |                         |
| G : .:      | asked by the audience.  | 10 Ti . 1               |
| Summarizati | 16. The instructor plays the video with a background              | 10. The students revise |
| on          | music containing the PPT "Exvdo LP59" of fill-in-the-             | the sentences several   |
|             | gaps and scrambled sentences exercises. The length of             | times by saying them    |
|             | the video is 54 seconds. The instructor requests the              | aloud following the     |
|             | students to say filled-in sentences out loud and arrange          | order in which they are |
|             | the sentences in order as they appear on screen. The              | presented on screen     |
|             | exercise is repeated only once.                                   | three times before the  |
|             | 17. The instructor dismisses the class complimenting the          | conclusion of a         |
|             | students and asking them to practice the sentence that            | session.                |
|             | they have learnt that day.  |                         |

# **Lesson Plan 60 (Revision 12)**

- a. Sub-skill: Revision of CP 1, CP 2, CP 3, and CP 4
- b. Specific resources: Video clip of CP 1, Video clip of CP 2, Video clip of CP 3, Video clip of CP 4, 5 slide PPT containing 5 sentences of CP 1, 4 slide PPT containing 4 sentences of CP 2, 6 slide PPT containing 6 sentences of CP 3, 5 slide PPT containing 5 sentences of CP 4, 5 slide PPT with fill-in-the-gaps exercise of CP 1, 4 slide PPT with fill-in-the-gaps exercise of CP 2, 6 slide PPT with fill-in-the-gaps and scrambled sentences exercises of CP 3, 5 slide PPT with fill-in-the-gaps and scrambled sentences

# exercises of CP 4, a video with background music containing the PPT exercises of CP 1, CP 2, CP 3, and CP 4 $\,$

| Phase/ Stage | Teaching points  | Teacher's activity  | Student's activity   |
|--------------|--|---|--|
| Preparation  | a. Vocabulary<br>(pronunciatio<br>n & proper<br>use):<br>enriched,<br>delve,   | 1. The instructor greets the students. 2. The instructor prepares the students for the revision of the topics on how to further discuss the findings and analysis of their research, how to conclude the presentation, how to answer the questions posed by the audience, and how to acknowledge a question or  | 1. The students greet the instructor.  |
| Presentation | propose, phenomenon, scope, thought, model, collect, study, implications, appreciate, question, interesting, highlight, provoking b. Grammar (fluency & correct use): Simple present tense (conditional) | suggestion from the audience.  3. The instructor announces that all the sentences practiced in the previous 4 sessions of that week will be revised that day.  4. The instructor plays the video clip "Vdo LP60". The length of the video is 1 minute and 37 seconds. The video is played three times.  5. The instructor presents the 20 slides PPT "LP_60S". The slides of the PPT contain these sentences:  Slide 1: Based on the analysis, we would like to propose a multi-variate model for a valid account of the phenomenon.  Slide 2: We would also like to suggest that Language Shift has a broader scope as opposed to what the current literature suggests.  Slide 3: Due to the pandemic situation, we were unable to collect enough samples that we had initially planned to collect.  Slide 4: However, we believe that despite our limitations, our study has important implications for further data enriched studies in this line.  Slide 5: We hope that future researchers will further delve into the phenomenon with the help of the model we have proposed.  Slide 6: In conclusion, I would like to highlight the need for an inclusive theory in the study of this phenomenon.  Slide 7: Thank you all for your time and patience.  Slide 8: I truly appreciate it.  Slide 9: Please feel free to ask me questions and give your valuable suggestions.  Slide 10: Thank you for your interesting question.  Slide 11: It is indeed thought provoking.  Slide 12: But I am extremely sorry that I do not have an answer to that as of now.  Slide 13: I also thought that that is beyond the scope of my research.  Slide 14: But I shall look into it.  Slide 15: I would definitely like to study more about it.  Slide 16: Thank you for your observation.  Slide 17: You have raised an interesting issue indeed.  Slide 18: This will be very helpful for my next phase of the study where I shall be looking more into the socioeconomic implications of the phenomenon. | 2. The students watch the video and listen to the audio of the sentences. 3. The students read the sentences aloud and revise (orally) them several times. 4. The fill-in-the-gaps and scrambled sentences writing exercise is performed by the students. 5. The students, in turn suggested by the instructor, read the sentences aloud using their notebook. |

| T T        |   | 1                       |
|------------|---|-------------------------|
|            | Slide 19: I appreciate your feedback.                       |                         |
|            | Slide 20: Thank you once again for your kind words.         |                         |
|            | 6. The instructor gives the student a class work. The class |                         |
|            | work is 'fill-in-the-gaps' and 'scrambled sentences'. The   |                         |
|            | personal information of the PPT "LP_60S" is deleted and     |                         |
|            | the individual sentences are divided into parts to form     |                         |
|            | scrambled word questions. The PPT "LP_60X" contains         |                         |
|            | the following fill-in-the-gaps and scrambled sentences:     |                         |
|            | Slide 1: Based the analysis, welike to propose              |                         |
|            | a model a valid account the phenomenon.                     |                         |
|            | Slide 2: We also like to that a                             |                         |
|            | broader scope as oppose_ to what the current literature     |                         |
|            | broader scope as oppose_ to what the current incrature      |                         |
|            | Slide 3: Due to the situation, we unable to                 |                         |
|            | enough samples that we initially plan_ to                   |                         |
|            | collect.  |                         |
|            | Slide 4: However, we that despite our limitations,          |                         |
|            |   |                         |
|            | our study important implications further data               |                         |
|            | enrich studies this line.                                   |                         |
|            | Slide 5: We that future researchers further delve           |                         |
|            | the phenomenon the help the model we                        |                         |
|            | propose   |                         |
|            | Slide 6: conclusion, I like to highlight the need           |                         |
|            | an theory in the study of this                              |                         |
|            | Slide 7: you all your time and patience.                    |                         |
|            | Slide 8: I truly it.  |                         |
|            | Slide 9: Please free to me questions and                    |                         |
|            | your valuable   |                         |
|            | Slide 10: Thank for interesting question you your.          |                         |
|            | Slide 11: indeed thought it is provoking.                   |                         |
|            | Slide 12: But I extremely sorry that Inot an                |                         |
|            | answer that as now.   |                         |
|            | Slide 13: I also that that beyond the scope                 |                         |
|            | my research.  |                         |
|            | Slide 14: But I look it.                                    |                         |
|            | Slide 15: Idefinitely like to more it.                      |                         |
|            | Slide 16: Thank observation for your you.                   |                         |
|            | Slide 17: You raise_ an interesting indeed.                 |                         |
|            | Slide 18: This very helpful my next phase                   |                         |
|            | the study where I look_ more into the socio-                |                         |
|            | economic implications the phenomenon.                       |                         |
|            | Slide 19: I feedback your appreciate.                       |                         |
|            | Slide 20: Thank for again your you kind words once.         |                         |
|            | The slides are shown to the students till they write down   |                         |
|            | all of the sentences. While the students do the class work  |                         |
|            | the video clip "Vdo LP60" is played thrice.                 |                         |
|            |   |                         |
|            | 7. The instructor immediately calls for a role-playing      |                         |
|            | session as soon as the students are done with the class     |                         |
| Evaluation | Work.   | 6 The students:         |
| Evaluation | 8. The instructor initiates a role-playing session in which | 6. The students wait    |
|            | the instructor acts the interviewer and the students answer | for their turn, as      |
|            | the instructor-interviewer's question.                      | suggested by the        |
|            | 9. The instructor waits for the students to respond.        | instructor, to respond  |
|            | Plan A: If the students respond affirmatively, then the     | to the instructor-      |
|            | instructor initiates the interview immediately.             | interviewer's question. |
|            | Plan B: If the students respond negatively or keep silence, | 7. The students         |
|            | Plan B: If the students respond negatively or keep silence, | 7. The students         |

|             | then the instructor motivates them to participate in the    | respond to the          |
|-------------|---|-------------------------|
|             | role-play.  | instructor-             |
|             | 10. The instructor asks four questions to the students one  | interviewer's question  |
|             | by one in the role-play. The instructor decides on the turn | by repeating the        |
|             | of the students in the role-play. And she starts by calling | sentences he/she has    |
|             | the student by his/her name. The process is repeated till   | already practiced.      |
|             | the last student is interviewed.                            |                         |
|             | : ( <u>name of the student</u> ),                           |                         |
|             | a. Please discuss the findings and analysis of your         |                         |
|             | research.   |                         |
|             | b. Please conclude your presentation now.                   |                         |
|             | c. Please answer the question asked by the                  |                         |
|             | audience.   |                         |
|             | d. Please acknowledge the question asked by the             |                         |
|             | audience.   |                         |
| Summarizati | 11. The instructor plays the video "Exvdo LP60"- the        | 8. The students revise  |
| on          | video with a background music containing the PPTs of all    | the sentences several   |
|             | the fill-in-the-gaps and scrambled sentences exercises.     | times by saying them    |
|             | The length of the video is 3 minutes and 44 seconds. The    | aloud following the     |
|             | instructor requests the students to say the filled-in       | order in which they are |
|             | sentences and speak the sentences in order out loud as      | presented on screen     |
|             | they appear on screen. The exercise is repeated only        | three times before the  |
|             | once.   | conclusion of a         |
|             | 12. The instructor dismisses the class complimenting the    | session.                |
|             | students and asking them to practice the sentences that     |                         |
|             | they have revised that day.                                 |                         |

\*\*\*\*\*

#### APPENDIX X

#### EHTICAL COMMITTEE APPROVAL

#### **Tezpur University Ethics Committee** Tezpur: 784028 : Assam

#### Communication of Decision of Tezpur University Ethics Committee (TUEC)

IEC No: DoRD/TUEC/PROP/2021/02 Protocol title: Comparing the effectiveness of interleaving and blocked practice in teaching English speaking skills to tertiary level ESL learners: As experimental study Principal Investigator: Sujata Kakoty Name & Address of Institution: Tezpur University, Tezpur, Assam 784028 √ New review Expedited review Revised review Date of review (D/M/Y): 29-09-2022 Date of previous review, if revised application: Decision of the IEC/IRB: Recommended with suggestions Recommended Rejected Revision Suggestions/Reasons/Remarks: a) The proposal is recommended for approval. b) The interviewer and the teacher should not be the same person. Recommended for a period of: One (01) year from the date of issue with provision of extension subjected to satisfactory report Please note

- -Inform TUEC immediately in case of any adverse events and serious adverse events
- -Inform TUEC in case of any change of study procedure, site and investigator
- This permission is only for period mentioned above. Annual report to be submitted to TUEC -Members of TUEC have right to monitor the trial with prior intimation

Date: 21/03/2023

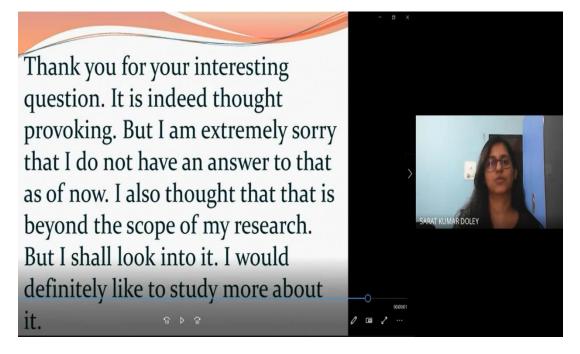
Signature of Chairperson (with seal)

TUEC

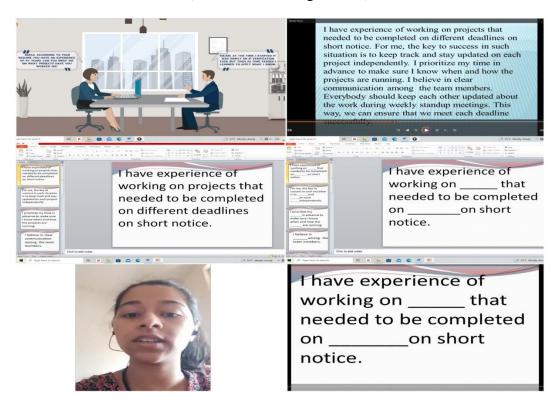
Chairperson
Tezpur University Ethics Committee

#### APPENDIX XI

#### SELECT IMAGES FROM THE EXPERIMENTATION



(An online teaching session)



(Materials shown to the participants)









(Some participants during a session)





(Meeting some participants)



(Participants who came for a meeting)