

## Introduction

**Duration: 30 mins**

**Outcomes:**

1. The student is able to introduce themselves.

**Flipped Learning:** (Not Applicable as it is the first lesson)

**In class Resources:**

1. Pre-test at the end of the document

Activity	Instructions for Facilitator	Time
Preparation	<ul style="list-style-type: none"> <li>Go through the pre-test at the end of this document. Familiarize yourself with the process, the grading criteria and the questions.</li> </ul>	
1. Introduction	<ul style="list-style-type: none"> <li>Greet the students. Ask them how they are and how their day has been. Introduce yourself. Tell them a little about yourself. It can include your family, your profession, where you're from, etc. Ask your student to tell you a little about themselves. Ask them their name, their age, their educational background. Ask them where they are from.</li> </ul>	5 mins
2. Activity 1 - Pre-Test	<ul style="list-style-type: none"> <li>Tell the student you would love to get to know them some more and that you have some questions to get to know them and their language skills better. Tell the students that you will ask them some more questions and they should answer with as much detail as they can. Tell them to speak a few sentences for each question.</li> <li>Conduct the pretest that is shown below this table.</li> </ul>	15 mins
3. Activity 2 - Goal-setting	<ul style="list-style-type: none"> <li>Ask the student why they have enrolled for the TSEP program. Ask them about their comfort with the English language. If you have noticed any recurring pattern of errors during the pre-test, you can highlight 1-2 such points here. Be careful not to come across as criticizing. Offer them two positives with each point in which they can grow. Together, make a list of areas in which the student can and wants to grow. Make note of these for future sessions.</li> </ul>	9 mins
5. Homework	<ul style="list-style-type: none"> <li>Ask the student to think of a few points that are special or unique about themselves. Ask them to make note of these points and introduce themselves using these points in the next session.</li> </ul>	1 mins

## Pre-Test

For each of the following statements, rate the student's answer on a scale of 0 - 3.

0 - The student does not understand the question, even when it is repeated, or gives the wrong answer or no response.

- 1 - The student responds in short words/phrases and/or inaccurate answers. The student shows hesitation, a limited range of vocabulary, inability to extend answers and pronunciation that impedes understanding. (*Example: eat breakfast, go college*)
- 2 - The student is able to comprehend the question and form longer answers. The student is able to self-correct occasional errors. The student avoids complex vocabulary and their pronunciation is easy to understand. (*Example: I eat breakfast. I go to college*)
- 3 - The student is able to comprehend the question and extend their answers using complex vocabulary and grammatical structures where appropriate. (*Example: I usually go to college at around 7 am. I eat breakfast and drink some tea.*)

No.	Question	Student Response	Marks
1.	What do you do every day? What time do you get up/start work or college?		
2.	What do you do in your free time?		
3.	Tell me something which you can do well now.		
4.	Tell me something you did with your friends recently.		
5.	What are you going to do this weekend?		
6.	Tell me about your best friend or someone you admire. What is he or she like?		
7.	Let's talk about your favourite place. Can you describe your favourite place? ( <i>Hint: If students are stuck, prompt them by asking about their favourite place in Mumbai or their native place</i> )		
8.	How do you think Mumbai will change in the next 20 years?		
9.	What advice would you give to someone visiting Mumbai or India?		
10.	Tell me about the main news stories in our country at the moment.		