

Government of Pakistan

**National Vocational and Technical Training Commission**

**Prime Minister's youth Pakistan Program**

"Skills for All"



**Course Contents / Lesson Plan**

**Course Title:** (Korean language for EPS CBT TEST)

**Duration:** 3 Months

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<b>Course Title</b>	<p style="text-align: center;"><b>KOREAN LANGUAGE</b></p>
<b>Objectives and Expectations</b>	<p><b>(Korean language ) for EPS (employment permit system) CBT (computer based test )</b></p> <p><b>EPS system is agreement between HRD (South Korea) &amp; OEC (overseas employment corporation of Pakistan) in this agreement <b>male &amp; females 18 years to 39 years</b> both can take advantage for good earning opportunity.</b></p> <p>This agreement was start on 2007 in Pakistan. Overseas employment corporation .until now OEC sent thousands of employees to south Korea. Now they are earning handsome amount salary +2000\$ / month.</p> <p>This is a special course designed to address unemployment in the youth. The course aims to achieve the above objective through hands on practical training delivery by a team of dedicated professionals having rich market/work experience. This course is therefore not just for developing a theoretical understanding/back ground of the trainees. Contrary to that, it is primarily aimed at equipping the trainees to perform commercially in a market space in independent capacity or as a member of a team.</p> <p>The course therefore is designed to impart not only technical skills but also soft skills (i.e. interpersonal/communication skills; personal grooming of the trainees etc.) as well as entrepreneurial skills (i.e. marketing skills; free lancing etc.). The course also seeks to inculcate work ethics to foster better citizenship in general and improve the image of Pakistani work force in particular.</p> <p><b><u>Main Expectations:</u></b></p> <p>In short, the course under reference should be delivered by professional instructors in such a robust hands-on manner that the trainees are comfortably able to employ their skills for earning money (through wage/self-employment) at its conclusion.</p> <p>This course thus clearly goes beyond the domain of the traditional training practices in vogue and underscores an expectation that a market-centric approach will be adopted as the main driving force while delivering it. The instructors should therefore be experienced enough to be able to identify the training needs for the possible market roles available out there. Moreover, they should also know the strengths and weaknesses of each trainee to prepare them for such market roles during/after the training.</p> <p>i. Specially designed practical tasks to be performed by the trainees have been included in the Annexure-I to this document. The record of all tasks performed individually or in groups must be preserved by the management of the training Institute clearly labeling name, , session, etc. so that these are ready to be physically inspected/verified through</p>

monitoring visits from time to time. The weekly distribution of tasks has also been indicated in the weekly lesson plan given in this document. **ii.** To materialize the main expectations, a special module on **Job Search & Entrepreneurial Skills** has been included in the latter part of this course (5<sup>th</sup> & 6<sup>th</sup> month) through which, the trainees will be made aware of the Job search techniques in the local as well as international job markets (Gulf countries). Awareness around the visa process and immigration laws of the most favored labor destination countries also form a part of this module. Moreover, the trainees would also be encouraged to venture into self-employment and exposed to the main requirements in this regard. It is also expected that a sense of civic duties/roles and responsibilities will also be inculcated in the trainees to make them responsible citizens of the country.

**iii.** A module on **Work Place Ethics** has also been included to highlight the importance of good and positive behavior in the workplace in the line with the best practices elsewhere in the world. An outline of such qualities has been given in the Appendix to this document. Its importance should be conveyed in a format that is attractive and interesting for the trainees such as through PPT slides +short video documentaries. Needless to say that if the training provider puts his heart and soul into these otherwise non-technical components, the image of the Pakistani workforce would undergo a positive transformation in the local as well as international job markets. To maintain interest and motivation of the trainees throughout the course, modern techniques such as:

- Motivational Lectures
- Success Stories
- Case Studies

These techniques would be employed as an additional training tool wherever possible (these are explained in the subsequent section on Training Methodology).

Lastly, evaluation of the competencies acquired by the trainees will be done objectively at various stages of the training and a proper record of the same will be maintained. Suffice to say that for such evaluations, practical tasks would be designed by the training providers to gauge the problem-solving abilities of the trainees.

#### **(i) Motivational Lectures**

The proposed methodology for the training under reference employs motivation as a tool. Hence besides the purely technical content, a trainer is required to include elements of motivation in his/her lecture. To inspire the trainees to utilize the training opportunity to the full and strive towards professional excellence. Motivational lectures may also include general topics such as the importance of moral values and civic role & responsibilities as a Pakistani. A motivational lecture should be delivered with enough zeal to produce a deep impact on the trainees. It may comprise of the following:

- Clear Purpose to convey the message to trainees effectively.
- Personal Story to quote as an example to follow.
- Trainees fit so that the situation is actionable by trainees and not represent a just idealism.
- Ending Points to persuade the trainees on changing themselves.

A good motivational lecture should help drive creativity, curiosity, and spark the desire needed for trainees to want to learn more.

The impact of a successful motivational strategy is amongst others commonly visible in increased class participation ratios. It increases the trainees' willingness to be engaged on the practical tasks for a longer time without boredom and loss of interest because they can see in their mind's eye where their hard work would take them in short (1-3 years); medium (3 -10 years) and long term (more than 10 years).

As this tool is expected that the training providers would make arrangements for regular well planned motivational lectures as part of a coordinated strategy interspersed throughout the training period as suggested in the weekly lesson plans in this document.

Course-related motivational lectures online link is available in **Annexure-II**.

### **(ii) Success Stories**

Another effective way of motivating the trainees is using Success Stories. Its inclusion in the weekly lesson plan at regular intervals has been recommended till the end of the training.

A success story may be disseminated orally, through a presentation, or using a video/documentary of someone that has risen to fortune, acclaim, or brilliant achievement. A success story shows how a person achieved his goal through hard work, dedication, and devotion. An inspiring success story contains compelling and significant facts articulated clearly and easily comprehensible words. Moreover, it is helpful if it is assumed that the reader/listener knows nothing of what is being revealed. The optimum impact is created when the story is revealed in the form of:-

- Directly in person (At least 2-3 cases must be arranged by the training institute)
- Through an audio/ videotaped message (2-3 high-quality videos must be arranged by the training institute)

It is expected that the training provider would collect relevant high-quality success stories for inclusion in the training as suggested in the weekly lesson plan given in this document.

The suggestive structure and sequence of a sample success story and its various shapes can be seen in **Annexure III. (iii) Case Studies**

Where a situation allows, case studies can also be presented to the trainees to widen their understanding of the real-life specific problem/situation and to explore the solutions.

In simple terms, the case study method of teaching uses a real-life case example/a typical case to demonstrate a phenomenon in action and explain theoretical as well as practical aspects of the knowledge related to the same. It is an effective way to help the trainees comprehend in depth both the theoretical and practical aspects of the complex phenomenon in depth with ease. Case teaching can also stimulate the trainees to participate in discussions and thereby boost their confidence. It also makes the classroom atmosphere interesting thus maintaining the trainee interest in training till the end of the course.

Depending on suitability to the trade, the weekly lesson plan in this document may suggest case studies be presented to the trainees. The trainer may adopt a PowerPoint presentation or video format for such case studies whichever is

	<p>deemed suitable but only those cases must be selected that are relevant and of a learning value.</p> <p>The Trainees should be required and supervised to carefully analyze the cases.</p> <p>For this purpose, they must be encouraged to inquire and collect specific information/data, actively participate in the discussions, and intended solutions to the problem/situation.</p> <p>Case studies can be implemented in the following ways: -</p> <ol style="list-style-type: none"> <li>i. A good quality trade-specific documentary ( At least 2-3 documentaries must be arranged by the training institute)</li> <li>ii. Health &amp; Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute)</li> <li>iii. Field visits( At least one visit to a trade-specific major industry/ site must be arranged by the training institute)</li> </ol>
<b>Entry-level of trainees</b>	Must be pass matriculation
<b>Learning Outcomes of the course</b>	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• To get free 4 year 10 month work visa in South Korea. can renewal after every 4 year 10 month until age of 50 year</li> <li>• Can get job also in local working Korean companies</li> <li>• KIA Motors, Daewoo Pakistan. Samsung electronic</li> </ul>
<b>Course Execution Plan</b>	<p>The total duration of the course: <b>3 months (12 Weeks)</b></p> <p>Class hours: <b>4 hours per day</b></p> <p>Reading : <b>50%</b></p> <p>Listening : <b>50%</b></p> <p>Weekly hours: <b>20 hours per week</b></p> <p>Total contact hours: <b>260 hours</b></p>
<b>Companies offering jobs in the respective trade</b>	<p>Manufacturing industry, plastic industry. wood crafting .auto industry</p> <p>Computers &amp; mobile phone parts industry.</p> <p>Agriculture &amp; farming.</p>
<b>No of Students</b>	25
<b>Learning Place</b>	Classroom

<b>Instructional Resources</b>	1. Audios links from HRD Korea <a href="https://koreanbhasaclass.blogspot.com/2018/12/eps-topik-listening180-tracks-standard.html?m=1">https://koreanbhasaclass.blogspot.com/2018/12/eps-topik-listening180-tracks-standard.html?m=1</a>
	2. Chapters study on YouTube <a href="https://www.youtube.com/results?search_query=imran+saeed+korean+language">https://www.youtube.com/results?search_query=imran+saeed+korean+language</a>

**MODULES**

Sched uled Weeks	Module Title	Days	Hours	Learning Units	Home Assignmen t
Week 1	Introduction of basic Korean alphabet	Day 1	Hour 1	Course Introduction and Expectations	<p align="center">• Task 1</p> <p align="center"><i>Details may be seen at Annexure-I</i></p>
			Hour 2	Intro to basic Korean vowels	
			Hour 3	How to speak vowels	
			Hour 4	Vowels practice	
		Day 2	Hour 1	Reading & writing of vowels	
			Hour 2	Check pronunciation of vowels	
			Hour 3	Basic consonants	
			Hour 4	Pronunciation of basic consonants	
		Day 3	Hour 1	Sounds of basic consonants	
			Hour 2	How to write of consonants	
			Hour 3	Learning of consonants & their different sounds by different side used	
			Hour 4	Check how writing students Basic vowels & consonants	

		<b>Day 4</b>	<b>Hour 1</b>	Composing of vowels & consonants to make words With standing vowels	
			<b>Hour 2</b>	One by one every student have to compose words with standing vowels by making tables & check	
			<b>Hour 3</b>	Compose words with laying vowels & consonants	
			<b>Hour 4</b>	Check every student tables made with standing vowels	
		<b>Day 5</b>	<b>Hour 1</b>	Listen every student vowels sounds & write	
			<b>Hour 2</b>	Test by check sounds & written of tables	
			<b>Hour 3</b>	Check writing style of every student	
			<b>Hour 4</b>	Check every student speaking style	
<b>Week 2</b>	<b>Basic words composing in Korean way Speaking reading &amp; writing</b>	<b>Day 1</b>	<b>Hour 1</b>	Learning of double vowels Speaking of double vowels	<b>• Task 2</b>  <i>Details may be seen at Annexure-I</i>
			<b>Hour 2</b>	Practice of double vowels By writing	
			<b>Hour 3</b>	Practice of sounds	
			<b>Hour 4</b>	Listening of double vowels	



		<b>Day 2</b>	<b>Hour 1</b>	Basic counters (1) sino Korean ) learning to improve their reading & speaking ability until 10 numbers
			<b>Hour 2</b>	Check their reading writing ability

			<b>Hour 3</b>	Learning 20 to 100 numbers by writing & reading
			<b>Hour 4</b>	Check speaking ability
		<b>Day 3</b>	<b>Hour 1</b>	Check by test on white board writing of sino Korean numbers 1 to 100 and more on
			<b>Hour 2</b>	Learning of pure Korean counters .1 to 10 numbers
			<b>Hour 3</b>	Speaking of pure Korean numbers
			<b>Hour 4</b>	10 to 100 numbers practice of speaking & reading
		<b>Day 4</b>	<b>Hour 1</b>	Test by speaking & written on white board from every student one by one
			<b>Hour 2</b>	Days of week learning Writing & speaking
			<b>Hour 3</b>	Practice from one by one every student
			<b>Hour 4</b>	Months of Year .

		<b>Day 5</b>	<b>Hour 1</b>	Introduction OF General vocabulary. reading & writing in simple words
			<b>Hour 2</b>	Single pair & double pair words reading writing speaking
			<b>Hour 3</b>	Check writing & reading 3 pairs & 4 pairs words
			<b>Hour 4</b>	Practice

<b>Week 3</b>	<b>Learning &amp; test Sino Korean &amp; Pure Korean Days of week Months of year. Vegetable , parts of body Colors.</b>	<b>Day 1</b>	<b>Hour 1</b>	Date & time in Sino Korean Pure Korean	<b>• Task 3</b>  <i><u>Details may be seen at Annexure-I</u></i>
			<b>Hour 2</b>	Compose Reading & writing	
			<b>Hour 3</b>	Practice	
			<b>Hour 4</b>	Check their writing & reading	
		<b>Day 2</b>	<b>Hour 1</b>	Months of Year	
			<b>Hour 2</b>	Days of weeks	
			<b>Hour 3</b>	Reading practice	
			<b>Hour 4</b>	Writing practice	
		<b>Day 3</b>	<b>Hour 1</b>	Vegetables name reading Learning	
			<b>Hour 2</b>	Name of colors reading & writing	
			<b>Hour 3</b>	Parts of body Reading & learning	
			<b>Hour 4</b>	Practice	
		<b>Day 4</b>	<b>Hour 1</b>	Test of all students by written	

			Hour 2	Family name	
			Hour 3	Practice	

			Hour 4	Give Homework & check	
		Day 5	Hour 1	Check home work by written on note books	
			Hour 2	Give them more words for vocabulary	
			Hour 3	Check reading practice	
			Hour 4	Simple sentence reading Like greeting	
Week 4	Weekly Test. By reading , writing ,simple sentence making with marker , use of verb .present & past tense	Day 1	Hour 1	Weekly test written question & answer	<b>• Task 4</b>  <i>Details may be seen at Annexure-I</i>
			Hour 2	Speaking & reading ability	
			Hour 3	Introduction of Korean grammar	
			Hour 4	Use of marker	
		Day 2	Hour 1	Use of marker & simple noun and verb	
			Hour 2	Use of marker & simple noun with simple sentence	

			<b>Hour 3</b>	Simple Present tense sentence making
			<b>Hour 4</b>	Practice of simple present tense with speaking & written
		<b>Day 3</b>	<b>Hour 1</b>	Future tense making with verb & use marker
			<b>Hour 2</b>	Practice

			<b>Hour 3</b>	Speaking of future tense
			<b>Hour 4</b>	Present continues tense making
		<b>Day 4</b>	<b>Hour 1</b>	Practice of present tense
			<b>Hour 2</b>	Practice of past tense
			<b>Hour 3</b>	Practice of future tense
			<b>Hour 4</b>	Combine tense practice
		<b>Day 5</b>	<b>Hour 1</b>	Test of combine tense
			<b>Hour 2</b>	Checking & rest
			<b>Hour 3</b>	Marking

			<b>Hour 4</b>	Total over all reading & speaking writing 1/3 course	
<b>Week 5</b>	<b>Start of (EPS) Employment Permit System Course. Designed by HRD Korea</b>	<b>Day 1</b>	<b>Hour 1</b>	Book 1 for EPS. Lesson 1 to 5 repeat	<ul style="list-style-type: none"> <li>• <b>Task 5</b></li> </ul> <i>Details may be seen at Annexure-I</i>
			<b>Hour 2</b>	Practice	
			<b>Hour 3</b>	Listening practice	
			<b>Hour 4</b>	Audio tracks listing 01 to 15	
		<b>Day 2</b>	<b>Hour 1</b>	Lesson 6 reading & listen dialogue by audio tracks	
			<b>Hour 2</b>	Solve grammar question	

			<b>Hour 3</b>	Self-practice .by student	
			<b>Hour 4</b>	Listing question from audio tracks. reading question & answer	
		<b>Day 3</b>	<b>Hour 1</b>	Lesson 7 reading & listen dialogue by audio tracks	
			<b>Hour 2</b>	Solve grammar question	
			<b>Hour 3</b>	Self-practice .by student	

			<b>Hour 4</b>	Listing question from audio tracks. reading question & answer	
		<b>Day 4</b>	<b>Hour 1</b>	Lesson 8 reading & listen dialogue by audio tracks	
			<b>Hour 2</b>	Solve grammar question	
			<b>Hour 3</b>	Self-practice .by students	
			<b>Hour 4</b>	Listing question from audio tracks. reading question & answer	
		<b>Day 5</b>	<b>Hour 1</b>	Lesson 9 reading & listen dialogue by audio tracks	
			<b>Hour 2</b>	Solve grammar question	
			<b>Hour 3</b>	Self-practice .by students	
			<b>Hour 4</b>	Listing question from audio tracks. reading question &	

				answer	
<b>Week 6</b>	<b>(EPS) Employment Permit System Course. Designed by HRD Korea Chapters 1 to 10 Test by PBT</b>	<b>Day 1</b>	<b>Hour 1</b>	Lesson 10 reading & listen dialogue by audio tracks	<b>• Task 6</b>  <i><u>Details may be seen at Annexure-I</u></i>
			<b>Hour 2</b>	Solve grammar question	
			<b>Hour 3</b>	Self-practice .by students	

<b>(Paper based test ) &amp; further study</b>	<b>Day 2</b>	<b>Hour 4</b>	Listing question from audio tracks. reading question &
		<b>Hour 1</b>	PBT(test ) paper based test after complete 10 chapters
		<b>Hour 2</b>	Checking 10 chapters test Lesson 11 reading & listen dialogue by audio tracks.
		<b>Hour 3</b>	Lesson 10 reading & listen dialogue by audio tracks
	<b>Day 3</b>	<b>Hour 4</b>	Solve grammar question Listing question from audio tracks. reading question
		<b>Hour 1</b>	Lesson 11 reading & listen dialogue by audio tracks
		<b>Hour 2</b>	Solve grammar questions
		<b>Hour 3</b>	Lesson 11 reading & listen dialogue by audio tracks
	<b>Day 4</b>	<b>Hour 4</b>	Solve grammar question Listing question from audio tracks. reading question
		<b>Hour 1</b>	Lesson 12 reading & listen dialogue by audio tracks

		<b>Hour 2</b>	Solve grammar question
		<b>Hour 3</b>	Lesson 11 reading & listen dialogue by audio tracks



			<b>Hour 4</b>	Practice students reading question & listening	
		<b>Day 5</b>	<b>Hour 1</b>	Lesson 12 reading & listen dialogue by audio tracks	
			<b>Hour 2</b>	Solve grammar question	
			<b>Hour 3</b>	Lesson 12 reading & listen dialogue by audio tracks	
			<b>Hour 4</b>	Practice students reading question & listening	
<b>Week 7</b>	<b>(EPS) Employment Permit System Course. Designed by HRD Korea Chapters 1 to 10 Test PBT (Paper based test ) &amp; further study up to 17 chapters</b>	<b>Day 1</b>	<b>Hour 1</b>	Lesson 13 reading & listen dialogue by audio tracks	<b>• Task 7</b>  <i><u>Details may be seen at Annexure-I</u></i>
			<b>Hour 2</b>	Solve grammar question	
			<b>Hour 3</b>	Lesson 13 reading & listen dialogue by audio tracks	
			<b>Hour 4</b>	Practice students reading question & listening	
		<b>Day 2</b>	<b>Hour 1</b>	Lesson 14 reading & listen dialogue by audio tracks	
			<b>Hour 2</b>	Solve grammar question	
			<b>Hour 3</b>	Lesson 14 reading & listen dialogue by audio tracks	

			<b>Hour 4</b>	Practice students reading question & listening
	<b>Day 3</b>		<b>Hour 1</b>	Lesson 15 reading & listening dialogue by audio tracks
			<b>Hour 2</b>	Solve grammar question
			<b>Hour 3</b>	Lesson 15 reading & listening dialogue by audio tracks
			<b>Hour 4</b>	Practice students reading question & listening
	<b>Day 4</b>		<b>Hour 1</b>	Lesson 16 reading & listening dialogue by audio tracks
			<b>Hour 2</b>	Solve grammar question
			<b>Hour 3</b>	Lesson 16 reading & listening dialogue by audio tracks
			<b>Hour 4</b>	Practice students reading question & listening
	<b>Day 5</b>		<b>Hour 1</b>	Lesson 17 reading & listening dialogue by audio tracks
			<b>Hour 2</b>	Solve grammar question

			<b>Hour 3</b>	Lesson 17 reading & listening dialogue by audio tracks
			<b>Hour 4</b>	Practice students reading question & listening

<b>Week 8</b>	<b>EPS) Employment Permit System Course. Designed by HRD Korea further study 17 chapters 22</b>	<b>Day 1</b>	<b>Hour 1</b>	Lesson 18 reading & listening dialogue by audio tracks	<b>• Task 8</b>  <i><u>Details may be seen at Annexure-I</u></i>
			<b>Hour 2</b>	Solve grammar question	
			<b>Hour 3</b>	Lesson 18 reading & listening dialogue by audio tracks	
			<b>Hour 4</b>	Practice students reading question & listening	
		<b>Day 2</b>	<b>Hour 1</b>	Lesson 19 reading & listening dialogue by audio tracks	
			<b>Hour 2</b>	Solve grammar question	
			<b>Hour 3</b>	Lesson 19 reading & listening dialogue by audio tracks	
			<b>Hour 4</b>	Practice students reading question & listening	
		<b>Day 3</b>	<b>Hour 1</b>	Lesson 20 reading & listening dialogue by audio tracks	

			<b>Hour 2</b>	Solve grammar question
			<b>Hour 3</b>	Lesson 20 reading & listening dialogue by audio tracks
			<b>Hour 4</b>	Practice students reading question & listening

		<b>Day 4</b> <b>PBT</b> <b>(paper based test day)</b> <b>Up to 20 chapters</b>	<b>Hour 1</b>	PBT(test ) paper based test after complete 20 chapters
			<b>Hour 2</b>	Lesson 21 reading & listening dialogue by audio tracks & solve grammar questions
			<b>Hour 3</b>	Lesson 21 reading & listening dialogue by audio tracks
			<b>Hour 4</b>	Practice students reading question & listening
		<b>Day 5</b>	<b>Hour 1</b>	Lesson 22 reading & listening dialogue by audio tracks
			<b>Hour 2</b>	solve grammar questions
			<b>Hour 3</b>	Lesson 22 reading & listening dialogue by audio tracks
			<b>Hour 4</b>	Practice students reading question & listening

<b>Week 9</b>	<b>(EPS) Employment Permit System Course. Designed by HRD Korea further study 23 chapters 27</b>	<b>Day 1</b>	<b>Hour 1</b>	Lesson 23 reading & listening dialogue by audio tracks	<b>• Task 9</b>  <i><u>Details may be seen at Annexure-I</u></i>
			<b>Hour 2</b>	solve grammar questions	
			<b>Hour 3</b>	Lesson 23 reading & listening dialogue by audio tracks	
			<b>Hour 4</b>	Practice students reading question & listening	

		<b>Day 2</b>	<b>Hour 1</b>	Lesson 24 reading & listening dialogue by audio tracks	
			<b>Hour 2</b>	solve grammar questions	
			<b>Hour 3</b>	Lesson 24 reading & listening dialogue by audio tracks	
			<b>Hour 4</b>	Practice students reading question & listening	
		<b>Day 3</b>	<b>Hour 1</b>	Lesson 25 reading & listening dialogue by audio tracks	
			<b>Hour 2</b>	solve grammar questions	
			<b>Hour 3</b>	Lesson 25 reading & listening dialogue by audio tracks	

			<b>Hour 4</b>	Practice students reading question & listening	
		<b>Day 4</b>	<b>Hour 1</b>	Lesson 26 reading & listening dialogue by audio tracks	
			<b>Hour 2</b>	solve grammar questions	
			<b>Hour 3</b>	Lesson 26 reading & listening dialogue by audio tracks	
			<b>Hour 4</b>	Practice students reading question & listening	
		<b>Day 5</b>	<b>Hour 1</b>	Lesson 27 reading & listening dialogue by audio tracks	

			<b>Hour 2</b>	solve grammar questions	
			<b>Hour 3</b>	Lesson 27 reading & listening dialogue by audio tracks	
			<b>Hour 4</b>	Practice students reading question & listening	
<b>Week 10</b>	<b>(EPS) Employment Permit System Course. Designed by HRD Korea</b>	<b>Day 1</b>	<b>Hour 1</b>	Lesson 28 reading & listening dialogue by audio tracks	<b>• Task 10</b> <i>Details may be seen at Annexure-I</i>
			<b>Hour 2</b>	solve grammar questions	

<b>further study 28 chapters 30..... (20 to 30 chapters PBT paper based test )</b>		<b>Hour 3</b>	Lesson 28 reading & listening dialogue by audio tracks
		<b>Hour 4</b>	Practice students reading question & listening
	<b>Day 2</b>	<b>Hour 1</b>	Lesson 30 reading & listening dialogue by audio tracks
		<b>Hour 2</b>	solve grammar questions
		<b>Hour 3</b>	Lesson 30 reading & listening dialogue by audio tracks
		<b>Hour 4</b>	Practice students reading question & listening
	<b>Day 3</b>	<b>Hour 1</b>	
		<b>Hour 2</b>	

		<b>Hour 3</b>	
		<b>Hour 4</b>	
<b>Day 4</b>	<b>Hour 1</b>		
	<b>Hour 2</b>		

			Hour 3		
			Hour 4		
		Day 5	Hour 1		
			Hour 2		
			Hour 3		
			Hour 4		
Week 11	Chapters 01 to 30 complete test with listening & reading questions	Day 01 chapters 01 to 10 Complete test	Hour 1		• Task 11 <i>Details may be seen at Annexure-I</i>
			Hour 2		
			Hour 3		
			Hour 4		
		Day 2	Hour 1		
			Hour 2		

			Hour 3		
			Hour 4		



		Day 3 10 to 20 Chapter s Test	Hour 1					
			Hour 2					
			Hour 3					
			Hour 4					
		Day 4	Hour 1					
			Hour 2					
			Hour 3					
			Hour 4					
		Day 5 20 to 30 Chapter s Test	Hour 1					
			Hour 2					
			Hour 3					
			Hour 4					
		Week 12		Day 1		Hour 1		<ul style="list-style-type: none"> <li>• Task 12</li> </ul> <i>Details may be seen at Annexure-I</i>
						Hour 2		

			Hour 3		<b>Final Project</b>
			Hour 4		
		<b>Day 2</b> Complete book test with audio & Listening	Hour 1		
			Hour 2		
			Hour 3		
			Hour 4		
		<b>Day 3</b>	Hour 1		
			Hour 2		
			Hour 3		
			Hour 4		
		<b>Day 4</b>	Hour 1		
			Hour 2		
			Hour 3		
			Hour 4		

		Day 5	Hour 1		
			Hour 2		
			Hour 3		
			Hour 4		