



This book has been issued to (First Name) (Family Name)

of Session on (DD/MM/YY)

**WHO YOU ARE TOMORROW
BEGINS WITH WHAT YOU
DO TODAY - TIM FARGO**

**ANYONE WHO
STOPS LEARNING
IS OLD, WHETHER
AT TWENTY OR EIGHTY
- CHINESE PROVERB**

**THE GREATEST GLORY
IN LIVING LIES NOT IN
NEVER FALLING, BUT
IN RISING EVERY TIME
WE FALL - NELSON MANDELA**

**TO HAVE
ANOTHER
LANGUAGE IS TO
POSSESS A SECOND
SOUL - CHARLEMAGNE**

STUDENT WORKBOOK

REVISED - SEPT 14, 2017

**THE FUTURE BELONGS
TO THOSE WHO
BELIEVE IN THE
BEAUTY OF THEIR
DREAMS
- ELEANOR ROOSEVELT**

**PATIENCE CAN'T BE ACQUIRED
OVERNIGHT. IT'S JUST LIKE
BUILDING UP A MUSCLE.
EVERYDAY, YOU NEED TO
WORK ON IT - EKNATH EASWARAN**

**YOU DON'T HAVE TO BE GOOD
TO START, YOU JUST HAVE TO
START TO BE GOOD
- SARAH CALDWELL**

About This Resource

The classes organized by the Freedom English Academy, are aimed at building comfort, confidence and competence in oral communication. The one hour forty-five minute weekday class is designed using international language learning framework. For 30 minutes, students listen and learn from computer based program. Thereafter, for 1 hour 15 minutes, with the Facilitator's guidance, the students practice the learnt concepts in the Workbook and through oral communication activities.

Along with developing communication skills, Freedom English Academy is also committed to building cognitive and non-cognitive skills among its students, making them independent thinkers and responsible individuals. The language lessons are layered with activities to nurture a problem-solving mindset among students to improve their prospects of getting professional jobs and help them become active contributors in their communities.

The FEA program is benchmarked to Common European Framework of Reference for Languages (CEFR), Collaborative for Academic, Social, and Emotional Learning (CASEL), Project Zero Thinking Visible competencies. It draws heavily on learnings from Project-based Learning, International Baccalaureate, Tribes TLC® and Intrinsic Institute Leadership Development Program.

The lessons in these books and the methodology to teach them has been designed by FEA curriculum team under the leadership of Ms Payal Mahajan, abundantly supported by Mr. Avishek Singh, Ms Pallavi Vasisht and others at FEA. This team has worked painstakingly over the years with educators and experts like Dr. Robert Hagan, Dr. Brian Davidson, Dr. John Mergendoller to create an powerful and effective tool to give disadvantaged youth a pathway to professional jobs and community leadership.

The purpose of this Workbook is to serve as a comprehensive practise book for first-generation learners of English language, organizing information to facilitate comfort with the language at the early Beginner level (Level I).

The facilitator is to ensure that the students use a pencil to complete the workbook exercises as it will allow them to make changes, if required.

This Student Workbook comprises 46 lessons as a part of Level I (Book 1) to be completed in two months. After the successful completion of early Beginner (Level I), regular attendance and approved by Evaluator to meet the promotion criteria, students will be given Book 2 for late Beginner (Level I).

The Student Workbook must be left behind at the Centre, after the completion of the 1 hour 45 minutes class. Students must carry their own completed Workbook at the time of Evaluation. After completion of Book 1, keep it in the centre for reference during Book 2 as well as for evaluation at the end of Book 2. Students may be allowed to take the Workbook home after he/she completes Level I.

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LESSON 1

ME AND MY - 1

A. NAME



My name is
**Rajesh Kumar
Sharma.**

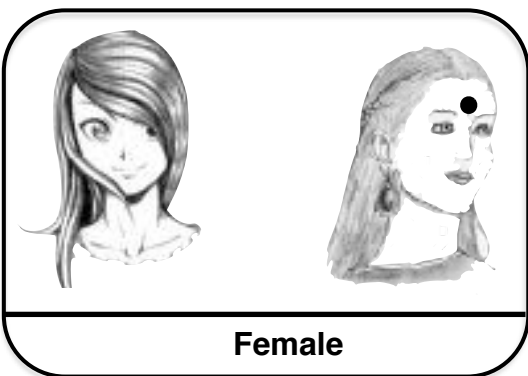
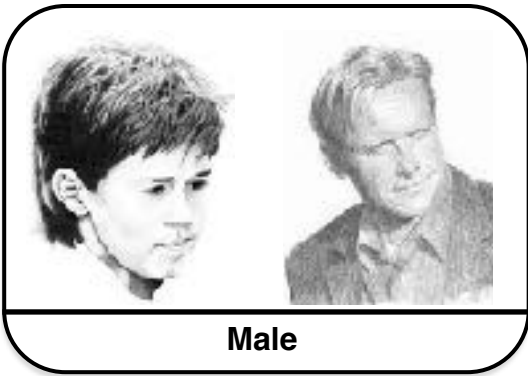
FIRST NAME	MIDDLE NAME	LAST NAME

My name is: _____

My mother's married name is _____.

My mother's maiden name is _____.

B. GENDER (MALE/FEMALE)



Boy



Girl



Man



Woman

Circle the correct picture and write:



I am a _____.

My father is a _____.

My mother is a _____.

C. DATE OF BIRTH

I was born on:

Date Month Year

I was born on *(Use only numbers)*:

Date Month Year

AGE:

How old are you?

I am _____ years old.

D. ADDRESS



My **house** number is:



The name of my **street / area** is:



The name of my **city** is:



The name of my **state** is:



The name of my **country** is:

My address is: _____, _____
(house number) (street / area)

_____, _____, _____
(city) (state) (country)

Which of the two is the correct address format? Why?

1

Address:

Agra
Main Road
House number 26/1
Mr. Ravi Singh

2

Address:

Mr. Ravi Singh
House No. 26/1, Main Road
Agra
Uttar Pradesh

US ADDRESS FORMAT:

5698 Pressed Brick Drive
Norfolk, OH 23401
USA

Food for thought - How is the address format used in India and the US:

- a. similar?
- b. different?

LESSON 2

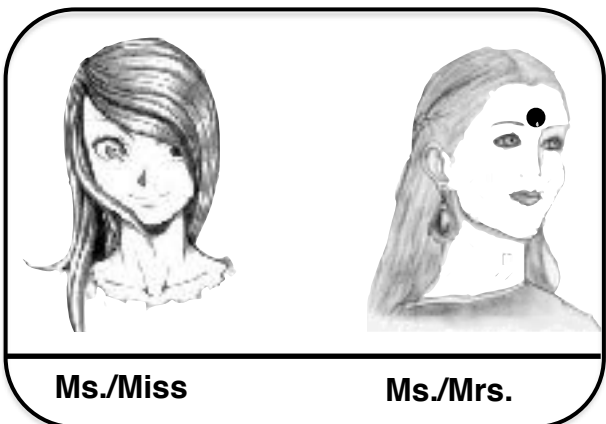
ME AND MY - 2

A. MY TITLE

1. GENDER



2. TITLES



EXERCISE

Name two people that you know from each group (with their titles - example, Mr. Tandon).

Boy	Man	Married Female	Unmarried Female
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____

While writing a letter / e-mail or if we do not know the name / title of the person we address them as Ma'am (female) or Sir (male).

Food for thought: When does the title of a person change?

B. MY WORK



Student



Teacher



Driver



Cook



Factory worker



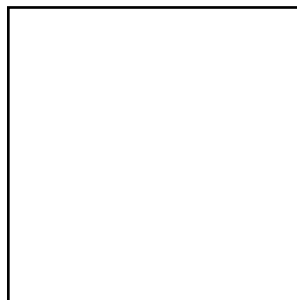
Domestic help



Businessperson



Housewife



Other

SHARED READ THE PASSAGE WITH A FRIEND:

In the **early** days of phone service, you would call the operator and ask to be **connected** to a person's phone line. This system was questioned by Alexander Graham Bell's friend, Dr. Parker. The town was suffering from **measles** and Dr. Parker suggested that if the town's phone operators **fell ill**, it would be **difficult** to run the phone service. Using numbers instead of names, was seen as a better solution. This system is still in use today.

Food for thought:

Will phone operators get jobs after this change in phone service?

C. EXERCISE

I am a _____.	
I _____ in _____.	
<i>(work/study)</i>	<i>(place of work / school)</i>

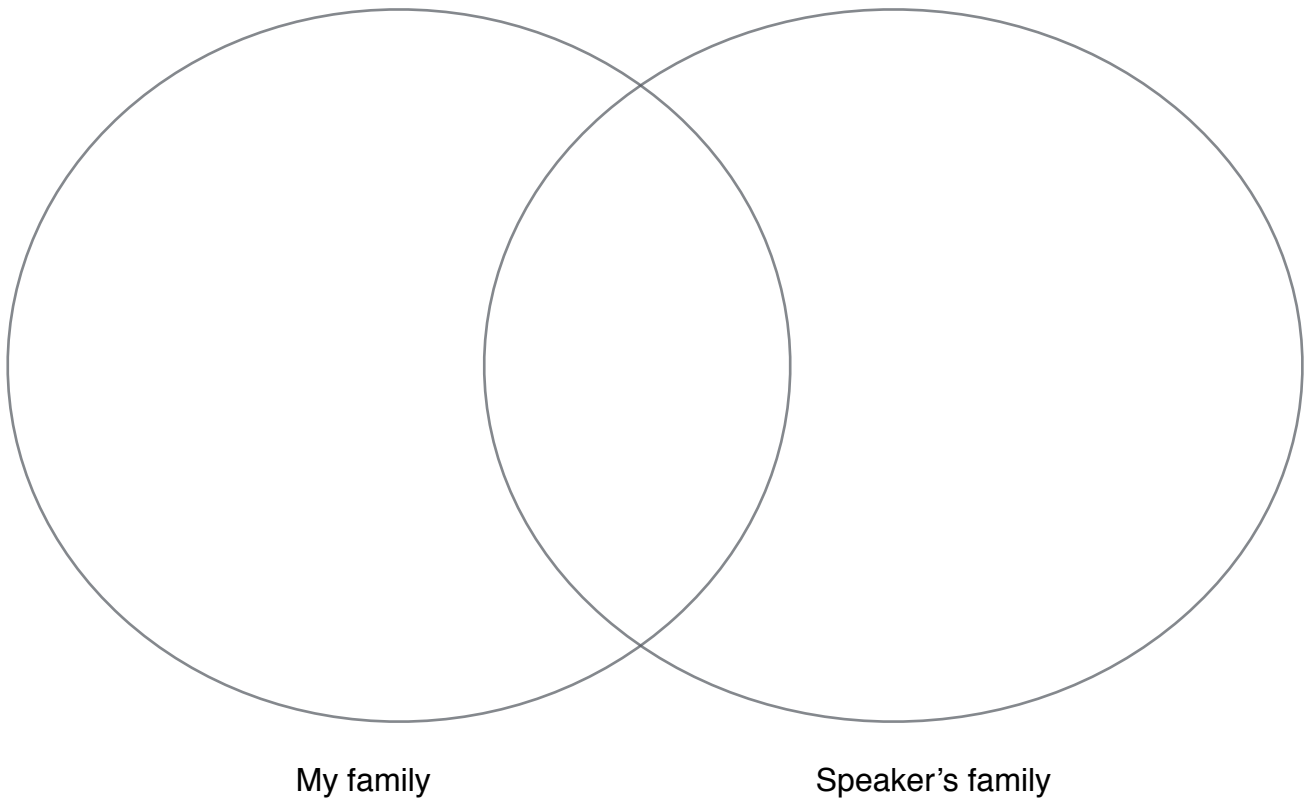
My father is a _____.
He works in _____.
<i>(place)</i>

My mother is a _____.
She works in _____.
<i>(place)</i>

LESSON 3

FAMILY

A. VENN DIAGRAM



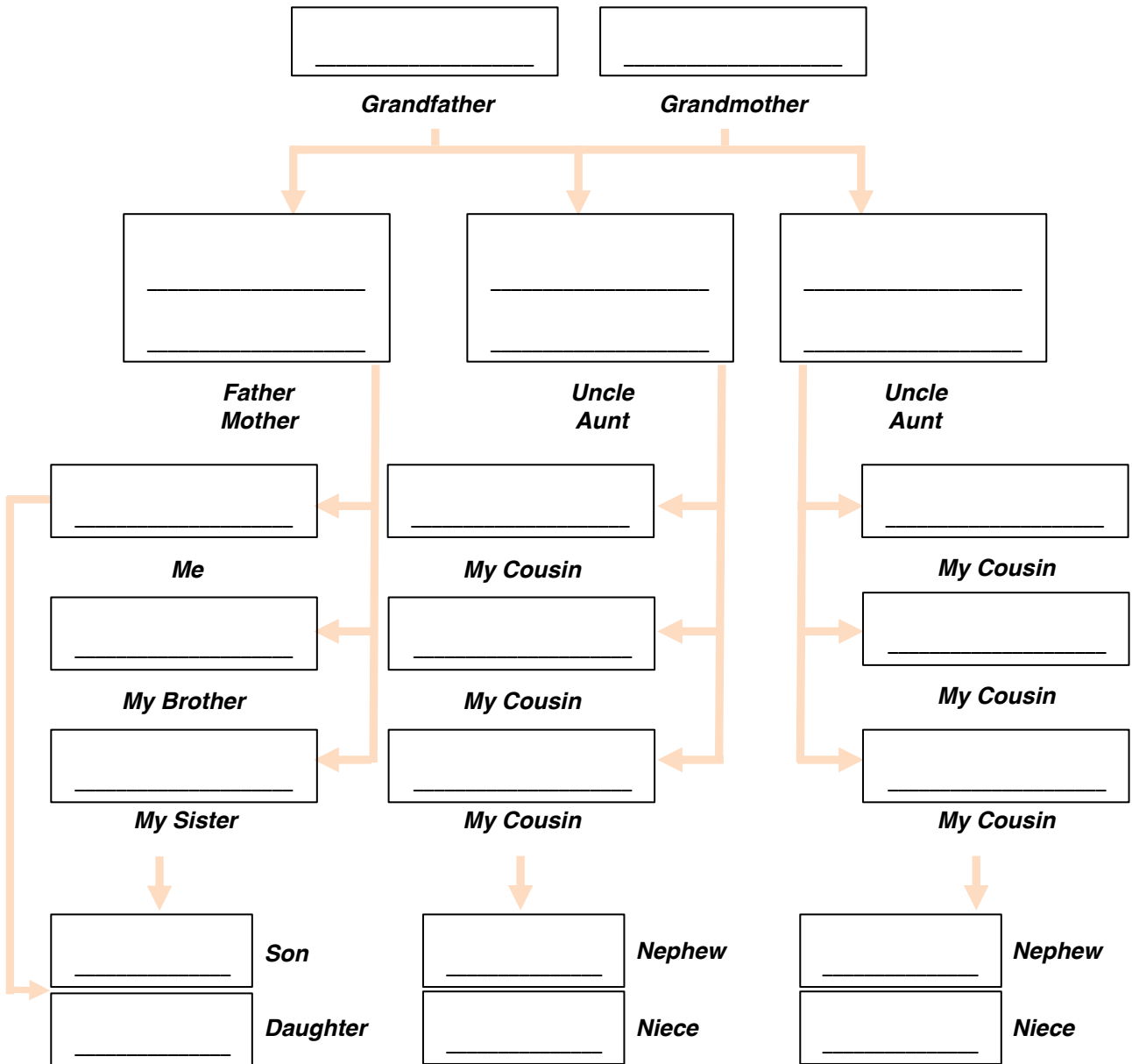
Compare your family with that of one of the speakers.

- ★ Think of how your family is **similar** to that of the speaker in AV - 3.
- ★ Think of how your family is **different from** that of the speaker in AV - 3.

Share:

My family _____ and the speaker's family _____.

B. FAMILY TREE



_____ is my grandfather.
 _____ is my grandmother.
 _____ is my father.
 _____ is my mother.
 _____ is my brother.
 _____ is my sister.
 _____ is my cousin.
 _____ is my uncle.

I have _____ brothers.
 I have _____ sisters.
 I have _____ uncles.
 I have _____ aunts.
 I have _____ cousins.
 I have _____ nephews.
 I have _____ nieces.

C. Food for Thought - Do you take the help of the facilitator if you do not understand something?

YES

NO

LESSON 4

INTRODUCING MYSELF

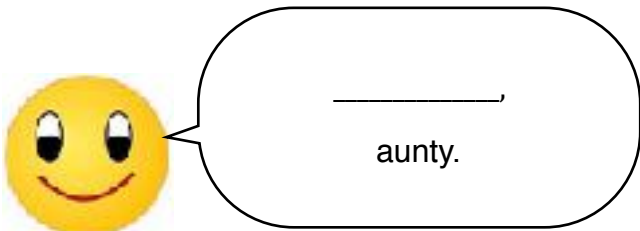
A. GREETINGS – INFORMAL

Hello

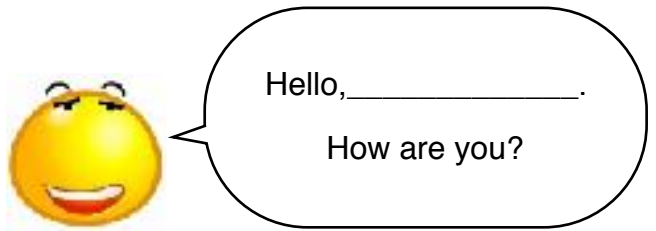
Hi

1. EXERCISE

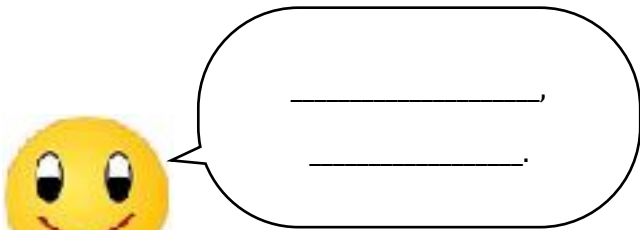
Greet your aunt and friend



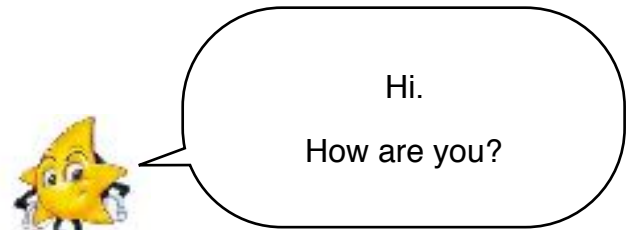
Me



My aunt



Me



My friend

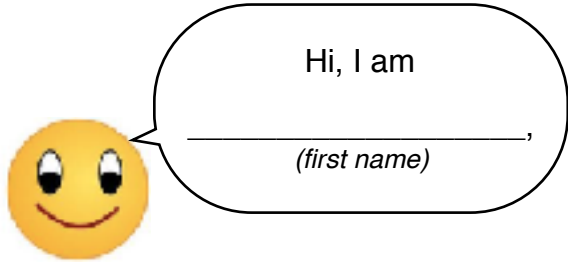
MY INTRODUCTION

_____. My name is _____. I am _____ years old.
(greeting)

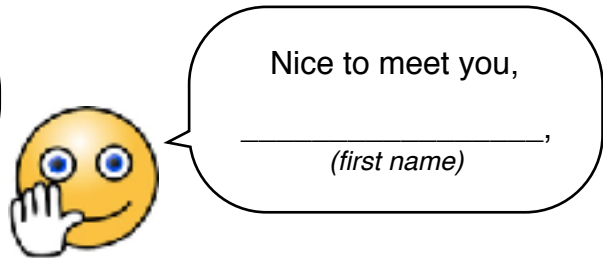
I live in _____. I am _____.
(work)

EXERCISE

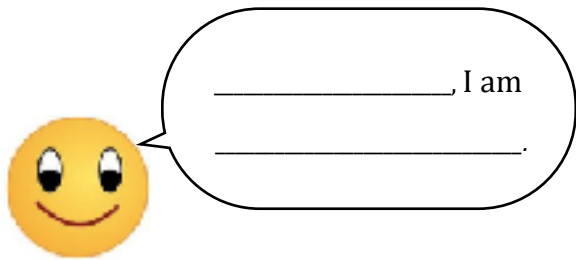
Introduce self to younger / same age person



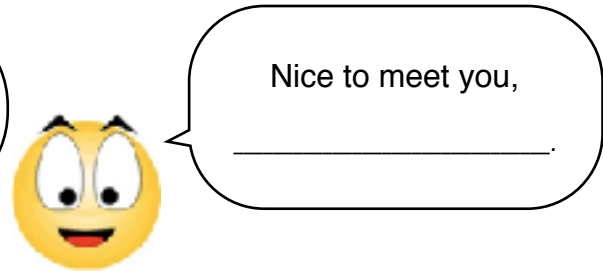
Me



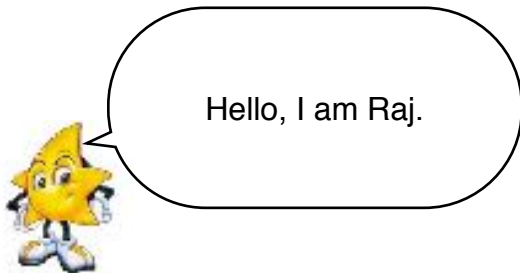
New student in class



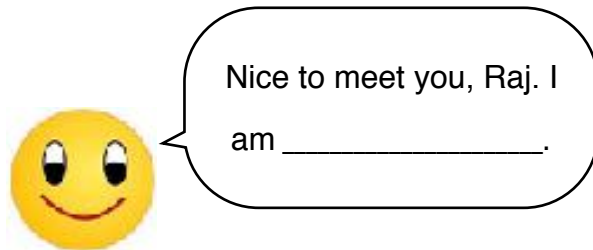
Me



My brother's friend



New friend in the park



Me

B. GREETINGS – FORMAL



morning



afternoon



evening

Good morning.

Good _____.

_____.

Greet your boss



Me

Mr. _____.



Boss

(name)



Me

_____.



Boss

_____.

Introduce self to senior / older person



_____, _____
(greeting) (title)
I am _____
(full name)

Me



_____, _____
(greeting) (name)
Pleased to meet you.

My teacher, Rita Shukla



_____, _____
(greeting) (title)

Me



_____, _____
(greeting) (name)

My boss, Ravi Kumar

LESSON 5

INTRODUCING OTHERS

A. Introduce others to older / senior persons



1


 **Raj**


 **Me**

Good evening. Grandfather.
This is my friend, Raj.

 **My grandfather**

2

 **Raj**

 **Me**


_____ (greeting) (title)


Hello, Raj.

 **My grandfather**




1

 **My father**


 **Me.**


_____, I'd like to introduce
(title)
my father, _____
(title) (full name)

Dad, this is my boss,
_____.

 **My boss, Ravi Kumar**


2

 **My father**

 **Me**


_____ (greeting)

Pleased to meet you,
Mr. _____.

 **My boss, Ravi Kumar**


B. Introduce others to people of your age group

1



My friend, Jagan


_____ , _____
(greeting) (cousin's name)
This is my friend, Jagan.



Me


Jagan, this is my cousin,

(cousin's name)




My cousin, Tarun

2




My friend, Jagan

_____ , _____
(greeting) (name)




Me

Jagan. Nice to meet
you.



My cousin, Tarun


1



My sister, Renu


_____ , _____
(greeting) (name)

(name)




Me

Renu, _____




My friend, Rajat

2




My sister, Renu



Me

_____ , _____



My friend, Rajat

Can you introduce yourself to others? Yes No

Can you introduce other people? Yes No

LESSON 6

CONSOLIDATION

A. SONG:

Big, Strong, Smart, Wonderful Me

I'm big, getting **bigger**
I'm strong, getting **stronger**
I'm smart, getting **smarter**
Just **watch** a little **longer** and see
All I am and all I'm going to be

Big, strong, smart, **wonderful** me
Big, strong, smart, wonderful
Big, strong, smart, wonderful
Big and strong and smart and wonderful
Big and strong and smart and wonderful

Big and strong and smart and wonderful me
I'm big, getting bigger
I'm strong, getting stronger
I'm smart, getting smarter
Just watch a little longer and see
All I am and all I'm going to be

Big, strong, smart, wonderful
Big, strong, smart, wonderful
Big, strong, smart, wonderful me

B. Draw/write how the story ended:

C. Answer the following and share with class:

Have you:	Self (Week 1)		Peer (Week 2)	
	Yes	No	Yes	No
been coming to class regularly?				
been coming to class on time?				
started speaking some words in English?				

D. 1. What did you enjoy in today's lesson?

2. What did you not enjoy in today's lesson?

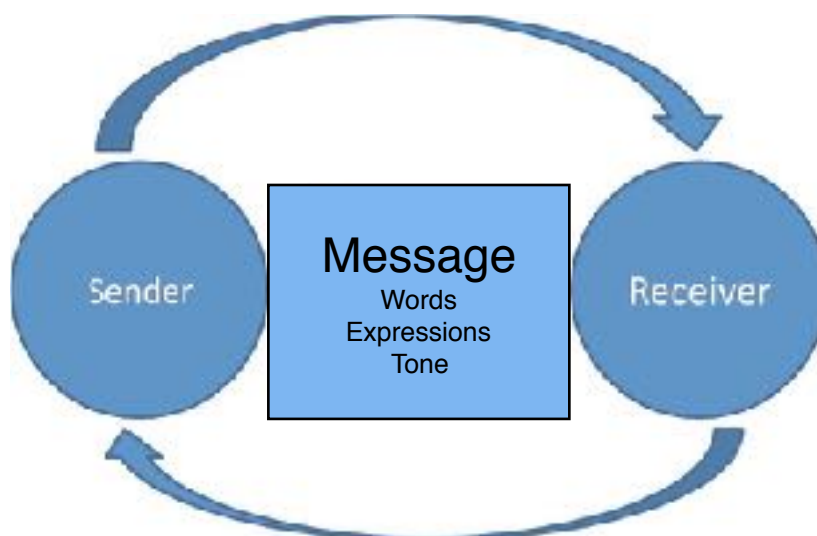
LESSON 7

BEING POLITE

A. FEELINGS

 _____	 _____	 _____
 _____	 _____	 _____

B. COMMUNICATION



VERBAL AND NON-VERBAL MESSAGES

1. Who is using verbal communication? What makes you say that?

2. Who is using non-verbal communication? What makes you say that?

C. 1. Tick the more polite statement.

- | | | |
|------|----------------------------------|-----------------------------------|
| i. | I want a chocolate. | I would like to have a chocolate. |
| ii. | The food tastes different. | This food is bad. |
| iii. | I wonder if I can take your car. | Give me your car. |

2. Change the following impolite statements into polite statements:

- i. Don't get married. You are young.
I feel that you are _____.
- ii. You have made a mistake.
Please check _____.
- iii. I am not coming to your party.
I am not sure _____.
- iv. I want to eat pizza.
I would _____.
- v. Your answer is wrong.
Your answer seems _____.

D. EXERCISE

Which is a good use of personal space and why? Why are others not good use of personal space?

1



LESSON 8

INTONATION

A.

B. Underline the stressed word in each of the following sentences:

1. My brother studies in Vidya Mandir. (focus on the person)
2. My brother studies in Vidya Mandir. (focus on your relationship)
3. My brother studies in Vidya Mandir. (focus on place)
4. My brother studies in Vidya Mandir. (focus on work)

Did you know?

There are a lot of apps that you can download on your smartphone to continue learning English on your own. Some of these apps are paid and the ones given below are free:

Duolingo	Memrise
Lingua.ly	LearnEnglish Grammar
Johnny Grammar’s Word Challenge	SpeakingPal English Tutor
MyWordBook 2	Phrasalstein

CAN & CAN’T

A. MOVIE

1. Keywords - This movie, child, girl, adventure, married, old, wife, die, balloons.
2. I predict that _____

B. POLITE WORDS & PHRASES:

Word/Phrase	Usage	Example
Please.	When asking or requesting.	Please help me.
Thank you.	When I get something.	Thank you for the gift. Thank you for the help.
You are welcome.	When someone thanks me.	-
Sorry/Pardon me.	When I make a mistake/sneeze/ blow my nose/cough, etc.	Sorry I came late.
Excuse me.	When I need to get someone’s attention.	Excuse me, I want to say something.

LESSON 9

B. CAN/CAN'T I/YOU/HE/SHE/IT/....?

Can't = Cannot

C. I/YOU/HE/SHE/IT CAN/CAN'T....

I can...

I can't...

My partner can.....

My partner can't.....

D. Make sentences which are true for you or your partner -

- a. speak English: _____
- b. drive a car: _____
- c. swim: _____
- d. play tennis: _____
- e. ride a bike: _____

LESSON 10

DO & DOES

A. Correct the following sentences:

1. I can swimming. _____
2. She cans ride a bike. _____
3. Can you to play cricket? _____
4. He not can speak English. _____
5. Can swim they fast? _____

B. 1. Complete the following using 'Do' or 'Does' -

- i. _____ you have a pen?
- ii. _____ he have a brother?
- iii. _____ Ravi dance on stage?
- iv. _____ they know me?
- v. _____ we have a holiday tomorrow?

2. Answer the questions on your own

Do...	Answer	Can...	Answer
you clap after class?	I do not clap after class.	you clap after class?	
you sing like Lata Mangeshkar?		you sing like Lata Mangeshkar?	
they help you?		they help you?	
I earn a million dollars?		I earn a million dollars?	
we learn together?		we learn together?	

C. Complete the following using 'Do' or 'Did' -

Do	Answer	Did...	Answer
you eat lunch everyday?		you eat lunch today?	No, I didn't eat lunch today.
we go to market now or later?		we go to market yesterday?	
they sing or dance?		they sing or dance?	
get money for work?		I get money for work?	

D. Rearrange the words to complete the sentences:

do have you pen a ?

Do you have a pen ?

you have salt don't ?

the I don't know answer .

your don't I have letters .

LESSON 11

MAY, MUST, MIGHT

A. PARTNER TALK:

1. How would Emmanuel be feeling on stage?


2. What would Emmanuel say if he found his birth mother?

3. If you could, would you change places with Emmanuel? Why?

Share with the class, beginning your sentence with:


1. "My partner said that Emmanuel would be feeling _____"
2. "My partner said that Emmanuel would say _____"
3. "My partner said that he _____ like to change place with Emmanuel because _____"

B. 1. MAY I ...?



Me

May I come in,
_____?
(polite word)



Teacher



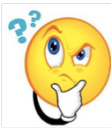

Yes, come in.

May I _____? (go _____)

May I _____? (take _____)

May I _____?

2. EXCUSE ME....MAY I...?

 Me	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> Excuse me, _____ (<i>title</i>) </div>	 Teacher	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> Yes. _____ (<i>name</i>) </div>
 Me	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> May I ask a question, _____? </div>	 Teacher	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> Yes, you may. </div>

Student	Teacher
Excuse me, _____.	Yes, _____.
May I _____?	You may _____.
Excuse me, _____.	Yes, _____.
May Ravi _____?	No he may not. He has not finished his work.
Excuse me, _____.	Yes, _____.
May we _____?	You may _____.

D. MUST OR MUST NOT

1. Grandmother is in the garden and watching children play.



2. Rewrite these sentences using 'must' or 'must not':

- i. Rajat _____ eat dirt.
- ii. Rita _____ listen to grandmother.
- iii. Javed _____ wear his shoes.

Statement	Possibility
Jigar is tired.	He might _____.
Manjeet is in the hospital.	He might be _____.
It's cold and Rashi is not wearing a jacket.	She might _____.

LESSON 12

CONSOLIDATION












MAKE A LIST OF FEA RULES USING CAN/CAN'T, DO/DON'T, MAY/MAY NOT, MUST/MUST NOT

COMPILE A LIST OF FEA RULES USING YOUR LIST AND YOUR PARTNER'S LIST









LESSON 13

FOOD









A.1. BREAKFAST ☀️

					
Bread	Jam	Butter	Eggs	Milk	Biscuit
					
Tea		Coffee	Juice	Cheese	

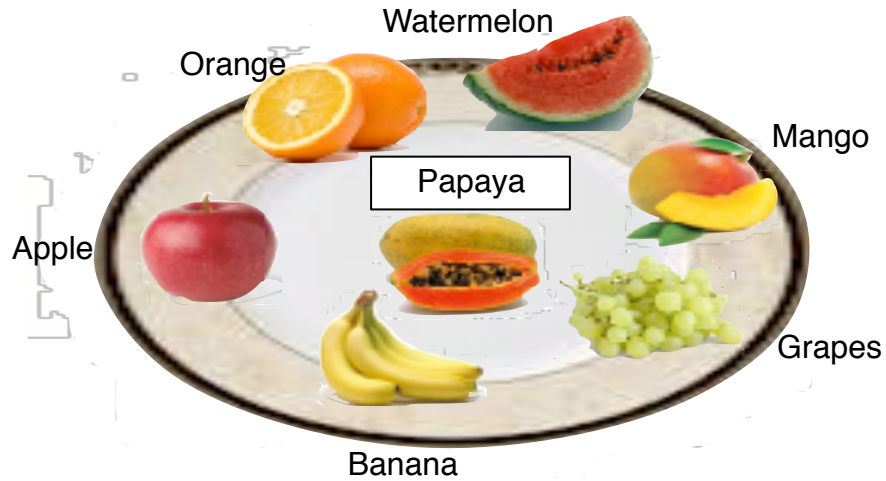
2. LUNCH ☀️

					
Soup	Salad	Rice	Chapati	Water	Ice-cream
					
Yogurt		Vegetables			
Starter	Main Course				Dessert

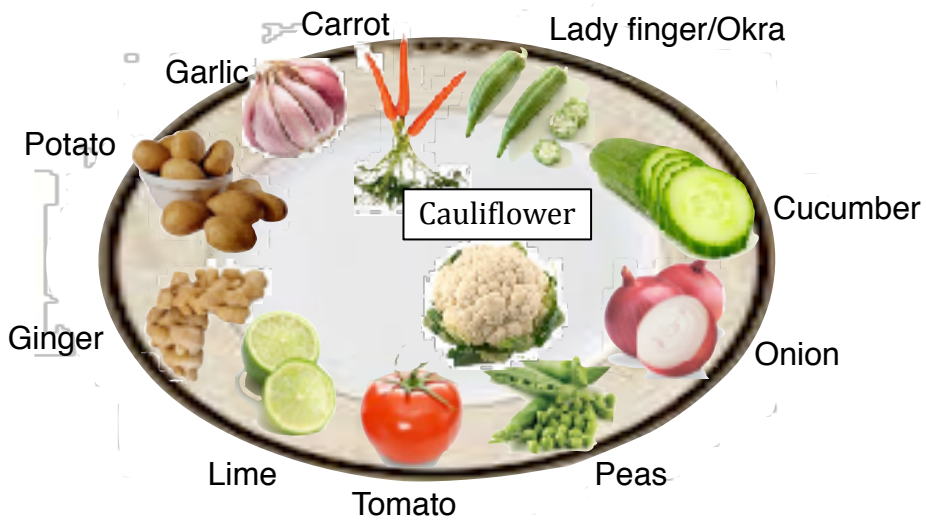
3. DINNER 🌙

					
Soup	Burger	Pasta	Noodles	Water	Cake
					
	Fries	Sandwich			
Starter	Main Course				Dessert

B. FRUITS

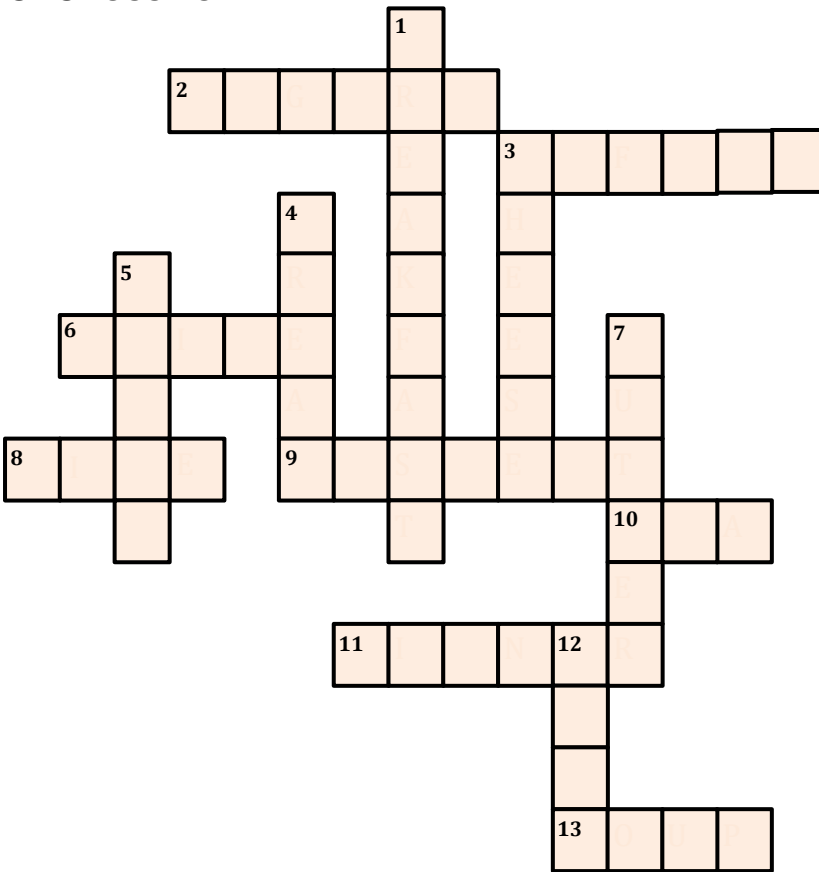















VEGETABLES



4. a. I like _____ and _____.
(fruit) (vegetable)
- b. I _____ like _____ and _____.
(don't/doesn't/didn't) (fruit) (vegetable)
- c. My friend likes _____ and _____.
(fruit) (vegetable)
- d. He/she _____ like _____ and _____.
(don't/doesn't/didn't) (fruit) (vegetable)

C. CROSSWORD



ACROSS 			DOWN 	
2 	3 	6 	1 <i>Morning meal</i>	3 
8 	9 	10 	4 	5 <i>Afternoon meal</i>
11 <i>Evening meal</i>	13 		7 	12 

D. TALLY

QUESTION	Answer 1	Answer 2	Answer 3	Answer 4	Answer 5
What do you like to eat for breakfast? (Example)	Bread 	Porridge 	Idli 	Roti 	Nothing
What do you like to eat for breakfast?					
What do you like to eat for lunch?					
What do you like to eat for dinner?					
What is your favourite snack?					

1		6	
2		7	
3		8	
4		9	
5		10	

Which is the most popular breakfast food? _____

Which is the most popular snack? _____

LESSON 14

HOBBIES

A. 1. HOBBY OR PASTIME?



Read



Listen to music



Play music



Sing



Dance



Travel



Watch TV



Cook



Play



Cycle



Talk



Walk

2. EXERCISE

I like to _____.

I do not like to _____.

My _____ likes to _____.

(family member)

My _____ does not like to _____.

(family member)

B. 1. READ THE PASSAGE AND ANSWER THE QUESTIONS:

Tara and her friends plan to do something together in the evening when they are free. They cannot decide.

Tara likes to sing, but she hates football. All her friends like to watch movies, but Jamal does not like table tennis very much. Her friend Raju likes watching football on television, but he also likes to sing and play badminton. Her friend, Leena, prefers to play table tennis, but is happy to do other things as well.

Read and tick the correct box:

	TRUE	FALSE	DON'T KNOW
1. Jamal likes to play table tennis.			
2. Both Tara and Raju like to sing.			
3. Everyone likes to play football.			
4. Leena likes to sing.			
5. Everyone likes to watch movies.			

C. SURVEY QUESTIONNAIRE

Do you like to?	Tally	Can you....?	Tally
make paintings?		paint?	
1			
2			
3			
4			
5			

Make your graph here:

LESSON 15

SEASONS & WEATHER

A. 1. SEASONS



Spring



Summer



Monsoon



Autumn / Fall



Winter

2. WEATHER



Sunny



Cloudy



Rainy



Windy

















Snowy



Foggy

B. 1. MATCH COLUMN A, B, C & D:

A	B	C	D
Season	Weather	Feeling	Clothing
Winter	 Sunny	 Wet	 Jacket
Summer	 Foggy	 Hot	 Raincoat
Autumn	 Blooming	 Pleasant	 Sweater
Spring	 Falling leaves	 Cold	 Shorts
Monsoon	 Rainy	 Cool	

2. COMPLETE THE SENTENCES ABOUT THE WEATHER/SEASON:

1. It is _____.
2. It may _____.
3. It might _____.
4. It must _____.

C.1. PRESENTATION - MY FAVOURITE SEASON:

My favourite season is _____. In _____(season), when it is _____ (weather), I like to eat _____. I do not like _____ (season) because I cannot _____. My friend, _____ (name), likes _____(season) and does not like _____ (season).

2. DATA COLLECTION ON YOUR FAVOURITE SEASON:

Spring	Summer	Autumn	Winter

Make your graph here:

LESSON 16

WEATHER FORECAST

A. WHICH SEASON IS IT?

1

Season - _____

What makes you say that? _____

2

Season - _____

What makes you say that? _____

B. 1. WEATHER FORECAST:



2. SELF AND PEER ASSESSMENT

On a scale of 1 - 5, rate	Own presentation:	Friend's presentation:
i. use of correct vocabulary.		
ii. use of voice (pitch and pace).		
iii. use of gestures.		
iv. confidence.		

Tell your friend two things:

1. what he/she did very well.
2. one idea to make it better.

Good _____, everyone. I am _____ and I will tell you about the weather in your city today. In _____, it is the _____ season and the weather is _____. It will be _____ during the day and _____ during the night. Remember to take your _____ when you go out.

(city) (weather) (weather) (clothing)

Thank you and have a nice day.

C. LOOK AT THE GRAPH AND ANSWER THE QUESTIONS:

1. What was the global average temperature in 1860?

2. Based on this graph, which statement is true:

- a. The next 100 years will be warmer.
- b. The temperature in 1960s was more than temperature in 1930s.
- c. We cannot check temperature in a graph.
- d. The global average temperature in 1980 was 14.2⁰ C.

Tell your facilitator how he/she can help you learn better.

LESSON 17

MY FAVORITE THINGS

A. WRITE OR DRAW YOUR PREDICTION FOR PART 3 OF THE MOVIE:

I predict that _____

OR

B. WRITE 2 SENTENCES ABOUT YOUR FAVORITE:

1. Food:

2. Drink:

3. Season:

4. Clothing:

5. Color:

C.NOTE THE RESPONSES OF YOUR CLASSMATES HERE:

Favorite	My Tally	Class Tally
Food 1. 2. 3. 4. 5.		
Drink 1. 2. 3. 4. 5.		
Season 1. 2. 3. 4. 5.		
Clothing 1. 2. 3. 4. 5.		

Favorite	My Tally	Class Tally
Color 1. 2. 3. 4. 5.		

D. REFLECTION:

1. Did you make any mistake? What was it? _____

2. Why do you think you made that mistake?

3. How do you feel when you make a mistake? Why?

LESSON 18

CONSOLIDATION

A. “ANYONE WHO STOPS LEARNING IS OLD, WHETHER HE IS 20 OR 80.” - CHINESE PROVERB

B. REVIEW TEST:

1. Choose the more suitable word from the bracket to complete the sentences:

- a. I can _____ (hear or listen) thunder.
- b. I can _____ (look or see) that it is raining.
- c. Many people fall sick in the summer _____ (weather or season).
- d. My friend does not have useful _____ (pass times or past times or pastimes).
- e. I am not sure. I will _____ (probably or certainly) not come for the party.
- f. I _____ (request or command) you to help me.
- g. My mother’s _____ (middle or maiden) name is Rani Duggal.
- h. I like to have ice cream for _____ (dessert or desert).
- i. “Hello” can be _____ (formal or informal) greeting to use with your boss.
- j. I _____ (predict or assume) that India will win the match later today.

2. Match the words in column A with the most likely description in column B:

A	B
1. Lime	A. Father’s brother
2. Winter	B. Sweet
3. Uncle	C. Chilly
4. Dessert	D. Brother’s daughter
5. Niece	E. Sour

3. Arrange the following steps of making a presentation, from first to last:

Steps	Correct Order
Mention the topic of your presentation.	
Thank the audience.	
Introduce yourself.	
Prepare the presentation.	
Ask for audience questions.	

Score - ____/20

LESSON 19

LEARNING A LANGUAGE

A. MY ENGLISH REPORT CARD:

Language Strand	1	2	3	4	5
Reading					
Writing					
Speaking					
Listening					

B. MY LANGUAGE CHALLENGES:

Language Component	Knowledge	Use	Confidence
Vocabulary			
Sentence structure			
Pronunciation			
Fluency			
Others:			

C. MY LANGUAGE GOALS:

Language Component	What will you do?
Vocabulary	
Sentence structure	
Pronunciation	
Confidence	
Others:	

LESSON 20

SENTENCE STRUCTURE - 1

A. CAPITALIZATION:

Use capitalization for:

- 1. I Do I have to go?
- 2. Initials My father's name is **R. S.** Sharma.
- 3. First letter of a name. My name is **Rahul S**harma.
Today is **M**onday.
I live in **D**elhi.
- 4. First letter of first word in sentence. **T**he food is hot.

1. Proofread:

Capitalize and rewrite the sentences:

- A. my new friend is alok _____
- B. rohit was born in january _____
- C. you will go to london in july _____

B. ENDING OF SENTENCE:

1. Proofread:

End the sentence with...

. (full stop) if it is a **statement**.

Example: I like to eat.

? (question mark) if it is a **question**.

Example: What is your name?

End with . or ?

- A. What is the time _____
- B. He is my brother _____
- C. May I have a biscuit, please _____
- D. You are singing _____
- E. What is your question _____

C. USE OF COMMA (,):

Rules	Examples
1. In lists, add a comma at the end of a long list just before the word, 'and'.	<ul style="list-style-type: none"> • I have my camera, money, and airplane ticket. • This shop has rainproof coats, hiking boots, and backpacks. • She wore a pretty, green dress.
2. In front of 'for', 'and', 'nor', 'but', 'or', 'yet', 'so'.	<ul style="list-style-type: none"> • Julie wants to go to university, but she didn't get admission. • The neighbours were making a lot of noise at 2 a.m., so I called the police. • The teacher talked about the test, and the students played with their phones.
3. After an introduction, many sentences begin with an introduction that should be separated from the rest of the sentence.	<ul style="list-style-type: none"> • Without water, the plants will die. • In America, football is a popular sport. • When the painting is finished, the office will look better.

1. EXERCISE - Rewrite the sentences after adding commas at correct places:

i) I have a bird a dog and a cat.

ii) I like math history and grammar.

iii) Lata please sit down.
















iv) Rohit lives in London England.

v) Our postman Jamil smiles a lot.

D. PROOFREAD THE PASSAGE AND MAKE CORRECTIONS TO IT:

My name is Jagdeep singh. I am a pilot. I live at 128 palam Colony, in Delhi India. I have two children. One is a girl named Kanwaljeet. The other is a boy named Tanish. He's named after my father. i also have a wife named Jamila. She has long dark and soft hair. We also have a dog named Buck. He is very quiet

E. MY GOALS (REFER TO LESSON 19):

Goals	How did I do today?		
Vocabulary			
Sentence structure			
Pronunciation			
Confidence			
Others:			

LESSON 21

SENTENCE STRUCTURE - 2

A. USE OF 'AND'

To join similar statements.

Examples:

Similar Sentences	Joined Sentences
I like mangoes. I like apples.	I like mangoes and apples.
I want a shirt. I also want a cap.	I want a shirt and a cap.
I study Math. I study English. I study Hindi.	I study Math, English, and Hindi.

Exercise:

Similar Sentences	Joined Sentence
Amit likes to dance. Anu likes to dance.	
I had potatoes for lunch. I had potatoes for dinner.	
It was dark. It was cloudy. It was cold.	

B. USE OF 'BUT'

To join statements with opposite ideas.

Examples:

Dissimilar Ideas	Joined Sentences
I like mangoes. I don't like apples.	I like mangoes, but I don't like apples.
He got a shirt. He did not pay for it.	He got the shirt, but did not pay for it.
I study Math everyday. I don't like Math.	I study Math everyday, but I don't like it.

Exercise:

Dissimilar Ideas	Joined Sentences
Amit likes to dance. Anu does not like to dance.	
I asked for tea. I did not get tea.	
The TV is on. We are not watching it.	

C. TOP EDITOR:

1. Proofread the passage using correction marks given below:

if a person never makes a mistake he is probibly not living much. Why because mistakes sometimes teach us more than anything else in life if we were perfect nothing would make us happy or saad You can only learn from a Mistake after you admit you have made it and not blame other people when you make a mistake the only person to blame is you Making mistackes is not failing but starting again and finding something new to be Successful

Correction marks

Error	Mark
Spelling	sp
Capitalization	c
Punctuation	p

Time taken	Mistakes found

2. Rewrite the passage correctly:

How does it feel now that you can punctuate and proofread to find your own mistakes?

LESSON 22

ASKING QUESTIONS - 1

A. THE 5 WS AND AN 'H':

Question Word	Asking for ...
Who?	Person(s)
What?	Objects/actions/other information.
Where?	Place
When?	Time
Why?	Reason
How?	Process/method/other information.

1. EXERCISE

Write the correct question word at the beginning and punctuation mark at the end:

How	Who	Where	Do	What	When	Why
_____ is your FEA class_____						
_____ is your favorite fruit _____						
_____ wants to play football with me_____						
_____ old are you _____						
_____ were you yesterday?						
_____ we have any ice cream _____						
_____ are you crying _____						

B. IF YOU WERE IN THE AUDIENCE, WHAT WOULD YOU ASK THIS PERSON?

C. PROOFREAD AND CORRECT THESE QUESTIONS:

1. What your name?
















2. Who your father?

3. He coming when to class?

4. Where he lives?

5. How he go to school?

D. MY GOALS (REFER TO LESSON 19)

Goals	How did I do today?		
Vocabulary			
Sentence structure			
Pronunciation			
Confidence			
Others:			

E. KNOWING YOUR MISTAKE IS THE FIRST STEP IN CORRECTING IT. DO YOU KNOW WHAT MISTAKES YOU MAKE IN ASKING QUESTIONS?

Are you getting better at asking questions?

LESSON 23

ASKING QUESTIONS - 2

A. READ THE STORY:

Hello, I'm Lata. I'm 10 years old. I live with my dad and my sister in England. I'm going to tell you about my dad.

My dad's name is Paul. He's 46 years old. His hair is black and grey. His eyes are green. My dad gets up early in the morning and makes our breakfast. Sometimes, he takes me to school.

My dad is a teacher but he doesn't teach children. He teaches other people who work with him. He gets home at 5 'o' clock and my dad helps me with my homework. Sometimes, I help him cook our dinner.

In the evening we watch TV or read books. On Sundays, we go to the cinema, or to a concert. My dad loves music.

It is great living with my dad.

EXERCISE:

Prepare 5 questions about the story to ask your partner:

1. _____
2. _____
3. _____
4. _____
5. _____

B. PREPARE QUESTIONS FOR STATEMENTS GIVEN BELOW:

Statements	Questions
1. I like vanilla ice cream.	What is your favorite ice cream flavour?
2. Your shirt is in the cupboard.	
3. Radha shouted at me.	
4. The name of my school is Raj School.	
5. She will come home at 6 o' clock.	
6. I have 6 apples.	

C. MY PREDICTION FOR PART 4 OF THE MOVIE (USE 'WILL'):

OR

LESSON 24

CONSOLIDATION

A. THIS IS A PANDA:





How many pandas did you find? _____ (In tally marks)

LESSON 25

CONSONANT SOUNDS - 1

A. FILL THE TABLE WITH WORDS HAVING SOUND 'S' AND 'SH':

 Sue	 Shoe

B. READ THE PASSAGE WITH A PARTNER:

When you speak, you move your mouth. How you move your mouth affects how you produce the sound and pronounce a word.

The first step to correcting shape of your mouth is to notice it and pay attention. There are a few ways you can check that your mouth and lips are making the correct shape:

- Use a mirror. This is the simplest way to tell what your mouth is doing while you talk.
- Put a finger in front of your lips (like you're saying "shh"). As you speak, don't move your finger. You should feel your lips moving away from or pushing against your finger.
- Watch other people and notice how they shape their mouth and lips when they talk.

Try following along with your favorite TV show or movie in English.

C. PRACTICE:

1. She sells seashells on a seashore.
The shells she sells are seashells,
I'm sure.
2. Selfish shellfish.
3. Someone should show Sylvia some
strokes so she shall not sink.
4. The sun shines on the shop signs.
5. Susan shines shoes and socks;
socks and shoes shines Susan.

CREATE YOUR OWN TONGUE TWISTERS:

D. SPELLING TIP 1

Do this first	Write your first attempt at the word here	Check: Write the correct spelling here	I got it right ✓	More practice needed ✗
Look, Say, Cover				
Look, Say, Cover				
Look, Say, Cover Look, Say, Cover				
Look, Say, Cover				
Look, Say, Cover				
Look, Say, Cover				

LESSON 26

VOWEL SOUNDS - 1

A. FILL THE TABLE GIVEN BELOW WITH WORDS THAT USE THE SAME SOUND:

	
Egg	Apple

B. READ THE PASSAGE WITH A PARTNER:

Words are made up of syllables, or parts.

The word “syllable,” for example, has three syllables: syl-la-ble. Breaking words into parts can make them easier to pronounce. Place your hand flat just under your chin. Say the word slowly. Each time your chin touches your hand that’s a syllable.

You can even write the word down in parts. Leave a space or draw a line between each syllable (every syllable has at least one vowel: a, e, i, o, u). Now try saying the word.

Say it slowly and pause after each syllable. Isn’t that easier?

C. PRACTICE READING:

Step in the shadow

His dead dad had a head of his own. He once said, “A bad bet can make men mad and sad.” He had a magic mat, and lived in the middle of a desert. In a span of ten years he had a tan only to find sand in his eyes. Then he made the sky shine and the dark cat in his bedroom was sad.

CREATE YOUR OWN TONGUE TWISTERS:

D. FREE APPS FOR DOWNLOAD ON YOUR SMARTPHONE:

Speak English	American English Conversation	Learn English Listening ESL
English Pronunciation	English Pronunciation Training	Learn English Podcasts
Sounds: Pronunciation	Perfect English Pronunciation	

LESSON 27

MY HOUSE

A. PARTS OF A HOUSE



1. Exercise

Number the rooms in the picture above.

1. bathroom

2. bedroom

3. dining room

4. kitchen

5. living room

2. PARTNER TALK - WHAT ARE THESE ROOMS USED FOR?

(Use these words - sleep, eat, cook, entertain, bathe)

B.MATCH THE WORD TO THE IMAGE:

1. Match the word to the image and discuss where in the house these are found :



Tap



Stove



Cupboard



Toilet



Fan



Door



Soap



Sink



Refrigerator



Window



Sofa



Gate

2. WHY? WHY? WHY?

a. Why don't we have taps in bedroom?

b. _____

c. _____

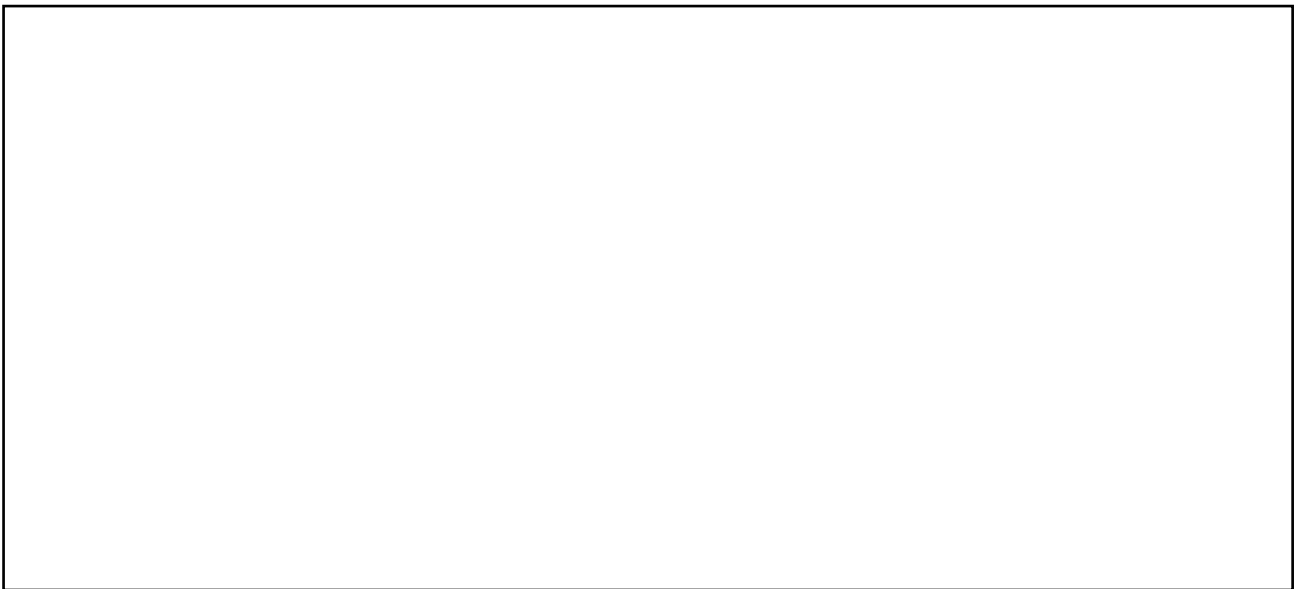
d. _____

LESSON 28

MY NEIGHBOURHOOD

A. OUTSIDE THE HOUSE:

B. DRAW AND DESCRIBE:



C. COMPARE:

D. SPELLING TIP 2

One strategy we can use is the word-in-a-word memory trick:

Here, there, where.

A **piece** of pie.

Add an **address**.

A **secretary** keeps a **secret**.

Hear with your **ear**.

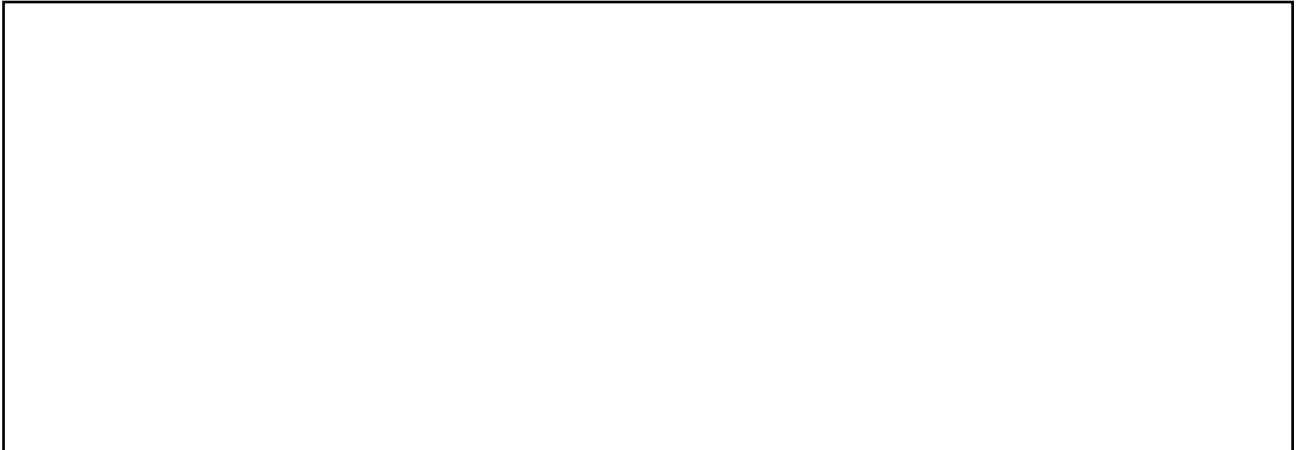
LESSON 29

MY WORKPLACE

A. Now you can give directions to your house in English. How do you feel about this achievement?

B. Look at goals you set in Lesson 19.

C. DRAW AND DESCRIBE YOUR WORKPLACE:



D. 1. OBJECTS IN OFFICE :



Desk



Chair



Bin



Table lamp



Monitor



Printer



Filing cabinet



Photocopier



Projector



Microphone













Conference hall



Podium

2. MATCH COLUMN A AND B AND WRITE THE USE IN COLUMN C:

A	B	C
1 Sharpener	a. 	To calculate/add/subtract _____
2 Pushpin	b. 	_____ _____
3 Rubber stamp	c. 	_____ _____
4 File folder	d. 	_____ _____
5 Ruler	e. 	_____ _____
6 Eraser	f. 	_____ _____
7 Calculator	g. 	_____ _____
8 Envelope	h. 	_____ _____
9 Stapler	i. 	_____ _____
10 Paper clip	j. 	_____ _____

Answer the following:	Yes	No
1. Have you been working on them?		
2. Which ones are you getting better at? Why?		
3. Which ones do you need to work on harder? How will you do that?		

E. WHAT IS YOUR PREDICTION FOR PART 5 OF THE MOVIE?

LESSON 30

LEARNING CONTRACT 1

A. REFLECT AND RESPOND:

Are you improving in:			
	A lot	A little	Not at all
speaking English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reading English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
writing English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
understanding English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. REFLECT AND RESPOND:

i. Have you discussed your learning goals with the facilitator?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
What is your goal? (career or learning English): 			
ii. How will Freedom English Academy help you in fulfilment of this goal?			
iii. Can Freedom English Academy help you develop other skills?			
If yes, which ones? 			
iv. To learn, I will:	Lesson 30	Lesson 36	Lesson 42
come to the center on time.			
not miss classes.			
speak only in English with my facilitator and classmates.			

Week 5

iv. To learn, I will:	Lesson 30	Lesson 36	Lesson 42
participate in all the discussions/activities.			
ask facilitator for help when I do not understand.			
come to centre whenever I am free to learn/ read.			
Others: _____.			

IF YOU ARE CONFUSED/UNSURE ABOUT YOUR CAREER GOALS, YOU CAN SPEAK WITH AN FEA CAREER GUIDE.

ASK YOUR FACILITATOR TO ORGANISE THE VISIT.

LESSON 31

CONSONANT SOUNDS - 2

A. 1. FILL THE TABLE BELOW WITH WORDS WITH 'B' AND 'V' SOUND:



Band



Van

2. PRACTICE:

1. Billy Voss is a bad villain.
2. Everybody is able to travel, but Vinny is banned.
3. Live a bad life, and be a viper baby.
4. Bees travel to my table every February. (Feb-roo-ary)
5. Bright vase (vaas) for flowers from the base.

3. MAKE YOUR OWN TONGUE TWISTERS:

B. 1. FILL THE TABLE BELOW WITH WORDS WITH 'F' AND 'P' SOUND:



Fin



Pin

2. PRACTICE:

1. If pigs fly to Paris, fairies fly to Isfahan.
2. Please flip the frying pan.
3. Please pray for peace from fleas.
4. Pass me five fresh plates of fried fish.
5. Frank is afraid of purple flying fish flippers.

3. MAKE YOUR OWN TONGUE TWISTERS:

LESSON 32

VOWEL SOUNDS - 2

A. 1. PRONUNCIATION

	
Ship	Sheep

2. PRACTICE

1. Shelly's sheep slipped in their sleep.
2. She spilled sweet milk in the clean kitchen sink.
3. Trash spills shake Sam's short stash of patience.

3. MAKE YOUR OWN TONGUE-TWISTERS:

B. 1. PRONUNCIATION

	
Shirt	Shut

2. PRACTICE

Burt's shirt buttons rub his tummy.

First, mother shut the birdhouse door.

Gather the buds in your skirt

Mother ate a third bun: yum, yum!

The third shirt was a blur.

3. MAKE YOUR OWN TONGUE-TWISTERS:

C. READ ALOUD: RUNNING RECORD

I **remember** very well the day you were born. Mom went into the **hospital**. I was only eight years old and I **wasn't** allowed in the hospital room. So I sent mom **slippers** and a note. I got the slippers from a **store**. They were **pink** and a **note** that said:

Dear Mom,

I hope you are o.k. I hope you like the **present**. I hope the **baby** is a girl.

Love,

Shelly

Score - ___/10

How did you do and how do you feel about it?

LESSON 33

ACTIONS AND PLACES

A. WHAT IS YOUR PREDICTION FOR PART 6 OF THE MOVIE ?

B. ACTIONS



Read



Cook



Play



Talk



Sing



Dance



Walk



Eat



Pick



Take



Give



Laugh



Drink



Clean



Close



Open



Sleep



Bathe



Teach



Work



Jump



Run



Sit



Stand



Come



Go





Write




Think

C. ACTIONS AND PLACES


1. Complete the following:

My _____ in _____.
(family member)  

My _____ in _____.
(family member)  *(place)*

My _____ _____ in _____.
(family member) *(action)* 

My _____ in _____.
(family member)  *(place)*

My _____ _____ in _____.
(family member) *(action)* 

2. READ THE ARTICLE WITH A PARTNER:

Most people have not realized the value of public property. Misusing public property has become common.

Some people do not turn off the taps after use and waste a large quantity of water. Public libraries are step up by the government for the benefit of people. Some people, including some school children, are in the habit of tearing off and removing pages from library books. Sometimes, people scribble filthy words on public walls or cut the seat covers while traveling in public buses. Some people scatter bits of papers and wrappers in the public parks.

Cubicles are set up at bus stops by the transport authorities to provide shelter to the passengers. But some people spoil these cubicles by pasting advertisements on their walls.

Maintaining the public property is the duty and responsibility of **every** citizen.

LESSON 34

HOW THE BRAIN WORKS

A. DISCUSS WITH YOUR PARTNER

Are people born smart/intelligent or do they become smart/intelligent? Write your and your partner's views.

I think _____

My partner thinks _____

B. LOOK AT THE COMIC AND SHARE WHICH CHARACTER ARE YOU LIKE:



C. LOOK AT THE IMAGES GIVEN BELOW:

FOOD FOR THOUGHT

How does FEA make me intelligent?
How does FEA make me smart?

D. DISCUSS WITH YOUR PARTNER

Are people born smart/intelligent or do they become smart/intelligent? Write your and your partner's views.

I think _____ because

My partner thinks _____ because

LESSON 35

HOMOPHONES & OPPOSITES

- A. **HOMOPHONE** - a word that is pronounced the same as another word but differs in meaning. A homophone may also differ in spelling. The two words may be spelled the same, such as rose (flower) and rose (past tense of "rise") or differently, such as carat, and carrot, or to, two, and too.

Son	Sun
Write	Right
Dear	Deer
Board	Bored
Grate	Great
Hair	Hare
Hi	High
Hear	Here
Made	Maid
Mail	Male
Meat	Meet
Stationary	Stationery
Scene	Seen
Sale	Sail
Know	No
I	Eye

B. OPPOSITE - Word completely different in meaning.

Up	Down	Dead	Alive
Day	Night	Good	Bad
Before	After	Come	Go
End	Start	Dry	Wet
Open	Close	Early	Late
Full	Empty	Fast	Slow
Right	Wrong	Lost	Found
First	Last	Happy	Sad
Cold	Hot	In	Out
More	Less	Like	Dislike
Big	Small	Rich	Poor
Fat	Thin	Dirty	Clean
Question	Answer	Near	Far

Learning New Words - it is better (and easier) to remember new words in a sentence. For example, "I was **early** to class on Monday."

Another way is to remember words is by memorising them in groups. If you just learned the word "humongous" (very large), you can memorize it by thinking of a group of words—large, huge, humongous.

LESSON 36

PRE-EVALUATION

A. 1. WHAT DID YOU DO WELL?

I can.....	Language		Effort	
	Self	Facilitator	Self	Facilitator

COMPUTER-BASED MCQ SCORE -

VIVA VOCE SCORE -

A. 2. WHAT DO YOU NEED TO WORK ON?

I need to work on...	Language		Effort	
	Self	Facilitator	Self	Facilitator

B. MY ACTION PLAN:

Day	Instructional Support	Practice	Self ✓ X	Facilitator ✓ X
1				
2				
3				
4				
5				
6				
7				

SIGNATURE OF STUDENT: _____ SIGNATURE OF FACILITATOR: _____

IF IT IS IMPORTANT FOR YOU, YOU WILL FIND A WAY. IF NOT, YOU WILL FIND AN EXCUSE.

LESSON 37

TELLING TIME

A.1. TIME OF THE DAY



4 am – noon
(12 'o' clock)
Morning



Noon - 4 pm
Afternoon



4 pm – 8 pm
Evening

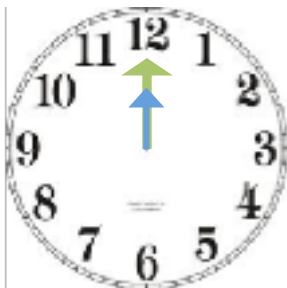


8 pm – 4 am
Night

2. TELLING TIME



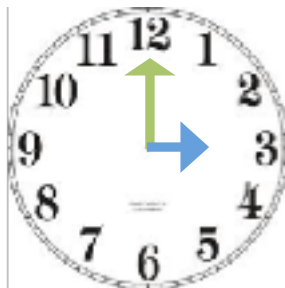
3. WHAT TIME IS IT?



12 o'clock

Noon (end of first cycle)

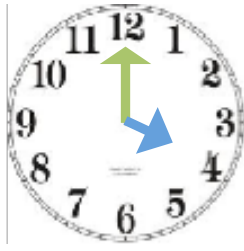
Midnight (end of second cycle)



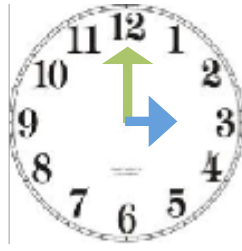
(1st Cycle)



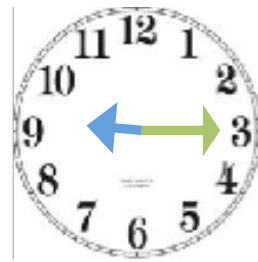
(1st Cycle)



(2nd cycle)



(2nd cycle)



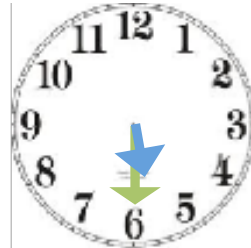
(2nd cycle)



(1st cycle)



(1st cycle)



(2nd cycle)

B. READ THE PASSAGE WITH A PARTNER:

Until about 50 years ago, wrist watches and house clocks were not common. It was difficult for people to know the **exact** time when they were out of their homes and tall clock **towers** played an important role in helping people **keep track** of time when in public places. The clock towers show the **architectural design** of that age and place. The first clocks used in a tower had no faces and used a **striking bell** to alert the surrounding community when to work or when to pray. The first clock tower ever built was the Tower of Winds in Athens, which had eight **sundial** clocks.

Adapted from <https://www.dawn.com/>

a) What is your question?

b) How can you find the answer to your question?

c) What is the answer to your question?

C. 1. What did you get better at today?

I improved my _____

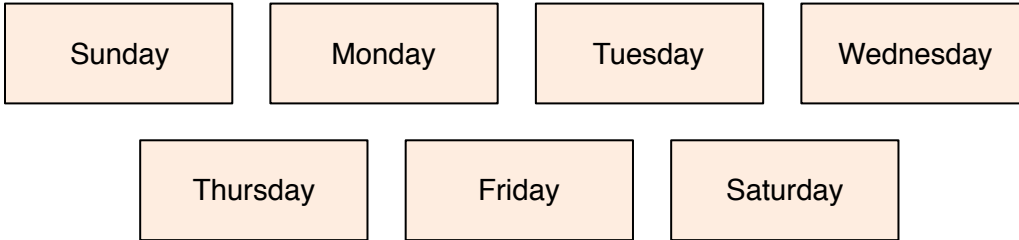
2. What did you struggle with today?

I struggled with _____

LESSON 38

THE WEEK

A1. DAYS OF THE WEEK



There are _____ days in a week.
(number)

2. TODAY, TOMORROW AND YESTERDAY



3. FILL IN THE BLANKS

If today is Monday, yesterday was _____,
(day)
AND tomorrow will be _____.
(day)

I went to _____ yesterday.
(place)
I will go to _____ tomorrow.
(place)

Yesterday, I _____ in _____.
(action) *(place)*
Tomorrow is _____,
(day)
I will _____ at _____.
(action) *(place)*

B. POEM

Read the poem below and answer the questions:

Monday's child is fair of face,
Tuesday's child is full of grace,
Wednesday's child is full of woe,
Thursday's child has far to go,
Friday's child is loving and giving,
Saturday's child must work for a living,
The child born on the Sunday
Is fair and wise and good and gay.

- Anonymous

LESSON 39

THE CALENDAR

A.1. MONTHS IN A YEAR



There are _____ months in a year.
(number)

There are _____ weeks in a month.
(number)

There are _____ weeks in a year.
(number)

There are _____ days in a week.
(number)

There are _____ hours in a day.
(number)

2. READING BUS SCHEDULE:

Read the bus schedule below and answer the questions in complete sentences:

Departure	Arrival	Departure	Arrival
Delhi 8:30 am	Agra 12:40 pm	Agra 2:30 pm	Delhi 6:45 pm
Mumbai 12:00 pm	Pune: 3:15 pm	Pune: 5:45 pm	Mumbai 9:25 pm
Gurgaon 9:05 am	Jaipur 12:25 pm	Jaipur 1:10 pm	Gurgaon 4:55 pm
Noida 6:15 am	Panipat 11:40 am	Panipat 1:05 pm	Noida 5:15 am
Tickets: One-way Rs: 900		Round-trip Rs. 1,500	
Information: 1-800-888888			

1. How much does:
 - i. a one-way ticket cost? _____.
 - ii. a round trip ticket cost? _____.
2. What time does the bus leave Delhi for Agra?
_____.
3. What time does the bus arrive in Noida from Panipat?
_____.
4. What telephone number do you call if you have a question?
_____.

B. DATE FORMAT AROUND THE WORLD:

LESSON 40

MANAGING TIME

A. 1. FOOD FOR THOUGHT

‘Procrastination is the thief of time.’ ~ Edward Young

a. Do you procrastinate?

b. What does the quote mean?

I think it means _____

My friend thinks it means _____

2. BEATING DISTRACTIONS

What
distracts
you?

Do you set
time
limits?

Do you
know your
energy
cycle?

Do you
make a to-
do list in
the
morning?

Do you
review to-
do list in
the
evening?

Do you
use
reminders?

Do you
break a big
task into
smaller
tasks?

How do
you
motivate
yourself?

B. 1. A DAY IN THE LIFE OF A PUNCTUAL FEA STUDENT:

Step 1 - Think like a punctual FEA student.

Step 2 - Plan and write about your day.

Step 3 - Start from beginning of the day and mention the time and work done at that time.

Step 4 - Continue describing the day using time, action, place words till the end of the day.

Step 5 - Check your work for spellings and capitalization.

How is it similar to your day?

How is it different to your day?

2. CHECKLIST:

Did you....	Passage 1	
	Yes	No
follow all the steps?		
capitalise the beginning of each sentence?		
capitalise all names in the sentences?		
capitalise all 'I' in the sentences?		
end the sentences with a full stop or question mark?		

B. PLEDGE:

I, _____(full name), pledge to attend FEA class, every day, on time.

I will respect myself, my learning, and my community by having good attendance. I will come to FEA class prepared to learn and with a positive attitude.

LESSON 41

POWER OF PLANNING

A. ANSWER THE FOLLOWING QUESTIONS ALONG WITH A PARTNER:

Questions	My first response	My planned response
1. During summer holidays, you have two choices - go to the village and relax or continue FEA classes and learn. What would you choose? Why?	My choice - Reason -	My choice - Reason -
2. During exams, you have two choices - take a month off from FEA classes or come FEA and take a day off on exam day. What would you choose? Why?	My choice - Reason -	My choice - Reason -
3. You have got a low-paying job after completing Book 1, now you have two choices - drop out of FEA or continue with FEA so that you can get a better-paying job. What would you choose? Why?	My choice - Reason -	My choice - Reason -
4. Your cousin has invited you to his wedding celebration lasting a week. You have two choices - take the week off or just take the day off on the day of the wedding and save your leaves for emergencies. What would you choose? Why?	My choice - Reason -	My choice - Reason -
5. You have missed FEA class for a few days. You have two choices - take your friend's workbook and copy his work or come to FEA class before/ after your session to learn from the facilitator what you have missed. What would you choose? Why?	My choice - Reason -	My choice - Reason -

B. READ THE STORY BY YOURSELF:

Three fish lived in a pond. One was named “Plan Ahead”, another was “Think Fast” and the third was called “Wait and Watch”. One day they heard a fisherman say he would be going to cast his net in their pond the next day.

Plan Ahead said, “I am swimming down the river tonight.”

Think Fast said, “I am sure I will come up with a plan.”

Wait and Watch lazily said, “I just can’t think about it now.”

When the fisherman cast his nets, Plan Ahead was able to escape from his nets. But Think Fast and Wait and Watch were caught by the fisherman.

Think Fast quickly rolled his belly up and pretended to be dead. “Oh, this fish is no good!” said the fisherman and threw him safely back into the water. However, Wait and Watch ended up in the fish market.

1. Which fish are you most like - Plan Ahead or Think Fast or Wait and Watch ?

2. Give an example of situation(s) where you **are** like:

a. Plan Ahead

b. Fast Think

c. Wait and Watch

3. Give an example of situation(s) where you **want to be** like:

a. Plan Ahead

b. Fast Think

c. Wait and Watch

C. DO YOU PLAN?


Do you plan for -	Yes	No
1. shopping?		
2. trips?		
3. weather?		
4. meals?		
5. work/study?		
6. saving?		
7. coming to FEA?		
8. entertainment?		
9. family occasions like weddings?		
10. your day?		

Appendix

Roll the dice and play with a friend -


START	_____ you understand the game?	_____ you come to FEA everyday?	I _____ not like mangoes.	Lose a turn	
				He _____ not sing all day.	
The dog _____ not like to be kicked.	Skip 5 boxes	_____ the facilitator get angry with students?	_____ you participate in class everyday?	_____ she brush her teeth everyday?	
Go to START					
_____ birds sing?	_____ Leena and Ravi like ice cream?	Go back 4 boxes	_____ your family live together?	_____ you like the game?	
				FINISH	

Name of Student: _____
Number of days leave applied: _____
Leave availed in last 3 months: _____

 FREEDOM ENGLISH ACADEMY	STUDENT LEAVE APPLICATION FORM	
	Student Name : _____	ID: _____
Center: _____	Session: _____	
Date/s of leave: ____/____/____ to ____/____/____		
Reason for leave (in detail):		


Leave/absenteeism in the last 3 months: Number of days: ____		
Student Signature: _____		Date: _____
Parent Signature: _____		Date: _____
Facilitator/Supervisor Signature: _____		Date: _____

Name of Student: _____
Number of days leave applied: _____
Leave availed in last 3 months: _____

 FREEDOM ENGLISH ACADEMY	STUDENT LEAVE APPLICATION FORM	
	Student Name : _____	ID: _____
Center: _____	Session: _____	
Date/s of leave: ____/____/____ to ____/____/____		
Reason for leave (in detail):		

Leave/absenteeism in the last 3 months: Number of days: ____		
Student Signature: _____		Date: _____
Parent Signature: _____		Date: _____
Facilitator/Supervisor Signature: _____		Date: _____

Name of Student: _____
Number of days leave applied: _____
Leave availed in last 3 months: _____

 FREEDOM ENGLISH ACADEMY	STUDENT LEAVE APPLICATION FORM	
	Student Name : _____	ID: _____
Center: _____	Session: _____	
Date/s of leave: ____/____/____ to ____/____/____		
Reason for leave (in detail):		

Leave/absenteeism in the last 3 months: Number of days: ____		
Student Signature: _____		Date: _____
Parent Signature: _____		Date: _____
Facilitator/Supervisor Signature: _____		Date: _____



FREEDOM ENGLISH ACADEMY

BUILDING ENGLISH, NON-COGNITIVE & CRITICAL THINKING SKILLS

Free one-year enrichment program

LEARNING IS A TREASURE
THAT WILL FOLLOW ITS
OWNER EVERYWHERE
- CHINESE PROVERB

TRY AGAIN. FILL YOURSELF
WITH BULLETS OF HOPE
AND YOU WILL KILL
FAILURE IN ONE SHOT
- ISRAELMORE AYIVOR

RAISE YOUR WORDS,
NOT VOICE. IT IS RAIN
THAT GROWS FLOWER,
NOT THUNDER - RUMI

EVERY GREAT STORY
ON THE PLANET HAPPENED
WHEN SOMEONE DECIDED
NOT TO GIVE UP BUT
KEEP GOING, NO MATTER
WHAT - SPRYTE LORIANO

ONE LANGUAGE SETS
YOU IN THE CORRIDOR
FOR LIFE, TWO LANGUAGES
OPEN EVERY DOOR ALONG
THE WAY - FRANK SMITH

THE BEGINNING SEEMS
BITTER, BUT THE END IS
SWEET. HOWEVER, YOU CAN'T
GET THROUGH TO THE END WITHOUT
HAVING A BEGINNING
- ISRAELMORE AYIVOR

