



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

of Session on (DD/MM/YY)

TODAY, I WILL
LOOK AROUND AND
ENJOY ALL THE
BEAUTIFUL THINGS THAT
ARE AROUND ME RATHER
THAN **YEARN** FOR THINGS
THAT ARE BEYOND MY
CONTROL AND BECOME
MISERABLE.
- RVM

LOOK IN THE
MIRROR.
THAT'S YOUR
COMPETITION.

WHY DO YOU WANT A
NEW **TRUTH** WHEN
YOU DO NOT **PRACTICE**
WHAT YOU ALREADY
KNOW? FAR BETTER TO
READ A **FEW BOOKS**
AND MAKE THEM YOUR
OWN THAN TO READ
MANY BOOKS QUICKLY
AND **SUPERFICIALLY.**
- Eknath Easwaran

STUDENT WORKBOOK

REVISED - MAR 06, 2018

PUT YOUR
HEART, MIND,
INTELLECT, AND
SOUL EVEN INTO
YOUR **SMALLEST ACTS.**
THIS IS THE SECRET OF
SUCCESS.
- Swami Sivananda

WHAT YOU DO
MAKES A
DIFFERENCE, AND
YOU HAVE TO DECIDE
WHAT **KIND OF**
DIFFERENCE YOU
WANT TO MAKE.
- Jane Goodall

WE ARE
WHAT WE
REPEATEDLY DO.
EXCELLENCE
THEREFORE IS NOT
AN ACT, BUT A **HABIT.**
- Aristotle

Photo
(Optional)

PERSONAL INFORMATION

I am _____

Personal Phone No. _____ (If available)

Enrolment ID: _____ Enrolment Date: _____ Branch Code _____

Session #: _____ Session Start Time: _____ Session End Time: _____

Father's Name: _____ Phone Number: _____

Mother's Name: _____ Phone Number: _____

Address: _____

_____ Pin Code _____

FTS SCORES

	Listening	Reading	Writing (Online)	Writing (Offline)	Speaking	BD	KB
FTS 0							
FTS 1							
FTS 2 (E)							
FTS 2 (R1)							
FTS 2 (R2)							

READING RECORD (Library Books Read)

Level 1: _____

Level 2: _____

Facilitator's Signature _____

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 minute weekday class is designed using international language learning framework. For 30 minutes, students listen and/or learn from computer based program. Thereafter, for 1 hour 10 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, Ms Natalia Kieniewicz, 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 Intermediate level (Level 2).

This Student Workbook comprises 46 lesson-plans, as a part of early Intermediate level (Level 2) to be completed in 2 months. At the end of the 2 months, the Facilitator, will assess language acquisition of the students to determine progression to late Intermediate (Level 2).

Students must use a pencil to complete the workbook exercises as it will allow them to make changes, if required. The workbook must be left behind at the FEA branch, after the completion of the 1 hour 40 minutes class. Students must carry their own completed Workbook at the time of Evaluation. This workbook must be retained in the branch for reference during late Intermediate (Level 2) as well as for External Evaluation at the end of Level 2.

Note - Students who have learnt from Bridge Book 3, can skip lessons from Book 3 that they have already studied in Bridge Book 3.

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LESSON 93

PRONUNCIATION

A. COMPLETE THE FOLLOWING NEWSPAPER ARTICLE USING :

me	my	his	her	their	he
she	they	who	when	what	why

April 22, 1998. Sachin Tendulkar was like a storm sweeping the Australians. Tony Greig worked his magic in the commentary box, sharing the excitement and madness. Thousands of miles away, in a small village in Rajasthan’s Jodhpur district, an 11-year-old heard it on BBC Radio.



Greig’s delightful voice left _____ fascinated. _____ made a decision — he would do what the man _____ was listening to was doing, and in the same way.



December 5, 2017. That boy, now 30 years old, sat in the same commentary box, calling _____ first international game, a match between Ireland and Afghanistan. For Devender Kumar, there couldn’t have been a happier and prouder moment.

It was as difficult a journey for him. To begin with, _____ had no knowledge of the language he wanted to communicate in, or the sport he wanted to talk about.

“There was no English teacher in our village school, even Hindi was taught in Marwari,” Devender laughs. So, he turned to radio for his lessons in the language and to learn about the sport. “For a long time, I could only understand, ‘that’s out’, ‘that’s a six’... Still, I would shout out those words at local cricket tournaments.” In 2006, he went to the Rajasthan Cricket Association stadium in Jaipur, hoping to get a commentating job. “_____ I got was ridicule, _____ called me ‘mad’, I was pushed out of the stadium,” Devender recalls. He realised he wasn’t ready **yet**.

He would spend most of his time in a library to brush up his language skills and knowledge of the sport, and visit every sporting event in the city to practise commentary, sometimes from outside the ground. And his day would end listening to radio well past midnight. “It’s been my schedule for the last 10 years. At times, it was really tough, many a time I didn’t have enough money even for food. I couldn’t have told my family about my condition; they would have asked _____ to return. In such times, the ground staff at the stadium took care of _____.” says Devender.

Despite this long spirit-crushing struggle, there’s not a hint of sadness. “As a commentator, my job is to spread joy and excitement. If I don’t feel genuinely happy and content, I won’t sound real on air.”

Having called an international series, Devender hopes the future will be kinder. “I was confident, but now that I’ve called an international game.” Next goal? “The ultimate aim is to commentate for BBC, and be their best commentator,” Devender says. “It all started with BBC, it would be nice if it finishes there.”

Adapted from - www.tribuneindia.com

B. COMPLETE THIS WITH YOUR PARTNER:

I STRUGGLE WITH THE VOWEL SOUND	
Some common words using that sound:	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

I STRUGGLE WITH THE CONSONANT SOUND	
Some common words using that sound:	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

C. MAKE A TONGUE TWISTER FOR EACH OF THE SOUNDS MENTIONED ABOVE AND PRACTICE WITH YOUR PARTNER.

Vowel Sound				
Consonant Sound				
Peer Rating	All correct	Mostly correct	Mostly wrong	All wrong
Attempt 1				
Attempt 2				
Attempt 3				
Attempt 4				

D. THE MOST MEMORABLE MOMENT OF BOOK 2 WAS, _____

I HOPE THAT BOOK 3 _____

LESSON 94

THIS, THAT, THESE, THOSE

A. 1. 'THIS' AND 'THAT' ARE USED TO POINT OUT OBJECTS, PLACES AND PEOPLE.

<u>This</u>	<u>That</u>
Use ' <u>this</u> ' for single object/person/place near the speaker, in space or time.	Use ' <u>that</u> ' for single object/person/place away from the speaker in space or time.
<i>Examples</i>	<i>Examples</i>
This is my book.	That star is very bright.
How big is this town?	How far is that town?

A. 2. FILL THE BLANK WITH THE CORRECT WORD -

1. Please bring _____ fan close to me.
2. _____ place on the map is nearby.
3. Of all the kites in the sky, I like _____ one.
4. _____ was a wonderful holiday we had last year.

A.3. MAKE SENTENCES (STATEMENTS OR QUESTIONS) -

1. Using 'this' -	
2. Using 'that' -	
3. Using 'this' and 'that' -	
4. Using 'that' and 'this' -	

B. 1. 'THESE' AND 'THOSE' ARE USED TO POINT OUT OBJECTS, PLACES AND PEOPLE.

<u>These</u>	<u>Those</u>
Use ' <u>these</u> ' for more than one objects/ persons/ places near the speaker, in space or time. Examples-	Use ' <u>those</u> ' for more than one objects/persons/ places away from the speaker, in space or time. Examples-
These are my books.	Those stars are very bright.
How big are these two towns?	How far are those two towns?

B. 2. FILL THE BLANK WITH THE CORRECT WORD -

- 1. Please bring _____ boys from next room to my class.
- 2. _____ places in the movie were splendid.
- 3. Of all the books in front of me, I like _____ two.
- 4. _____ are difficult days for me as I have my board exams.

B.3. MAKE SENTENCES (STATEMENTS OR QUESTIONS) -

1. Using 'these' -	
2. Using 'those' -	
3. Using 'these' and 'those' -	
4. Using 'those' and 'these' -	

C. FILL THE BLANKS WITH 'THIS', 'THAT', 'THOSE' AND 'THESE':

_____ was the most difficult case for Ravi ever. There was no way to tell who did it. A house key was left on an empty plate in the kitchen. There were cookie crumbs around the plate. _____ were the only clues that Ravi had. When you have a case like that, it takes a genius to solve it. Later, Ravi found cricket balls in the garden. _____ balls opened the case wide for Ravi. The balls belonged to Ravi's brother, Raju. _____ meant the keys were Raju's. Raju had come home from school first and eaten the cookies. The mystery was solved. _____ was progress! But Ravi was still hungry. _____ were, indeed, difficult times for Ravi.

D. I AM PROUD OF MYSELF FOR _____

I AM PROUD OF MY FRIEND FOR _____

LESSON 95

SHORT MESSAGES

A. WITH YOUR PARTNER, READ THE FOLLOWING AND DISCUSS WHAT THEY MEAN AND WHERE YOU WOULD FIND THESE MESSAGES:

Back soon. Get well soon. Fragile! This way up. Gone out. Dinner's in fridge.

Turn off the lights before leaving. Wish you happiness and long life. Well done! Your hard work has paid off.

Congratulation. You deserve this one and many more. Congratulation. Wish you many, happy years together.

Sorry to hear about your loss. Best of luck. May her soul rest in peace.

B. LOOK AT THE MESSAGES. CONVEY THE MESSAGE IN 10 OR LESS THAN 10 WORDS, WITHOUT CHANGING THE MEANING

1. Hi Rohit,

Pankaj phoned and wanted to speak to you, but you weren't at your desk. Can you call him back? He says it's urgent.

Nasir

2. Hi Abhay,

I need you to try and fix the washing machine which broke last night. The thing on the inside is not working properly, I think but I am not sure. Maybe it is the other thing with the red handle on it. You could try to ask a technician but that might cost a lot of money which is not really the best idea. Anyway, do the best you can and if you can't fix it, it doesn't matter because we can use the one in the main kitchen.

Bye,

Aditi

C. WRITE THE FOLLOWING SHORT MESSAGES:

1. Your uncle has given you a lovely present for your birthday. Write a thank you note to him.

2. Your friend has won the football match. Write a congratulatory note.

3. You have been rude/mean to your mother. Write an apology note.

D. SETTING UP AN EMAIL (GOOGLEMAIL OR GMAIL) ACCOUNT: poojayadav.00123@gmail.com

1. Circle the correct email id:

a. sidhant16@gmail

b. sidhant16.com

c. gmail.com@sidhant16

d. sidhant16.gmail

e. sidhant16@gmail.com

f. sidhant16@.com

2. Circle the professionally appropriate email address:

a. sweetie@yahoo.com

b. sonikudi@yahoo.com

c. iamsuperman@aol.com

d. yamrajhere@gmail.com

e. daredevil@gmail.com

f. yuvraj.singh@gmail.com

LESSON 96

CONSOLIDATION

A. MAN IN THE MIRROR (Michael Jackson)

Listen to the song in AV - 96, read the lyrics on the screen and singalong, as instructed.

B. DISCUSS WITH YOUR PARTNER:

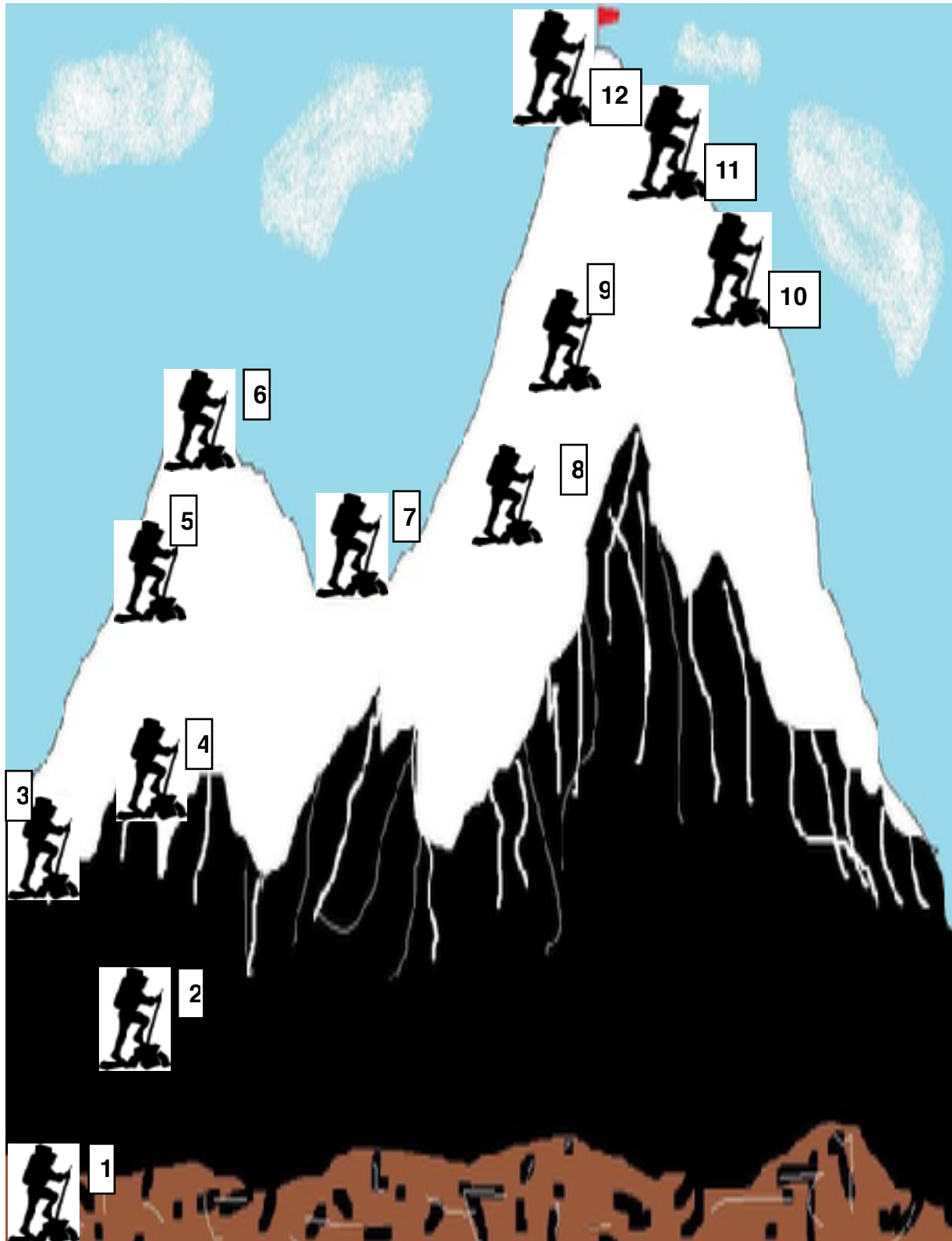
1. What does the singer mean “I have been a victim of selfish love”? Have you been guilty of selfish love such as this? Explain.
2. What does the singer mean by - “I am starting with the man in the mirror, I’m asking him to change his ways.”?
3. “If you wanna make the world a better place, take a look at yourself and make the change.” Do you agree with the singer?
 - a. If yes, what can you do to make the world a better place?
 - b. If not, why?
4. How has music-based language learning helped to improve your language?

C. “WHAT YOU DO MAKES A DIFFERENCE, AND YOU HAVE TO DECIDE WHAT KIND OF DIFFERENCE YOU WANT TO MAKE.” (Jane Goodall)

D. WHERE IN THE JOURNEY OF YOUR F.E.A. GRADUATION ARE YOU?

Base Camp	Achievement(s)
1	Begin to understand simple instructions, write simple sentences, others....
2	Clear FTS - Book 1
3	Read a full novel, begin to give instructions, begin to keyboard, complete a group project, write in paragraphs, describe people, places and objects, others....
4	Clear FTS - Book 2
5	Write letters/emails, speak grammatically correct sentences, begin to hold book discussions, read a second novel, keyboard correctly, others....
6	Complete MOOC - 1
7	Think critically, write a CV, search for jobs, face interviews, keyboard at 10 wpm, complete an independent project, read a fourth novel, hold book discussions/ group discussions, others....
8	Complete MOOC - 2
9	Clear FTS - Book 4

Base Camp	Achievement(s)
10	Think creatively, face interviews, keyboard at 20 wpm with 80% accuracy, prepare work portfolio, read a classic, lead book discussions/ group discussions, become a confident and creative communicator, others....
11	Complete MOOC - 3 & 4
12	Clear FTS - Book 5



E. HOW CONSIDERATE ARE YOU?

How often do you -	Lesson 96 (Self)	Lesson 120 (Peer)	Lesson 138 (Teacher)
think of needs of others, at home and work?			
smile, both when you happy and troubled?			
apologise for your mistakes?			
offer a seat/helping hand to someone?			
use 'please', 'thank you' and other polite phrases?			

Always	Often	Sometimes	Rarely	Never
---------------	--------------	------------------	---------------	--------------

LESSON 97

HYGIENE - 2

A. HYGIENE CHECK:

How often do you...	Rarely	Sometimes	Mostly	Always
wash your hands before eating?				
wash you hands after eating?				
brush your teeth in the morning?				
brush your teeth at night before going to bed?				
pick your teeth/nose/ears in public?				

B. READ THE POSTER GIVEN BELOW:

1. Write a suitable title for the poster.

2. Write a paragraph to describe the journey of a fly in your neighborhood. (Use words such as next, then, thereafter, finally etc.)

SELF AND PEER ASSESSMENT:

Did you/he/she:	Self	Peer
end the sentences correctly using . or ! or ?		
begin each sentence with a capital letter?		
spell most of the words correctly?		

Did you/he/she:	Self	Peer
write at least 3 different details about the topic?		
struggle while writing this?		

Proofreading symbols -

Notation	Stands for
C	Capitalisation
P	Punctuation
Sp	Spelling
St	Sentence structure
W	Word order
H	Handwriting illegible
I	Indent

C. DENTAL HYGIENE: TRUE OR FALSE

	TRUE	FALSE
1. Sugar is the only reason for cavities.		
2. Only children get cavities.		
3. Garlic and onion give bad breath.		
4. Carbonated drinks like Coke are bad for teeth.		
5. White teeth are healthier teeth.		
6. Neglect of the teeth and gums is bad for your mouth.		

Ask your facilitator for careers in hygiene.

D. INDEPENDENT READING

I would like to read _____

by _____ because _____

I would like to read this book by myself/with _____ because _____

I agree to :

_____ because

_____.

_____ because

_____ because

RE-EVALUATION - REVIEW WORK -

LESSON 98

SAFETY - 2

A. READ THE PUBLIC NOTICE GIVEN BELOW -

**DEPARTMENT OF ENVIRONMENT
GOVT. OF NCT OF DELHI**

LEVEL 6TH, C-WING, DELHI SECRETARIAT, NEW DELHI-110002

PUBLIC NOTICE

Ban in sharp synthetic / nylon kite flying thread including popularly known "Chinese Manjha"

This is for the information of the general public that in order to prevent the adverse effects on human beings, cattle population, birds, soil and ecology and in exercise of the powers conferred by section 5 of the Environment (Protection) Act, 1986 (29 of 1986) read with Government of India, Ministry of Home Affairs' Notification No. SO 667 (E), dated 10th September, 1992, Hon'ble Lieutenant Governor of the National Capital Territory of Delhi, has issued a Notification on 10.01.2017 with the following directions:-

1. There shall be complete ban on the sale, production, storage, supply, import and use of kite flying thread made out of nylon, plastic or any other synthetic material including popularly known as "Chinese manjha" and any other kite-flying thread that is sharp or made sharp such as being laced with glass, metal or any other sharp materials in the National Capital Territory of Delhi.
2. Kite flying shall be permissible only with a cotton thread, free from any sharp / metallic / glass components / adhesives / thread strengthening materials.

Any breach of the above directions may be reported to the office of the following:

S. No.	Designation	Email ID	Helpline Number
1.	The Commissioner of Police, Delhi Police	cp.amulyapatnaik@delhipolice.gov.in	100
2.	The Divisional Commissioner, GNCTD	divcom@nic.in	1077, 23962825
3.	The Chief Wildlife Warden, GNCTD	helpline@wildlifesos.org	9871963535
4.	The Commissioner, North Delhi Municipal Corporation	commissioner-ndmc@mcd.gov.in	1266
5.	The Commissioner, South Delhi Municipal Corporation	commissioner-Sdmc@mcd.gov.in	1266
6.	The Commissioner, East Delhi Municipal Corporation	commissioneredmc@gmail.com	155303

Note: The violation of directions issued under section 5 of the Environment (Protection) Act, 1986, or the rules made thereunder shall be punishable under section 15 of the said Act which include imprisonment upto five years and / or with fine which may be extended to Rs. One Lac or with both.

The above said NOTIFICATION is available at: www.environment.delhigovt.nic.in

Sd/- S.M. Ali
Special Secretary

DIP/Shabdarth/2866/17-18

1. What is the notice about?

2. Why is this ban being imposed?

3. What can you do to spread awareness about this?

B. LOOK AT THE IMAGE ON THE RIGHT:

1. Where would you find this image? Give a reason.

2. Do people in your city/town follow it? Why?



C. SAFETY AT HOME:

Appliance Safety - Do's and Dont's

	Do	Don't
1. Touch outdoor wires with your body or any other objects.		
2. Ignore overhead wires when you're climbing trees.		
3. Keep electrical appliances and toys away from water.		
4. When unplugging something, always pull by the cord.		
5. Let cords run through doorways or under carpets.		
6. Keep electrical appliances away from children		

Fire Safety - Do's and Dont's

	Do	Don't
1. Put out match sticks before throwing into dustbin.		
2. Put off stove while replacing gas cylinder.		
3. Keep iron/press switched off while attending to other works.		
4. Do not use lift in case of a fire.		
5. For safe storage keep petrol/diesel stored in the house.		
5. Kids must play with electric appliances.		

LPG Safety - Do's and Dont's

	Do	Don't
1. Turn off gas valve/regulator if leak is suspected.		
2. Try to check gas leak with a flame.		
3. Keep all materials e.g. paper, towels, curtains, spray cans etc. away from gas stove.		
4. Store gas cylinder horizontally/lying down.		
5. Store gas cylinder outdoors in direct sunlight.		

D. SAFETY IN PUBLIC PLACES/GATHERINGS:

How would you respond in the situations mentioned below? (Recap Reaction Vs Response - Lesson 87)

1. You are at a busy Delhi Metro station after spending a relaxed day with friends. All the coaches are overcrowded with no space at all. On inquiring you are told that it will get better after half an hour or so. Travelling in overcrowded train is dangerous but you do not want to get bored at the station.

2. You are at a friend's wedding party and your friends plan to shoot a round of celebratory shots from their illegal gun.

3. Your 15-year old brother has just learnt how to ride a motorbike. He insists on dropping you off to school.

4. Your best friend has bought a new smartphone. He wants to take a selfie on the railway track with a moving train in the background.

E. SAFETY APPS:

Name	Use
Safetipin	
Raksha	
Himmat	
Smart 24x7	
Shake2Safety	

LESSON 99

A. 'THE ILLITERATE OF THE 21ST CENTURY WILL NOT BE THE ONES WHO CANNOT READ AND WRITE, BUT THOSE WHO CANNOT LEARN, UNLEARN AND RELEARN.' - ALVIN TOFFLER

B. MY JOURNEY AS A LEARNER -

As a child, I was _____

Now, I _____

In future, I will _____

Discuss -

- what you like about your journey so far.
- what you would like to change about this journey.
- how is your journey similar to/different from other students' journeys.
- what personality traits have helped you to learn continuously.
- what personality traits have stopped you from learning continuously.

C. WHAT WOULD YOU LIKE TO LEARN IN THE NEXT :

1. 10 days? Why? _____

2. 10 months? Why? _____

3. 10 years? Why? _____

ARTICLES - 1

LESSON 100

A. THERE ARE LOTS OF RULES ABOUT USE OF ARTICLES. MOST MISTAKES WITH ARTICLES ARE MADE BY BREAKING ONE OF THESE RULES.

1. When we say what people’s jobs are, we use a/an:
 - She’s an architect. (‘an’ if used before an occupation beginning with a vowel sound)
 - I would like to become a doctor. (‘a’ if used before an occupation beginning with consonant sound)
2. Singular, countable nouns always have an article – a/an or the – or another determiner (my, your, this, that etc.)

Rules:

- a. If a singular countable noun, which is not specific/definite, starts with a consonant sound, write ‘a’ before it.
Example:
 - a. This is a chair.
 - b. _____.
- b. If a singular countable noun, which is not specific/definite, starts with a vowel sound, write ‘an’ before it.
Example:
 - a. This is an apple.
 - b. _____.

Note - With ‘few’ use ‘a’ - **a** few boy, **a** few chairs etc.
With ‘lot of’ use ‘a’ - **a** lot of noise, **a** lot of love etc.

Exercises

- i. Complete the following sentences using ‘a’ or ‘an’:
 2. We saw _____ elephant yesterday.
 3. Uttar Pradesh is _____ large state.
 4. I use _____ umbrella when it rains.
 5. It has been _____ hour since he left.
- ii. Make 2 sentences using ‘a’:

1.

2.

iii. Make 2 sentences using ‘an’ :

1.
2.

Rule:

c. If we are talking about one or more countable noun(s) that is/are specific/definite, we write 'the' before it/them.

Example:

a. This is the chair I broke yesterday.

b. _____.

Make 2 sentences using 'the':

1.
2.

3. When we talk about things in general (not definite/specific), we usually use a plural noun or an uncountable noun with no article.
- Birds eat worms.
 - Water flows downhill.
 - Kangaroos live in Australia.

B. READ & REREAD THE ARTICLE GIVEN BELOW AND ADD ARTICLES (A, AN, THE) IN THE BLANKS IN PARAGRAPHS 1-3 AND WHEREVER REQUIRED IN PARAGRAPHS 4 - 5:

C. BOOK READING:

Look back at your reading resolutions in Lesson 99.

During the reading session, pay attention to the use of 'a', 'an' and 'the' and discuss with your peers after the session.

Rate your reading stamina:

ARTICLES - 2

LESSON 101

A. RECAP THE RULES FOR USE OF 'THE'.

DO NOT USE 'THE' BEFORE NAMES OF:

- **most countries/territories:** Italy, Mexico. However, the Netherlands, the Dominican Republic, the Philippines, the United States.
- **cities, towns, or states:** Punjab, Chennai, Los Angeles
- **streets:** Subhash Road, Akashneem Marg, Main St.
- **lakes:** Lake Ontario, Lake Teen Taal.
- **mountains:** Mount Everest, Mount Fuji.
- **continents :** Asia, Europe
- **islands:** Lakshwadeep, Easter Island, Sri Lanka

USE 'THE' BEFORE NAMES OF:

- **names of rivers, oceans and seas:** the Nile, the Pacific.
- **points on the globe:** the Equator, the North Pole.
- **geographical areas:** the Middle East, the West.
- **deserts, forests, gulfs, and peninsulas:** the Sahara, the Persian Gulf, the Black Forest
- **ranges of mountains:** the Himalayas or the Rockies.

USE NO ARTICLE FOR NAMES OF:

- **languages and nationalities:** Chinese, English, Spanish, Russian. "He is Chinese." (unless you are referring to the population of the country: "The Chinese are known for their hard work.")
- **sports:** volleyball, hockey, baseball
- **subjects:** mathematics, biology, history, computer science

B. COMPLETE THE FOLLOWING USING A, AN OR THE AT THE APPROPRIATE PLACES:

C. COMPLETE THE FOLLOWING USING A, AN OR THE AT THE APPROPRIATE PLACES:

For the first time, India will allow 15% of universities to offer online degrees allowing students to learn anywhere, anytime.

____(1)courses, however, will be non-technical in nature, and exclude degrees in engineering and medicine, Human Resource Development Minister, Prakash Javadekar explained.

Although some believe ____ (2) move may compromise quality, it will help India improve its low enrolment in higher education and make learning available to those who do not have access to colleges.

“In ____ (3) month or so, ____ (4) rules will be finalized. ____ (5) University Grants Commission is working on it,” said Higher Education Secretary, Kewal Kumar Sharma.

To make sure that these are high-quality courses, Universities accredited by ____ (6) National Assessment and Accreditation Council (NAAC) and rated A+ will be allowed to offer such courses.

“We are creating ____ (7) environment where not just ____ (8) students but working executives can study and earn a degree without travelling,” Javadekar said.

However, there will be two key challenges. First, it will be in direct conflict with distance education; second, evaluation of students will be ____ (9) difficult task.

This will be different from the regular correspondence course as it will allow students from outside the state to sign up. At present, ____ (10) state university cannot offer correspondence courses through distance mode to students residing outside ____ (11) state.

Adapted from <http://www.livemint.com/>

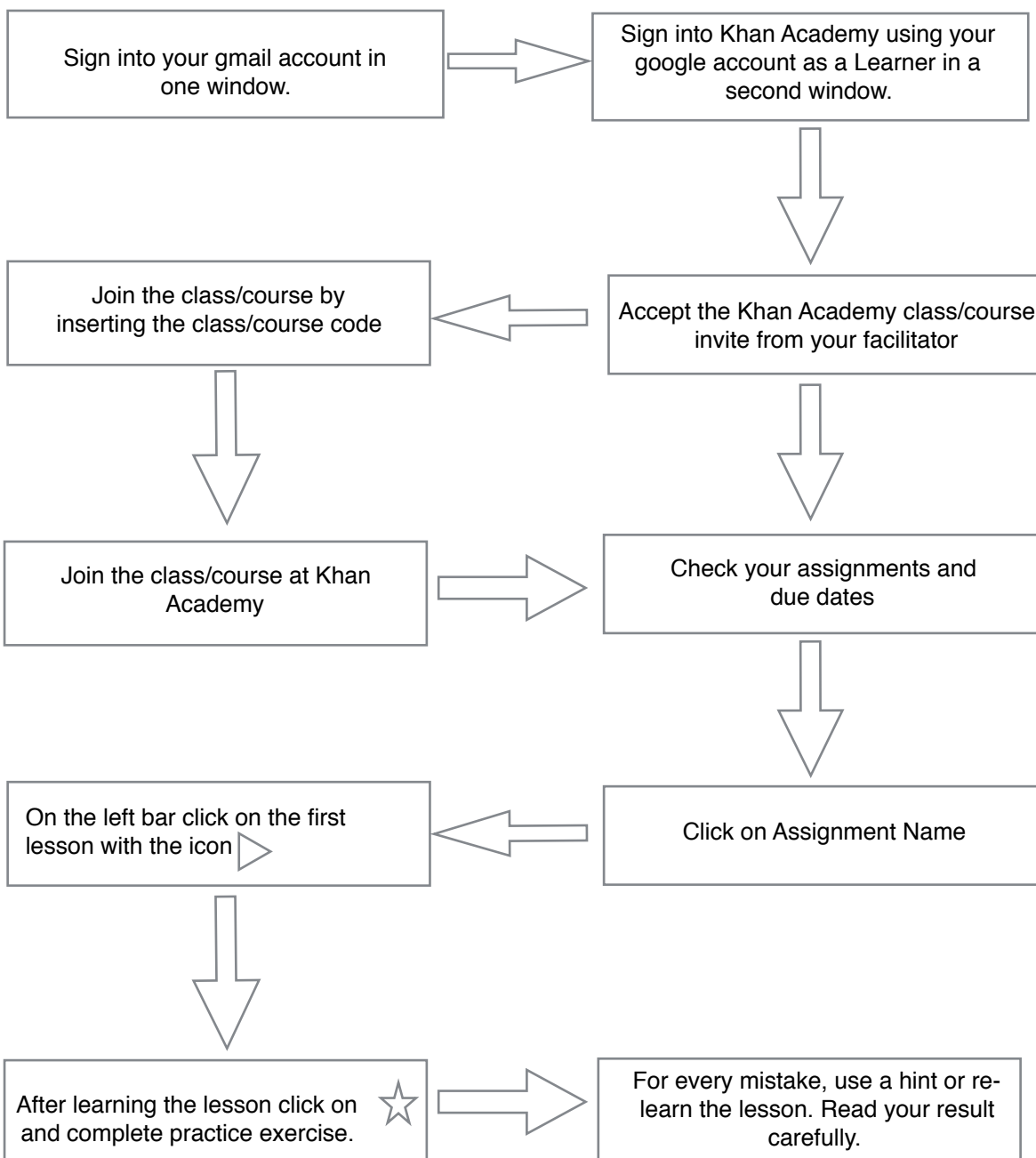
LESSON 102

CONSOLIDATION

A. READ THE POSTER:

If the above guidelines were followed, how would the image given below be different? Discuss or draw.

B. BEGIN LEARNING FROM MOOC:



AFTER YOU HAVE COMPLETED THE MOOC LESSON, SIGN OUT OF YOUR GOOGLE ACCOUNT.

LESSON 103

HOLDING DISCUSSIONS

A. LIST YOUR DISCUSSIONS -

When?	With whom?
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

B. DISCUSSION SENTENCE STARTERS -

To	Start with
1. invite someone to speak,	<ul style="list-style-type: none"> • “What are your views about..... • “What do you think about • “We would love to hear your views about.... • “It would be interesting to hear’s views about.... • •
2. clarify what was said,	<ul style="list-style-type: none"> • Could you give me your views in one sentence? • Is it your position that... • To be clear, you’re saying that... • Can you please explain? • Can you please repeat what you said? •
3. repeat/reword what you heard,	<ul style="list-style-type: none"> • In other words, you’re saying... • So you’re saying that... • I hear you saying that... • •
4. agree with the speaker,	<ul style="list-style-type: none"> • I agree with ____ because... • ___’s point about ____ was important because... • There is evidence for what ____ is saying... • ____ and I have the same views. • I concur with ____ about • •
5. disagree with the speaker,	<ul style="list-style-type: none"> • I see it differently because... • I agree that _____, but we also have to consider that... • I do not think that ... • I beg to differ because... • That’s not always true. What about...

6. build one what you just heard,	<ul style="list-style-type: none"> • ___ mentioned that... • Absolutely and furthermore... • ___'s claim is interesting because... • Adding to what ___ said,... •
7. getting your point in,	<ul style="list-style-type: none"> • Sorry to interrupt, but... • Can I say something here? • If I might add something here...
8. to get the discussion re-focused on the topic,	<ul style="list-style-type: none"> • Coming back to ... • Let us not deviate from the topic... • We seem to have deviated from the topic.. •
9. summarise your views,	<ul style="list-style-type: none"> • Overall, I believe... • My whole point is... • To sum up, I think...

C. DO'S AND DON'TS - (POSTURE, GESTURES, FACIAL EXPRESSIONS, EYE CONTACT, WORD STRESS, TONE, PITCH AND VOLUME)

Do's	Don'ts

D. CHOOSE A TOPIC FROM THE LIST TO DISCUSS WITH YOUR GROUP:

1. Compulsory daily sports activities for school children.
2. Our lifestyle creates many health problems.
3. It's better to raise children in the city than in the village.
4. Fast foods are popular foods.
5. Colour of our skin decides our beauty.

COUNTER -

How often did you use the sentence starters given above?	How often did your group use the sentence starters given above?

E. READING SESSION -

Note down a few new words that you come across.

Observe how they are used in the sentence.

Guess what they could mean by using the sentence/previous sentences as clues.

LESSON 104

PHRASES

A. READ THE PASSAGE INDEPENDENTLY:

Reflections on reading skills -

i) I am proud of _____

ii) I need to work on _____

iii) Many/some students struggled with -

B. MAKE SENTENCES USING THE FOLLOWING PHRASES:

A phrase is a group of words without subject or verb, used as a part of speech. Use of phrases makes us sound more fluent.

make a call	
call back	
hang up	
hold on	

C. LISTEN TO AV - 104 AND NOTE DOWN 5 PHRASES THAT YOU HEARD. USE THESE PHRASES IN SENTENCES OF YOUR OWN:

Phrase	My sentence

HAVE YOU COMPLETED THE LAST MOOC ASSIGNED BY THE FACILITATOR?

indent the letter correctly?		
sign off appropriately?		
give details about the purpose of the letter in the body of the letter?		
spell the words correctly?		
punctuate the letter correctly?		

LESSON 106

POWER OF BELIEFS

A. CHOOSE 5 PHRASES FROM APPENDIX 2 AND USE THEM IN SENTENCES OF YOUR OWN:

Phrase	My sentence

B. READ THE FOLLOWING PASSAGE INDEPENDENTLY OR WITH A PARTNER AND DISCUSS THE QUESTIONS THAT FOLLOW:

Discuss -

1. What would be a suitable title for the passage?
2. Do you have more firefighters or firelighters around you?
3. How do you feel after spending time with a firefighter? Why?
4. How do you feel after spending time with a firelighter? Why?
5. Who are your firelighters? How do they light your fire?
6. Are you a firelighter or a fire-fighter?
7. Is it easy to be a firelighter - all the time, with all the people? Why?
8. How can you check yourself when you feel you are sounding/behaving like a firefighter?

LESSON 107

JOB & OCCUPATIONS - 3

A. CHOOSE 5 PHRASES FROM APPENDIX 2 AND USE THEM IN SENTENCES OF YOUR OWN:

Phrase	My sentence

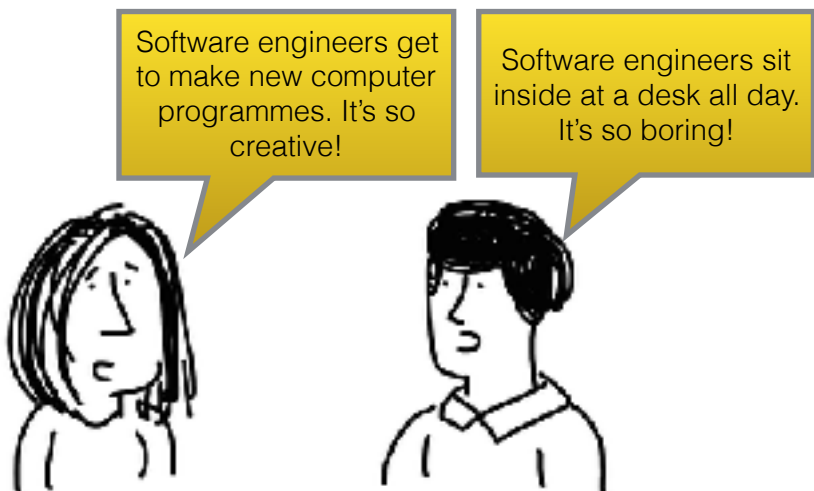
B. WHAT ARE YOUR VIEWS ABOUT?

1. How do I choose the career I should take up?
2. Are some jobs better than others?
3. Changing world of work/professions.
4. The first step in making a career choice is to know about different occupations/jobs.

I used to think, _____

Now I think, _____

C. DISCUSSION COMIC:



freshspectrum.com

1. I like to _____

2. I am good at _____

3. I am interested in _____

4. To qualify for this job, I need to complete _____

D. DURING BOOK DISCUSSION, I WILL SHARE -

1. the part i enjoyed reading and the reason for it.
2. the part i struggled with and the reason for it.
3. my reading stamina.

LESSON 108

LEARNING CONTRACT - 3

A. CHOOSE 5 PHRASES FROM APPENDIX 2 AND USE THEM IN SENTENCES OF YOUR OWN:

Phrase	My sentence

B. LOOK AT PART C OF LESSON 107 AND TALK TO 3 PEERS TO MAKE A LIST OF CAREERS* YOU WOULD LIKE TO LEARN MORE ABOUT, BASED YOUR INTEREST, ABILITIES AND PERSONALITY -

* if you are already a working professional, think of career change or progression. If you are a homemaker, think of a career, if feasible or your personal goals in life.

Number the careers in order of preference (1 being the most preferred).
Do you know enough about these careers? Where can you get more information?

C. TAKE THE FIRST 3 PREFERENCES AND PLAN WHAT YOU NEED TO DO -

Time	Preference 1	Preference 2	Preference 3
Within next 5 years			
Within next 2-3 years			

Within next 1 year			
Within next 2 - 6 months			
Next month			
Next week			
Today			

1. What can stop you from achieving these goals ? Who will be your firefighters?

2. What can you do to overcome these obstacles ? Who will be your firelighters?

3. If I

then,

4. At F.E.A, if I

then,

5. Do goals change? Is it ok to change your goals? Explain.

D. RATE YOUR REGULARITY, PARTICIPATION AND PROGRESS -

How often do you -	Lesson 108 (Self)	Lesson 126 (Peer)	Lesson 138 (Teacher)	
come to the branch on time?				
participate in class discussions?				
review your written work and improve it?				
make 100% effort to read and find out what you do not understand?				
practice correct pronunciation?				
use English outside F.E.A.?				
ask questions?				
Always	Often	Sometimes	Rarely	Never

“LOVE THE LIFE YOU HAVE WHILE YOU CREATE THE LIFE OF YOUR DREAMS.” — HAL ELROD

LESSON 109

COMMUNITY - 1

A. INTRODUCE YOURSELF TO:

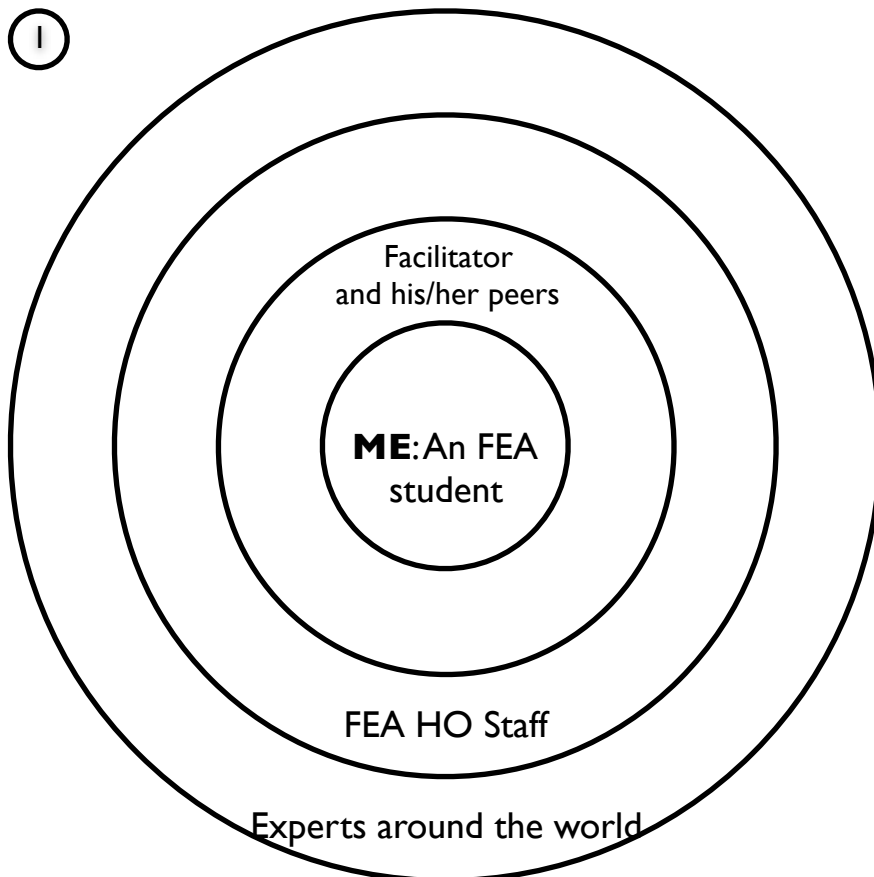
1. someone you meet at a party.
2. your new bank manager.
3. your new boss.
4. your new teacher.
5. a new neighbour.

B. MY ROLES:

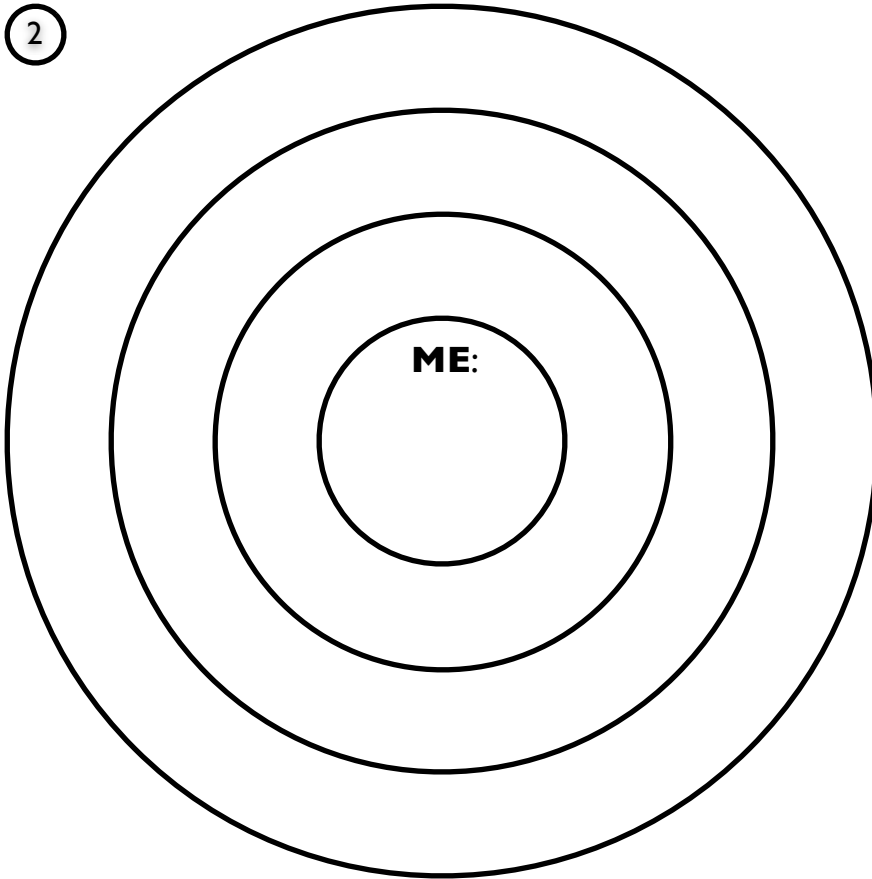
Write the different roles that you play in your house / family / neighborhood:

1. Student of F.E.A.	4
2. Son / Daughter / Wife / Husband	5
3. Brother / Sister / Cousin	6

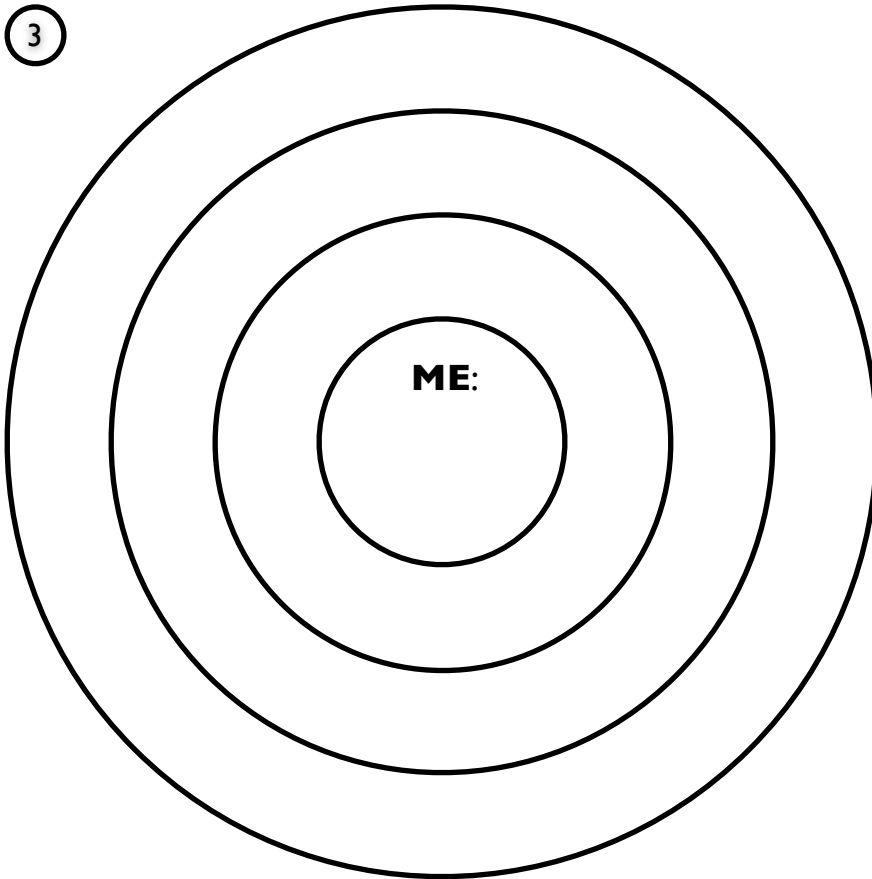
Take any 2 roles mentioned above and going out from the innermost circle, mention who are you connected with, directly and indirectly:



2



3



C. MY RIGHTS AND RESPONSIBILITIES:

Take the 2 roles mentioned above and write your rights and responsibilities in that role:

Role	Rights	Responsibilities

Discuss -

1. Rights and responsibilities are two sides of the same coin.
2. Are some roles more important than others? Why?

LESSON 110

COMMUNITY - 2

A. READ THE PASSAGE AND DISCUSS:

There was a farmer who grew excellent quality corn. Every year, he won the award for the best grown corn. One year a newspaper reporter interviewed him and learned something interesting about how he grew it. The reporter discovered that the farmer shared his seed corn with his neighbors. "How can you afford to share your best seed with your neighbors when they are **competing** against you each year?" the reporter asked.

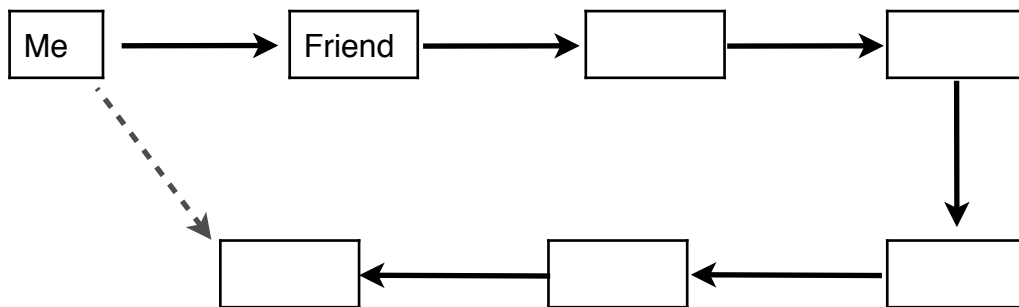
"Why sir," said the farmer, "Didn't you know? The wind picks up **pollen** from the **ripening** corn and spreads it from field to field. If my neighbors grow inferior corn, **cross-pollination** will **degrade** the quality of my corn. If I am to grow good corn, I must help my neighbors grow good corn."

So is with our lives...Those who want to live well must help **enrich** the lives of others. And those who choose to be happy must help others find happiness, for the **welfare** of each is connected to the welfare of all.

B. READ THE PASSAGE AND ANSWER THE QUESTIONS THAT FOLLOW:

I said something mean to my friend. He got upset and ran home crying. When his dad saw him crying, he got angry and broke a branch of a tree to beat him. The branch had a bird's nest on it. The bird's egg fell out and cracked. Street dogs started fighting over the egg. One of the dogs was badly injured.

1. Read the passage given above and mention the people affected by my action:



2. Think of an incident (real or imaginary) and explain how your actions influenced others, positively or negatively:

C. DISCUSS - WHAT WOULD YOU DO AND WHY?

Kamala Devi - There is a problem of rubbish in my neighbourhood. A large pile of plastic is growing next to my home, and it smells terrible. The shopkeepers are to be blamed – every morning, I see a man dumping lots of plastic sheets and boxes from his shop. In the summer, an enormous cloud of mosquitoes gathers here. Last year my son was bitten by a mosquito, and he got sick. I think the mosquito gave him malaria. I am fed up with the shopkeepers!

Ramesh Kumar - I opened a shop in my village three years ago. I had to take out a loan from the bank, and I have to make a large payment every month. The shop is open every day, and I never get a holiday. Now, an angry neighbor is saying that I made her son sick, because I left packaging near her house. I can't keep the packaging in my shop, because the shop is small and it does not look good. There isn't a bin nearby, and I don't have the time to carry the rubbish elsewhere, because I have to look after the shop.

1. Are there such problems in your family/neighbourhood? Explain.
2. What are the different perspectives around it?
3. How can such problems be solved without sacrificing the interest of individual or the community?

D. ASK YOUR FACILITATOR FOR CAREERS IN SOCIAL/COMMUNITY WORK.

LESSON 111

COMMUNITY - 3

A. READ THE STORY AND DISCUSS -

A group of college students decided to educate the tribal people in Africa. The tribes lived happily with no use of equipments, modern facilities, etc.

One day one of the students placed a box full of chocolates near a tree, at a distance of 200 meters. He planned to conduct a race to motivate the children. He asked the students to stand in order and announced that the child who runs fast and reaches first would get all chocolates.

He counted one, two and run! But what happened next was a unimaginable.

Any guesses about what happened next?

COMPLETE AND SHARE ANY TWO -

1. This reminds me of _____

2. It is similar to _____

3. While reading it, I felt _____

4. I have learnt _____

5. I have read/seen something like this _____

6. In today's world, _____

RATE YOUR PARTICIPATION IN THE DISCUSSION -

Beginner	Novice	Capable	Confident	Expert
-----------------	---------------	----------------	------------------	---------------

EXPLAIN YOUR SELF-RATING.

I can _____

I need to work on _____

B. LOOK AT THE IMAGE AND DISCUSS WHAT THE 3 WORDS MEAN -

1. Sympathy means _____

I am sympathetic towards _____

I show sympathy when _____

2. Empathy means _____

I am empathetic towards _____

I show empathy when _____

3. Apathy means _____

I am apathetic towards _____

I show apathy when _____

What is one new thing you learnt after listening to others?

How did you show active listening during the discussion?

C. READ AND EXPLAIN -

I read _____

I think _____

I wonder _____

Use 'sympathy' or 'empathy' or 'apathy' to talk about the infographic.

D. READ & RECAP

E. HOW IS YOUR KEYBOARDING GETTING BETTER?

LESSON 112

MINDSET - 2

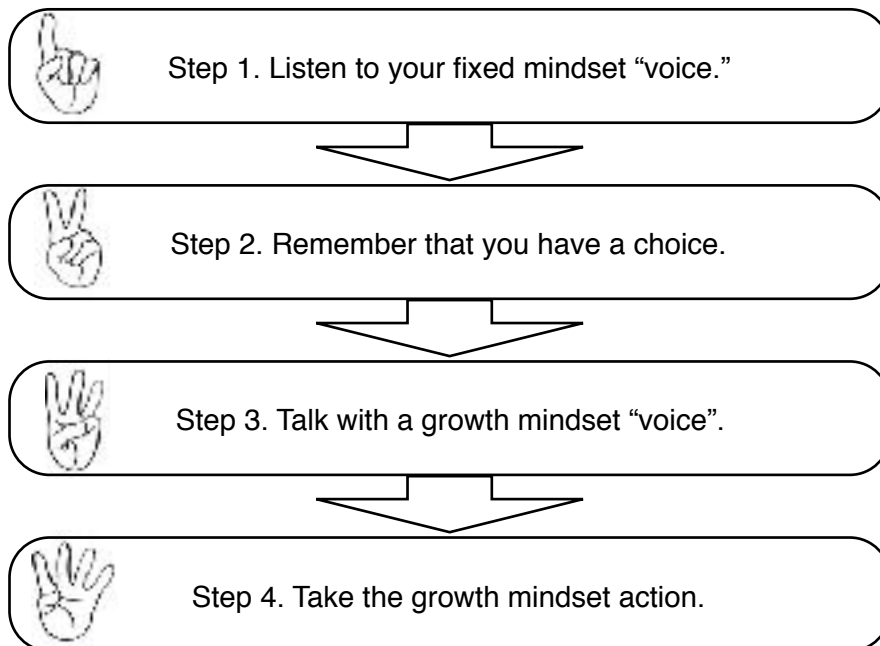
A. ANSWER INDEPENDENTLY -

- | | | | |
|--|-------|---------|----------|
| 1. You can't change your intelligence very much. | Agree | Neutral | Disagree |
| 2. Everyone can change their intelligence, significantly. | Agree | Neutral | Disagree |
| 3. Talent is limited - you are either talented or not. | Agree | Neutral | Disagree |
| 4. Everyone can change their talent, significantly. | Agree | Neutral | Disagree |
| 5. Smart people make no mistakes. | Agree | Neutral | Disagree |
| 6. I will make mistakes but I will learn from them and get better. | Agree | Neutral | Disagree |

Discuss -

How did you do?
What does the result show?
Can mindset be changed? If not, why? If yes, how?

B. CHANGING MINDSET -



Adapted from <https://mindsetonline.com/>

C. PEER COUNSELLING -

Ask your peer or share an example of his/her fixed mindset.

You are a mentor to your peer. Use the steps mentioned above to advise him/her on how he/she can change his/her fixed mindset into a growth mindset.

Step 1 - Your negative inner voice says - _____

Step 2 - What would happen if you follow your negative voice? _____

Step 3 - Change the negative inner voice to positive voice _____

Step 4 - What action will you take next? _____

D. DISCUSS -

1. Can you have positive/growth mindset all the time? Give examples.
2. Can you have positive/growth mindset towards all the people? Give examples.
3. Can fixed mindset lead to success/happiness? Give examples.

E. READ AND REFLECT -

C. READING SESSION -

1. DISCUSS -

- i. the characters in your book - name, appearance and personality.
- ii. their actions.
- iii. how their actions impact others.

2. RATE YOUR READING STAMINA

Is it improving? Why?

LESSON 114

CONSOLIDATION

A. READ THE ARTICLE AND SUMMARISE, AS INSTRUCTED:

Is chef Massimo Bottura sympathetic, empathetic or apathetic to the needs of the poor?

B. ANOTHER DAY IN PARADISE

Discuss -

1. What is the song about?

2. What do the following words/phrases mean -
 - a. another day in paradise - _____
 - b. blisters - _____
 - c. fit in - _____
3. Based on the hints given in the song, how would you describe the girl?

4. How is it 'another day in paradise' for you?

5. Who is/are not in this 'paradise'?

6. How can they be brought into this 'paradise'?

C. PROGRESS JOURNAL - WHAT ARE YOU GETTING BETTER AT?

	Reading	Writing	Speaking	Listening
Punctuation				
Spellings				
Vocabulary				
Grammar				
Discussion				
Others				

Are you -	Self	Peer	Facilitator
becoming more confident?			
becoming more aware about careers?			
developing a growth mindset?			

How does getting better in these help you with your goal(s)(Refer to LC - 3 in Lesson 112)?

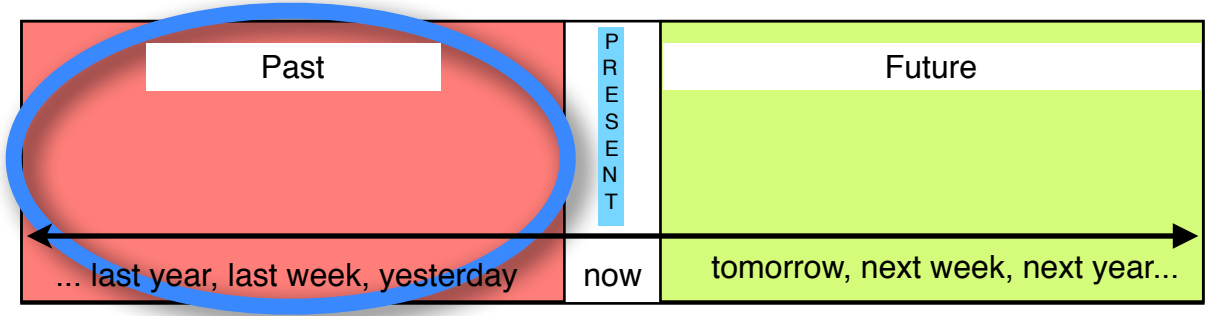
What can you do more/better?

LESSON 115

TALKING ABOUT PAST - 1

A. PAST TENSE (REGULAR):

For actions that happened and finished before now are written using past tense.



Rule 1:
For some action words, we add 'ed' after the word to use it in past tense.

Examples:

1. I learned English last year.
2. The teacher taught till 10:00 p.m. yesterday.
3. My friends played a soccer match last week.

Verb ending in...	How to make the simple past	Examples
e	Add - 'd'	live → lived date → dated
Consonant +y	Change 'y' to 'i', then add 'ed'	try → tried cry → cried
One vowel + one consonant (but NOT 'w' or 'y')	Double the consonant, then add 'ed'	tap → tapped commit → committed
anything else including 'w'	Add 'ed'	boil → boiled fill → filled hand → handed show → showed

Exercise:

Read the story. Make the past tense of the verbs by adding 'ed' and write them on the line to complete the story.

Last year for my birthday, my mother _____ a cake. She also _____
bake *organize*

a secret birthday party for me. My friends _____ the secret and _____ on
guard *knock*

the door in the evening. Then they _____ for a place to hide.
look

I _____ the door. They _____ "Surprise!". I _____. Then we
open *shout* *scream*

_____ games. It was time to cut the cake and everyone _____. Everyone
play *clap*

_____. I _____ with happiness.
enjoy *cry*

Rule 2:

To talk of past events in the negative, add 'did' and let the verb be in present tense. So use 'did not' or 'didn't'.

Examples:

1. I didn't learn English last year.
2. The teacher did not teach yesterday.
3. My friends didn't play the match last week.

Rule 3:

To ask a question about something in the past, begin with 'did' or 'didn't'.

Examples:

1. Did you learn English last year?
2. Didn't the teacher teach yesterday?
3. Did your friends play the match last week?

B. READ THE PASSAGE AND FILL THE BLANKS WITH THE WORDS IN BRACKETS AFTER CHANGING THEM TO PAST TENSE:

Jagdish Lal Ahuja, popularly known as PGI's 'langar baba', is searching his childhood among hundreds of poor kids whom he feeds daily.

In 1947, a 12-year-old boy born in Peshawar, Pakistan, came to India during the Partition. Not only did he lose his birthplace, but his childhood too. It is this lost childhood that Ahuja, popularly known as PGI's 'langar baba', is searching among hundreds of poor kids whom he feeds daily. In 1981, he _____ (start) langars across Chandigarh.

In 2015, he sold his seventh property worth ₹1.6 crore and _____ (arrange) money to ensure that the poor do not go to bed **on an empty stomach**. Ahuja has a wife, two daughters and a son.

"I was 12 when I left Peshawar and we _____ (arrive) at the Patiala **base camp**," he said. Ahuja was the only **breadwinner** of the family as his father did not work and his mother was a homemaker. "Everyday, I _____ (walk) three miles **barefoot** to buy namkeen dal for and sold it at stations. I made two such rounds daily. By the time I got home, my feet and hand would be full of **blisters**, but I still had to earn or else my family would **go hungry**," he said. "My father beat me up at home if I _____ (study) and teachers beat me up in school because I would not have done my homework. My childhood was **horrifying**."

From selling namkeen dal at the stations in Amritsar to selling toffees, jaggery, and fruits on the streets of Patiala, Ahuja _____ (continue) working and fought hard when **faced with hardships**. At 21, he _____ (move) to Chandigarh.

Ahuja said, "It was my son's eighth birthday and I _____ (want) to celebrate it by giving to the society. So, I _____ (decide) to organise a langar for children. The moment I saw the joy on the faces of the children, it _____ (remind) me of my childhood. I _____ (announce) that this langar will be held daily," he added.

Since then, between 6 pm and 6.30 pm, a black van stops outside gate number 2 of PGIMER and a stall is set up. In no time, people **queue up** for food. He is popular as 'langar wale baba'. "Not a single day has passed in the last 17 years that this langar was not organised. We serve dal, chapatti, rice, halwa and banana. Apart from this, we also serve biscuits to cancer patients and kurkure, toffees, lollipops with whistles and balloons to children," said Ahuja.

However, these days, shortage of money has made it difficult to run the langar but that has not _____ (stop) him. Asking for financial help from others to run the langar is against Ahuja's principles. Instead, he has chosen to cut down the supply. "Earlier, I made this langar for over 2,000 people daily; now it's for 500" he _____ (add).

His motivation comes from those he feeds daily. He said, "I see my childhood in them." Now that baba is growing old and fighting cancer, he only comes for a visit towards the end of the langar.

Adapted form www.hindustantimes.com

LESSON 116

TALKING ABOUT PAST - 2

A. RECAP THE ARTICLE GIVEN IN PART D OF LESSON 115 AND ANSWER/DISCUSS -

1. What would be a suitable title for the article? _____
2. Why does *langar baba* organise *langar* everyday?

3. How easy is it to sell your properties to feed the poor?

4. How would his children feel about his work? Why?

B. PAST TENSE (IRREGULAR):

Read the paragraph given below and discuss, as instructed -

Amreen feeled like exercising yesterday, so she putted on her bathing suit and drived to the YMCA, where she swimmmed for an hour, after which she was very hungry.

Rule 1:
For some action, we change the verb when talking about it in the past.

Examples:

1. I bit my finger and it hurts. (bite)
2. Mrs. Kumar taught me English past year. (teach)
3. The farmer grew rice for the whole year. (grow)

Word	Past tense	Word	Past tense	Word	Past tense
begin		get		run	
bite		give		say	
blow		go		see	
break		grow		sell	
build		have		shake	
bring		hide		sing	
buy		hear		shoot	
catch		hold		sit	
can		is		speak	
choose		keep		stand	
come		know		sleep	
dig		lay		spend	
do		lead		steal	
drink		leave		swim	
drive		lie		smell	
draw		light		take	
eat		lose		teach	
fall		make		tell	
fit		mean		think	
feed		meet		throw	
find		mistake		wear	
feel		pay		wake	
fly		read		win	
forget		ride		write	
forgive		ring		understand	
freeze		rise		fight	

Word	Past tense	Word	Past tense	Word	Past tense
put	put	cost		shut	
cut	cut	hit		spread	
let		hurt		upset	

Word	Past tense	Word	Past tense	Word	Past tense
bet		quit		beat	

Read the paragraph given below and correct, as instructed -

Amreen _____ like exercising yesterday, so she _____ on her bathing suit and _____ to the YMCA, where she _____ for an hour, after which she was very hungry.

C. FIND THE MISTAKES IN THE PASSAGE BELOW AND CORRECT THEM:

Speaking about the past requires careful selection of verb and it can be learnt over time with practice and self-correction.

Rule 2:
For some action, the verb doesn't change at all when talking about it in the past.

LESSON 117

POWER OF WORDS

A. DISCUSS:

1. "Words can inspire. And words can destroy. Choose yours well." Robin Sharma **OR**
2. "Don't mix your words with your mood, you can change your mood but you can't take back your words." Anonymous

B. WHAT/HOW:

1. do people around you use words for?

2. do you use words for?

3. do they choose their words? Is it a choice or a habit?

4. do you choose your words, if you do? Is it a choice or a habit?

5. good are people around you at judging when to be silent?

6. good are you at judging when to be silent?

C. DISCUSS:

1. Write, Pair, Share

2. Double Think, Pair and Share

3. Double Think, Pair and Share

4. Double Think, Pair and Share

5. Record what your peer said and extend/add to it.

6. Record what your peer said and extend/add to it.

7. Record what your peer said and question/disagree with it.

8. Record what your peer said and question/disagree with it.

D. READING SESSION:

DISCUSS:

What did you read?

What did you enjoy? Why?

What did you struggle with?

How did you handle the struggle?

What do you look forward to?

LESSON 118

VOCABULARY

A. CHOOSE THE WORDS FROM THE BOX TO REPLACE THE WORD ‘THING/THINGS’ IN BOLD:

1. thing (noun)	5. fashion, style	9. gadget, device
2. belongings	6. action, act	10. fear, dislike
3. objects	7. quality, feature	11. event, incident
4. point, fact, details	8. item, article	

B. INSTEAD OF ‘VERY’ USE:

very little	tiny	very loved	adored	very confused	perplexed
very lively	animated	very mean	cruel	very clear	obvious
very long	extensive	very neat	immaculate	very creative	innovative
very loose	slack	very necessary	essential	very cute	adorable
very nice	kind	very small	petite	very dear	cherished
very noisy	deafening	very sorry	apologetic	very difficult	arduous
very often	frequent	very special	exceptional	very dirty	filthy
very old	ancient	very stupid	idiotic	very dull	tedious
very old-fashioned	archaic	very certain	sure	very easy	effortless
very open	transparent	very surprised	amazed	very evil	wicked
very painful	excruciating	very tall	towering	very excited	thrilled
very perfect	flawless	very thin	slender	very friendly	amiable
very poor	destitute	very thirsty	parched	very funny	hilarious
very powerful	compelling	very tired	exhausted	very happy	ecstatic
very quick	swift	very valuable	precious	very good	excellent
very quiet	hushed	very weak	frail	very good	terrific
very raining	pouring	very wise	sagacious	very high	soaring
very rich	wealthy	very accurate	exact	very hungry	starving
very risky	perilous	very afraid	fearful	very huge	colossal

of these words are you familiar with?				
of these words do you know meaning of?				
of these words can you speak correctly?				
of these words can you use correctly?				

LESSON 119

SENTENCES

A. “WORDS THAT FOLLOW ‘I AM...’ FOLLOW YOU.” WHAT FOLLOWS YOUR ‘I AM...’?

I am _____

B. CORRECT THE RUN-ON SENTENCES BY USING PUNCTUATION OR A JOINING WORDS OR REMOVING/ADDING A WORD -

Run-on sentence - He put on some sunscreen, the sun was extremely hot, and he wanted to go inside.

1st part of the sentence - *He put on some sunscreen*

2nd part of the sentence - *the sun was extremely hot (linked with 1st part as it is the reason)*

3rd part of the sentence - *he wanted to go outside*

Corrected sentence - **He put on some sunscreen because it was extremely hot and he wanted to go outside.**

1. Is it a run-on sentence or a complete sentence?

- a. My cat was upset all day he didn't get breakfast.
- b. Because Rose was late for the train, she had to take the bus.
- c. I like the history class because it is explained well.
- d. I received an 'A' on my test I am happy.

2. Rewrite the given run-on sentences correctly by adding punctuation or joining word(s) -

- a. My mother and father and sister are coming home tomorrow.

- b. I love school, I love learning, my teacher is kind.

- c. Blue is my favorite colour it is the colour of the sky and the sea and it reminds me of my favourite insect which is the butterfly.

- d. I like Tuesdays and I like Fridays because the weekend starts on Friday.

e. We usually leave at 11:00 but today is different we are leaving at 10:30.

f. The show begins at 7:30 make sure you're there before 7:15.

C. RECAP AND REFLECT:

1. In AV - 118, what did Rock Thomas say about his Mentor?
2. Who is a mentor? Do you have a mentor?
3. Do you know about the FEA mentoring program?

LESSON 120

MOCK TEST

A. CHOOSE A TOPIC FROM THE LIST GIVEN BELOW AND DISCUSS WITH YOUR GROUP:

1. Compulsory daily sports activities for school children.
2. Our lifestyle creates many health problems.
3. It's better to raise children in the city than in the village.
4. Fast foods are popular foods.
5. Fair-skinned people are beautiful.

B. LISTEN TO AV - 120 ONCE AND ANSWER THE FOLLOWING QUESTIONS:

1. What does the speaker wish he could do in the morning? _____
2. How many newspaper(s) does the speaker read in the morning? _____
3. "I need my tea and paper to get going." What does 'get going' mean?

4. What kind of meetings does the speaker talk about?

-
5. Which of the following is not true about the speaker?
- a. He reads a lot of newspapers in the morning.
 - b. He likes to walk while speaking with people.
 - c. He does not eat meat.
 - d. He exercises in the evenings.

C. FREE-CHOICE WRITING

On a topic of your choice, write 2 paragraphs (about 100 words) using articles, present and past tense, appropriate vocabulary/phrases. Make sure you introduce the topic, write key points, give supporting details, conclusion etc.
Give your writing a suitable title and proofread your work before handing it in.

D. KEYBOARDING -

Go to the link given below and take the keyboarding test, as instructed:

<https://10fastfingers.com/typing-test/english>

MY KEYBOARDING SCORE		
Total keystrokes -	Correct (in green) -	Incorrect (in red) -

E. ASK YOUR PEER TO RATE HOW CONSIDERATE ARE YOU? IN LESSON - 96.

What do you think of the rating?

LESSON 121

SINGULAR AND PLURAL - 1

A. CHANGING SINGULAR TO PLURAL -

Singular means **one** of something while plural means **more than one** of something.

1. Adding 's' :

Some words can be changed from singular to plural by adding 's' after the word.

Singular		Plural
A car	+ s	Four cars
A lamp		Six lamps
A hat		
A cup		
A desk		

Exercise

Change the underlined words into plural and rewrite the sentence:

Singular	Plural
I have a <u>car</u> .	
Please serve tea in a <u>cup</u> .	

2. Adding 'es':

Words that ends with s, sh, x, ch, j or z can be changed from singular to plural by adding 'es' after the word.

Singular		Plural
A box	+ es	Four boxes
A sandwich		Some
A dish		Many
A kiss		
A bus		A few
A quiz		

Exercise

Change the underlined words into plural and rewrite the sentence.

Singular	Plural
Rajat gave me a <u>watch</u> .	
I have a <u>wish</u> .	
The <u>fox</u> ran very fast.	

3. If the word ends with a 'y' and there is a vowel before 'y', add 's' after the word:

Singular		Plural
A day	+ s	Seven days
A toy		_____
A guy		_____
A key		_____

4. If the word ends with a 'y' and there is a consonant before 'y', change 'y' to 'i' and add 'es'.

Singular		Plural
A body	Change 'y' to 'i' + 'es'	A lot of bodies
A country		_____
A story		_____
A lady		_____
A city		_____
A party		_____

5. To change words ending with 'f' or 'fe' into plural:

i. For some words add 's'

Singular		Plural
A brief	+ 's'	Some briefs
A roof		_____
A handkerchief		_____
A giraffe		_____

ii. For some words change 'f' or 'fe' to 'v' and add 'es'-

Singular		Plural
Half	Change 'f' or 'fe' to 'v' + 'es'	Two halves
A knife		_____
A life		_____
Self		_____
A thief		_____

6. Some words follow no rules:

Singular	Plural
Man	Men
Woman	Women
Foot	Feet
Child	Children
Tooth	Teeth
Mouse	Mice

7. Some words remain unchanged in their plural form:

Singular	Plural
Sheep	Three sheep
Deer	_____
Fish	_____
Hair	_____

Exercise -

Write the plural of the following words:

Singular	Plural
Pen	_____
Person	_____
Home	_____

Singular	Plural
Thirty	
Fish	
Tree	
Branch	
Man	
Woman	
Child	

B. TO BE COMPLETED AFTER YOUR MOCK TEST HAS BEEN CORRECTED AND YOU HAVE PREPARED ACTION PLAN WITH THE FACILITATOR.

My S.M.A.R.T. goal:

By _____ I will _____
(time) (specific)

because _____
(relevant)

I will do this by _____
(actionable)

I will know I have achieved this _____

My S.M.A.R.T. goal:

By _____ I will _____
(time) (specific)

because _____
(relevant)

I will do this by _____
(actionable)

I will know I have achieved this _____

LESSON 122

SINGULAR AND PLURAL - 2

A. REFLECT AND DISCUSS -

Do you think before you speak or speak before you think? Explain with cause, consequence and example(s).

B. RECAP USE OF ARTICLES (LESSONS 100 AND 101 AND FROM THE MOOC) AND PROOFREAD-

Write a, an, the, or Ø (Ø = no article needed) in the blanks in the following paragraph.

When ____ car behind me gets too close to my rear bumper, I get angry. This kind of driving too closely to ____ car in front of you is called "tailgating" in English. Tailgating annoys me for several reasons. First of all, if ____ car tailgats me, I sometimes get angry and do something stupid. One time when ____ few cars was tailgating me, I stepped hard on ____ brakes just to scare ____ men who were driving ____ cars behind me. This could easily have caused ____ accident. Also, ____ tailgaters make me so nervous that I don't always watch ____ road in front of me carefully enough. ____ friend of mine has ____ same problem. One day, he was watching ____ tailgating car in ____ rearview mirror. ____ car was so close that it was almost touching his rear bumper. Because he wasn't watching where he was going, he rear ended ____ car in front of him. ____ most important reason that ____ tailgating annoys me is that ____ tailgater could easily rear end me. One morning last year, my sister was driving down ____ bizzzy road. She had to stop suddenly, and ____ tailgating car crashed into ____ back of her car. ____ accident gave my sister bruises.

Are there any spelling mistakes in the above paragraph? How many were you able to find?

C. RECAP SUBJECT-VERB AGREEMENT (LESSON 69) AND PROOFREAD -

In some of the sentences the verb and subject are not in agreement. Find the verbs, circle and correct them in the passage. The first one is done for you.

leads

The person who lead the work on improving South Delhi Municipal Corporation's ranking in the Swachh Survekshan 2018 is an IIM graduate. He are also 90% blind.

Aman Gupta, a 2013 batch IAS officer, work with the help of a video magnifier that help the **visually impaired** read. Gupta has a medical condition that has no cure. His vision is now so poor that he find it difficult to identify people by their features. In 2002, when he was in grade 12, first, his eyes stopped seeing the cursor on the computer; then he couldn't see a cricket ball through the air; and soon after he found it difficult to read the text on the classroom blackboard.

In Delhi, where two bureaucrats committed suicide due to stress and illness and a few students have killed themselves on getting low marks, Gupta challenge life, rather than let life challenges him. "I failed to clear the UPSC exam in 2012 for which I had prepared using **audio books**. I spent more time to prepare and was, finally, ranked 57th in the **general category**," Gupta said. He currently hold three important positions — director (personnel), additional director (education) and secretary to the SDMC commissioner.

When he headed the west zone as deputy commissioner, sometimes officers would quietly leaves the meeting. When told, he immediately issued notices to these officials. When Gupta was new to the SDMC, an officer felt upset when he did not respond to his offer of a handshake. "I could not see the hand. Later, I told him that I was 90% blind," Gupta said.

Reading with the assistance of a video **magnifier** take a long time. But he doesn't complain or leave work unfinished. Gupta is a powerhouse of determination and patience. He is one of the top officials in SDMC's education department, responsible for managing 600 schools and 2.5 lakh students.

How many mistakes did you find?

Which mistakes were easy to find? Which ones were difficult?

D. READ, REFLECT & SHARE -

LESSON 123

PROBLEM SOLVING - 2

A. READ, REFLECT AND DISCUSS -

B. REFLECT AND DISCUSS -

1. Do we have more problems than our ancestors?
2. What are some of our shared problems as a community?
3. Which of our problems will continue in future?
4. What can be done about these (Point 3.) problems?

C. PROBLEM SOLVE -

Step 1 - Think of a shared or personal (related to language learning) problem that disturbs you most.

Example - "I just can't find enough time to workout and lose weight."

Step 2 - What are common beliefs (yours and other people's) about that problem?

Example - What do you really need to reach your weight loss goal? I need to exercise more, 5 days a week for an hour each day.

Step 3 - Imagine these beliefs (yours and other people's) are untrue? Refer to Part A.

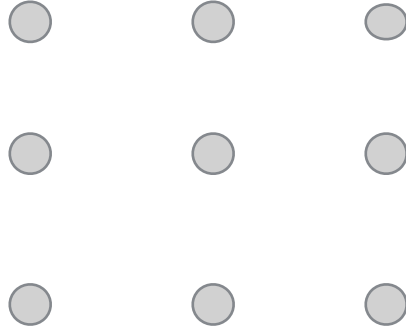
Example - Could you still lose weight exercising less frequently? If yes, how?

Step 4 - Think possibilities and create new solutions.

Example - I could try doing high-intensity, 15-minute workouts, 5 days a week.

D. THINKING WITHIN AND OUTSIDE THE BOX -

Below are nine dots arranged in a set of three rows. Draw four straight lines which go through the middle of all of the dots without taking the pencil off the paper. You must start from any position and draw the lines one after the other without taking your pencil off the page. Each line starts where the last line finishes.



E. WHAT DOES HE MEAN?

LESSON 124

COLLOCATIONS

**A. READ AND DISCUSS HOW ‘MAKE’ AND ‘DO’ ARE USED WITH OTHER WORDS.
USE THEM IN SENTENCES.**

B. MATCH THE WORDS THAT GO TOGETHER -

- | | | | |
|-------------|----------------------------|--------------|---------------------|
| 1. Have | a. languages | 9. Turn up | i. the good work |
| 2. Clean | b. the word | 10. Get over | j. walk |
| 3. Watch | c. expectations | 11. Look up | k. a shower |
| 4. Go for a | d. tea | 12. Give in | l. television |
| 5. Meet | e. with the latest fashion | 13. Have | m. a disappointment |
| 6. Get | f. teeth | 14. Pick up | n. late |
| 7. Start | g. homework | 15. Keep up | o. work |
| 8. Do | h. home | | |

**Do you know what they mean?
Can you use them in sentences?**

C. LISTEN AND MARK-

1						
2						
3						
4						
5						
6						
7						
8						
9						

LESSON 125

DIVERSITY - 1

A. FOOD FOR THOUGHT:

1. What is the message in the image? Use hints from the image to justify your answer.

2. If you were to share this message how would you draw it?

3. Must we always think outside the box? Why?

B. SINCE MANY PEOPLE ARE UNHAPPY WITH HOW THEY LOOK AND UPSET WITH GOD WHO MADE THEM, GOD IS ASKING EVERYONE HOW THEY WOULD LIKE TO LOOK IN THEIR NEXT LIFE.

ALL YOU HAVE TO DO IS FILL THIS FORM:

	Look	Reason for change
Eyes	Presently - In next life -	
Hair	Presently - In next life -	
Height	Presently - In next life -	
Weight	Presently - In next life -	
Skin colour	Presently - In next life -	
Others	Presently - In next life -	

Are some physical traits/looks more valued than others? Why?

C. SIMILARITIES AND DIFFERENCES.

How are people around you:

1. similar - _____

2. diverse? _____

3. Who do you find easy to work/be friends with - people similar to you or different from you? Why?

D. CHALLENGES AND OPPORTUNITIES OF DIVERSITY

1. What's great about diversity? Why?

2. What's challenging about diversity? Why?

E. STEREOTYPES -

A stereotype (say ste-rio-type), is something that we believe to be true about a particular **group** of people as a whole.

1. What are some stereotypes you/your family/friends believe in?

2. What are some stereotypes other people have about you/your family/friends?

3. Can stereotypes be helpful? If yes, how? If not, why?

4. What is the message in the following advertisements -

- a. Havell's Hawa Badlegi
- b. Ariel's Share the Load
- c. Titan Raga's Her Life Her Choices
- d. Airtel's Boss
- e. Ford Ecosport's Rakshabandhan

5. If you were to shatter one stereotype about your self/family/friends/community/country, what would it be and how would you do it ?

B. LOOK AT THE IMAGE AND DISCUSS, AS INSTRUCTED:

C. ASK YOUR PEER TO RATE YOUR REGULARITY, PARTICIPATION AND PROGRESS IN LESSON 108.

What do you think of this rating?

LESSON 127

EMAIL WRITING

A. RECAP -

Answer the following:

- i. Mail can be delivered by _____, _____, _____.
- ii. Email is the short form for _____.
- iii. What comes to your mind when the word email is mentioned?

- ➔ To be able to send and receive messages by email, both the sender and the receiver must have _____.
- ➔ You can create your email address using domains like _____.
- ➔ All email addresses are _____ protected.
- ➔ An email address has the following form ‘ _____ (creator’s choice)@_____ (domain name)’.

Examples

jyoti@yahoo.com
rama_delhi@gmail.com
narain26@yahoo.in

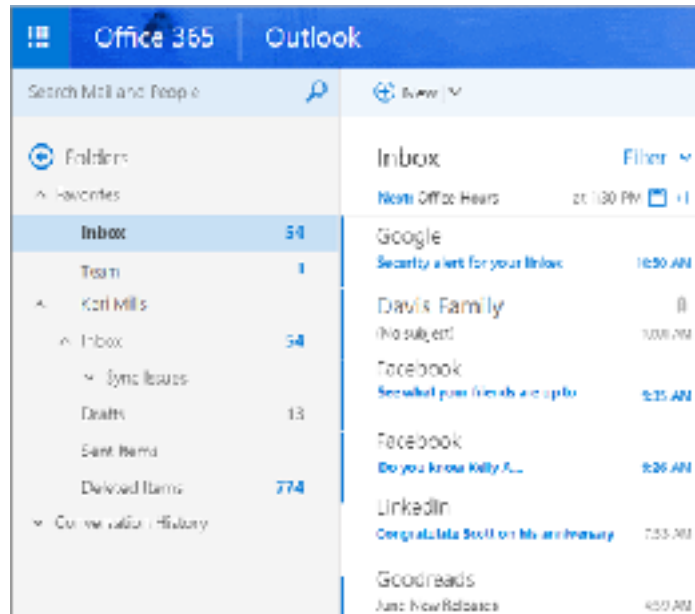
- ➔ For formal emails, email address must sound professional -

Examples

ramesh@rediff.com
jignesh_kumar@gmail.com
suman_delhi@yahoo.in

B. INBOX

You receive all messages from others in your inbox.



C. WRITING AN EMAIL - OUTBOX AND DRAFT

The screenshot shows a Gmail 'Compose Mail' window. The email is addressed to 'Manager' with the subject 'Complaint about delivered laptops'. The body text is as follows:

Dear Mr. Benjamin Panna,

I would like to bring to your notice that the 4 laptops that your delivery boy, Munil left at our store have been found to be damaged.

My company, Ujvoo Society had placed an order of 4 laptops with your company, Suing Infotech on December 24, 2012 by email. The order number was AEC 9856521 dated December 25th, 2012. We paid the full amount of Rs. 1,13,100 by cheque dated December 26th, 2012 (Cheque number: 4288) (Invoice number: IS-0449).

When we unpacked the laptops that one of all 4 laptops was found to be scratched. I am attaching the photos of the damaged systems for your administration.

I would request you to take this very seriously and replace the damaged laptops urgently.

Best wishes,

Sushil Kumar
President
Ujvoo Society,
D 18/14 Sector 102
Gurgaon

Annotations on the right side of the image identify parts of the email body:

- 'Introductory sentences' points to the salutation: 'Dear Mr. Benjamin Panna,'
- 'Main body' points to the first two paragraphs of the complaint.
- 'Closing sentence' points to the final paragraph: 'I would request you to take this very seriously and replace the damaged laptops urgently.'
- 'Sign off' points to the closing: 'Best wishes,'
- 'Full name, contact details' points to the sender's signature block.

Annotations on the left side of the image:

- 'Same as in formal letter' points to the overall structure of the email body.

D. NETTIQUETTE -

Do's	Don'ts
<ol style="list-style-type: none"> 1. Use a subject line, which clearly states what the email is about. 2. Write the most important information first. 3. Use numbers and bullet points to make the message crisp and clear. 4. Use simple grammar. 5. Write short sentences. 6. Use paragraphs to keep the email clear and easy to understand. 7. Your signature must have your full name and contact details. 8. 9. 10. 	<ol style="list-style-type: none"> 1. Write 'hello' as your subject line. 2. Write unrelated information. The reader will lose interest if the email doesn't get to the point. 3. Give personal information that you don't want anyone else to know. (The email could end up in the wrong hands) 4. Use capital letters to write whole words. In emails, this is considered shouting. 5. Use non-standard stylish fonts (the recipient's computer may not have them). 6. Use italics (the reason may be misunderstood, due to cultural differences). 7. Use exclamation marks. 8. Use abbreviations like coz and uni. 9. Use acronyms like BTW, FYI. 10. Use smileys. They may be misunderstood and come across as unprofessional. 11. 12.

Compare the two emails and discuss which is more appropriate and why -

Email 1

Email 2

LESSON 128

DIGITAL MEDIA - 1

A. READING SESSION -

DISCUSS -

1. Other than the book format, what are some other forms in which you can read the book you are currently reading?
2. What format would you prefer? Why?
3. Your entry in the Reading Log (Appendix 1) for the day.

B. WHAT IS DIGITAL MEDIA -

Content (text, graphics, audio, and video) produced in a format that can be communicated over internet or computer networks.

1. What makes digital media more popular than print media?

2. What is social media?

C. WHAT DIGITAL MEDIA DO YOU USE FOR -

1. learning English - _____

2. other work - _____

DIGITAL INDIA INITIATIVE -



DISCUSS -

1. "Sharing is good and with digital technology, sharing is easy." - Richard Stallman
2. "Humanity is acquiring all the right technology for al the wrong reasons." - R. Buckminster Fuller

D. READ THE ARTICLE AND DISCUSS, AS INSTRUCTED -

E. WHICH ONE DO YOU PREFER AND WHY?

ASK YOUR FACILITATOR ABOUT CAREERS IN DIGITAL MEDIA.

LESSON 130

MAKING INFERENCES

A. READ AND REFLECT -

1. Who are rumour mongers?

2. Why would anyone spread rumors like this?

3. Is it the user or media that is to be blamed ?

4. How do you think Rahul felt after hearing of his own death? Use evidence from the text to justify your answer.

5. What kind of community - rural or urban - did Rahul grow up in? Use evidence from the text to justify your answer.

B. INFERENCES - understanding when information is implied, or not directly said/written, helps us draw conclusions.

- We need to find clues to infer.
- We need to add those clues to what we already know, have seen, heard or read.
- There can be more than one correct inference.
- We need to be able to support inferences logically.

1. Read the paragraph given below and answer the questions that follow:

2. Look at the pictures below and write your inference(s):

Why is this man on the floor?

Neha got up early and ran out of her room with a big smile. She had been waiting all night for the sun to rise. She ran into the kitchen. On the table was a pile of hot pakodas and a cup of tea. Meera, Neha's mother walked into the kitchen with a big box wrapped in pink paper. Neha thanked Meera and quickly tore off the paper. She hugged and kissed her mother and ran to show it to her best friend. The day had started wonderfully.

1. Why do you think Neha was waiting for sunrise?

2. How do you think Neha felt when she woke up?

3. What do you think Meera gave to Neha?

4. Why did she give this to Neha on this day?

What makes you infer that?

How is this man feeling?

What makes you infer that?

C. READING SESSION -

As you read, note down one inference each (with supporting details from the text) that you made about -

1. **a character** - I infer that _____

because in the text _____

2. **an event** - I infer that _____

because in the text _____

3. **setting** - I infer that _____

because in the text _____

LESSON 131

SELF CONTROL - 2

A. LOOKING BACK -

1. Which part of the brain controls feelings and emotions ?
2. Which part of the brain controls thinking and reasoning ?
3. Till the age of about 20, which part of the brain is well developed and which one **underdeveloped**?
4. So what can a **teenager** do well and what might he/she struggle with? Is it true for all teenagers? Why?
5. How does this knowledge help - gives an easy excuse to justify our bad choices or makes us more careful while making choices?

B. STORY OF ODYSSEUS

1. Why did Odysseus bind himself to the mast?
2. Why did Odysseus not rely on his will power?
3. If your goals are achievable (S.M.A.R.T. Goals), what in your life, prevents you from achieving your goals? What/who are your 'sirens'?
4. What can **you** do stay committed to your goals? Can you always rely on will power and self-control to stay focused?
5. Will it always work? Why?
6. What role do firefighters and fireproofers play in keeping you on track?

C. REVIEW THE ACTION PLAN (APPENDIX 5) AND WRITE DOWN -

1. What's working well? _____

2. What's not working well? _____

3. What can you strategies can you use (like Odysseus tied himself to the mast) to make it work?

4. Who can you take help from (Like Odysseus took help of men on his ship) so that you do not get tempted? _____

5. Can self-control become a habit? If no, why? If yes, how? _____

D. READ THE STORY AND WRITE THE EXAMPLES -

Working with a partner, give examples of when self-control is a strength and when, it is not -

Example	Self control is a strength.	Self control is a weakness.
1		
2		
3		
4		

E. HOW DO CHARACTERS IN THE MOVIE, DISPLAY/FAIL TO DISPLAY SELF-CONTROL? WHY AND HOW DOES IT IMPACT THEIR LIVES/OTHERS?

1. What makes you happy ?
2. What makes you relaxed ?
3. Do you know ?
 - a. What has a face and two hands but no arms or legs?
 - b. What five-letter word becomes shorter when you add two letters to it?
 - c. What word begins and ends with an 'e' but only has one letter?
 - d. What has a neck but no head?
 - e. What gets wetter as it dries?
 - f. Why did the boy bury his torch?
 - g. Which letter of the alphabet has the most water?
 - h. What starts with a 'P', ends with an 'E' and has thousands of letters?
 - i. What has to be broken before you can use it?
 - j. Why can't a man living in Delhi be buried in Benaras?
 - k. What begins with T, ends with T and has T in it?
 - l. How many letters are there in the English alphabet?
 - m. Which month has 28 days?
4. Create your own riddles to play with words.

LESSON 133

CONSTRUCTING ARGUMENTS

A. READ THE POEM AND DISCUSS, AS INSTRUCTED -

Discuss -

1. In one sentence, share what the poem is about.
2. Make a connection between the poem and your life.

B. PERSUASION VS ARGUMENT

Enact -

1. A lawyer selling a new product
2. A salesperson defending a client in the court of law

Persuasion - expression of one sided opinion to change the reader’s or listener’s point of view. For example, advertisements.

Argument - expression of point of view using evidence and reasoning to help reader or listener to understand the issue/topic better. For example, articles in magazine.

C. CONSTRUCTING AN ARGUMENT -

Example 1 - All boys in the class are present today.

Rajat is a boy in the class.

Therefore, Rajat is present today.

Example 2 - Books help in learning about the world. (Reason)

I love to learn about the world. (Reason)

I love books. (Conclusion)

Steps	Use words ...
Step 1 - Identify your topic, research your topic, and decide which side to support.	State the agreement or disagreement with the topic/issue.
Step 2 - Support your point of view with reason(s) to get the reader to recognize your point of view.	Since, Because, For, As shown by, The reason is that, It may be inferred, Given that
Step 3 - Identify and present other viewpoint(s).	Sometimes, In some cases, Some people
Step 4 - Show limitation of the opposing viewpoint(s) with reason(s).	While it is true that, Opponents will claim, In spite of the fact, While it is true that, Some may say

Steps	Use words ...
-------	---------------

Step 5 - Conclude by restating the stand.

Therefore, Hence, So, Proves that, As a result, Thus, For this reason, For these reasons, It follows that, I conclude that, Which means that

D. EXERCISE - WRITE AN ARGUMENTATIVE PIECE ON THE TOPIC -

Fast food chains should be banned from India.

Step 1 - (Definition/description) _____

Step 2 - (Reason 1) _____

(Reason 2) _____

Step 3 - (Other points of view) _____

Step 4 - (Weaken the other point of view) _____

Step 5 - Conclude _____

E. WRITE AN ARGUMENTATIVE PIECE ON ONE GIVEN TOPIC -

- 1. Education should be free for all.
- 2. By law all people should be vegetarians.
- 3. Computers should be banned in schools.

LESSON 134

SPENDING AND SAVING

A. RECAP -

1. What does the image show?

2. How have your shopping habits changed after Lesson 68 (book 2)?

3. What has been enjoyable/difficult about these changes? Why?

B. READ THE PASSAGE AND ANSWER THE QUESTIONS THAT FOLLOW -

1. Why do you think Dhruv spent almost all his money at the Delhi Zoo?

- Buying stuff usually makes a fun day even more fun.
- The shop owners work very hard to convince visitors to spend, spend, spend.
- I don't really know-it seems crazy to me!

2. In your opinion, what was Dhruv's biggest spending mistake?

- Spending extra for the "free" lemonade refill program.
- Spending big money on food *thali* when all he really wanted was an inexpensive toy.
- Buying all those souvenirs when he already had great memories and family photos.

3. Do you think it's fair for shop owners to charge so much for food and souvenirs?

- Totally. They have a right to charge as much as people are willing to spend.
- No, it seems greedy to me. They should lower their prices to what other places charge.
- It doesn't bother me because I try not to spend money in shops like that.

4. In your opinion, which spending lesson is most important for Dhruv to learn?

- When you feel yourself tempted to spend, take a few minutes to calm down and really think about it.
- Concentrate on the things you want long-term, not on the things you want this very minute.
- Understand the tricks that people use to get you to buy things you don't need, and make sure you don't fall for them.

C. READ THE PASSAGE AND DISCUSS, AS INSTRUCTED -

Scenario 1 - Imagine that you have just won the lottery. To receive your money, however, you will have to wait for some time. You are given two choices -

Option 1 - If you wait for **9 years** you can get Rs. 20,00,000.

Option 2 - If you wait for **6 years** you can get Rs. 10,00,000.

Which option will you choose? Why? _____

Survey 5 peers and write their responses and reasons -

Peer	Preferred Option	Reason
1		
2		
3		
4		
5		

Scenario 1 - Imagine that you have just won the lottery. To receive your money, however, you are given two choices -

Option 1 - If you wait for **3 years** you can get Rs. 20,00,000.

Option 2 - You can get 10,00,000 **today**.

Which option will you choose? Why? _____

Survey 5 peers and write their responses and reasons -

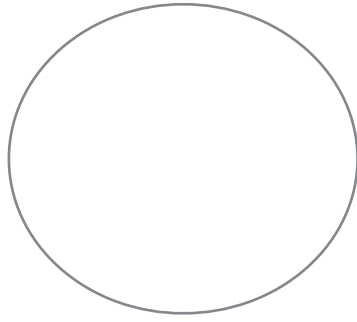
Peer	Preferred Option	Reason
1		
2		
3		
4		
5		

Compare your and your peers' responses to scenario 1 and 2 and discuss -

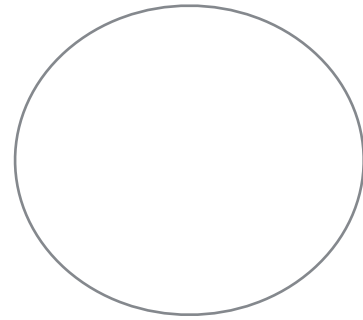
1. Did the responses change from scenario 1 to 2?
 - If yes, how? Why?
 - If not, why?

D. PRESENT ME VS FUTURE ME -

SCENARIO 1 -

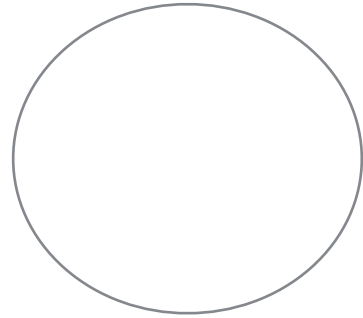
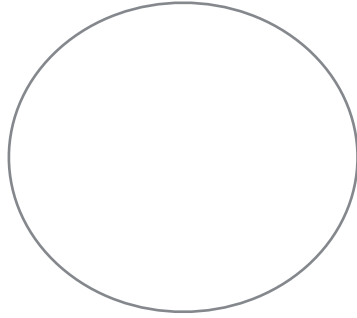


Today



At 80 years of age

SCENARIO 2 -



LESSON 135

TRAVEL - 1

A. RECAP -

How a family should spend every month

Here's how much a household income of Rs 1 lakh per month should be allocated under different heads -

Essential expenses: 60 % of the income should be spent on these essential items.

- Food and groceries : 18.8% : Rs 15,000
- Healthcare (including insurance): 4% : Rs 4,000
- Life insurance : 3% : Rs 3,000
- Housing : 20% : Rs 12,000
- Utilities : 4% : Rs 4,000
- Education : 6% : Rs 6,000
- Transport : 8% : Rs 8,000
- Clothing : 7% : Rs 7,000

Savings: 20% should be invested for future.

Discretionary items: 20% of the income can be spent on other items such as -

- Entertainment : Rs 10,000 : 3%
- Communication (including TV, internet): Rs 3,000 : 3%

Total : Rs 1 Lakh : 100%

Adapted from <https://economictimes.indiatimes.com/>

B. FOOD FOR THOUGHT -

73 year-old couple covers 19 countries in 72 days

2 interesting things about the headline _____

1 question about the headline _____

Why do people travel?

C. MY TRAVEL -

I would like to travel to _____ as a _____ traveller.
I would travel by _____ and stay in _____
I would travel _____ or with _____.
In _____, I would _____

LESSON 136

TRAVEL - 2

A. MY TRIP

Review the trip you planned in Part C of Lesson 135, edit (if you would like to) and share with the class.

B. MAKE A TRAVEL BOOKING

Based on the itinerary, make a travel booking for your trip using -

1. a phone call
2. a letter to the travel agent
3. an e-mail

Make notes on what info you must include in your phone call/letter/email while making the reservations.

Peer Feedback - Phone call

What I did well	What I need to do better

Letter writing -

At the end of Book 3, reflect on what your strengths are what you need to improve during Book 4 and 5.

Language -	What I can do well	What I need to do better
Reading		
Writing		
Speaking		
Listening		
Personal Development	What I can do well	What I need to do better
Ability to think		
Participation		
Classroom behaviour		
Attitude towards learning		
Attitude towards others		

APPENDIX 1

MY READING LOG - 1

I am reading _____ by _____ independently or with _____

Lesson & Duration (In minutes)	Page numbers (From ____ to ____)	What did you do well?	What did you struggle with?
Lesson 103 _____ minutes			
Lesson 107 _____ minutes			
Lesson 109 _____ minutes			
Lesson 113 _____ minutes			
Lesson 117 _____ minutes			
Lesson 119 _____ minutes			
Lesson 122 _____ minutes			
Lesson 125 _____ minutes			
Lesson 128 _____ minutes			
Lesson 130 _____ minutes			

Lesson & Duration (In minutes)	Page numbers (From ____ to ____)	What did you do well?	What did you struggle with?
Lesson 135 _____ minutes			
Lesson 136 _____ minutes			
Lesson 137 _____ minutes			

Checked by facilitator -	Checked by facilitator -
Comments - Signature - _____ Date - _____	Comments - Signature - _____ Date - _____

Checked by HO Staff -	
Comments - Signature - _____ Date - _____	Comments - Signature - _____ Date - _____

MY READING LOG - 2

I am reading _____ by _____ independently or with _____

Date & Duration (In minutes)	Page numbers (From _____ to _____)	What did you do well?	What did you struggle with?
Checked by facilitator -		Checked by HO Staff -	
Comments -		Comments -	
Signature -	Date -	Signature -	Date -

APPENDIX 2

PHRASES

	Phrase	Meaning	Example
1	Abide by	Respect or obey	If you want to join the center, you must abide by the rules.
2	Agree with	Say / think the same thing as someone else	I agree with you that English is an important language.
3	Brush up on	Improve	You must brush up on your English.
4	Carry on	Continue	Don't stop. Carry on with your work.
5	Close down	Stop operating	The center closed down due to damage to the building.
6	Deal with	Take care of (person, problem or situation)	The facilitator helps me deal with my poor pronunciation.
7	Drop in	Visit	I drop in to see my grand parents on my way home everyday.
8	Drop out	Leave school / classes / college without finishing	If you drop out of class, you will find it difficult to speak English.
9	Find out	Get information	Please find out why Reema is absent.
10	Figure out	Understand or find the answer	I am trying to figure out the location of the center.
11	Get along with	Have a good relationship	Students and facilitator get along well in the center.
12	Get off	Leave (bus, train, plane)	Get off the bus at Chandni Chowk.
13	Get rid of	Remove / give away	Do not get rid of your books after you have completed Level 1.
14	Hand out	Distribute	Hand out the test paper to the students.
15	Hang up	End phone call	Do not hang up the phone as I am still talking.
16	Hold on	i. Wait ii. Hold tightly	i. Hold on! I will go with you. ii. Hold onto something or else you will fall.
17	Hurry up	Be quick	Hurry up! I do not want to be late for class.
18	Keep on	Continue doing something	Keep on working hard and you will do well.
19	Left out	Not added	If your name is left out during attendance, inform the facilitator.
20	Look after	Take care of	Look after the laptops and other items in the center.

	Phrase	Meaning	Example
21	Look for	Try to find something	I am looking for students who are interested in learning English.
22	Look forward to	Wait with pleasure	I look forward to seeing you soon.
23	Make fun of	Laugh at something / someone	Do not make fun of your fellow students at the center.
24	Pass out	i. Finish the class / school / college. ii. Faint	i. When you pass out of Level 3, you will get a certificate. ii. She passed out when she heard the bad news.
25	Set up	Start a business	She set up her own company 10 years ago.
26	Take care of	Look after something/someone	I will take care of your books when you go out for some work.
27	Work out	i. Physical exercise ii. Find a solution	i. I work out twice a week in the gym. ii. I need to work out the cost of buying a house.

APPENDIX 3

APPROPRIATE VOCABULARY

Words to use instead of 'very'

very little	tiny	very loved	adored	very confused	perplexed
very lively	animated	very mean	cruel	very clear	obvious
very long	extensive	very neat	immaculate	very creative	innovative
very loose	slack	very necessary	essential	very cute	adorable
very nice	kind	very small	petite	very dear	cherished
very noisy	deafening	very sorry	apologetic	very difficult	arduous
very often	frequent	very special	exceptional	very dirty	filthy
very old	ancient	very stupid	idiotic	very dull	tedious
very old-fashioned	archaic	very certain	sure	very easy	effortless
very open	transparent	very surprised	amazed	very evil	wicked
very painful	excruciating	very tall	towering	very excited	thrilled
very perfect	flawless	very thin	slender	very friendly	amiable
very poor	destitute	very thirsty	parched	very funny	hilarious
very powerful	compelling	very tired	exhausted	very happy	ecstatic
very quick	swift	very valuable	precious	very good	excellent
very quiet	hushed	very weak	frail	very good	terrific
very raining	pouring	very wise	sagacious	very high	soaring
very rich	wealthy	very accurate	exact	very hungry	starving
very risky	perilous	very afraid	fearful	very huge	colossal
very sad	sorrowful	very angry	furious	very important	crucial
very scary	chilling	very bad	awful	very interesting	captivating
very pretty	beautiful	very beautiful	gorgeous	very kind	compassionate
very serious	grave	very big	massive	very lazy	indolent
very short	brief	very careful	cautious	very angry	furious
very shy	timid	very clean	spotless	very boring	dull
very simple	basic	very cold	freezing	very calm	serene
very sleepy	lethargic	very colorful	vibrant	very nervous	apprehensive
very slow	sluggish	very complete	comprehensive	very poor	destitute
very loud	defining	very nervous	apprehensive	very scared	petrified

Words to use instead of 'good'

- | | |
|-----------------------|-------------------|
| 1. Awesome | 26. Incredible |
| 2. Amazing | 27. Interesting |
| 3. Admirable | 28. Invaluable |
| 4. Adorable | 29. Memorable |
| 5. Attention Grabbing | 30. Mesmerizing |
| 6. Astonishing | 31. Marvelous |
| 7. Best | 32. Magnificent |
| 8. Brilliant | 33. Mind blowing |
| 9. Breath taking | 34. Outstanding |
| 10. Champion | 35. Outperforming |
| 11. Commendable | 36. Phenomenal |
| 12. Extraordinary | 37. Perfect |
| 13. Exceptional | 38. Remarkable |
| 14. Excellent | 39. Reverberating |
| 15. Effective | 40. Super |
| 16. Fabulous | 41. Super Duper |
| 17. Fantastic | 42. Superb |
| 18. Fantabulous | 43. Superior |
| 19. First class | 44. Supreme |
| 20. Fine | 45. Stupendous |
| 21. Flawless | 46. Stunning |
| 22. Great | 47. Spectacular |
| 23. High quality | 48. Terrific |
| 24. Incomparable | 49. Tremendous |
| 25. Impressive | 50. Wonderful |

Words to use instead of 'bad'

- | | |
|---------------|------------------|
| 1. Appalling | 11. Shocking |
| 2. Awful | 12. Horrid |
| 3. Disgusting | 13. Horrendous |
| 4. Harmful | 14. Offensive |
| 5. Dangerous | 15. Nasty |
| 6. Lousy | 16. Unpleasant |
| 7. Mean | 17. Unacceptable |
| 8. Offensive | 18. Hideous |
| 9. Terrible | 19. Rotten |
| 10. Inferior | 20. Shameful |

APPENDIX 4

WILLINGNESS

APPENDIX 5

ACTION PLAN

A. 1. WHAT DID YOU DO WELL? (BOOK READING, WRITING, SPEAKING, LISTENING, KEYBOARDING ETC.)

I..... (a mix of language abilities and personality traits)	Self	Facilitator

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

I need to work on...

B. My ACTION PLAN (TO IMPROVE THOSE MENTIONED IN A.2)

When?	Support from facilitator	Self-practice

SIGNATURE OF FACILITATOR:

SIGNATURE OF STUDENT:

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

APPENDIX 6

MOOC PLAN & PROGRESS

Lesson	Module	Content	Deadline	Progress
102	Setting up account and familiarising.	Setting up account and familiarisation.	Lesson 107	Done - Completely or Partially What I did well _____ What I struggled with _____ Pending Work, if any _____
106	Introduction to Adjectives and Articles	Learn - Meet the Adjective Practice - Meet the Adjective Learn - Introduction to Articles Practice - Meet the Article	Lesson 112	Done - Completely or Partially What I did well _____ What I struggled with _____ Pending Work, if any _____
111	Introduction to Adjectives and Articles & Meet the Adverb	Learn - Definite and Indefinite Article Practice - Choosing Between Definite and Indefinite Article Learn - Introduction to Adverb Practice - Meet the Adverb	Lesson 117	Done - Completely or Partially What I did well _____ _____ What I struggled with _____ _____ Pending Work, if any _____ _____
116	Introduction to Adverbs	Practice - Using Adverb & Adjectives (Discuss Progress Report) Learn - Relative Adverbs Practice - Identifying the Relative Adverb Learn - Adjective Order	Lesson 124	Done - Completely or Partially What I did well _____ _____ What I struggled with _____ _____ Pending Work, if any _____ _____

Lesson	Module	Content	Deadline	Progress
123	Adjective order and commas with adjectives	Learn - Adjective Order (Discuss Progress Report) Practice - Adjective Order Learn - Commas and Adjectives Practice - Commas and Adjectives	Lesson 128	Done - Completely or Partially What I did well _____ _____ What I struggled with _____ _____ Pending Work, if any _____ _____
127	Comparative, superlative, intensifiers, and adverbs of degree	Learn - Introduction to comparative and superlative Learn - Forming Comparative and Superlative Modifiers Practice - Comparative and Superlative Adjectives and Adverbs	Lesson 135	Done - Completely or Partially What I did well _____ _____ What I struggled with _____ _____ Pending Work, if any _____ _____
134	Comparative, superlative, intensifiers, and adverbs of degree	Learn - Introduction to comparative and superlative (Discuss Progress Report) Learn - Intensifiers and Adverbs of Degree Practice - Intensifiers and Adverbs of Degree	Lesson 138	Done - Completely or Partially What I did well _____ _____ What I struggled with _____ _____ Pending Work, if any _____ _____
137	Unit Test Reflection & Introduction MOOC for Book 4	Reflection & Introduction MOOC for Book 4	Lesson 138	Done - Completely or Partially What I did well _____ _____ What I struggled with _____ _____ Pending Work, if any _____ _____

Checked by facilitator -		Checked by HO Staff -	
Comments -		Comments -	
Signature -	Date -	Signature -	Date -



FREEDOM ENGLISH ACADEMY

BUILDING ENGLISH, NON-COGNITIVE & CRITICAL THINKING SKILLS

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IF YOU THINK **YOU**
ARE **TOO SMALL** TO
MAKE A DIFFERENCE,
TRY **SLEEPING** WITH
A **MOSQUITO**.

- Dalai Lama

IN A **GENTLE**
WAY, YOU CAN
SHAKE THE
WORLD.

- Mahatma Gandhi

IF YOU HAD **STARTED**
DOING ANYTHING **TWO**
WEEKS AGO, BY TODAY
YOU WOULD HAVE BEEN
TWO WEEKS
BETTER AT IT.

- John Mayer

OURS IS NOT THE TASK
OF **FIXING** THE ENTIRE
WORLD ALL **AT ONCE**,
BUT OF **STRETCHING**
OUT TO MEND PARTS
OF THE WORLD THAT IS
WITHIN OUR REACH

- Clarissa P. Estes

WHEN YOU **ARISE** IN
THE **MORNING**, THINK
OF WHAT A PRECIOUS
PRIVILEGE IT IS TO
BE ALIVE - TO
BREATHE, TO THINK, TO
ENJOY, TO LOVE - THEN
MAKE THAT DAY COUNT.

- Marcus Aurelius

SURROUND YOURSELF
WITH **POSITIVE**
ENERGY. GOOD VIBES
TRANSLATES INTO
GOOD MOODS AND
BETTER HEALTH
ALL AROUND.

