



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

of Session ..... on ..... (DD/MM/YY)

If you **can't fly** then run, If you **can't run** then walk, if you **can't walk** then crawl but whatever you do, you have to **keep moving forward**  
- Martin Luther King

We **delight** in the **beauty of the butterfly**, but rarely admit the **changes** it has gone through to **achieve that beauty**  
- Maya Angelou

## STUDENT WORKBOOK

v29.5.19

Life has its **ups and down**, but we do not have to **go up and down with it**  
- Eknath Easwaran

We can **complain** because rose bushes have thorns, or **rejoice** because thorn bushes have roses  
- Abraham Lincoln

A **winner** is someone who **gets up one more time** than he is **knocked down**  
- Mia Hamm



**PERSONAL INFORMATION**

Full Name: \_\_\_\_\_

Personal Phone No. \_\_\_\_\_ (optional)

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 SCORE**

	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)

Book 2: \_\_\_\_\_  
Book 3: \_\_\_\_\_  
Book 4: \_\_\_\_\_

**MOOC RECORD** (MOOCs completed)

Book 3: \_\_\_\_\_  
Book 4: \_\_\_\_\_  
\_\_\_\_\_

**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<sup>®</sup> 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 confidence with the language at the late Intermediate level (Level 2).

This Student Workbook comprises 46 lesson-plans, as a part of late Intermediate level (Level 2) to be completed in 2 months. At the end of the 2 months, the Evaluator/designated HO staff, will assess language acquisition of the students to determine progression to Advanced level (Level 3).

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 External Evaluation at the end of Level 2.

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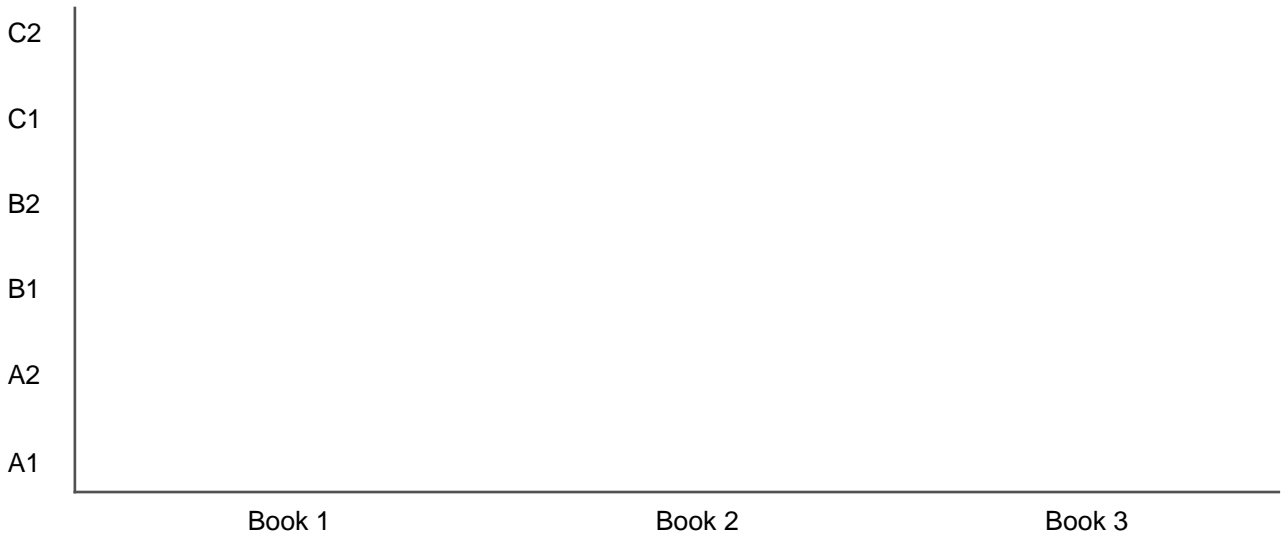
<b>LESSON 139</b>
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## LOOKING BACK

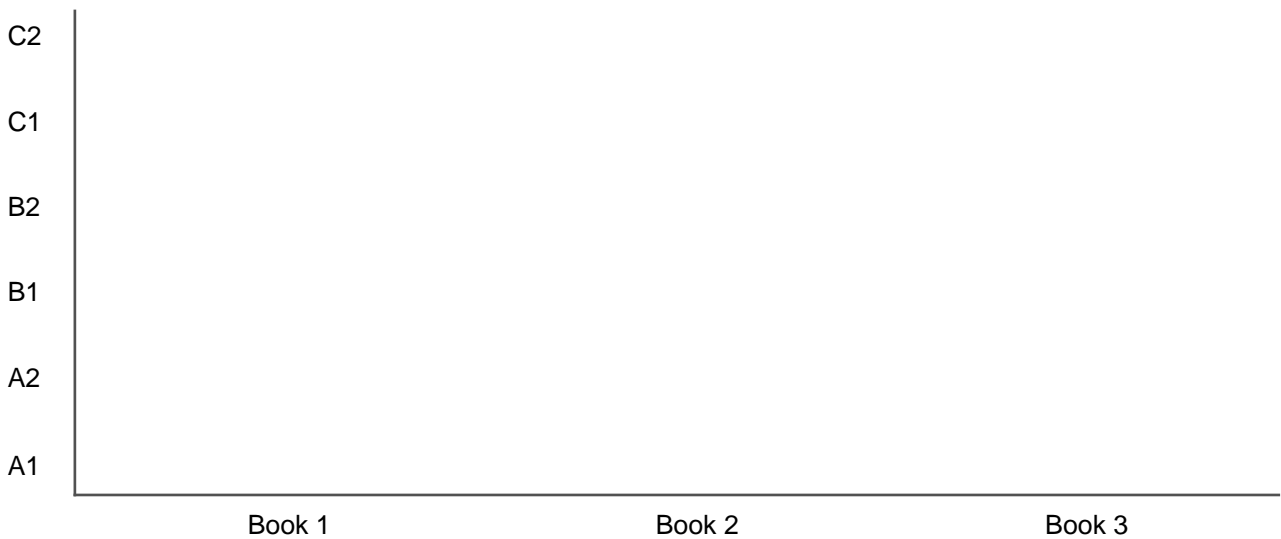
### A. MY PERFORMANCE:

Look at your FTS Scores from Book 1 to Book 3 and prepare a bar graph of your performance:

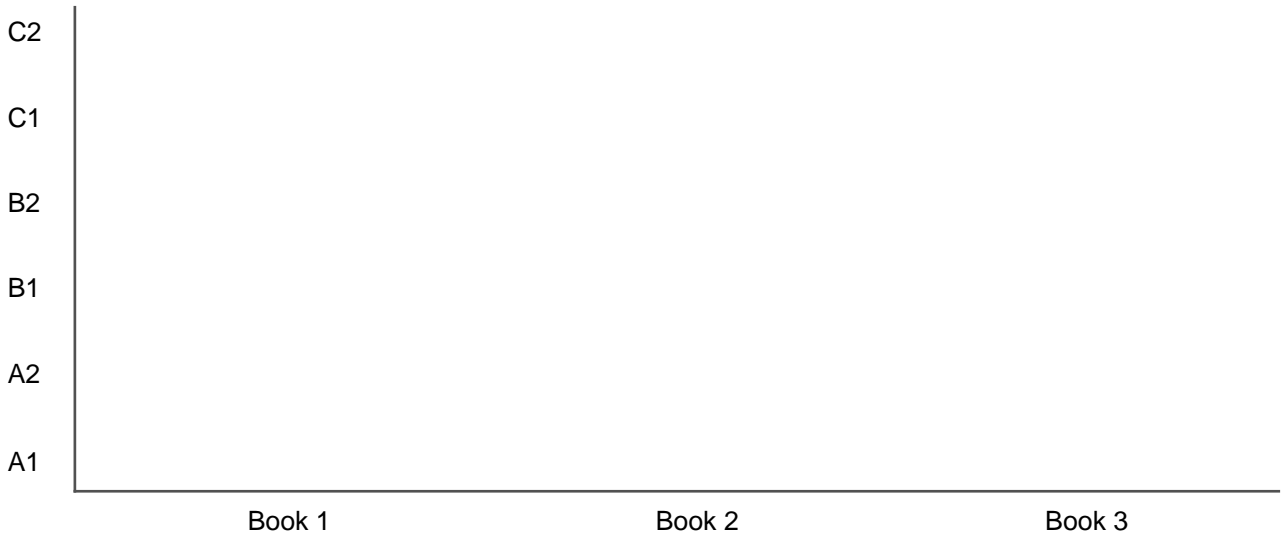
#### Reading:



#### Writing:



**Listening:**



According to the graph, what are you getting better at? Why?

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According to the graph, what are you not getting better at? Why?

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Do you agree with what the graph represents? Why?

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**B. SPEAKING:**

Ask two peers and the facilitator how would they rate your speaking skills (A1 - C2) over Book 1, 2 and 3.

	<b>Book 1</b>	<b>Book 2</b>	<b>Book 3</b>
<b>Peer 1</b>			
<b>Peer 2</b>			
<b>Facilitator</b>			

Do you agree with their rating? Why?

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**C. LOOKING BACK:**

1. What did you enjoy the most in Book 3? (Describe what it was, how you felt and what was enjoyable about it.)

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2. What did you find most difficult in Book 3? (Describe what it was, how you felt and what was difficult about it.)

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**D. BOOKS AS THERAPY:**

**Read and answer the questions that follow:**

For all avid readers who have been reading with great books their entire lives, it comes as no surprise that reading books can be good for your mental health and your relationships with others, but exactly why and how is now becoming clearer, thanks to new research on reading's effects on the brain. A 2011 study published in the *Annual Review of Psychology*, based on brain scans of participants, showed that, when people read about an experience, they display stimulation within the same parts of the brain as when they go through that experience themselves. We draw on the same brain networks when we're reading stories and when we're trying to guess at another person's feelings.

Other studies published in 2006 and 2009 showed something similar—that people who read a lot of fiction tend to be better at empathizing with others. And, in 2013, an influential study published in *Science* found that reading literary fiction (rather than popular fiction or nonfiction) improved participants' results on tests that measured empathy, which are crucial to developing the ability to guess with accuracy what another human being might be thinking or feeling.

1. What is the main idea of the passage:
  - a. A lot of research had been done on benefits of reading.
  - b. Comparing people who read with those who do not read books.
  - c. Those who read literary fiction are more empathetic.



d. Brain networks are fired up when we read stories.

2. Describe your reading experience during Book 3. (Describe what you read, how you felt and what you enjoyed/struggled with.)

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# LESSON 140

## LOOKING AHEAD

**A. REFER TO THE GRAPHS IN LESSON 139 AND THINK WHAT YOU NEED TO:**

### Reading

	<b>Specific, realistic and time-bound action</b>	<b>Self</b> (L - 150)	<b>Peer</b> (L - 160)	<b>Facilitator</b> (L - 174)
<b>Stop</b>				
<b>Start</b>				
<b>Continue</b>				

### Writing

	<b>Specific, realistic and time-bound action</b>	<b>Self</b> (L - 150)	<b>Peer</b> (L - 160)	<b>Facilitator</b> (L - 174)
<b>Stop</b>				
<b>Start</b>				
<b>Continue</b>				

**Speaking**

<b>Specific, realistic and time-bound action</b>		<b>Self</b> (L - 150)	<b>Peer</b> (L - 160)	<b>Facilitator</b> (L - 174)
<b>Stop</b>				
<b>Start</b>				
<b>Continue</b>				

**Listening**

<b>Specific, realistic and time-bound action</b>		<b>Self</b> (L - 150)	<b>Peer</b> (L - 160)	<b>Facilitator</b> (L - 174)
<b>Stop</b>				
<b>Start</b>				
<b>Continue</b>				

**B. LOOKING BACK:**

1. What do you look forward to learning/doing in Book 4? Why?

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2. What is FEA/Book 4 looking from you in Book 4? Why?

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**C. INDEPENDENT READING SESSION:**

1. Describe the book you have selected to read and your reasons for selecting that book.

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2. i. During Book 4 reading sessions, I wish to\_\_\_\_\_

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ii. During Book 4 reading sessions, I hope to\_\_\_\_\_

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**FOOD FOR THOUGHT - Do you know Book 4 expectations in reading, writing, speaking, listening, Keyboarding, book reading, MOOCs completion?**

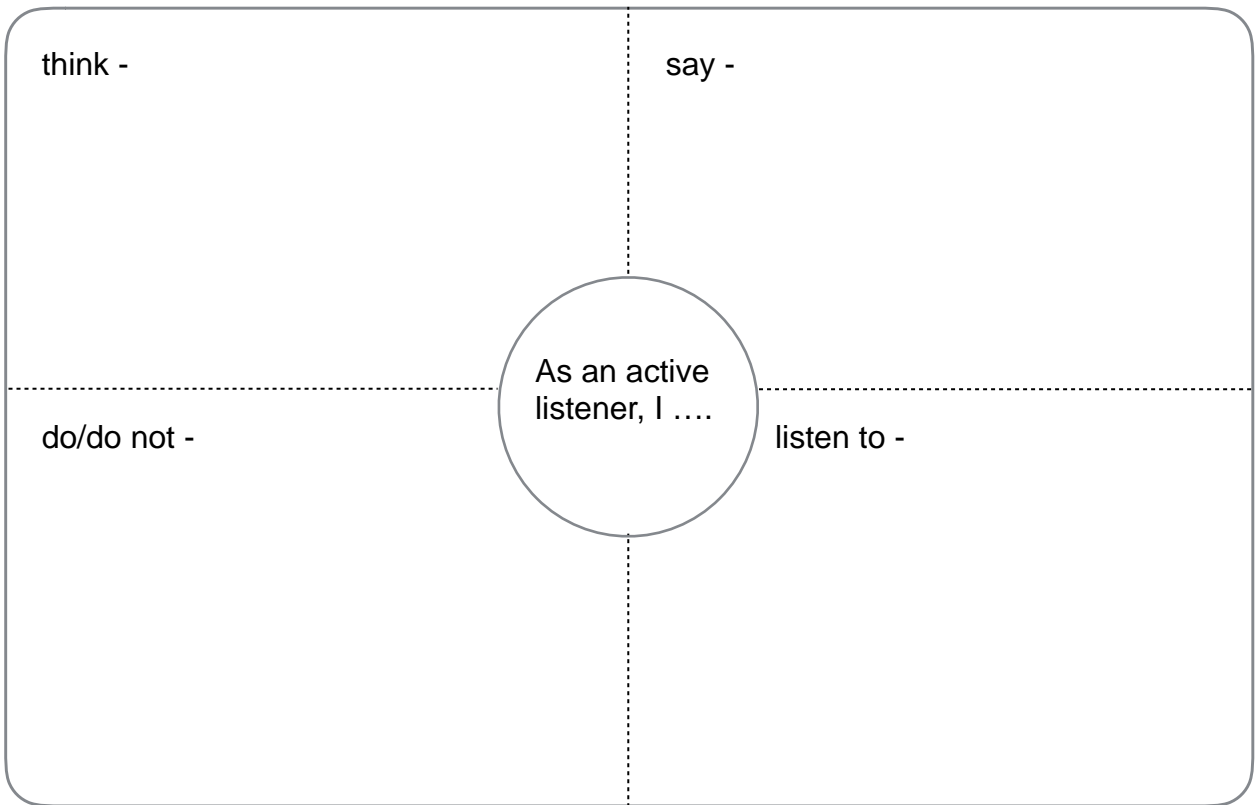
**LESSON 141**

**ACTIVE LISTENING - 2**

**A. RECAP**

Active listening is not \_\_\_\_\_

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While listening to people, I struggle with \_\_\_\_\_

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While listening to an audio, I struggle with \_\_\_\_\_

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**B. TEACH-BACK - YOU HAVE TO TEACH SUBJECT-VERB AGREEMENT OR ARTICLES OR TENSES TO THE CLASS. YOU CAN EITHER -**

1. make an infographic OR
2. teach the class using the white-board or some strategy.

**C. LOOKING BACK -**

1. What was the most memorable part/day of Book 3? Why?

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2. What was the most difficult part/day of Book 3? Why?

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# LESSON 142

## CONSTRUCTING ARGUMENTS - 2

**A. RECAP -**

Steps	Use words ...
<b>Step 1</b> - Identify your topic, research your topic, and decide which side to support.	State the agreement or disagreement with the topic/issue.
<b>Step 2</b> - Give reason to support your point of view.	Since, Because, For, As shown by, The reason is that, It may be inferred, Given that
<b>Step 3</b> - Identify and present other viewpoint(s).	Sometimes, In some cases, Some people
<b>Step 4</b> - Give reason(s) to show limitation of the opposing viewpoint(s).	While it is true that, Opponents will claim, In spite of the fact, While it is true that, Some may say
<b>Step 5</b> - 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

**B. GROUP DISCUSSION -**

1. Only 25% of graduates in India are employable.
2. Students should assess their teachers, just as teachers assess students.
3. Hard work is more important than talent.
4. Cell phones should be banned in office.
5. Sports and arts should be compulsory subject till grade 12.

Construct your arguments about the topic for discussion -

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**C. FACT, OPINION, GENERALISATION -**

Statement - Is it Fact, Opinion, or Generalisation?	Pre	Post
Many teenagers do not like to get up in the morning.		
Newborn babies spend more time asleep than awake.		
Waking up late on weekends makes us happy.		
There are different kind of fruits.		
Indian Independence Day is celebrated on August 15th.		
Many Indians love to fly kites on Independence Day.		
Flying kites is fun.		

Fact (F), Opinion(O), Generalisation(G)

**Fact** - A statement that can be proven true.

**Opinion** - A statement expressing views that cannot be proved.

**Generalisation** - A conclusion that is logical but cannot be proven.

In your discussion in Part B did you share facts, views or generalisations?

**D. READING SESSION -**

Refer to Parts A and C in Lesson 140 and prepare your SMART reading goal -







**What?**

**Why?**

**What challenges might you face?**

**How will you overcome those challenges?**

**Self- check -**

Lesson 152	Lesson 166	Lesson 178
 	 	 



<b>LESSON 143</b>
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**GROUP DISCUSSIONS - 1**

**A. RECAP - DO'S AND DON'TS OF GROUP DISCUSSION**

1. Which one have you mastered?

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2. Which one do you struggle with?

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3. How do you demonstrate active listening during group discussions?

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**B. READING PASSAGE -**

**Read -**

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Truebil, an online marketplace for old cars, is looking to hire about eight interns, who are over 60 years of age, with work experience in **mid- to senior-management levels**.

The objective is to provide a **second innings** to retired citizens and help them understand how latest technology works in an organisation and to mentor the 200-odd young employees at Truebil, where the average age is around 28 years.

“We have already received around 20 applications for internship from **senior citizens**. The interns will be hired for three months at a **stipend** of Rs 15,000 per month, plus lunch and travel cost. They will have the flexibility of coming in either every day or a minimum of thrice a week. It would be a learning experience for both the interns and the people working at Truebil,” said the founder of Truebil.

Advances in medical sciences have ensured that people are physically fit even after retirement. Data gathered by job site Indeed shows eight positions that **job seekers** above the age of 60 are interested in. These include data entry clerk (11%), computer operator (7%), freelance writer (5%), faculty (3%), teacher (3%), trainer (2%), tutor (2%) and content writer (2%).

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

**Discuss -**

1. What would be a suitable title of this article?
2. What are benefits/challenges of having youngsters work alongside retired people?
3. Is it fair to employ retired people when many qualified youngsters are unemployed? Why?

**Self-assessment -**

	<b>A</b>	<b>B</b>	<b>C</b>
<b>Physical</b>	I am sometimes inaudible or too loud. My voice is of same pace and pitch most of the time. I do not use any gestures/expressions while speaking. Or I always use gestures/expressions. I make eye contact with the person I am most comfortable with.	I am mostly audible to the group members. I am beginning to vary my pitch and pace to make the message clear. I am beginning to use gestures and expressions to convey my point of view. I make eye contact with the person I am speaking to.	I am audible to everyone in the group. I vary my voice appropriately. I use gestures and expressions to convey my point of view. I make eye contact with everyone while I am speaking and the person I am listening to.
<b>Linguistic</b>	I can use limited vocabulary and repeat it. I find it difficult to think of and use the correct word. I use very short and simple sentences.	I am beginning to use varied and appropriate vocabulary to make my point. I can, most of the time, choose and use correct word. Occasionally, I use connected sentences.	I use varied and appropriate vocabulary. I can choose from a wide range of words, idioms and phrases to make my point. I use a mix of simple and connected sentences.

**Peer-assessment -**

	<b>A</b>	<b>B</b>	<b>C</b>
<b>Speaking and listening</b>	You like to listen more and find it difficult to speak/share your views.	You speak more than you listen to others.	You talk about as much as others.
<b>Consensus building</b>	You don't like conflict or are too shy to speak up when you disagree with an idea or someone's views.	You like your own ideas and force everyone to agree with you.	If other group members don't like your ideas, you try to change them or explain differently.

	A	B	C
<b>Tming</b>	You find it hard to speak up and get into the discussion and when you do , you say too little.	You speak whenever you have an opinion on a topic and always defend your opinions.	You know when to listen, when to speak, and how much to say.
<b>On Track</b>	You don't think it is your job to keep a discussion on topic and hope someone else will do it.	You easily get off topic because you enjoy the discussion and sharing your views.	You like to finish the discussion on time and stay focused on the topic or remind others if they go off the topic.
<b>Conflict Resolution</b>	You go quiet when someone disagrees with you or challenges your views.	You always defend your views when challenged.	You think and organise your thoughts before sharing or defending your views.

**C. MOOC 2 (40 MINUTES) -**

1. Reflections of MOOC 1
2. Double-entry Journal -

What did you hear/see in Activity 1?	What do you think about it?

3. Pause and Reflect-

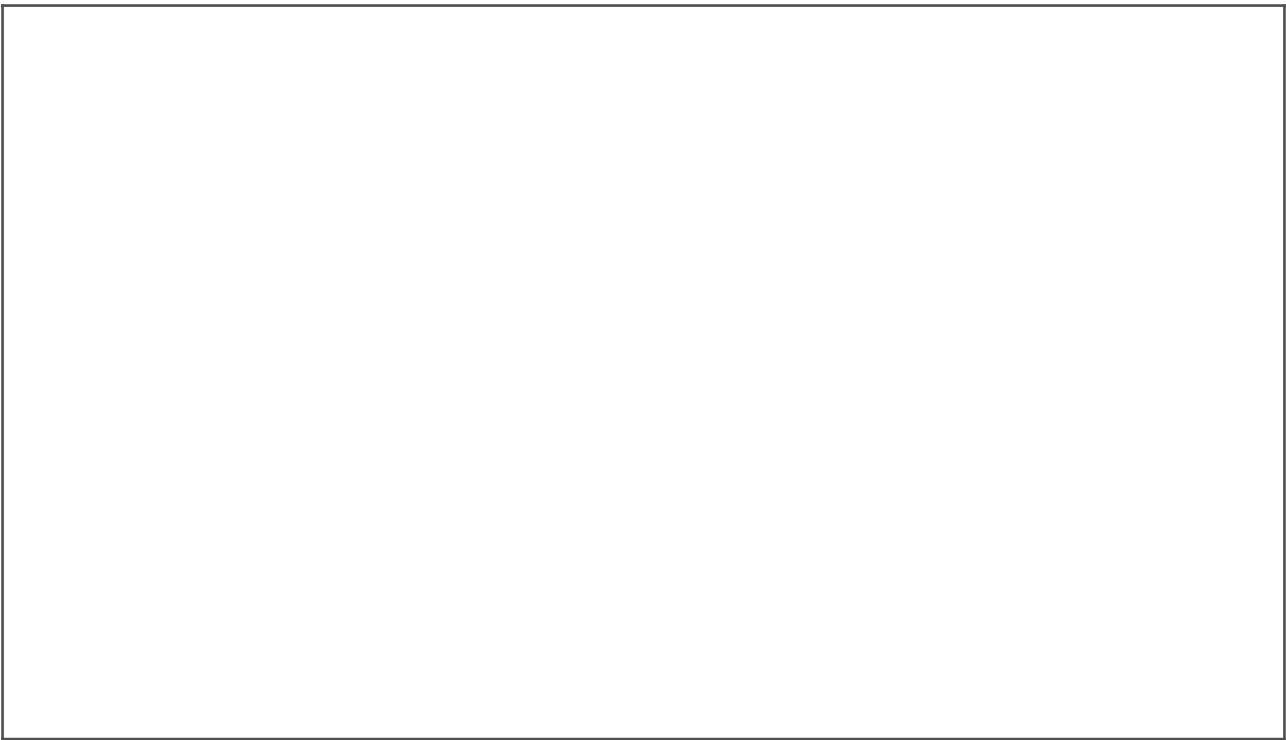
- a. A time that you struggled to learn something. What did it feel like?

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- b. What happens in your brain when you struggle to learn something new? How does it change your brain? Write or draw.



4. Discuss -

- a. Why is it important to know that brain can grow and change?
- b. Why do we sometimes forget that brain can grow and change?
- c. Share an example of when you noticed that you were getting smarter - How did you know? How did it feel? How easy was it?

**LESSON 144**

**CONSOLIDATION**

**A. RECAP - MUSIC-BASED LEARNING**

1. What songs have you learnt at FEA so far?
2. How has singing these songs helped improve your English?
3. Other than English, how else have these songs helped you?
4. What have you struggled with during the music-based lessons?
5. If you were to choose, what songs would you choose for the FEA students? Why?

**B. DISCUSS -**

1. What does it take to become a musician?
2. What are traits of a musician?

**C. HAPPY - PHARRELL WILLIAM**

It might seem crazy what I'm 'bout to say  
 Sunshine she's here, you can take a break  
 I'm a hot air balloon that could go to space  
 With the air, like I don't care baby by the way

Chorus - \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Here come bad news, talking this and that  
 (Yeah) Well, give me all you got, and don't hold it back  
 (Yeah) Well, I should probably warn you I'll be just fine  
 (Yeah) No offense to you, don't waste your time  
 Here's why

Chorus

Hey, come on, uh  
 Bring me down, can't nuthin' (happy)  
 Bring me down  
 My level is too high to bring me down (happy)  
 Can't nuthin', bring me down (happy)

I said, let me tell you now, unh (happy)  
Bring me down, can't nuthin', bring me down (happy, happy, happy)  
My level is too high to bring me down (happy, happy, happy)  
Can't nuthin' bring me down (happy, happy, happy)  
I said

**Chorus (x2)**

Come on, unh bring me down can't nuthin' (happy, happy, happy)  
Bring me down my level is too high (happy, happy, happy)  
Bring me down can't nuthin' (happy, happy, happy)  
Bring me down, I said

**Chorus (x2)**

**D. READ AND REFLECT -**

**Doing, Thinking and Being**

If you want to to be happy, there are three main approaches you can take.

First of all, there is doing. There are certain activities you can engage in which are highly likely to bring you well-being. You can have contact with nature, for example. You can practise being kind and generous to the people around you. You can exercise, spend time socialising, and ensure that there are goals in your life to engage you and for you to work towards.

Secondly, there is thinking. You can bring more well-being into your life by changing the way you think. You can learn to think positively rather than negatively. You can identify your repetitive negative thoughts and replace them with more rational thinking patterns. You can learn to see events positively and train yourself to see the future with hope and positivity. And perhaps most importantly of all, you can cultivate a sense of gratitude and appreciation. You can learn to value aspects of your life which you used to take for granted, such as the people in your life, your health, the social conditions your live in and even the fact of being alive itself.

Thirdly, you can also find happiness through being. This means that you can experience a state of mental quietness, by giving yourself the opportunity to 'withdraw' from activity for a while, and allowing your mind to slow down. Probably the best way to do this is to meditate, or practice other meditative-type activities such as swimming, running, or yoga. In my view, happiness is already here. It is natural to us. In fact it is our nature. And we are already happy, if we can allow ourselves to be.

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

1. What makes you happy?

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2. "Relative happiness is happiness that depends on things outside ourselves, such as wealth or material things. While the happiness these things bring us is certainly real, it shatters easily. Absolute happiness, on the other hand, is something we must find within. It means establishing a state of life in which we are never defeated by difficulties, and where just being alive is a source of great joy." (Daisaku Ikeda) Do you agree? Why?

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3. Someone once said, "There are people who are just happy drinking water. On the other hand, there are some who sink in sorrow while dressed in luxury." What does this mean? Can you give an example to explain this?

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4. We cannot be happy if those around us are unhappy. Do you agree? Why?

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## LESSON 145

### DIRECT SPEECH

**A. READ AND REFLECT -**

**Sentence 1** - I said to Kiran, "I do not know the way to the market."

**Sentence 2** - I told Kiran that I did not know the way to the market.

1. How are the two sentences similar?
2. How are the two sentences different?
3. When would you use Sentence 1?
4. When would you use Sentence 2?

**B. DIRECT SPEECH -**

There are two ways to tell/write what someone said:

1. Using the exact words that the person spoke and put them in quotation marks "...", when writing.

*Example:*

	Direct speech
Madan: Where are you going? Mohan: I'm going home.	Madan asked, "Where are you going?" Mohan replied, "I'm going home."

2. Using our own words, without quotation marks, or changing the meaning.

*Example:*

	Reported speech
Madan: Where are you going? Mohan: I'm going home.	Madan asked Mohan where he was going. Mohan said that he was going home.

Match the direct speech to the reported speech:

Direct speech	Reported speech
1. Kalpana said, "I am hungry."	a. She said that she couldn't remember my name.
2. Rohit said, "I saw them leave."	b. I asked Ravi if he would help me.
3. "Where have they gone?", asked Sita.	c. She said that she was hungry.



Direct speech	Reported speech
4. I said to Ravi, "Will you help me?"	d. Sita wondered where they had gone.
5. "I can't remember your name", she said.	e. He said that he had seen them leave.

How do the sentences /words change when we report what someone said?

**C. READ AND ANSWER THE QUESTIONS THAT FOLLOW -**

On the run, on the metro, in the car or while cooking rajma, Indians are starting to listen to books. To Premchand, Chetan Bhagat, Panchatantra Tales, Charles Dickens, Margaret Atwood, Krishna Sobti, the Dalai Lama, and even Emraan Hashmi. While digital audiobooks have been selling well the world over, the Indian market is only just **picking up**.

Last month, Google Play store started offering audiobooks in India; in November, Swedish audio- and e-book platform, Storytel opened shop, as did StoryWalker 365, an Indian storytelling app; **word has it** that Amazon's Audible, the world's largest audiobook store, will begin offering audio books soon.

"I started listening to audiobooks a month ago, on the way to work. It makes the drive **productive**," says Aruna George, a software engineer. "I'm currently listening to Boman Irani and Shernaz Patel reading A Life of JRD Tata — Beyond the Last Blue Mountain. I might have never **picked up** the book, but this seemed a good way to know more about the man."

Audiobooks have been welcomed for bringing new 'readers' **to the fold**, including those not interested in reading at all. Yogesh Dashrat, country manager for Storytel in India, believes 2018 will be a year for audiobooks. Storytel, a paid subscription platform which currently has around 533,000 subscribers across nine countries, has collaborated with Indian language publishers like Rajkamal Prakashan Samuh, Vaani Prakashan, and Rohan Prakashan to produce some of their print titles. "Sixty of our Hindi titles are on Storytel, with 45 in the works," says Rajkamal's marketing director Alind Maheshwari.

Audiobooks do more than entertain and inform. They help improve listening comprehension, and language development, particularly among those with reading disabilities. Suzanne Singh, chairperson of Pratham Books, says, "Listening is a crucial pre-reading skill to be developed in children." Pratham's campaign last year — Missed Call Do, Kahaani Suno — reached out to 50,000 kids. A missed call to a number would result in a callback, with a story narrated at zero cost. "The aim was to create a culture of listening to stories within the home that would lead to an interest in reading," says Suzanne. They launched a new campaign this year called PhoneStories.

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

1. What would be a suitable title for this article?

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2. What are audiobooks?

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3. Why are audiobooks becoming popular?

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4. Would you like to read an audiobook? Why?

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5. Underline all the quotes in the article. Choose one and share how you would report it to your friend.

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**Ask your facilitator to suggest some good sources of free audiobooks.**

## LESSON 146

### REPORTED SPEECH

**A. REPORTED SPEECH - STATEMENTS**

Since the person reporting is **usually** different from the person who originally said it, 'I', 'you', 'my' etc. often change in reported speech.

*Examples:*

Example 1	Example 2
"I am hungry." said Rohit. Rohit said that <u>he</u> was hungry.	"Have <u>you</u> seen <u>my</u> glasses?" she said. <u>She</u> asked <u>me</u> if I had seen <u>her</u> glasses.

**Exercise**

Write the following direct speech into reported speech:

1. "Can you help me?"  
 \_\_\_\_\_ She asked me if I could help her. \_\_\_\_\_
2. "My book is torn."  
 \_\_\_\_\_
3. "Your mother is my aunt."  
 \_\_\_\_\_

Words about place and time also change in reported speech.

Direct Speech	Reported Speech
This	That
Here	There
Tomorrow	The next day
Yesterday	The day before
Next week	Following week
Last week	Previous week
Today	That day

**Exercise:**

Change the following direct speech into reported speech:

1. "I will see you here tomorrow", she said.  
 She said that she would see me there the next day. \_\_\_\_\_

2. "I saw him today", he said.  
 \_\_\_\_\_

3. "I'll see you tomorrow", Ravi told Rani.  
 \_\_\_\_\_

4. "I was on a holiday last week", said the boss.  
 \_\_\_\_\_

5. "I am buying a new car next month", said Ria.  
 \_\_\_\_\_

**B. REPORTED SPEECH - QUESTIONS**

Questions are reported in past tense, changing the 'I', 'you', 'me' etc. and written as a statement, without the question mark.

*Examples:*

Direct speech	Reported speech
"Are you ready?", she asked.	She wanted to know if I was ready.
He said, "What did you think of the new movie?"	He asked me what I thought of the new movie.

**Exercise:**

Change the following direct speech into reported speech:

1. "Will I see you here tomorrow?" she said.  
 She enquired if she would see me there the next day.

2. "Did you come to work yesterday?" he asked.  
 \_\_\_\_\_

3. "How old is your brother?" Ravi said to Rani.  
 \_\_\_\_\_

**C. READING SESSION -**

1. Notice how the author uses direct and reported speech in the text and write 2 such examples:

<b>Sentence 1</b>	
<b>Sentence 2</b>	

2. Share with your group what you are reading and:
  - a. what you are enjoying.
  - b. what you are finding difficult.
3. Reflect on how the joys and struggles of reading of different people in the group are similar/different.

**LESSON 147**

**JOBS & OCCUPATIONS - 4**

**A. READ & DISCUSS -**

**“I put him into badminton so that he could get a small govt. job”, says Srikanth's father Krishna**

A happy-go-lucky, playful teenager who loved to **play pranks** has become the first Indian male to **scale the peak** of world badminton. 25-year-old Kidambi Srikanth became first Indian male to ever become No. 1 player in the world.

Badminton Association of India (BAI) President Himanta Biswa Sarma said: “It is a great moment for Indian badminton and I believe Srikanth’s wonderful achievement will motivate other players to perform well.”

Kidambi Srikanth was admitted to the Gopichand Academy only because his brother Nandagopal was already there. The parents requested Gopi to teach Srikanth also as he was wasting away his time at home.

Gopi first made him play doubles and showed little interest in the teen as he appeared to be a bit careless. But once he identified the sharp hitting capabilities of Srikanth, Gopi shifted him to singles. Thereafter, Srikanth never looked back.

“He was a fun loving, playful, **mischievous** youngster. I first put him in doubles and I happened to observe his play during a match and was immediately impressed with it,” Gopichand said. “He is a very good pupil who completely trusts the coach. Whatever I tell him he just follows and never questions.”

“It gives immense satisfaction if a boy you train surpasses your expectations and achievements. I am proud of him,” Gopi said. Srikanth’s father KVS Krishna said that he never expected his son to reach such great heights. “I never thought he would achieve so much. I only made him play badminton because it could help him get a small government job.

**Adapted from <https://timesofindia.indiatimes.com/>**

1. Which is a greater achievement - winning Olympic medals, becoming World No.1, bring fame to your country and becoming a role model or getting a junior government job? Why?

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2. What if Srikanth had focused on getting a government job rather than his game?

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3. Why do many Indian parents aspire for government jobs for their children?

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4. When is it wrong to aspire for government jobs? When is it ok to aspire for government jobs?

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**B. REFLECT AND SHARE -**

1. How have your views about about jobs and careers changed after joining FEA? (Use 'earlier' and 'now' to talk about this change)
2. How has your awareness about jobs and careers changed after joining FEA? (Use 'earlier' and 'now' to talk about this change)
3. How should we choose our career? Why?

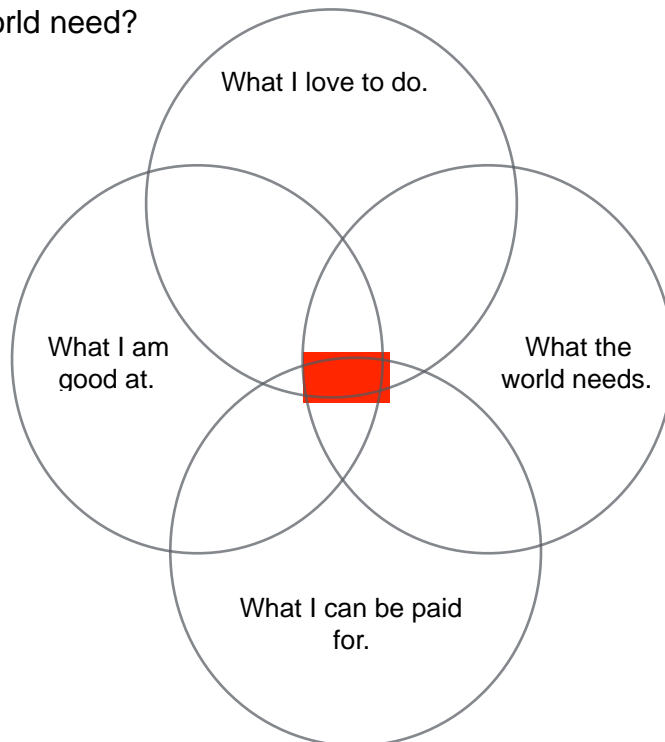
**C. 'IKIGAI' -**

What do you love to do?

What are you good at?

What can you earn money doing?

What does the world need?







**B. JOB SEARCH**

<b>Step 1 -</b> Self Evaluation	Interest, ability, qualifications, awareness			
<b>Step 2 -</b> Research	<ol style="list-style-type: none"> <li>1. Family / Friends / Acquaintances</li> <li>2. Newspapers / fliers, etc. <ul style="list-style-type: none"> <li>* HT Careers</li> <li>* Times Ascent</li> <li>* Classified section of daily newspapers</li> <li>* Company fliers</li> <li>* "Help Wanted" window displays</li> </ul> </li> <li>3. Online Portals <ol style="list-style-type: none"> <li>a) Company websites - <ul style="list-style-type: none"> <li>* Careers / Employment page</li> </ul> </li> <li>(b) Job portals - <ul style="list-style-type: none"> <li>* <a href="http://www.naukri.com">www.naukri.com</a></li> <li>* <a href="http://www.timesjob.com">www.timesjob.com</a></li> <li>* <a href="http://www.monsterindia.com">www.monsterindia.com</a></li> <li>* <a href="http://www.devnetjobsindia.org">www.devnetjobsindia.org</a></li> </ul> </li> </ol> </li> <li>4. Employment Exchange (refer to Appendix 5 in Student Workbook) for details.</li> </ol>			
<b>Step 3 -</b> Documentation / Preparation	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Documentation</b> <ul style="list-style-type: none"> <li>* Cover Letter</li> <li>* Résumé / CV</li> <li>* Supporting Documents</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <b>Interest</b> <ul style="list-style-type: none"> <li>* Grooming, Hygiene</li> <li>* Body Language</li> <li>* Verbal Response</li> </ul> </td> </tr> </table>	<b>Documentation</b> <ul style="list-style-type: none"> <li>* Cover Letter</li> <li>* Résumé / CV</li> <li>* Supporting Documents</li> </ul>	<b>Interest</b> <ul style="list-style-type: none"> <li>* Grooming, Hygiene</li> <li>* Body Language</li> <li>* Verbal Response</li> </ul>	
<b>Documentation</b> <ul style="list-style-type: none"> <li>* Cover Letter</li> <li>* Résumé / CV</li> <li>* Supporting Documents</li> </ul>	<b>Interest</b> <ul style="list-style-type: none"> <li>* Grooming, Hygiene</li> <li>* Body Language</li> <li>* Verbal Response</li> </ul>			
<b>Step 4 -</b> Job Application	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">Mail</td> <td style="width: 33%; text-align: center;">In-person</td> <td style="width: 33%; text-align: center;">Online</td> </tr> </table>	Mail	In-person	Online
Mail	In-person	Online		
<b>Step 5 -</b> Job Interview	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">Pre-interview</td> <td style="width: 33%; text-align: center;">Interview</td> <td style="width: 33%; text-align: center;">Post-interview</td> </tr> </table>	Pre-interview	Interview	Post-interview
Pre-interview	Interview	Post-interview		

**C. JOB OPENINGS**

Below are job openings advertised in a local daily. In groups, select an opening that interests you and reflect on whether or not it is a suitable for you.

Group	Job Opening
<b>Group 1 - Retail</b>	<ol style="list-style-type: none"> <li>1. Cashier at Big Bazar</li> <li>2. Floor Assistant at Reliance Store</li> </ol>
<b>Group 2 - Hospitality</b>	<ol style="list-style-type: none"> <li>1. Counter Boy/Girl at Cafe Coffee Day</li> <li>2. Receptionist at Taj Hotel</li> </ol>
<b>Group 3 - Computers</b>	<ol style="list-style-type: none"> <li>1. Data Entry Operator at Marks and Spencer store</li> <li>2. Customer Care Representative at call centre</li> </ol>
<b>Group 4 - Travel &amp; Tourism</b>	<ol style="list-style-type: none"> <li>1. Travel Desk Executive for Makemytrip.com</li> <li>2. Travel Guide with Delhi Tourism</li> </ol>

Group	Job Opening
<b>Group 5 - Community Service</b>	1. Student Mobiliser with F.E.A. 2. Project Manager with Pratham
<b>Group 6 - Secretarial</b>	1. Personal Assistant to the Managing Director of a company 2. Secretary to the Principal of a school
<b>Group 7 - Academic</b>	1. Assistant Teacher in Kidzee School 2. Tutor in a coaching institute

**Reflect and choose -**

<b>Position</b>	
How did you come to know about it?	
Why is it of interest to you?	
What details do you need to know before you apply?	
Are you qualified to apply for the position?	
Do you have previous work experience?	
What qualities and skills would be required?	
Do you have those qualities/skills?	

**Discuss -**

1. What did you learn about looking for a job?
2. Which is the most commonly used source of job search? Why?
3. Which is the least commonly used source of job source? Why?
4. What questions do you have about job search?

5. Now that you know more about job search, review your paragraph in Part A and share what you would like to change and why.

**D. READING SESSION -**

1. Introduce your book to the group.
2. Introduce the main character of the book to the group (Use descriptive words and give evidence from book to justify the description).

## LESSON 149

### JOB SEARCH - 2

#### A. RÉSUMÉ, Vs CURRICULUM VITAE (CV) -

**CV** - a detailed document of over two or more pages with details about achievements, education, professional experience and other accomplishments like publications, awards, honours etc.

**Résumé** - A resume, or résumé, is a one page document to make an individual stand out. It must be changed according to the position applied for. A resume doesn't have a specific format or cover everything about the applicant.

**Cover Letter** - The cover letter is your first introduction to company, and it should make your first impression describing how your work experience, qualifications and skills meet job requirements and why you want to work in that company.

#### B. RÉSUMÉ WRITING -

##### Guidelines -

- One page for recent graduates; two pages if you have extensive work history.
- Direct the reader's eye using layout/headings.
- Proofread. No typographical, spelling or grammatical errors.
- Don't rely on spell-check.
- Customise résumé for each job/application.
- List information in reverse chronological order.
- Sell yourself— be selective about what you include and organize information logically.
- Use same verb tense—use either past or present.
- Have both soft copy and hard copy of your résumé.

Heading	Content	Hints
Contact Information	Full name, address, phone number and email to reach you.	Make sure email and phone number are professionally appropriate and error-free. Do not include your address or phone number if posting your resume or CV publicly online.
Objective	A one-line description of the position desired that may include job title or profile. It is usually not included in CVs.	<b>Bad example</b> - A challenging creative opportunity where I can apply my skills in a dynamic organization. <b>Good example</b> - To apply the knowledge of marketing and sales to an entry-level position in marketing or public relations at a major financial institution.

Heading	Content	Hints
Education/ Qualifications	Name of university/ college, degree earned/expected graduation date, and professional certificates/courses.	List your highest degree first followed by other degrees you have received. <b>Bad example -</b> DDU, 1998 Allahabad, UP B.Com (Finance), Division - 2nd <ul style="list-style-type: none"> <li>• Elected to college union</li> <li>• Played guitar</li> </ul> Chottu Ram High School S Allahabad, UP UP Board, Division - 1st <b>Good example -</b> Deen Dayal Upadhyay University, 1998 Allahabad, Uttart Pradesh B.Com (Finance)
Relevant Experience	Job title, company name, dates of experience, describe job duties, significant accomplishments and contributions, related volunteer, leadership and research experience, most recent first.	Can include achievements and contributions. <b>Bad example -</b> Senior Loan Officer September 2005 to Present Kotak Financial Services Pvt. Ltd. <ul style="list-style-type: none"> <li>• Took commercial and construction loan applications</li> <li>• Negotiated terms</li> <li>• Five direct reports in commercial loans division</li> <li>• Trained new hires on loan research methods</li> <li>• Organized company softball team</li> </ul> <b>Good example -</b> <ul style="list-style-type: none"> <li>• Processed \$10 billion in commercial construction loan applications for the top commercial lender in North India.</li> <li>• Managed a team of five junior underwriters who met sales targets for past six months.</li> <li>• Facilitated professional training on loan research methods for new hires.</li> <li>• Applied team-building skills to development of successful company softball team, resulting in higher corporate visibility in local community and enhanced employee morale.</li> </ul>
References	In résumé we need not name the references but in CV we provide name, title, contact details of 2-3 professional references.	<b>Bad example -</b> On a separate page. Provide personal acquaintances as professional references. <b>Good example -</b> Available on request.

Write your résumé.

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**LESSON 150**

**LEARNING CONTRACT - 4**

**A. MOOC 2 - ACTIVITY 2**

**Discuss -**

- 1. What in the FEA program is most challenging to learn?
- 2. Why is it important for you to learn this ?
- 3. “Challenges don’t happen by accident.” Do you agree? Why?

**Goal setting -**

Step 1 - What’s your goal for Book 4?

Language development - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Personality development - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Step 2 - Visualise and describe(writing or drawing) how you would feel after achieving this goal. (Use ‘feeling’ words and give reasons, if writing)

Step 3 - What can stop or slow you down in achieving this goal? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Step 4 - What can you do to overcome that obstacle? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Step 5 - Give your goal an interesting title? \_\_\_\_\_







## LESSON 151

### POWERFUL WORDS

**A. MY GOAL FOR THIS WEEK IS** \_\_\_\_\_

**B. MATCH THE WORD IN COLUMN A TO THEIR MEANING IN COLUMN B:**

Column A	Column B	Column A	Column B
very long	swift	very mean	slender
very nice	kind	very neat	cruel
very noisy	grave	very necessary	immaculate
very often	brief	very small	essential
very old	timid	very sorry	petite
very painful	basic	very special	apologetic
very perfect	excruciating	very stupid	sagacious
very poor	flawless	very careful	furious
very quick	destitute	very surprised	awful
very quiet	extensive	very tall	precious
very rich	hushed	very thin	frail
very serious	freezing	very big	cautious
very short	vibrant	very tired	massive
very shy	frequent	very valuable	exhausted
very simple	ancient	very weak	amazed
very cold	wealthy	very wise	towering
very colorful	deafening	very angry	exceptional
very clean	spotless	very bad	idiotic

**C. READ AND REWRITE REPLACING 'GOOD' WITH AN APPROPRIATE WORD -**

1. The old couple has been married a **good** fifty years.

\_\_\_\_\_

2. The food in the new restaurant is very **good**.

\_\_\_\_\_

3. Rohit and Arjun have been **good** friends since childhood.

\_\_\_\_\_



# LESSON 152

## RUN-ON SENTENCES

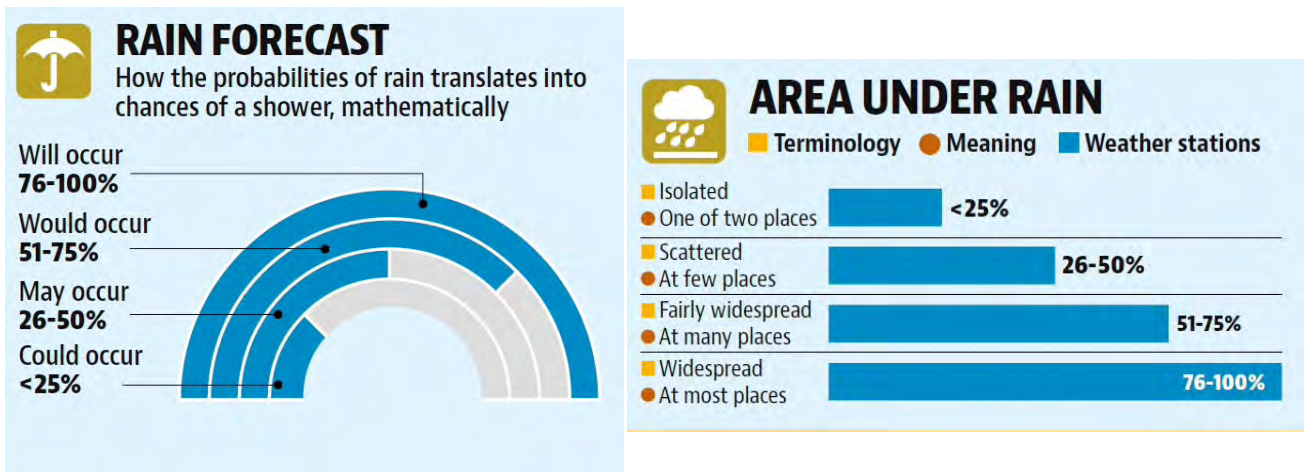
### A. READ AND REFLECT -

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Weather reports are often full of jargon that does not make sense and **probabilities** which, to a **layman**, does not give a clear picture of a **forecast**.

For instance, a ‘will’ and ‘would’ in a rain forecast may not mean much to the people, but, mathematically, they are quite different when it comes to the chances of rain.

To understand these scientific terms correctly one has to look into the Indian Meteorological Department’s **glossary**. Each of the terms **denotes** the various degrees of probability of the occurrence of weather events.“



Therefore, in the IMD’s **parlance** we have very well defined **terminologies** indicating the area over which the weather event would occur, when it is likely to occur and the intensity with which it would hit,” said Laxman Singh Rathore, former director general of the Indian Meteorological Department.

“These are standard terminologies, which are used across India and to all the regional weather forecasting centres across India. They are updated and revised from time to time. The latest glossary was revised in 2015 by the IMD,” said M. Mohapatra, who heads the forecasting services at the IMD.

So the next time the forecast says that it ‘could’ rain and you carry an umbrella in your bag before leaving home, then chances are very high that you might not have to take it out.

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

1. What would be a suitable title for the article?
2. What is the article about?
3. What is the main idea of the article? Can you quote from the article to prove it?

4. Why does the author say, “So the next time the forecast says that it ‘could’ rain and you carry an umbrella in your bag before leaving home, then chances are very high that you might not have to take it out”?

**B. RECAP -**

1. How is a run-on sentence different from complete sentence? (Refer to Lesson 119)
2. How can you fix a run-on sentence? (Refer to Lesson 119)
3. What does acronym FANBOYS stand for?
4. Correct the following run-on sentences:

a. Ravi hit the ball very far it went over the right field wall.

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b. We went to movies after the movies we went home.

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c. I’m having a good day today it is my birthday.

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5. How often do you/your classmates speak/write run-on sentences?

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**C. REFLECT AND SELF-ASSESS -**

Go back to Lesson 140 and self-assess your progress in Part A.

**D. READING SESSION -**

Describe :

- the main character(protagonist), and setting
- any connection that you made with the main character(protagonist), and setting

**LESSON 153****POWER OF HABIT****A. “HABITS ARE OFTEN AS MUCH A CURSE AS A BENEFIT.” (CHARLES DUHIGG)**

1. What does the quote mean?
2. Do you agree? Why?
3. Give examples of habits that are beneficial or harmful in your own life, explaining how they are beneficial/harmful.

**B. HABITS -**

A habit is a choice that we deliberately make at some point, and then stop thinking about, but continue doing, almost automatically, often.

**PASSAGE 1**

A habit is a formula our brain automatically follows: When I see CUE, I will do ROUTINE in order to get a REWARD.

Take, for instance, my cookie-in-the-afternoon habit. My cue was roughly 3:30 in the afternoon. I knew that my routine was to go to the cafeteria, buy a cookie and chat with friends. And, I had learned that it wasn't really the cookie I craved—rather, it was a moment of distraction and the opportunity to socialize.

So, I wrote a plan:

At 3:30, every day, I will walk to a friend's desk and talk for 10 minutes.

To make sure I remembered to do this, I set the alarm on my watch for 3:30. It didn't work immediately. There were some days I was too busy and ignored the alarm, other times it seemed like too much work to find a friend willing to chat—it was easier to get a cookie, and so I gave in to the urge. But on those day that I followed my plan—when my alarm went off, I forced myself to walk to a friend's desk and chat for 10 minutes—I found that I ended the workday feeling better. I hadn't gone to the cafeteria, I hadn't eat a cookie, and I felt fine. Eventually, it got be automatic: when the alarm rang, I found a friend, and ended the day feeling a small, but real, sense of achievement. After a few weeks, I hardly thought about the routine anymore. And when I couldn't find anyone to chat with, I went to the cafeteria and bought tea and drank it with friends.

That all happened about six months ago. At about 3:30 everyday, I absentmindedly stand up, look around the room for someone to talk to, spend 10 minutes gossiping about the news, and then go back to my desk. It occurs almost without me thinking about it. It has become a habit.

Adapted from <http://charlesduhigg.com/how-habits-work/>

**PASSAGE 2**

But habits emerge without our permission. Studies indicate that families usually don't *intend* to eat fast food on a regular basis. What happens is that a once a month pattern slowly becomes once a week, and then twice a week - as the cue and reward create a habit - until the kids are eating unhealthy food regularly. When researchers at University of North Texas and Yale tried to understand why the families slowly increased their fast

food orders, they found a chain of cues and rewards that most customers never knew were influencing their behaviours.

Every MacDonald's, for instance, looks the same - the company ensures that each store is deigned in the same manner and what employees say to customers is also that same across the stores. So everything is a consistent cue to trigger eating routines. The foods at these stores is engineered to give immediate rewards - the fries, for instance, are designed to begin disintegrating the moment they hit your tongue, in order to give a hit of salt and grease quickly, making us instantly happy. This happiness makes us want more and often.

However these habits are delicate. When a fast food restaurant closes down, the families that ate there earlier will, often, start eating at home rather than find another location. By learning to observe the cues and rewards, we can change the routine.

**Adapted from The Power of Habit**

1. Think of a habit that you have been wanting to change. What it is the cue, routine and reward for that habit?

The habit of \_\_\_\_\_

\_\_\_\_\_

The cue is \_\_\_\_\_

\_\_\_\_\_

The routine is \_\_\_\_\_

\_\_\_\_\_

The reward is \_\_\_\_\_

\_\_\_\_\_

**C. REFLECT AND RESPOND -**

1. Why are some habits so difficult to change?
2. Think of a habit that you tried to change.
  - a. Was it difficult to change?
  - b. Were you successful?
    - i. If yes, what did you do?
    - ii. If not, what should you have done differently?

**D. MOOC 2 - ACTIVITY # 3**

**Reflect and share -**

1. In the video, what did John Legend say about talent?

\_\_\_\_\_  
\_\_\_\_\_

2. What is self-doubt? What would be opposite of self-doubt?

\_\_\_\_\_  
\_\_\_\_\_



3. Write about a time when you doubted yourself but you didn't give up. What kept you going?

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4. Growth mindset pep-talk - Think of areas in your life/learning where you show fixed mindset. For example, reading the book for 30 minutes.

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Give your fixed mindset a nickname. For example, Reading Devil.

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When you start hearing your fixed mindset voice, what are 3 things you could say to yourself in response? For example, "I can do it!" "During exams I read my textbooks for hours, so I can surely read the FEA library book for 30 minutes." "I will be able to share better with others during Book Discussion, if I read for 30 minutes."

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5. How can you make growth mindset a habit?

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# LESSON 154

## DIVERSITY - 2

**A. REFLECT AND RECAP -**

You are a movie maker and need advice to make the following movies:

1. An action thriller
2. A romantic movie
3. A movie about space
4. A movie about sports
5. A movie about karate
6. A movie about environment
7. A movie about music
8. Write the script for the movie

From the people below, select who you would consult for which movie:



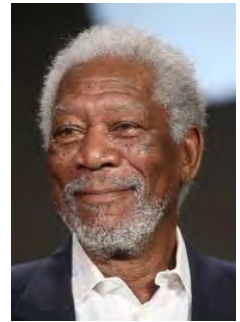
A



B



C



D



E



F



G



H

Movie	I will consult...	Reason
1		
2		
3		
4		

Movie	I will consult...	Reason
5		
6		
7		
8		

**Discuss -**

How did you match the people to their expertise? Why?  
 Was it difficult to find a match for some roles/people? Why?  
 What did you think of the actual match? Why?

**B. DIVERSITY OF VIEWS -**

1. How do you respond/react when your friend or family member disagrees with you over something? Why?

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2. Draw -

3. Why do people have different points of view?

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4. When is diversity of views a strength? Why?

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5. When is diversity of views a weakness? Why?

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6. How do you handle diversity of views during group discussions?

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7. Do you know anyone who handles this diversity well? How does he/she do it?

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8. How can the following help us in handling difference of opinions -

a. active listening?

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b. knowing our biases/stereotypes?

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c. growth mindset?

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d. differentiating between emotions and reasons?

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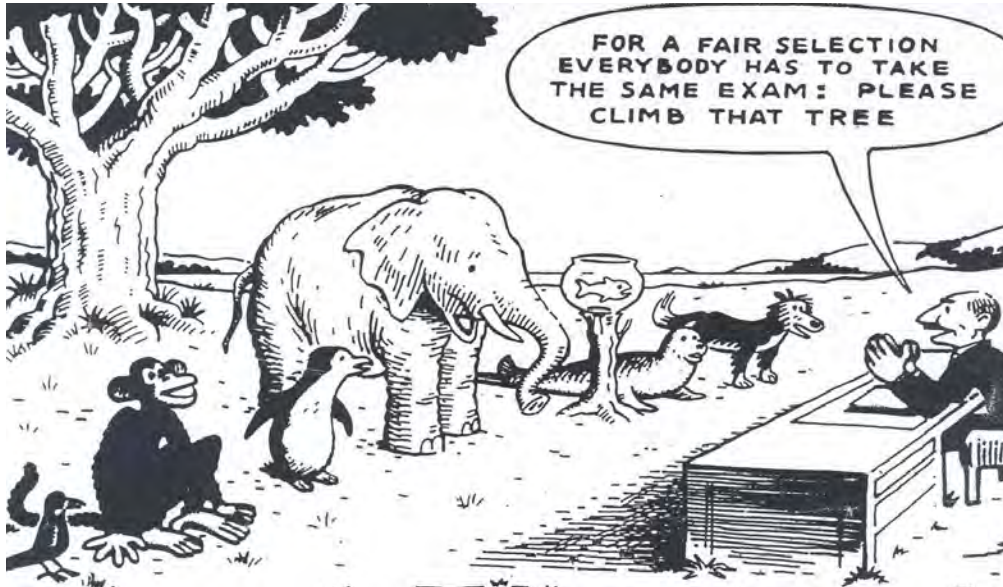
**C. READING SESSION -**

1. Think of what you have read and the actions/word of the main character. Do you agree? Why?
2. If you disagreed with the actions/words of the main character, give at least 2 reasons to justify for his/her words/behaviour to your group.
3. What would you have done if you were in his/her place? Why?

# LESSON 155

## TEAMWORK - 1

### A. REFLECT AND DISCUSS -



### B. READ AND RESPOND -

A team must be made up of a group of people with different strengths. Think about it, if you had a basketball team, with all defence, it would be difficult to win against a more balanced team made of defence, attack, centre. Likewise, an orchestra only sounds great when it has a multitude of instruments playing together in harmony. If the orchestra was simply composed all pianists, we would never hear of the great music that comes from all the instruments working together as one!

If you create a team of people with similar strengths, they will begin to compete against one another. On the other hand, when you assemble a team of diversified strengths, each person can use his/her unique strengths to the best to help the team without feeling a strong sense of competition from others in the group. As a result, the team performs at an optimal level and achieves a higher level of success.

*Adapted from Intrinsic Leadership Development Program (Dr Brian Davidson)*

### C. REFLECT AND RESPOND -

1. What would you do -
  - a. if you have a team full of people with similar/same strengths and weaknesses?
  - b. if you did not like someone in your team but you needed his skills to successfully complete the task?
2. What brings teams together - emotional bonding or shared goal?
3. When is it a -
  - a. good idea to work together with others?
  - b. bad idea to work together with others?
4. What is easy when working together with others?

5. What is difficult when working together with others?

6. How can the following help us in becoming a better team player -

a. active listening

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b. knowing our biases/stereotypes

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c. growth mindset

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d. our understanding of how the brain works and how we make decisions

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**D. MOOC 3 - TEAM FORMATION**

Team Member (Upto 4)	His/Her Strengths	How these can help during MOOC 3

1. Are there some strengths that more than one person possesses? If yes, how can it impact the team?

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2. Are there any strengths missing from the team? If yes, how can it impact the team?

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## LESSON 156

### CONSOLIDATION

**A. GROUP DISCUSSION -**

**Topics -**

1. Success is a little like wrestling a gorilla. You don't quit when you're tired. You quit when the gorilla is tired - Robert Strauss
2. No matter how many people believe or don't believe in you, you must be the ultimate believer in yourself - Pablo
3. Life has its ups and down, but we do not have to go up and down with it - Eknath Easwaran
4. Be less curious about people and more curious about ideas — Marie Curie

**Group Formation -**

Group Member	GD Roles	Feedback
	Role 1 -	Did well -  Needs to work on -
	Role 2 -	Did well -  Needs to work on -
	Role 1 -	Did well -  Needs to work on -
	Role 2 -	Did well -  Needs to work on -
	Role 1 -	Did well -  Needs to work on -

Group Member	GD Roles	Feedback
	Role 2 -	Did well -  Needs to work on -
	Role 1 -	Did well -  Needs to work on -
	Role 2 -	Did well -  Needs to work on -
My Roles		Self-assessment
	Role 1 -	Did well -  Needs to work on -
	Role 2 -	Did well -  Needs to work on -

Refer to Appendix 7 to assign roles to group members based on interest/strength.

**Round 1 - Notes on the topic** (follow the steps learnt to construct an argument) -

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**LESSON 157**

**CONDITIONALS**

**A. MY GOAL THIS WEEK -**

**B. CONDITIONALS -**

Conditionals are sentences with two parts - one that talks about a certain condition, the other that talks about event based on that condition. One part will have words such as 'if', 'when', 'as soon as', 'in case' etc that talk about the condition.

**Examples -**

**1. For generally true conditions and events - if 'this' thing happens, then 'that' thing happens.**

"You will need an umbrella **when** it rains."

"It lights up, **if** you push that button."

"In case of fire, call 100."

**2. For real and possible conditions/events - if 'this' thing happens, then 'that' thing will happen.**

"**If** it doesn't rain tomorrow, we'll go to the beach.."

"**If** India wins this match, they will play Pakistan in finals."

"Call me as soon as you get home."

**3. For unreal conditions/events - if 'this' thing happened, then 'that' thing would happen/happens.**

"If I won a lottery, I'd buy a big house in Mumbai."

"Where would you live if you could live anywhere in the world?"

"In case you get magical powers, make me immortal."

**4. For unreal conditions/events - if 'this' thing had happened, then 'that' thing would be happening/have happened.**

"If you had studied well, you would have passed the exam."

"If I had invested my money wisely, I would be a a rich man today?"

"We would not have lost our way, if you had seen the map earlier."

**Exercise -**

1. If I (finish) \_\_\_\_\_ early, I will call you.

2. If I \_\_\_\_\_ a star, I would help the needy.
3. Her father would not have died, if he \_\_\_\_\_ to the doctor.
4. If I (wake up) \_\_\_\_\_ early, I will go for a walk.
5. He (visit) \_\_\_\_\_ his uncle, if he finishes early.
6. If she (take) \_\_\_\_\_ of her son, he would not have become a criminal.

Read the numbered sentences. Then read the answer choices and write Y(Yes) or N(No) in front of each sentence to show if that answer is true based on the information in the sentence.

1. My job as a bank manager requires me to work long hours and make important financial decisions. If I am under a lot of stress and need to relax, I take a book and go to the cafe, where I find a quiet spot to read. This helps me keep things in perspective.
  - a. I am under a lot of stress at work every day. \_\_\_\_\_
  - b. I go to the cafe to relax whenever I feel stressed at work. \_\_\_\_\_
  - c. My job does not cause me to feel a lot of stress. \_\_\_\_\_
2. Babita would give up her apartment and move to Kolkatta if she were able to find another job as a web designer there.
  - a. Babita is planning to move to Kolkatta to work as a web designer. \_\_\_\_\_
  - b. Babita lives in an apartment and works as a web designer. \_\_\_\_\_
  - c. Babita has found another job in Kolkatta. \_\_\_\_\_
3. If Jameel had not sold his cricket bat collection when he moved to a smaller house, he would have had something of value today.
  - a. Jameel sold his valuable cricket card collection when he moved. \_\_\_\_\_
  - b. Jameel did not sell his valuable cricket card collection when he moved. \_\_\_\_\_
  - c. Jameel's cricket card collection is the only valuable thing he has. \_\_\_\_\_
4. I'd be buying the new Samsung phone if I hadn't bought a car six months ago.
  - a. I am not buying a new cell phone. \_\_\_\_\_
  - b. I have bought a car six months ago. \_\_\_\_\_
  - c. I bought a phone six months ago. \_\_\_\_\_
5. More students would enroll in FEA if they knew about it.
  - a. Some students want to enroll in programs like FEA, but cannot. \_\_\_\_\_
  - b. All students do not know about FEA. \_\_\_\_\_
  - c. FEA does not have enough students. \_\_\_\_\_

**C. WISHES -**

1. I **wish** that I **had** today off.
2. I **wish I were** swimming in the pool right now.
3. He **wishes** she **would** let him eat pizza.
4. They **wish** that they **hadn't** wasted time in class.
5. She **wishes** she could have slept one more hour.

Read the information in the article and answer the questions that follow.

### Longer and Healthier Life

Do you wish you could live to be 100 or older? Do you wish you could be in perfect health your entire life? Well, you might just be able to get what you wish for! Recent scientific research has shown that if people practiced just five simple behaviors, they could not only prolong their lives but make them healthier as well. If you are willing to commit to leading a longer, healthier life, read on.

First, eat the right foods in the right amounts. Three-fourths of your plate should be filled with fruits, vegetables, and whole grains. If you cannot give up eating meat, choose lean meats. People who wish they could control the amount they eat may use a smaller plate.

Next, exercise at least 30 minutes a day at least three days a week. Choose the type of exercise you enjoy. If you don't have 30 minutes at a time, then you can break it into three 10-minute periods and get some of the same benefits. Exercise helps increase muscle, strengthen bones, and improve balance. Not only will exercise improve your physical health, it also relieves stress and fosters good mental health.

Third, find time to help others. If you do, you will see the benefits that helping others gives you. People who help others suffer less from depression and are less likely to have heart disease than those who do not.

In addition, if you want to live longer and be healthier, be sure to get sufficient sleep. If you are over the age of 18, you probably need seven to nine hours of sleep each night. If you cannot get that much sleep, take a short nap of 20–30 minutes per day.

Finally, it's important to drink water. The body is between 55 percent and 75 percent water, and water helps maintain muscle tone. You can get water through fruits and vegetables, but if you really want to be good to your body, you could simply drink lots of water!

These five behaviors are the keys to living a longer and healthier life. Imagine, if you had started these behaviors years ago, you would have been healthier!

Adapted from <https://www.press.umich.edu/>

1. What is the author's purpose for writing this article?

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2. Who is the intended audience for this article?

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3. What are the positive effects of helping others?

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4. What are the five behaviors the author says will prolong a person's life?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**D. MOOC 2 - ACTIVITY # 4**

1. Write about a time when you tried your best and still made mistakes. How did you react? What mindset did you display?

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2. When are mistakes harmful? When are mistakes beneficial?

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3. Read about the 3 types of mistakes that we make. Think of mistakes that you currently make and complete the following table -

Type	The mistake I make...	I can...
Slow down opportunity		
Review opportunity		
Feedback opportunity		

4. Draw or write the story -

**LESSON 158**

**MAKING INFORMED CHOICES - 1**

**A. TODAY I FEEL (DRAW OR WRITE) -**

**B. READ, REFLECT AND RESPOND -**

Eknath Eswaran says, “Today we are surrounded by a bewildering array of **glittering** lifestyles and **models of behaviour**, most of which just deliver the opposite of what they promise. We need to make wise choices every moment just to keep from being **swept away**. For a long time, these choices are not easy. It takes real courage to go on making such choices day in and day out. But once you begin to taste the freedom it brings, you will find a **fierce joy** in choosing something of **lasting benefit**.”

What are some of the choices you make?

**Within FEA** - I choose to \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I make these choices because \_\_\_\_\_  
\_\_\_\_\_

**At home** - I choose to \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I make these choices because \_\_\_\_\_  
\_\_\_\_\_



**In my neighbourhood** - I choose to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

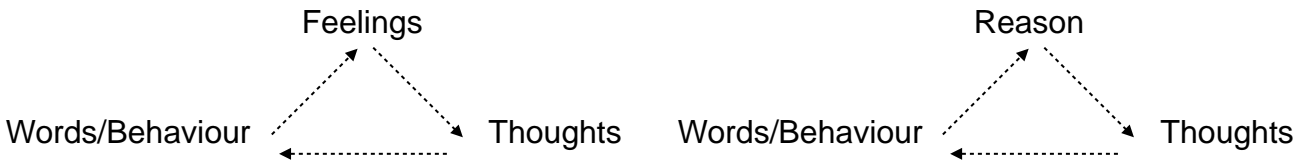
I make these choices because \_\_\_\_\_

\_\_\_\_\_

**C. THE CYCLE OF FEELINGS/LOGIC, WORDS, AND BEHAVIOUR -**

**Cycle 1**

**Cycle 2**



1. What choices do you make based on Cycle 1? Why?

\_\_\_\_\_

\_\_\_\_\_

2. What choices do you make based on Cycle 2? Why?

\_\_\_\_\_

\_\_\_\_\_

3. Which cycle would you use to make the following decisions? Give a reason for your choice?

a. Your friends are going for a movie and forcing you to miss school/FEA class.

\_\_\_\_\_

\_\_\_\_\_

b. You find a wallet full of money and your brother insists that you use the money to buy the new phone you have been wanting for along time.

\_\_\_\_\_

\_\_\_\_\_

c. You are **petrified** of injections and syringes. There is a blood donation camp in your neighbourhood as some of your neighbours are in need of blood. Would you donate blood?

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d. You do not like most of the people in your group because they are very different from you. Your teacher refuses to allow you to join a group that has more students like you.

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e. You see a victim of road accident lying on the road while going to work. You are getting late for work and know that the police in that area is not very cooperative.

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4. Which choices were easy to make? Why?

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5. Which choices were difficult to make? Why?

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6. If you had to advise your younger sister about how to make choices, what 3 things would you ask her to keep in mind while making choices? Why?

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**D. READ, REFLECT AND DISCUSS -**

Eknath Eswaran says, "Today we are surrounded by a bewildering array of **glittering** lifestyles and **models of behaviour**, most of which just deliver the opposite of what they promise. We need to make wise choices every moment just to keep from being **swept away**. For a long time, these choices are not easy. It takes real courage to go on making such choices day in and day out. But once you begin to taste the freedom it brings, you will find a **fierce joy** in choosing something of **lasting benefit**."

<b>LESSON 159</b>
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**BEING A HERO**

**A. REFLECT AND WRITE -**

1. Who is a hero?

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2. What does a hero look like?

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3. What are traits of a hero?

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4. Do you know any heroes? Who?

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5. Are you a hero ? If yes, share an example of your heroism.

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6. Have you come across heroes in FEA book?

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**B. REFLECT AND WRITE -**

1. Who is a hero?

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2. What does a hero look like?

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3. What are traits of a hero?

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4. Do you know any heroes? Who?

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5. Are you a hero ? If yes, share an example of your heroism.

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6. Have you come across heroes in FEA books?

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**Were your responses of Part B different from Part A? If yes, why?**

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**C. REFLECT AND DISCUSS -**

1. How are people around you kind/heroic?

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2. How have you been kind/heroic?

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3. What are challenges you face in being kind/heroic?

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4. What do you enjoy about being heroic/kind?

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5. How can you be more heroic/kinder?

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6. Discuss - "We don't have to engage in grand, heroic actions to participate in the process of change. Small acts, when multiplied by millions of people, can transform the world." ~ Howard Zinn

**D. READING SESSION -**

With your group share -

what you enjoyed.

what you struggled with.

part fo the story/character that made you think.

heroism/kindness in the story.

**LESSON 160**

**CONFLICT RESOLUTION**

**A. REFLECT AND RESPOND -**

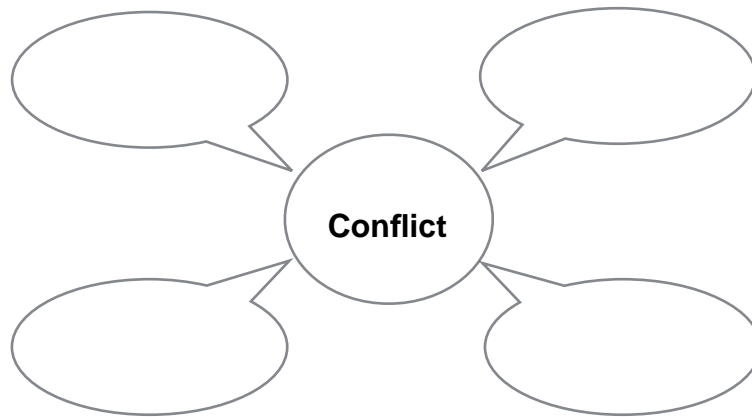
There was a father who left his 17 camels for his three sons. When the father passed away, his sons read the will.

According to the will the eldest son was to get half of 17 camels while the middle son was to be given 1/3rd (one-third). The youngest son was to get 1/9th (one-ninth) of the 17 camels.

As it is not possible to divide 17 into half or 17 by 3 or 17 by 9, three sons started to fight with each other. How can they divide their father's inheritance?

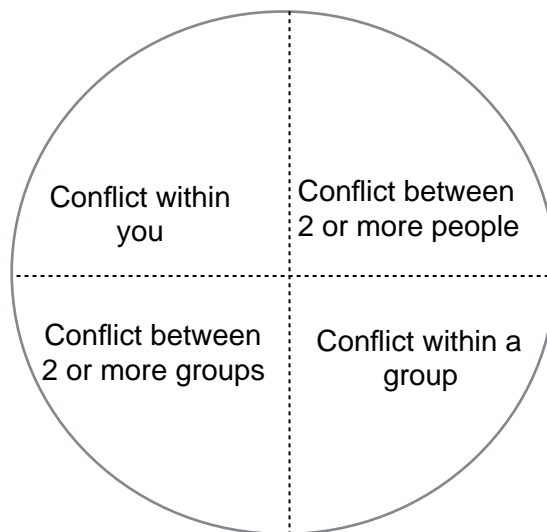
Do you have any thoughts about how to divide 17 camels among three sons as prescribed in their father's will?

**B. WORD SPLASH -**



**Can conflicts be beneficial?**

**C. COMMON CONFLICTS -**



1. Which conflicts do you face most/least? What does it tell you about yourself?
2. Do you engage in conflict with the idea/behaviour or the person?
3. What role the following play in conflicts:
  - a. diversity of people, views and abilities
  - b. poor listening skills
  - c. lack of empathy

**D. COMMON RESPONSES TO CONFLICT -**

1. **Avoidance** - Both the person(s) and the issue(s) are not important.

It is a good response when \_\_\_\_\_

\_\_\_\_\_

It is a poor response when \_\_\_\_\_

2. **Force/Violence** - The issue(s) is more important than the person(s).

It is a good response when \_\_\_\_\_

\_\_\_\_\_

It is a poor response when \_\_\_\_\_

3. **Accommodation** - The person(s) is more important than the issue(s).

It is a good response when \_\_\_\_\_

\_\_\_\_\_

It is a poor response when \_\_\_\_\_

4. **Collaboration** - Both the issue(s) and person(s) are important.

It is a good response when \_\_\_\_\_

\_\_\_\_\_

It is a poor response when \_\_\_\_\_

5. Which conflicts style do you use most/least? What does it tell you about yourself?

6. What role the following play in conflict resolution:

- a. non-verbal communication?
- b. empathy?
- c. active listening?

**Hints for dealing with conflicts on a one-to-one basis -**

1. **Cool off** - Issues can't be settled unless emotions are handled and stabilise.
2. **Focus on the behaviour rather than the person.**
3. **Be clear about your goal.**
4. **Listen actively** - Listening, and paraphrasing show concern for the other person, which helps communication, and lowers tension. It also helps you understand the conflict better to come up with a win-win solution.
5. **Stay focused on the present issue** and not raise old issues.

**6. Check your assumptions and possible solution(s)** to understand what the other person thinks about it. It also makes the other person feel he/she has a say in the matter.

**Think of one current conflict that you are facing and apply the above to solve it. Share your experience with the class in a week's time.**



**LESSON 161**

**PAST, PRESENT AND FUTURE**

**A. REFLECT AND RESPOND -**

- 1. What conflicts do you face in FEA?
- 2. How can you resolve them?

**B. PAST, PRESENT AND FUTURE -**

Think of how **any 2** of the following have developed ever since you joined FEA. Write, in not more than 60 - 80 words, journey of your learning along these outcomes:

- 1. Personality - (Write what kind of a person you were before you joined, how you have changed after having learnt Books 1 - 4 and how you expect/hope to improve over Book 5. Make sure you use the tenses correctly while talking about past, present and future.)
- 2. Confidence in using English - (Write how you used English - reading, writing, speaking-before you joined FEA, how your usage of English has changed after having learnt Books 1 - 4 and how you expect/hope it to improve over Book 5. Make sure you use the tenses correctly while talking about past, present and future.)
- 3. Thinking skills and mindset - (Write how you thought before you joined FEA, how your thinking skills and mindset have changed after having learnt Books 1 - 4 and how you expect/hope it to improve over Book 5. Make sure you use the tenses correctly while talking about past, present and future.)
- 4. Ability to discuss familiar and unfamiliar topics in English - (Write about your discussion skills before you joined FEA, how these have developed after having learnt Books 1 - 4 and how you expect/hope them to improve over Book 5. Make sure you use the tenses correctly while talking about past, present and future.)

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**Peer feedback (Use punctuation symbols to proofread peer's work. Pay special attention to use of tenses)**

**What you did well -** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What you can do better -** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**C. EMAIL WRITING -**

Choose **one** from above, rewrite a final draft based on peer feedback and email it to the facilitator.

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<b>LESSON 162</b>
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**MOCK TEST**

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

1. Diversity is a blessing and challenge.
2. Choosing a career based on interest and ability is unrealistic.
3. Money is a limited resource that must be spent wisely.
4. There is enough in the world for everyone's need but not anyone's greed.
5. Ability to work together with others is a necessary life skill that can be learnt.

**B. LISTEN TO AV - 162 ONCE AND ANSWER THE FOLLOWING QUESTIONS:**

1. Which one is NOT true about the AV - 162 ?
  - a. The speaker supports decisions made from the heart.
  - b. The speaker helps Emily decide whether she should listen to her heart or head.
  - c. The speaker shares how we can expand our lives.
  - d. The speaker shares a simple way to decide whether to make decisions from the heart of head.
2. Give two examples shared by the speaker about decisions that can be 'sometimes terrifying' ?

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3. Which of the following would be the most appropriate title for AV - 162?
  - a. Emily Asks Mel
  - b. Making the Right Decisions
  - c. Making Decisions from the Heart
  - d. Expanding Your Life
4. According to the speaker, what is the main consideration when making a decision and choosing between head and heart?

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**C. FREE-CHOICE WRITING**

Write a formal letter to your facilitator on any challenge that you/the branch faces, how it is affecting everyone, and what can be done about it.

Check the format of the letter and proofread your work before handing it in.

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**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. MOOC 2 -**

Progress Report (facilitator to fill this) -

Completion		
Excellent	Satisfactory	Unsatisfactory

Quality of Response		
Excellent	Satisfactory	Unsatisfactory

Class Participation		
Excellent	Satisfactory	Unsatisfactory

**F. BOOK READING -**

Progress Report (facilitator to fill this) -

Completion		
Excellent	Satisfactory	Unsatisfactory



Quality of Response		
Excellent	Satisfactory	Unsatisfactory

Participation During Discussion		
Excellent	Satisfactory	Unsatisfactory

**Complete peer assessment in Part A of Lesson 140.**

<b>LESSON 163</b>
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**MODALS**

**A. MY GOAL THIS WEEK -**

**B. RECAP**

**1. Certainty, Probability, Possibility -**

a. Write 2 sentences about something that is certain to happen today -

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b. Write 2 sentences about something that will probably to happen today -

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c. Write 2 sentences about something that can possibly happen today -

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**2. Ability, Permission -**

a. Write a question seeking permission -

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b. Write a statement giving permission -

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c. Write a question about ability -

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d. Write a statement expressing ability -

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**C. PAST, PRESENT, FUTURE -**

**Probability - using 'might'**

1. **Past** - They might have left the city by now.
2. **Present** - You might not have seen something like it yet.
3. **Future** - You might see better robots than this one in the exhibition next year.

**Possibility** - using 'may'

1. **Past** - He may have given the students permission to cheat.
2. **Present** - They may be all set to leave for the station.
3. **Future** - You may not see them tomorrow.

**Certainty** - using 'must'

1. **Past** - He must have given you the key.
2. **Present** - They must be leaving for the station now.
3. **Future** - You must not be late for class tomorrow.

Your sentences -

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**D. COULD/SHOULD/WOULD + HAVE -**

**Could have, should have, would have** - These past tense modals are useful for expressing your present feelings about a past decision (or other action).

1. **Could have** - something was possible in the past, but it did not happen.  
**Could not have** - something was impossible in the past, and did not happen.

Examples -

- a. I could have gone straight to college, but I decided to travel for a year.
- b. She couldn't have left early as I saw her at work till late.

Your sentences -

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2. **Should have** - something that did not happen, but we wish it had happened.

**Should not have** - something that happened, but we wish that it hadn't.

Examples -

- a. I was so worried about you. You should have called!
- b. You should not have called her. She is not supposed to take personal calls at work.

Your sentences -

**3. Would have (with 'but')** - to show that you wanted to do something in the past, but you could not.

Example - I would have loaned you the money, but I didn't have any.

**Would have (without 'but')** - with an unreal conditional.

Example - If I had know that you were a vegetarian, I would have made salad.

**Would not have** - with conditional.

Examples - If I had know that she had exams, I would not have taken her to the movies.

I wouldn't have won without her help.

Your sentences -

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**E. MOOC 2 - ACTIVITY # 5**

1. Think of a time when you were struggling to learn something new/difficult and felt frustrated. Describe what it was, why you felt frustrated and what you did.
2. 4 Steps to Dealing with Frustration - Think of a current learning challenge that frustrates you and apply the following 4 steps to get a hold on it -
  - a. **Step 1** - Name it (specify the feeling - 'confused', 'worried', 'angry', 'disappointed' etc.)

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b. **Step 2** - Accept it - (How can it be a good thing?)

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c. **Step 3** - Pause - (How long will you pause? How will you use this pause to cool off?)

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d. **Step 4** - Get help - (Who? What help? Use "If I...then I will...")

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**Complete peer assessment of goals set in Lesson 149.**

**LESSON 164**

**POPULAR MEDIA - 1**

**A. RECAP -**

**Group Discussion -**

1. Digital media is a good slave, but a poor master.
2. In future there will be no physical books or libraries.
3. Is social media really connecting people?

**Assessment -**

Did you ...	Self	Peer
use your voice appropriately?		
use appropriate gestures ?		
make eye contact?		
use appropriate words?		
use grammatically correct sentences?		
give reason/evidence to your points?		
support others during the discussion?		
show active listening?		
ask for clarification, when required?		

**B. MOVIES -**

1. Movies and books - How are they similar?
2. Movies and books - How are they different?
3. Complete the following:

Genre	Movie	Do you like it?
Murder Mystery		
Comedy		
Historical Movies		
Science Fiction		
Musical		
Family Drama		
Horror		

Genre	Movie	Do you like it?
Action		
Romantic Comedy		
Animation		

**C. TELEVISION -**

1. Survey - Collect information from the classmates about their TV habits. You must prepare 5 questions each starting with a different question word and ask at least 5 class mates.

**My questions -**

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**Survey Responses -**

Ques. No.	Responses
1	Student 1 -
	Student 2 -
	Student 3 -
	Student 4 -
	Student 5 -
2	Student 1 -
	Student 2 -
	Student 3 -
	Student 4 -
	Student 5 -

Ques. No.	Responses
3	Student 1 -
	Student 2 -
	Student 3 -
	Student 4 -
	Student 5 -
4	Student 1 -
	Student 2 -
	Student 3 -
	Student 4 -
	Student 5 -
5	Student 1 -
	Student 2 -
	Student 3 -
	Student 4 -
	Student 5 -

1. Share your findings with the class.
2. Are you surprised by any response(s)? Why?
3. What conclusions can you draw based on the above responses?

**Ask your facilitator about careers in cinemas and television.**

**D. READING SESSION - IF YOU WERE TO MAKE A MOVIE BASED ON THE BOOK THAT YOU ARE READING, SHARE:**

1. Who would you cast as characters? Why?
2. Where would the movie be shot? Why?
3. What special features would you add? Why?

**LESSON 165**

**POPULAR MEDIA - 2**

**A. READ, REFLECT AND DISCUSS -**

**THE PEPSODENT SMILE**

One day in the early 1990s, a successful advertising executive named Claude C. Hopkins met an old friend who had a new business idea. The friend had discovered a product, that he thought would be a hit. It was a toothpaste, a minty, frothy concoction he called “Pepsodent.”

At that time, the health of Americans’ teeth was in poor condition. As the nation had become richer, people had started buying larger amounts of sugary, processed foods. When the government started running medical check for World War I, many men had rotting teeth.

At the time, selling toothpaste was financial suicide. Hardly anyone bought toothpaste because hardly anyone brushed their teeth. In the end, however, Hopkins managed to turn Pepsodent into one of the best-known products on earth and, in the process, helped create a toothbrushing habit across America.

To sell Pepsodent, Hopkins needed a trigger that would justify the toothpaste’s daily use. He needed to create a habit. Reading dental textbooks, he found a reference to a naturally occurring film that builds up on teeth. He then resolved to sell the toothpaste as a creator of beauty – to remove the film. People had never paid much attention to this film. You can get rid of it by eating an apple, running your finger over your teeth, brushing or swirling a liquid around your mouth. Toothpaste didn’t do anything to help remove the film. But people did not know this.

That didn’t stop Hopkins, though. “Just run your tongue across your teeth,” read one ad. “You’ll feel a film - that’s what makes your teeth look ‘off color’ and invites decay.” The brilliance of these ads was that they relied upon a cue – tooth film – that was universal and impossible to ignore. Tell someone to run their tongue across their teeth, and they were likely to do it! And when they did, they were likely to feel the film. And Hopkins had convinced them this was a problem. Advertisements claimed that Pepsodent could remove the film.

Three weeks after the first Pepsodent advertisement campaign, demand for the toothpaste exploded. In three years, the product went international. Within a decade, Pepsodent was one of the top sellers around the globe. Before Pepsodent appeared, only 7% of Americans had a tube of toothpaste. Ten years later, that number had jumped to 65%. And Hopkins became a millionaire.

~ Adapted from **The Power of Habit** by Charles Duhigg

1. Why was selling toothpaste “financial suicide” in early 1990s? \_\_\_\_\_

\_\_\_\_\_

2. How did Hopkins convince people to buy toothpaste? \_\_\_\_\_

\_\_\_\_\_



3. Do you think what Hopkins did was right? Give reason(s). \_\_\_\_\_

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4. Advertisements make wants into needs. Do you agree? Why?

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5. Are advertisements misleading? Give an example to explain why.

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6. Are advertisements informative? Give an example to explain why.

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7. Do advertisements influence your choices? Give an example to explain how.

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8. Explain how Hopkins used cue, routine and reward to develop a habit of brushing teeth among the Americans.

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**B. FISH-BOWL DISCUSSION -**

1. TV/Cinema reflect our society.

I believe \_\_\_\_\_

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I agree with \_\_\_\_\_ that \_\_\_\_\_

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I am not sure what \_\_\_\_\_ meant when he said, “ \_\_\_\_\_ ”

because \_\_\_\_\_

2. TV/Cinema influence our beliefs and behaviour.

I believe \_\_\_\_\_

I agree with \_\_\_\_\_ that \_\_\_\_\_

I am not sure what \_\_\_\_\_ meant when he/she said, “ \_\_\_\_\_ ”

because \_\_\_\_\_

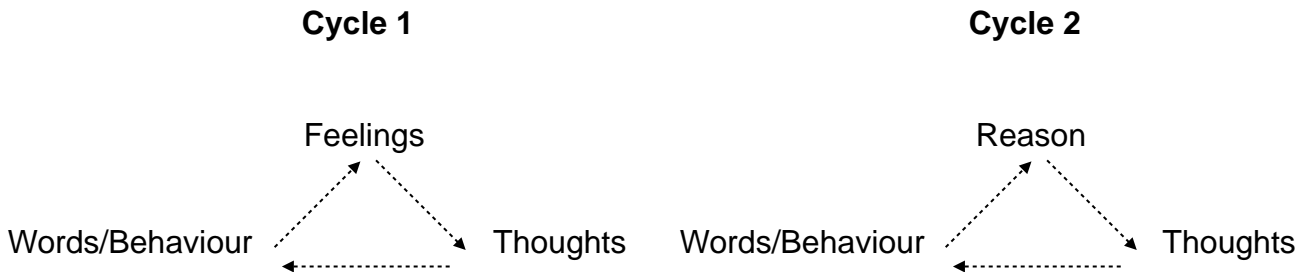
**You have been watching the movie, ‘Wonder’ for the past month or so. Does it reflect the social reality or has it influenced your beliefs and behaviour? Explain.**

**LESSON 166**

**MAKING INFORMED CHOICES - 2**

**A. TODAY I FEEL (DRAW OR WRITE) -**

**B. CHOICES YOU MAKE -**



1. Give example(s) of your choices made using each cycle.
2. Are there situations when neither Cycle 1 or Cycle 2 works? If yes, give an example.

**C. DILEMMAS - READ AND DISCUSS**

In Europe, a woman was dying from cancer. One drug might save her, a form of radium that a druggist in the same town had recently discovered. The druggist was charging \$2,000, ten times what the drug cost him to make.

The sick woman’s husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But the druggist said, “No.” The husband got desperate and broke into the man’s store to steal the drug for his wife.

Should the husband have done that? Why?

**Adapted from Leadership Development Program of the Intrinsic Institute (Dr Brian Davidson)**

Dilemmas - situations in which there is a choice to be made between two options, neither of which is acceptable or preferable.

**D. DILEMMAS - WHAT WOULD YOU DO?**

1. In the given dilemma, how did you decide what to do?

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2. Write one dilemma that you face in FEA .

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3. How can you resolve this dilemma?

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**E. READING SESSION -**

**Discuss -**

1. What did you enjoy reading?
2. What did you struggle with?
3. What kind of choices did the characters in the book make?
4. Why do you think they made those choices?
5. What choice would you have made if you were in their place?

**Share how you have applied the conflict resolution strategy/strategies of Lesson 160 to resolves conflict in the past week or so.**

**LESSON 167**

**ORACY SKILLS**

**A. RECAP - 7 DEADLY SINS OF SPEAKING (AV - 133)**

**B. RECAP - POWER OF WORDS (LESSON 117)**

1. Have you been influenced, negatively or positively, by someone's words? Who? How were you influenced?

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2. What in those words influenced you?

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3. How influential are your words? If yes, what makes them powerful? If not, why?

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4. What kind of influence would you like your words to make on other people?

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**C. READ, REFLECT AND RESPOND -**

Much has been said of the common ground of religious unity. I am not going to venture into my own theory. But if any one here hopes that this unity will come by the victory of any one religion and the destruction of the others, to him I say, "Brother, yours is an impossible hope." Do I wish that the Christian would become Hindu? God forbid. Do I wish that the Hindu or Buddhist would become Christian? God forbid.

The seed is put in the ground, and earth and air and water are placed around it. Does the seed become the earth, or the air, or the water? No. It becomes a plant. It develops after the law of its own growth, assimilates the air, the earth, and the water, converts them into plant substance, and grows into a plant.

Similar is the case with religion. The Christian is not to become a Hindu or a Buddhist, nor a Hindu or a Buddhist to become a Christian. But each must assimilate the spirit of the others and yet preserve his individuality and grow according to his own law of growth.

If the Parliament of Religions has shown to the world that purity and charity are not the exclusive possessions of any religion in the world, and that every system has produced men and women of the most noble character. Faced with this evidence, if anybody dreams

of the exclusive survival of his own religion and the destruction of the others, I pity him from the bottom of my heart, and point out to him that on the banner of every religion will soon be written in spite of resistance: "Help and not fight," "Assimilation and not Destruction," "Harmony and Peace and not Dissension."

**Adapted from Swami Vivekanand's Speech at World Parliament of Religions in Chicago in 1893**

1. How easy would it have been for an Indian to speak about religion in front of a Western audience? Why?

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2. What was the main idea of Swami Vivekanand's speech?

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3. What do you think made Gandhiji, Martin Luther King, Vivekanand, Abraham Lincoln, Hitler, Winston Churchill such powerful speakers?

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#### **D. ORACY FRAMEWORK - (REFER TO APPENDIX - 10)**

Read the Oracy Framework carefully and make sure that you understand it. Share -

1. what you found interesting.
2. what you did not understand.
3. where in the framework you are.

#### **E. FREE SPEECH**

1. Choose a topic of interest/importance to you.
2. Write a script for your speech (60 - 90 seconds)
3. Proofread and polish it
4. Deliver it in front of the class
5. Rate yourself on the Oracy Framework

**Ask your facilitator about careers where public speaking is an essential skill.**

<b>LESSON 168</b>
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**CONSOLIDATION**

**A. SONG -**

If you see your brother standing by the road  
With a heavy load from the seeds he's sowed  
And if you see your sister falling by the way  
Just stop and say, you're going the wrong way

**Chorus -** You got to try a little kindness  
Yes show a little kindness  
Just shine your light for everyone to see  
And if you try a little kindness  
Then you'll overlook the blindness  
Of narrow-minded people on the narrow-minded streets  
  
Don't walk around the down and out  
Lend a helping hand instead of doubt  
And the kindness that you show every day  
Will help someone along their way

**Chorus - x2**

1. Whose brother and sister are being talked about in Line 1 and 3 of the song?

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2. What does the singer mean by “a heavy load from the seeds he's sowed”?

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3. What does “shine your light” mean?

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4. Who are the 'narrow-minded people'?

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5. Why are the 'narrow-minded people' blind?

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6. What are you narrow-minded about?

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7. How has FEA pledge about kindness made you less narrow-minded?

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8. How have you shone your light (been kind) to others?

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9. Have you missed any opportunity to be kind to others? Why?

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10. How can you use the following to be more kind -

a. creativity / out of the box thinking ?

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b. growth mindset?

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c. power of words ?

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**B. READ, REFLECT AND RESPOND -**

Be nice! Apps to help you spread kindness

A little bit of kindness can go a long way — even online. These apps and Web tools aim to counter cyberbullying, harassment and other negative behavior that can make the Internet — and the real world — an uninviting place. So, give them a try and brighten up your day — and someone else's.

**STOPit**

Founder Todd Schobel says he was moved to develop this anti-bullying app upon hearing on the radio a story about a 15-year-old girl who committed suicide after being taunted online by her peers. STOPit allows students to **securely and anonymously** report cyberbullying, harassment and other types of harmful behavior. Students can also get help via talk or text with a crisis center. Many schools across the country have signed up for the app. There's a version of STOPit for K-12, for colleges and universities, and for the workplace.

**NiceBot**

"I want to make the world a nicer place, one tweet at a time." That's the motto of NiceBot, a Twitter bot that aims to counter the tide of negativity on the Internet. A collaboration between Champions Against Bullying and New York-based advertising agency Deutsch, NiceBot is programmed to send out one random positive tweet to one random Twitter user every 30 seconds or so. Have a nice day!

**ReThink**

Created by suburban Chicago high school whiz Trisha Prabhu, ReThink is software that "stops cyberbullying before the damage is done." When **installed** on a computer, ReThink's **filtering technology** scans a teen's would-be social media post to determine whether the content is offensive before it's posted. ReThink then gives that person a chance to reconsider. After all, do you really want to post "I hate you" to someone's Facebook wall? "Research shows that when adolescents are alerted to ReThink their decision, they change their minds 93% of the time," reads ReThink's website.

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

1. What is the article about?

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2. Why do people sometimes post negative and hurtful comments online?

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3. Who will benefit from these apps? How?

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4. If you had to create a kindness app, what would it be? Why?

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**C. WRITING**

Your brother is participating in a speech contest and nervous about it. Give him 5 - 6 public speaking tips in a paragraph.

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**D. REFLECTION ON WEEKLY GOALS -**

Goal	Accomplished	Evidence/ Reason
	Completely/ Partially/Not at all	
	Completely/ Partially/Not at all	
	Completely/ Partially/Not at all	
	Completely/ Partially/Not at all	

**LESSON 169**

**PHRASAL VERBS**

**A. MY GOAL THIS WEEK -**

**B. RECAP - UNDERLINE PHRASES IN THE FOLLOWING SENTENCES:**

- 1. If you want to join the FEA, you must abide by its rules.
- 2. I drop in to see my grandparents everyday.
- 3. I am trying to figure out the location of the nearest FEA branch.
- 4. Keep on working hard and you will do well.
- 5. Do not make fun of your fellow students who make mistakes.

**Review phrases in Appendix 2 of SWB 3.**

**How many of these do you use and how?**

**C. RECAP - IDENTIFY, UNDERLINE AND UNDERLINE THE PHRASES IN THE FOLLOWING SENTENCES:**

- 1. You must come up with at least 3 solutions to this problem. (Phrase - \_\_\_\_\_  
Meaning - \_\_\_\_\_)
- 2. I was cleaning the boxes and I came across my high school uniform. It still fits!  
(Phrase - \_\_\_\_\_ Meaning - \_\_\_\_\_)
- 3. Drop by our house sometime in the evening. (Phrase - \_\_\_\_\_  
Meaning - \_\_\_\_\_)
- 4. I can drop you off to work tomorrow as I am going that way. (Phrase - \_\_\_\_\_  
Meaning - \_\_\_\_\_)
- 5. You must be able to get along with different team members. (Phrase - \_\_\_\_\_  
Meaning - \_\_\_\_\_)
- 6. I will not give up on my dream of becoming a pilot. (Phrase - \_\_\_\_\_  
Meaning - \_\_\_\_\_)
- 7. I hang out with my friends on weekends. (Phrase - \_\_\_\_\_  
Meaning - \_\_\_\_\_)
- 8. We are just warming up our minds before we start the test. (Phrase - \_\_\_\_\_  
Meaning - \_\_\_\_\_)
- 9. I work out three times in the week. (Phrase - \_\_\_\_\_  
Meaning - \_\_\_\_\_)
- 10. The doorbell rang as soon as I lay down to rest. (Phrase - \_\_\_\_\_  
Meaning - \_\_\_\_\_)

**D. READ THE PASSAGE, UNDERLINE THE PHRASES AND DISCUSS THEIR POSSIBLE MEANINGS AND VARIATIONS -**

Sarita hated going to the dentist. It wasn't that her dentist was nasty; it was that Sarita was too fond of sweets.

Her dentist had warned her that her teeth would fall out if she kept up eating sweets. Time and time again, the dentist had told her to cut out sweet food or at least cut down on the amount she ate.

As she lay down in the dentist's chair, all the horrible memories from her last visit came back to her. On that occasion, the dentist had to pull out one of her teeth! The pain was terrible - even with the anaesthetic the dentist had given her. When the anaesthetic wore off it was difficult for her to eat or chew anything at all.

This time the check up was much better. Her dentist checked out her teeth, made her wash out her mouth with pink liquid and then told her to spit it out into the sink. That was it. No problems and no pain! Sarita was delighted and so was her dentist. Sarita has finally learned her lesson and is not taking better care of her teeth.

**LESSON 170**

**PLANNING AND PREPARING**

**A. RECAP - STORY OF ‘PLAN AHEAD’, ‘THINK AHEAD’, ‘WAIT AND WATCH’ (LESSON 41 IN SWB 1)**

1. Who are you most like - ‘Plan Ahead’, ‘Think Ahead’, or ‘Wait and Watch’?
2. When are you like ‘Plan Ahead’? Give an example.
3. When are you like ‘Think Ahead’? Give an example.
4. When are you like ‘Wait and Watch’? Give an example.

**B. LOOK BACK AT YOUR FEA JOURNEY SO FAR AND REFLECT:**

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

<p>5. You have missed FEA class for a few days. You have two choices - take your friend's workbook and copy his work or come to FEA class before/after your session to learn from the facilitator what you have missed. What would you choose? Why?</p>	<p>My choice - Reason -</p>	<p>My choice - Reason -</p>
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**How are responses now different/similar to your responses in Lesson 41 of SWB 1?**

**C. REFLECT, RESPOND AND SHARE:**

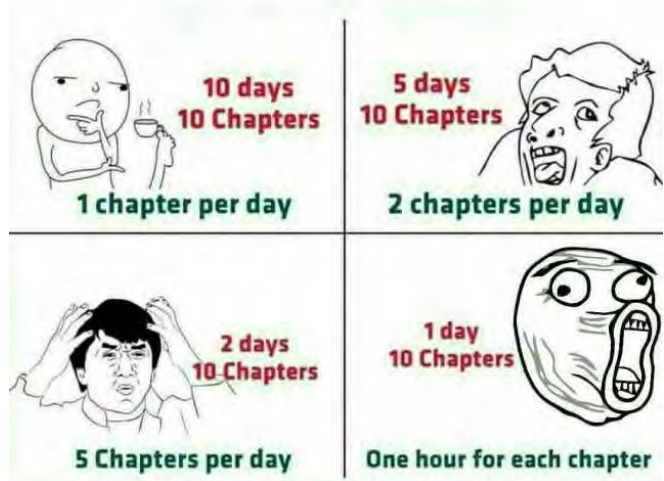
Things I can plan for -	Do I plan for it?

1. Based on the above how would you rate yourself as someone who takes charge of his/her life and plans? (Completely-in-charge, Mostly-in-charge, Partially-in-charge or Not-in-charge at all)
2. How do you feel about this rating? (Be specific about the choice of word)

D. IS THAT YOU? JUSTIFY OR DEFEND WITH EVIDENCE.



## Preparation for final exams.



Source - <https://www.kucomradesforum.com/>

Source - <https://en.dopl3r.com/memes/>



Time	Preparation for final exam	Sacrifice(s) made
At the beginning of the year		
6 months before exams		
3 months before the exams		
A fortnight before the exams		
1 day before the exam		
1 hour before the exam		


How is your list similar/different to others?


Refer to Appendix 11 in SWB and reflect -

1. How is that table different from the one prepared by you above?
2. Which plan is better for work-life balance?
3. Which plan would ensure that you are not stressed during exam month(s)?
4. What traits would be required to ensure that you prepare the whole year round and not just at the end of the year?
5. When is it ok to take study leave from school? Why?
6. When is it ok to take study leave from FEA? Why?
7. Can you share an analogy to explain the difference between your approach to exam preparation and that given in Appendix \_\_\_\_?

**E. MOOC 3 - PLANNING AND PREPARING**

Go to [www.edx.org](http://www.edx.org)  Click on Courses(Courses by Subject) 

Choose Language  Browse Courses in English Language by clicking on the

title and reading details  Discuss with your group members and finalise the

- Course that is -
1. Free
  2. Self-paced
  3. Length 2 - 4 Weeks
  4. Effort - 2 - 4 hours per week
  5. Pre-requisites - none

**Group Members** (refer to Part D in Lesson -155) -

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Title of the Course** \_\_\_\_\_

**Length** \_\_\_\_\_ **Effort** \_\_\_\_\_

**Offered by -** \_\_\_\_\_

**Subject -** \_\_\_\_\_

**Level -** \_\_\_\_\_

**Instructors -** \_\_\_\_\_

**Essential Agreements Among Group Members -**

Goal of the Group - \_\_\_\_\_

Group Expectations - attendance, participation, communication, roles, etc.?



Group Rules - \_\_\_\_\_

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Consequence(s) for violation/non-performance - \_\_\_\_\_

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Group Leader - \_\_\_\_\_

**Signatures** - 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**Proposed Plan of Completion** -

<b>LESSON 171</b>
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**BEING A LEADER - 1**

**A. REFLECT AND DISCUSS -**

1. How did your group work yesterday?
2. What were the joys of working in groups ?
3. What were the challenges of working in groups?
4. How did you choose the group leader?
5. Is your group leadership rotational or fixed?

**B. 1. A LEADER IS...**

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**2. A leader isn't ...**

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**3. Traits of a leader -**

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**4. What would a leader do?**

1. The team doesn't seem motivated or engaged in the task.
2. The team fails to perform well and then starts blaming each other for the failure.
3. All the work in the team is done by a few members while the others are lazy or laid-back.
4. Your boss congratulates you for a brilliant ideas and recommends your name for a promotion. But the idea came from one of your team members.
5. You're traveling in Elbonia on business when you're invited to a feast by shepherds. You're given the sheep's eyeball, the greatest delicacy. To refuse it is the greatest insult. Everyone's watching.
6. An unhappy worker is threatening with an automatic weapon. You're near a door. If you try to warn others you may not escape.

7. A close friend will be interviewed for a job with your employer. He asks you for a list of the interview questions in advance.

**C. READ, REFLECT AND RESPOND**

There was a young boy who had become addicted to eating sugar. His mother decided to get help and made the long and uncomfortable journey with her son, walking many miles and hours under the scorching sun.

She finally reached Gandhi and asked him to tell her son to stop eating sugar because it wasn't good for his health. Gandhi replied, "I cannot tell him that. But you may bring him back in a few weeks and then I will talk to him." The mother was confused and upset and took the boy home.

Two weeks later she came back. This time Gandhi looked directly at the boy and said "Boy, you should stop eating sugar. It is not good for your health." The boy nodded his head and promised he wouldn't. The boy's mother was puzzled. She asked "Why didn't you tell him that two weeks ago when I brought him here to see you?"

Gandhi smiled and said "Two weeks ago I was eating a lot of sugar myself."

1. What is the main idea of the anecdote?

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2. Based on the anecdote, what would be most true -

- a. Leaders are honest
- B. Leaders lead by example
- c. Leaders make good advisers
- D. Leaders are respected by parents

**D. READ, REFLECT AND WRITE**

Choose one the quotes, understand it, think whether you agree with it or not and write your views about it in about 100 words.

"Before you are a leader, success is all about growing yourself. When you become a leader, success is about growing others." - Jack Welch

OR

"Great leaders don't set out to be leaders...they set out to make a difference. It's never about the role and always about the goal." - Anonymous

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**E. READING SESSION**

**Using roles given in Appendix 7 to discuss -**

1. Which character in the book would you most like to meet? Why?
2. Which place in the book would you most like to visit? Why?
3. What do you think of the book's title? How does it relate to the book's story (do not share the story or summary of the story)? What other title might you choose?

**FOOD FOR THOUGHT - Are people 'born leaders' or do they learn to lead?**

**LESSON 172**

**SUCCESS**

**A. REFLECT AND DISCUSS THE MESSAGE IN THE IMAGE GIVEN BELOW -**



Courtesy - <https://libguides.kettering.edu/>

**B. SUCCESS**

1. What words come to your mind when you hear the word 'success'?

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2. 'Success' is....

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3. 'Success' isn't....

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4. Being 'successful' feels....

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5. To be 'successful' one needs to ...

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6. Therefore, 'success' means...

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**C. REFLECT, RESPOND AND SHARE -**

1. Who would you consider as a 'successful' person? (Someone you know personally and see/meet often and not a far-off, famous actor, sportsperson, businessman, leader etc.)

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2. Why do you consider him to be 'successful'?

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3. What qualities does he/she has that other less successful do not have?

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4. What kind of sacrifices he/she might have made to be successful?

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5. Are you successful? Explain.

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6. Think of a goal that you have been working towards a goal for a long time but have not been successful. Imagine that you have finally achieved it. Visualise how your life/day would be different after you have achieved that goal? Write about it in about 100 words.

**A Day In My Life After Becoming Successful**

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**E. READING SESSION**

**Using roles given in Appendix 7 to discuss -**

1. What do you think of the book's cover? How well does it convey what the book is about (without sharing the summary of the book)? If you had to design a cover for the book, how would your cover be different from its current cover?
2. If you could hear this story from another person's point of view, who would you choose? Why?
3. Your success as a reader:
  - a. In Book 2, I could not \_\_\_\_\_  
\_\_\_\_\_
  - b. Now, in Book 4, I can \_\_\_\_\_  
\_\_\_\_\_



# LESSON 173

## INTEGRITY

A. LOOK AT THE IMAGE GIVEN BELOW -



1. What is happening?

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2. Why is this happening?

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3. Could this be you? Why?

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4. If they all pass with 90%, would you call them 'successful'?

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5. Who is responsible for this? Why?

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**B. LOOK AT THE IMAGE GIVEN BELOW -**



Courtesy - <http://combatleaders.com/>

1. What is the message in the image above?

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2. Do you agree with the message? Why?

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**C. IS THIS CHEATING? GIVE REASON(S) FOR YOUR ANSWER.**

- |  |        |
|--|--------|
| 1. Copying an assignment from another student.                     | Yes/No |
| 2. Copying and pasting without mentioning the source.              | Yes/No |
| 3. Having someone check your work before you give to the teacher.  | Yes/No |
| 4. Making entries in the Reading Log without having read the book. | Yes/No |
| 5. Taking another students' workbook and passing it off as yours.  | Yes/No |

- 6. Copy MOOC Progress from group members when you miss a MOOC lesson. Yes/No
- 7. Quietly taking an extra turn in a game or miscounting when moving a playing piece across a board. Yes/No
- 8. Making up an excuse for missing an exam or assignment due date. Yes/No
- 9. Using your phone to look up an answer during an exam but not finding it. Yes/No
- 10. Knowing that someone is cheating but not reporting it. Yes/No
- 11. Being in a study group that divides up homework problems and then shares and discusses the problem solutions. Yes/No
- 12. Reporting false age to get into a younger group in sports. Yes/No

**D. IN GROUPS, DISCUSS -**

- 1. Real integrity is doing the right thing, knowing that nobody’s going to know whether you did or not.” Oprah Winfrey
- 2. “Whoever is careless with truth in small matters cannot be trusted with important matters.” Albert Einstein
- 3. “Character is what you are in the dark.” - Dwight L. Moody
- 4. “Characterize people by their actions and you will never be fooled by their words.” - Anonymous
- 5. “Integrity without knowledge is weak and useless, and knowledge without integrity is dangerous and dreadful.” - Samuel Johnson

**What were your strengths during the discussion?**

**What were the strengths of others in your group?**

**Compliment all your group members about one thing that they did well.**

**E. MOOC 3**

What you learnt in MOOC	How it is useful	Questions that you have

**Rate your group work/behaviour during MOOC 3 - Excellent/Satisfactory/Dissatisfactory**





**A. 1. WHAT DID YOU DO WELL? (REFER TO BOOK 4 OUTCOMES)**

<b>Reading (My score - )</b>	<b>Self</b>	<b>Facilitator</b>
<b>Writing (My score - )</b>	<b>Self</b>	<b>Facilitator</b>
<b>Speaking (My score - )</b>	<b>Self</b>	<b>Facilitator</b>
<b>Listening (My score - )</b>	<b>Self</b>	<b>Facilitator</b>
<b>Discussion</b>	<b>Self</b>	<b>Facilitator</b>
<b>Book Reading</b>	<b>Self</b>	<b>Facilitator</b>
<b>Keyboarding</b>	<b>Self</b>	<b>Facilitator</b>

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

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

<b>MY KEYBOARDING SCORE</b>		
Total keystrokes -	Correct (in green) -	Incorrect (in red) -

**A. 2. WHAT CAN YOU DO BETTER? (REFER TO BOOK 4 OUTCOMES)**

<b>Reading</b>	<b>Self</b>	<b>Facilitator</b>
<b>Writing</b>	<b>Self</b>	<b>Facilitator</b>
<b>Speaking</b>	<b>Self</b>	<b>Facilitator</b>
<b>Listening</b>	<b>Self</b>	<b>Facilitator</b>
<b>Discussion</b>	<b>Self</b>	<b>Facilitator</b>
<b>Book Reading</b>	<b>Self</b>	<b>Facilitator</b>
<b>Keyboarding</b>	<b>Self</b>	<b>Facilitator</b>

**B. ACTION PLAN**

<b>Day</b>	<b>Based on A.2, what will you do?</b>	<b>Would you need help? If yes, who?</b>	<b>Self</b> ✓ <del>X</del>	<b>Facilitator</b> ✓ <del>X</del>
1				
2				
3				
4				
5				
6				

ATTENDANCE % - \_\_\_\_\_

MOOC 3 COMPLETION % - \_\_\_\_\_

SIGNATURE OF STUDENT:

SIGNATURE OF FACILITATOR:

**LOOK BACK AT THE GOALS YOU HAD SET IN LESSON 140 AND REFLECT:**

1. Which goals did you accomplish? Why?
2. Which goals did you not accomplish? Why?
3. How did non-accomplished goals impact your performance?

**LOOKING AHEAD AT BOOK 4 EVALUATION, WHAT DO YOU PLAN TO DO DIFFERENTLY THIS TIME TO ENSURE THAT YOU ACCOMPLISH ALL/MOST OF WHAT YOU HAVE PREPARED IN PART B.**



**LESSON 175**

**HABITS VS. SELF-CONTROL**

**A. RECAP:**



**Clean cheat: Civic body photoshops Delhi road image, judges spot fraud**

A Delhi high court bench spotted doctored photographs of roads and pavements in Dwarka wiped digitally cleaned by the agencies to claim they had acted on complaints by residents about poor civic facilities in the sub-city. The photographs were submitted before a bench of Justice BD Ahmed and Justice Siddharth Mridul by the South Delhi Municipal Corporation and the DDA.

“This is photoshopped. When it comes to technology, I am a novice, but even I can say it has been photoshopped. Somebody has tried to brush this up,” the bench remarked.

Caught red-handed, the counsel representing the SDMC and DDA quickly scrambled a defence, saying there was no reason for them to smudge the details as they were working to clean up the areas on their own.

Law student and Dwarka resident Ebbani Aggarwal, who had filed the PIL seeking a direction to the civic agencies to clean up the area, told the bench that some work has been done but it was not as clean as the photos show.

Aggarwal had approached the court, saying the markets, roads, footpaths and open vacant land and other places in Dwarka were full of filth, solid waste and construction material.

**Soibam Rocky Singh**  
**Hindustan Times, New Delhi**

1. What is a PIL? \_\_\_\_\_

2. Why would the South Delhi Municipal Corporation and Delhi Development Authority be dishonest in a court of law?  
\_\_\_\_\_

### A Unique Way To Draw Attention To Their Pothole Problem

One of the best ways to draw some much needed attention to the problems you're facing is to give it a funny spin. A few friends in Lithuania, calling themselves Z999, got together and posed to highlight their government's indifference to the potholes on one the roads there.

Source: <http://www.scoopwhoop.com/>



3. How has the camera / photography been used differently for the same problem in two different places?

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4. What does it tell you about the place/its people? (Use words such as 'integrity', 'thinking out of the box', 'empathy', 'apathy')

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**B. READ, REFLECT AND DISCUSS -**

1. How is self-control useful?

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2. Does self-control work all the time?

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3. Why didn't Odysseus rely on self-control ?

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4. With the help of examples, explain how the following can help when self-control does not work:

- a. Planning (When I feel the urge to eat a cookie, I will walk up to my friend and chat for 10 minutes).
- b. Thinking of long-term and short-term goals/consequences (I have an test tomorrow and an exam next week. I will watch TV for 2 hours after my exam next week).
- c. Habits (To wake up more quickly in the morning, I set the alarm and keep the clock on the other side of the room).
- d. Thinking out of the box (I will listen to a 30-minute audio story on my phone, while I walk around the park).
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_
- h. \_\_\_\_\_

**C. WRITE -**

Think of everything that you have learnt at FEA that can be useful when will power or self control fail you. You may focus on **one or all** of the following - eating habits, safety, spending, communicating with others, studying, being honest, being regular at FEA, etc. (100 words)

**FIRST DRAFT**

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Peer Proofreading - Using proofreading symbols

**SECOND DRAFT**

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**LESSON 176**

**PROBLEM SOLVING - 3**

**A. RECAP**

“You are either a part of the problem or solution.”

1. Over the last few days, think of how you have been:
  - a. Part of a problem
  - b. Part of a solution
2. What is required to have a problem solving mindset?
3. How has FEA prepared you to be a problem solver?
4. “It’s not that I am so smart, it’s just that I stay with problem longer.” Albert Einstein.
  - a. Why must we stay longer with problems?
  - b. Have you ‘stayed long’ with any problem recently?

**B. READ ABOUT 5 PROBLEM SOLVERS IN APPENDIX 13 AND DISCUSS:**

1. How they applied *ikigai* to problem solve.
2. What traits/skills they possessed to be able to problem solve as they did.
3. Which one you identify most with. Why?

**C. MY PLAN -**

1. STEP 1 - Reflect and find a problem that disturbs/affects you most.

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2. STEP 2 - Think of what you are passionate about.

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3. STEP 3 - Think of skills/traits you possess that can be useful in solving that problem.

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4. STEP 4 - Speak with 4 - 5 people about why it is a problem.

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**D. READING SESSION -**

Summarise the story so far and underline the part you would have written differently if you were the author -

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Share the underlined part(not the summary) with your group.



**LESSON 177**

**PROBLEM SOLVING - 4**

- A. REVIEW PART C IN LESSON 176.**
- B. SPEAK WITH 4 CLASSMATES TO PART C. STEP 7 IN LESSON 176 FROM MOST EFFECTIVE AND PRACTICAL TO LEAST EFFECTIVE AND PRACTICAL.**

Student	Order of Solutions
1	
2	
3	
4	

Based on the feedback, choose two most popular solutions from above and think:

	Solution 1	Solution 2
What do you know about this solution?		
What you do not know about this solution?		
How can you find out more about this solution?		

	Solution 1	Solution 2
What is required for this solution - money, time, support ?		
Which resources can I get easily? Which ones will be difficult?		
What skills are required for this? Do I have them or get them?		

Compare the two solutions in the matrix above and choose the most feasible solution.

My solution	
Steps of implementation	
What can go wrong?	
What would I do if things go wrong?	
I am most confident about....	
I am unsure about...	

**C. MOOC 3**

What you learnt in the MOOC	How it is useful	Questions that you have

**Rate your group's work/behaviour today - Excellent/Satisfactory/Dissatisfactory**

<b>LESSON 178</b>
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**INNOVATION**

**A. DISCUSS -**

1. "We cannot solve our problems with the same thinking we used when we created them." Albert Einstein
2. How you have started thinking out of the box. Give example(s), if you can.

**B. INVENTION VS DISCOVERY**

1. a. I think invention is \_\_\_\_\_  
Example - \_\_\_\_\_  
b. Invention is \_\_\_\_\_  
Example - \_\_\_\_\_
2. a. I think discovery is \_\_\_\_\_  
Example - \_\_\_\_\_  
b. Discovery is \_\_\_\_\_  
Example - \_\_\_\_\_

**C. INNOVATION**

1. a. I think innovation is \_\_\_\_\_  
Example - \_\_\_\_\_  
"It is not about ideas, it's about making them happen." (Scott Branson)  
"There is a way to do it better - find it, do it." (Thomas Edison)  
"Innovation is seeing what everyone has seen and think what no one has thought." (Dr Albert Szent - Györgyi)
- b. Innovation is \_\_\_\_\_  
Example - \_\_\_\_\_
2. How have you benefitted form innovations of others?  
\_\_\_\_\_  
\_\_\_\_\_
3. How do you innovate in your daily life?  
\_\_\_\_\_  
\_\_\_\_\_

4. Why do people innovate?

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5. Discuss - What role do the following play in innovation -

- a. growth mindset?
- b. thinking out of the box?
- c. empathy?
- d. ability to learn, unlearn and relearn?
- e. diversity?
- f. curiosity?
- g. passion?

6. What traits would an innovator possess?

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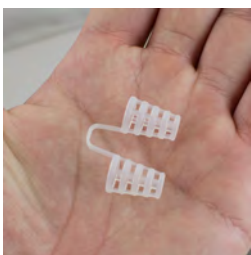
7. Discuss -

“The average child asks 100 questions a day,” he says. “But by the time a child is 10 or 12, he or she has figured out that it’s much more important to get right answers than to keep asking thoughtful questions.”

How does this impact innovation?

**D. INNOVATIVE PRODUCTS - DO YOU KNOW WHAT THESE ARE?**

1	2	3
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4	5	6
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Photo Courtesy - [www.Amazon.com](http://www.Amazon.com)

**E. SUPPORT FOR INNOVATORS**

**National Innovation Foundation of India** - set up by the Department of Science and Technology (DST) to make India innovative by documenting, promoting, protecting the intellectual property rights (IPR) of independent innovators and making it popular for commercial and branding purposes. Runs IGNITE annually to encourage and showcase innovations by young Indians.

**Ask your facilitator about patents and intellectual property rights.**

**Crowdfunding** - Crowdfunding is the use of online tools to raise small amounts of money from a large number of individuals, beyond the traditional circle of owners, relatives and banks, to finance a new business venture. Crowdfunding makes use of social media and crowdfunding websites to bring investors and innovators together.

**Ask your facilitator for how crowdfunding works and names of popular crowdfunding portals.**

**Million Minds of Innovation of Creativity** - Under the scheme, 'Million Minds of Innovation of Creativity', or MIMIC, the Ministry of Science and Technology will ask over five lakh schools to give two ideas in pursuit of innovation. 1 lakh ideas would be selected at the district level. The best ideas will be further filtered at the district and state level. At the state level, some 10,000 ideas will be shortlisted which will be given Rs. 5,000 each to remove any flaws in them. Out of these 10,000 ideas, 1,000 ideas will be short-listed by a group of senior scientists at the national level. These 1,000 students will be mentored by senior scientists.

**Startup India** - Through the Startup India initiative, Government of India promotes business innovation by mentoring, nurturing and facilitating startups. Launched in January 2016, the initiative has successfully given a push to many aspiring entrepreneurs. The government will provide a comprehensive four-week free online learning program, use of research, incubators and startup centres across the country. More importantly, a 'Fund of Funds' has been created to help startups get funding. The purpose of the initiative is to build an ecosystem in which startups can innovate and excel without any barriers, through online recognition of startups, Startup India Learning Programme, patent filing, innovation focused programmes for students, funding support, and tax benefits.

**Ask your facilitator what are startups and who are entrepreneur.**

**Support to Training and Employment Programme for Women (STEP):** STEP was launched by the Government of India's Ministry of Women and Child Development to train women with no access to formal skill training facilities, especially in rural India. The initiative reaches out to all Indian women above 16 years of age to impart skills in agriculture, horticulture, food processing, handlooms, traditional crafts like embroidery, travel and tourism, hospitality, computer and IT services.

**National Meritorious Invention Awards** are organised annually by National Research Development Corporation (NRDC) on behalf of the Department of Scientific and Industrial Research (DSIR), Ministry of Science & Technology, Government of India.

**India Innovates** - The India Innovation Growth Programme (IIGP) 2.0 is a unique initiative of the Department of Science and Technology (DST), Government of India, Lockheed Martin and Tata Trusts.

Supporting the Government of India's missions of "Start-up India" and "Make in India", IIGP 2.0 enhances the Indian innovation ecosystem by enabling innovators and entrepreneurs through the stages of ideation, innovation and acceleration, to develop technology-based solutions for tomorrow.

#### **F. READING SESSION -**

Innovate and reinvent your book discussion today.

Run the innovative book discussion.

Share with class how you innovated the book discussion.

**LESSON 179**

**GRIT**

**A. READ, REFLECT AND DISCUSS**



Source - <https://yourstory.com>

1. In what areas of your life do you find it easy to innovate? How does that impact your life?
2. In what areas of your life do you find difficult to innovate? How does that impact your life?
3. Can you learn to be more innovative? If no, why? If yes, how?

**B. GRIT**

1. What do you think 'grit' means?

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2. The Grit Scale - Respond to the following 12 items. There are no right or wrong answers.

1. I have overcome challenges to win over an important problem.

- |                       |                     |
|-----------------------|---------------------|
| a. Very much like me  | b. Mostly like me   |
| c. Somewhat like me   | d. Not much like me |
| e. Not like me at all |                     |



2. New ideas and projects sometimes distract me from previous ones.

- a. Very much like me
- b. Mostly like me
- c. Somewhat like me
- d. Not much like me
- e. Not like me at all

3. My interests change from year to year.

- a. Very much like me
- b. Mostly like me
- c. Somewhat like me
- d. Not much like me
- e. Not like me at all

4. Failure doesn't discourage me.

- a. Very much like me
- b. Mostly like me
- c. Somewhat like me
- d. Not much like me
- e. Not like me at all

5. I have been obsessed with a certain idea or project for a short time but later lost interest.

- a. Very much like me
- b. Mostly like me
- c. Somewhat like me
- d. Not much like me
- e. Not like me at all

6. I am a hard worker.

- a. Very much like me
- b. Mostly like me
- c. Somewhat like me
- d. Not much like me
- e. Not like me at all

7. I often set a goal but later choose to pursue a different one.

- a. Very much like me
- b. Mostly like me
- c. Somewhat like me
- d. Not much like me
- e. Not like me at all

8. I have difficulty maintaining my focus on projects that take more than a few months to complete.

- a. Very much like me
- b. Mostly like me
- c. Somewhat like me
- d. Not much like me
- e. Not like me at all

9. I finish whatever I begin.

- a. Very much like me
- b. Mostly like me
- c. Somewhat like me
- d. Not much like me
- e. Not like me at all

10. I have achieved a goal that took years of work.

- a. Very much like me
- b. Mostly like me
- c. Somewhat like me
- d. Not much like me
- e. Not like me at all

**Scoring:**

For questions **1, 4, 6, 9, and 10** assign the following points:

- 5 = Very much like me
- 4 = Mostly like me
- 3 = Somewhat like me
- 2 = Not much like me
- 1 = Not like me at all

For questions **2, 3, 5, 7, and 8** assign the following points:

- 1 = Very much like me
- 2 = Mostly like me
- 3 = Somewhat like me
- 4 = Not much like me
- 5 = Not like me at all

Add up all the points and divide by 10. The highest score on this scale is 5 (extremely gritty), and the lowest score on this scale is 1 (not at all gritty).

3. What does 'grit' mean?

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4. In what areas of your life are you gritty? Why?

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5. In what areas of your life do you struggle to be gritty? Why?

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6. If you had to explain what 'grit' means using images, how would you show it?



**C. Discuss -**

1. Relationship between grit and:

- |                     |                  |
|---------------------|------------------|
| a. growth mindset.  | d. self control. |
| b. passion.         | e. success.      |
| c. long-term goals. | f. innovation.   |

2. How have you demonstrated grit at FEA?

3. How has FEA made you gritty?

# LESSON 180

## CONSOLIDATION

### A. SHARE -

1. The image you drew in Part B of Lesson 179.
2. Of all the images shared by other students, which one did you like the most? Why?

### B. PREPAREDNESS FOR INTERNAL AND EXTERNAL EVALUATION -

Have you accomplished?	Yes/No	In case of no, what's your plan of accomplishing it?
Learning from Lessons 139 - 179		
Reading one book from FEA library		
Learning from MOOC 2		
Learning from MOOC 3		
Keyboarding speed of 10-15 wpm		
Keyboarding accuracy of 50%		

How confident are you about meeting -	Very	Mostly	Somewhat	Not at all
listening expectations of FEA Level 2?				
reading expectations of FEA Level 2?				
speaking expectations of FEA Level 2?				
writing expectations of FEA Level 2?				
discussion expectations of FEA Level 2?				
keyboarding expectations of Book 4?				

### C. MOOC 3 (60 MINUTES)

What you learnt in the MOOC	How it is useful	Questions that you have

Rate your focus during MOOC 3 - Excellent/Satisfactory/Dissatisfactory

<b>LESSON 181</b>
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**INTERNAL EVALUATION**

**A. LOOKING BACK**

Go back to lesson 140, has book 4 met your expectations? If not, why? If yes, what makes you say that?

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<b>LESSON 182</b>
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**REVIEW - 1**

**A. WRITE (15 MINUTES)**

Write an email to your FEA classmate describing 2-3 new habits that you have developed during Book 4. (Include what the habit is, how Book 4 helped in developing it, how it will be helpful at work and in life)

You may prepare notes/points here.

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**B. DISCUSS IN GROUPS (10 MINUTES)**

1. Strive for progress, not perfection.
2. Old keys won't open new doors.
3. Things to tell yourself when you get demotivated.
4. "If you don't like something, change it. If you can't change it, change your attitude."- Maya Angelou
5. "Strive not to be a success, but to be of value." Albert Einstein

**What was your discussion strength?**

**Feed back one discussion strength to each member of your group.**

**C. READING SESSION (60 MINUTES)**

Were you able to focus on your reading for 60 minutes?

Have you completed reading the book? If not, plan with the facilitator, so that you can come outside on your session to read and complete the book before External Evaluation.

**LESSON 183****REVIEW - 2****A. READ, REFLECT AND RESPOND (15 MINUTES)**

Akshaya Patra's first kitchen in London serves 2,000 vegetarian meals to poor students and the homeless.

At Kentish Town in northwest London, around 40 poor men queue up for a paper plate of steaming vegetable stew and rice. "It's a life-saver in this freezing cold," explains Andrew Moran, 53, one of the group. "A lot of people would starve otherwise."

No one is aware an Indian charity is funding their meal.

For the past two years, Akshaya Patra Foundation UK/Europe has been fundraising to help pay for 1.6 million midday meals for schoolchildren in India. But the Indian charity has now turned its attention to the poor in Britain.

It has opened its first kitchen in London and started serving 2,000 nutritious vegetarian meals per day for free to students and the homeless. Next, it will expand to schoolchildren, the elderly and hospital patients. Half a million children go to school hungry in the UK, 70,000 of whom live in London.

A 2,000-sq. ft. makeshift kitchen has been carved out of the basement of a building in Holborn where members make vegetable stew, pasta, and superfood porridge.

CEO Bhawani Singh Shekhawat says, "We don't offer sambar but it is still ayurvedic, protein-balanced food with no additives and we don't reheat," he adds. "There are families of six living on a food budget of £80 a month who cannot afford to feed their children. Many working parents send their children to these holiday clubs with a bag of chips. The last meal they had was at 6 p.m. the evening before," says Shekhawat.

In the kitchen, Parasuram Das, is the head of manufacturing at the Akshaya Patra UK project, is delighted. He had emailed Goldman Sachs the day before. "The next morning they were down here seeing how they could help," he says. As we speak someone from Goldman Sachs' new London office arrives and offers to pay for all the paper plates worth £250 a week and a £35 sack of dal a day.

Das goes around supermarkets each evening collecting odd-shaped vegetables, short-dated products and supermarket extras which he uses to make dishes. He also receives donations from Indian wholesalers.

The first feeding point is in Kentish Town. In the waiting group is a retired painter Thomas, 66, who survives on a pension of £135 per week. "After bills are paid, there is not enough money left for food," he says. Next we head to where there is a queue of 50 students. Polish Olga Iskra, 23, says: "I come here most days as I am on a really low budget." Fellow student, Anthony Krowicki, adds, "The quality of food is amazing and the university canteen is bad and expensive."

Shekhawat says they have already been approached by organisations in Spain and Italy. "They are saying to us, 'You think it's just an Indian problem?' Inequality is a global problem so to group countries as rich or poor is too broad a generalisation."

1. What is the article about?

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2. What was interesting about the article? Why?

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3. "Shekhawat says they have already been approached by organisations in Spain and Italy." What could this imply?

- a. Spain and Italy also have people who cannot afford food.
- b. Spain and Italy have empathetic governments.
- c. Akshara Patra has done a good job advertising their work in Spain and Italy.
- d. Hunger is a global problem.

4. "We don't offer *sambar*." Why do you think they don't offer *sambar* even though they are an Indian charity?

- a. Hungry people in London don't like *sambar*.
- b. Akshay Patra cook doesn't know how to make *sambar*.
- c. Most of the people who take their food are from different countries.
- d. *Sambar* has powerful smell, so it is banned in UK.

**B. MOOC 3 (60 MINUTES)**

What you learnt in the MOOC	How it is useful	Questions that you have

**MOOC 3 - Complete//Incomplete**

**C. PLAN AND WRITE (10 MINUTES)**

Think of MOOC 3 and in a paragraph describe what your MOOC was about, what was the most significant learning, what you enjoyed and what you struggled with. (Use descriptive words, comparative vocabulary, and present tense).

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## Special Lesson

### Mentorship Session-I

**A: Mark Yes or No against each statement**

	Yes(Y) No(N)
Act like you are interested.	
Talk to your partner while the mentor is talking to a group of students	
Laugh when you hear outside noise during the mentoring session	
Be prepared with questions and wait for your turn	
Use polite phrases while questioning and be very respectful towards the mentor	
A mentor give their mentees every opportunity to learn by experience	
Take pride in the success of their mentees	
Expect mentors to solve all your problems for you	
Do not shy away from new learning experiences, talking out your problems	
Remain enthusiastic and prepare to give your best.	
A mentorship session will happen 4-5 times until you graduate	
If a mentor is not fluent in English, you must still respect him for his/her time and knowledge.	

**B: Some sample questions you can ask your mentor in the first mentorship session**

- Have you been to India?
- What do you like to do in your free time?
- Ask about favourite subject in school days, favourite season, food, games, player etc.
- How is life in your country different from here?
- What jobs I can get if I have good command over my English?
- Would you like to share your journey of school days?
- Do you like reading? What do you like to read?
- How can I improve my English?

Write your question(s)

1-

2-

**C: (To be filled after each mentoring session)**

<b>Date</b>	<b>Reflection/Learning</b>	<b>How do you plan to implement the suggestions?</b>
2 Jan-2019	I learnt some tips to talk confidently in group discussion	I have noted these down. During my next classroom activity I will remember to use these tips.
5 Feb-2019	I got new ideas to revise in a better way during exam days	I will start testing myself more and start practicing previous year's question papers.

## Special Lesson

### Mentorship Session-II

#### A (To be filled after each mentoring session)

Date	Reflection/Learning	How do you plan to implement the suggestions?
2 Jan-2019	I learnt some tips to talk confidently in group discussion	I have noted these down. During next classroom activity I will remember to use these tips.
5 Feb-2019	I got new ideas to revise in a better way during my exam days	I will start testing myself more and start practicing previous year's question papers.

**B: Try to first understand what holds you back from fulfilling your potential. No mentor can help you solve a problem unless you are proactively thinking and solving it. So you need to help the mentor explain your problems.**

Write down all your challenges. It may be that you don't have a goal or you don't know what you are Good at, specific challenges in learning English, challenges in how to think about a career etc.

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**C: Some sample questions you can ask your mentor in the second mentorship session**

- Is choosing a right career very important or should I go with a flow and take up what comes in life?
- My parents want me to choose a certain career, but I want to be a \_\_\_\_\_. What should I do?
- How do I know my strengths and weaknesses?
- Why do I need to choose a career in life?
- What are some points to consider while choosing a career? What new skills do I need to move ahead in life?
- What is the right age/time to choose a career?
- Whom should I consult while choosing a career?
- What amount of time should I devote while deciding a career?

What's your Question?

Q1. \_\_\_\_\_

Q2. \_\_\_\_\_

**D: Answer in Yes/No**

Question	Yes/No
Are you confident for the next mentoring session?	
Did you find the first mentoring session interesting?	
Are you prepared with your question?	
Have you completed the task your mentor had assigned?	
Is your Ex.A in your workbook updated?	
Do you need help in updating Ex. A?	
Could you speak to your mentor last time?	
Were you able to understand what the mentor was speaking?	
Did you take down notes during the session?	
Do you think you will have multiple benefits through this session	



**E (To be filled after Second- Mentorship Call )**

Q1- What are you good at?

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Q-2 What do you like doing?

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Q 3- What are some other things you might need to consider while choosing a career?  
(you can share this with your mentor in the next call)

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Q 4- What are some careers that might meet all of your criteria?

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## APPENDIX 1

### MY READING LOG - 1

I am reading \_\_\_\_\_ by \_\_\_\_\_ independently.

Lesson & Duration (In minutes)	Page numbers (From _____ to _____)	New words	Prediction for next part
Lesson 140 _____ minutes			
Lesson 142 _____ minutes			
Lesson 146 _____ minutes			
Lesson 148 _____ minutes			
Lesson 152 _____ minutes			
Lesson 154 _____ minutes			
Lesson 158 _____ minutes			
Lesson 160 _____ minutes			
Lesson 164 _____ minutes			
Lesson 166 _____ minutes			

Lesson & Duration (In minutes)	Page numbers (From ___ to ___)	New words	Prediction for next part
Lesson 172 _____ minutes			
Lesson 176 _____ minutes			
Lesson 178 _____ minutes			
Lesson 182 _____ minutes			
<b>Checked by facilitator -</b>			
<b>Comments -</b>		<b>Checked by facilitator -</b>	
<b>Signature -</b>	<b>Date -</b>	<b>Comments -</b>	<b>Signature -</b>
<b>Signature -</b>	<b>Date -</b>	<b>Signature -</b>	<b>Date -</b>
<b>Checked by HO Staff -</b>			
<b>Comments -</b>		<b>Checked by HO Staff -</b>	
<b>Signature -</b>	<b>Date -</b>	<b>Comments -</b>	<b>Signature -</b>
<b>Signature -</b>	<b>Date -</b>	<b>Signature -</b>	<b>Date -</b>

**MY READING LOG - 2**  
**(To be used if the students has voluntarily read a second book during Book 4)**

I am reading \_\_\_\_\_ by \_\_\_\_\_ independently.

Date & Duration (In minutes)	Page numbers (From ___ to ___)	New words	Prediction for next part

<b>Checked by facilitator -</b>		<b>Checked by HO Staff -</b>
<b>Comments -</b>  <b>Signature -</b>	<b>Date -</b>	<b>Comments -</b>  <b>Signature -</b>
		<b>Date -</b>

**APPENDIX 2**

**ERROR TRACKER**

<b>Lesson No.</b>	<b>Errors</b>	<b>Names</b>
144	Grammar -	
	Pronunciation -	
	Discussion -	
150	Grammar -	
	Pronunciation -	
	Discussion -	
156	Grammar -	
	Pronunciation -	

Lesson No.	Errors	Names
	Discussion -	
162	Grammar -	
	Pronunciation -	
	Discussion -	
168	Share feedback on Grammar (Action Plan) -	
	Share feedback on Pronunciation (Action Plan) -	
	Discussion -	
174	Grammar -	
	Pronunciation -	

Lesson No.	Errors	Names
	Discussion -	
	Grammar -	
	Pronunciation -	
180	Discussion -	

Checked by facilitator (Lesson 162) -	Checked by HO Staff -
Comments -	Comments -
Signature -	Signature -
Date -	Date -

## APPENDIX 3

### MOOC 2 PLAN & PROGRESS MOOC 2 - LearnStorm Growth Mindset Activities

Lesson	Module	Content	Deadline	Progress
143	Access & Activity 1 - (40 minutes)	Watch Video - How to Grow Your Brain Watch Video - You Can Learn Anything Pause and Reflect Your brain and challenges The growth mindset Struggling is part of the learning process Pause and Reflect	Lesson 148	Completion of Activity - Yes/No Double Entry Journal Completion - Yes/No GD - Yes/No
150	Activity 2 - Supercharge Your Growth (40 minutes)	The brain is like a muscle Pause and reflect Challenging your brain Goals Pause and reflect	Lesson 152	Completion of Activity - Yes/No Discussion - Yes/No Goal-setting - Yes/No Goal-sharing - Yes/No
153	Activity 3 - Which voice will you hear?	Watch video - John Legend Doubts Mindsets Which voice will you hear? Pause and reflect Mixed mindset Pause and reflect	Lesson 156	Completion of Activity - Yes/No Video - Yes/No Reflect and share - Yes/No
157	Activity 4 - Turning mistakes into opportunities	Mistakes When mistakes are harmful Pause and reflect Learning from mistakes Mistakes and puzzle pieces Type of Mistakes Pause and reflect	Lesson 162	Completion of Activity - Yes/No Pause and Reflect - Yes/No My Mistakes - Yes/No Story - Yes/No



Lesson	Module	Content	Deadline	Progress
163	Activity 5 - Overcoming frustration	Meet Eric Pause and reflect Everyone deals with their stress and frustration differently. Pause and reflect	Lesson 168	

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

## MOOC 3 COMPLETION & PROGRESS

Lesson/ Time Spent	Title of Week's Module/Time Spent	Topics & Sub-topics	Deadline	Progress
170 (40 minutes)			Lesson 174	MOOC Selection - Yes/No Reading of MOOC Instructions - Yes/No Essential Agreements - Yes/No Proposed Plan of Completion - Yes/No
173 (45 minutes)			Lesson 178	MOOC Record of Progress -  Double Entry Journal(SWB) -
177 (45 minutes)			Lesson 181	MOOC Record of Progress -  Double Entry Journal(SWB) -
180 (60 minutes)			Lesson 181	MOOC Record of Progress -  Double Entry Journal(SWB) -
183 (60 minutes)			Lesson 183	MOOC Record of Progress -  Double Entry Journal(SWB) -

Date/ Time Spent	Title of Module/ Time Spent	Topics & Sub-topics	Progress

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

## APPENDIX 4

### HOW ARE YOU FEELING TODAY?

Word	My meaning
angry	
anxious	
awful	
bored	
embarrassed/ashamed	
confused/unsure	
cranky	
depressed	
disappointed	
disgusted	
discouraged/demotivated	
furious	
fearful/scared	
jealous/envious	
frustrated	
lazy	
mean	
miserable	
nervous	
shocked	
upset	
terrified	
irritated	
calm	
cheerful	
splendid/terrific	
courageous	
grateful	

Word	My meaning
excited	
delighted	
joyful	
kind	
peaceful	
proud	
pleased	
relaxed	
surprised/shocked	
thrilled	

## APPENDIX 5

### EMPLOYMENT EXCHANGES

National Employment Service or Employment Exchange, operated by the Directorate General of Employment and Training, Ministry of Labour, runs over 900 Employment Exchanges in order to bring about a better matching of the demand for, and the supply of work opportunities. Job seekers register themselves with these Employment Exchanges and get notified as soon as any vacancy in the Government sector matches their desired profile.

For registration with employment exchanges, an online application form is filled up. Attested copies of work experience as well as certificates about qualifications, photographs and CV are required along with the application form and identity proofs like ID cards or even ration card. A registration number is provided after the registration is complete

#### Employment Exchanges in Delhi

1	District Employment Exchange (Central)	District Employment Exchange(Central), 1 Canning Lane, Kasturba Gandhi Marg, Delhi-1	23389717
2	District Employment Exchange (North)	District Employment Exchange(North), Delhi University,Near Coffee House, 1st Floor, Chhatra Marg, Delhi-7	27667842
3	District Employment Exchange (South)	District Employment Exchange (South), Sector-4, R.K. Puram, New Delhi-22	27667842
4	District Employment Exchange (West)	District Employment Exchange (West), I.A.R.I. Complex, Pusa, New Delhi-12	25841970
5	District Employment Exchange (New Delhi) & Special Emp. Exchange for PH	District Employment Exchange (New Delhi), 1 Canning Lane, Kasturba Gandhi Marg, Delhi-1	23389717
6	District Employment Exchange (South-West)	District Employment Exchange (South-West), 1st Floor, Kirby Place, Delhi Cantt., Delhi-10	25694468, 25692330
7	District Employment Exchange(North-West) & Spe. Emp. Exchange for Ex-Servicemen	District Employment Exchange(North-West), Ground Floor, Kirby Place, Delhi Cantt. Delhi-10	25694468, 25692330
8	District Employment Exchange(East) & Special Emp. Exchange for PH	District Employment Exchange (East), Institutional Area, Viswas Nagar, Shahdara, Delhi-32	22386022
9	District Employment Exchange (North-East)	District Employment Exchange(North-East), Institutional Area, Viswas Nagar, Shahdara, Delhi-32	22386022
10	University Employment Information; Guidance Bureau, Delhi University	Delhi University, Near Coffee House, 1st Floor, Opp. Chhatra Marg, Delhi-7	27667862
11	University Employment Information & Guidance Bureau, JNU	Jawaharlal Nehru University Complex, New JNU Complex, Behind Munirka Village, Delhi-67	-
12	University Employment Information Guidance Bureau, JMI	Jamia Millia Islamia University Complex, Jamia Nagar, Near Jamia Hr. Sec. School, Okhla, Delhi-25	-

**In U.P, the state government runs it online at <http://sewayojan.up.nic.in> (Employment Department, U.P.). At job seeker can create profile, upload documents, search jobs and apply for them online.**

## APPENDIX 6

### CLIMB TO GRADUATION

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 resume, search for jobs, face interviews, keyboard at 10 wpm, complete an independent MOOC, read the fourth novel, hold book discussions/ group discussions, others....
8	Complete MOOC - 2
9	Clear FTS - Book 4
10	Think creatively, face interviews, keyboard at 20 wpm wth 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





## APPENDIX 7

### GROUP DISCUSSION ROLES

Role	Responsibility	Can say ...
<b>Initiator</b>	Begins the discussion	What do you think... Let's start by... That brings us to the question... To start with, we...
<b>Builder</b>	Builds on and develops ideas of others	That was a good point...it could also... I would like to add to what you said... Yes, and also... I would like to talk about what ____ said... It would also mean that...
<b>Challenger</b>	Questions and presents the opposing viewpoint	But, what... If what you say is true, how would you explain... I am not sure if that is completely true because... I disagree with ...because... On the contrary,...
<b>Clarifier/Prober</b>	Makes things clear by explaining or asking questions	What do you mean by... Can you give an example of... Is it the same as... Can you give a reason for...
<b>Facilitator</b>	Summarises and acts as a referee to ensure that all participate and stay focused on the topic	Am I right in thinking... Are you saying that... So that suggests... Staying with the topic, I think...

## APPENDIX 8

### CONFLICT RESOLUTION

#### ROLE PLAY SCRIPT

**Person A:** You've recently bought a pair of expensive shoes and you wear them to meet your friends. One of your friend, deliberately spilled coke on it saying it was an accident. They're ruined. You feel hurt and upset.

**Person B:** Your friend has been bragging about his/her expensive shoes to everyone. Yesterday he/she made fun of the way you were dressed in front of your entire class. You felt humiliated and angry, and you wanted to teach him/her a lesson, so you spilled the coke and spoiled the shoes.

**Person A:** "Hey, why did you spill coke on my shoes ?"

**Person B:** "Whoa, chill! It was an accident."

**Person A:** "You're lying. Now my shoes are ruined, and they were really expensive. I'm so angry about this!"

**Person B:** "But you –"

**Person A:** (Interrupting) "I don't want to hear it. You're always getting me angry."

**Person B:** "Who cares about the shoes? Your parents are rich and buy you everything you want. They can just buy you another pair."

**Person A:** "You don't know me. You don't know my parents."

**Person B:** "Yeah, I do. You're all rich and spoilt."

## APPENDIX 9

### DILEMMAS

1. You have witnessed a man rob a bank, but then, he did something completely unusual and unexpected with the money. He donated it to an orphanage that was poor, run-down and lacking in proper food, care, water and amenities. The sum of money would be a great benefit to the orphanage, and the children's lives would turn from poor to prosperous. What would you do?
2. On the day of External Evaluation in Book 4, you discover that your best friend at FEA has not read the book during Reading Sessions and, therefore, does not meet the Book Reading expectations. He is planning to read the summary online and watch a video which summarises the story. He is your best friend and has always supported you when you need his help. But not reading the book is not good for him as his reading skills will remain underdeveloped and is against FEA evaluation/promotion criteria. What would you do?
3. Your brother who desperately needs a job has lied on his CV and applied for a position at your company. If he is caught, you will not be in trouble as it is a different department and you can pretend to be ignorant. Your company has given you many opportunities of learning and growing recognising your handwork and sincerity.
4. In your grade 11 exam, the evaluator has made a mistake in your final grade and given you 84 instead of 48. 48 is fail and 84 is distinction. You have never received distinction. All distinction students are given the most difficult tasks to complete in grade 12. What would you do?
5. You were rushing to drop your 8-year old son to his school as he was getting late. For students who come late, the school charges a fine of Rs 100. Since you were in a hurry, you jumped the red light and were caught by the traffic cop. The fine for jumping red light is Rs 500. Your son knows and understands the situation very well. What would you do?
6. You have been recently promoted as Senior Sales Manager. The company has launched a new product and you have been asked to lead the sales campaign of this product. If you are able to achieve your sale target you will get a bonus of Rs 1,00,000 - money that can be used during your daughter's upcoming wedding. The product has a major weakness but the buyer will not come to know of this flaw for the first few months. In rare cases, this flaw can cause death. What would you do?
7. Your friend's 90-year old father is terminally ill and all his organs are failing. He is in tremendous pain and the family has run out of money. The doctors have said that they can do nothing. The sick man wants to end his life so that he and his family can be out of misery. Torn between love for his father and realities of his sickness, your friend comes to you for advice. What would you do/say?

## APPENDIX 10

### ORACY FRAMEWORK

Progression in Oracy			
SKILLS	Apprentice	Developing	Expert
<b>Physical</b>	<ul style="list-style-type: none"> <li>- I am starting to project my voice so everyone can hear it.</li> <li>- I am starting to vary the pitch, tone and rhythm of my voice.</li> <li>- I am beginning to use gestures and body movement to help convey the points I want to make.</li> </ul>	<ul style="list-style-type: none"> <li>- I can develop my presence as a performer, controlling my voice and movement.</li> <li>- I can use several different tones of voice and adapt my voice to the context.</li> <li>- I can use subtle gestures and body language to indicate a range of different emotions.</li> </ul>	<ul style="list-style-type: none"> <li>- I know how to vary my body language and tone of voice, adapting them to the situation and to what I am trying to say.</li> <li>- I have a range of subtle changes in tone, pitch and movement to suit different genres of talk.</li> </ul>
<b>Linguistic</b>	<ul style="list-style-type: none"> <li>- I can use a limited vocabulary well.</li> <li>- I am starting to choose my words more precisely.</li> <li>- I can distinguish between informal and formal settings.</li> <li>- I can identify different types of language: metaphor, tripling, emphasis.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use a range of descriptive words to suit different situations and use the 5 senses to ground my story.</li> <li>- I can use full sentences with connectives and speak fluently without repetition for several sentences.</li> <li>- I can speak formally, e.g. without using filler words (such as 'like'), and with dictionary words instead of street slang.</li> </ul>	<ul style="list-style-type: none"> <li>- I can construct language effectively for a range of purposes, e.g. to persuade someone.</li> <li>- I can use the subject specific language of different disciplines, e.g. talk like a scientist, historian, mathematician, tour guide.</li> <li>- I deploy excellent grammar when talking, using full sentences.</li> <li>- I can select precise language and idiom to suit different audiences.</li> </ul>
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>- I am beginning to identify what makes a good argument.</li> <li>- I can use evidence to back up my point.</li> <li>- I can order my talk into a beginning, middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>- I can pursue a line of enquiry.</li> <li>- I can spot flaws in other people's arguments.</li> <li>- I can ask a range of questions including probing questions.</li> <li>- I can choose and organise the content of my speech to convey clear meaning.</li> </ul>	<ul style="list-style-type: none"> <li>- I can take into account the level of understanding of an audience and adapt my language.</li> <li>- I can marshal sophisticated arguments and use language and different genres of speech.</li> <li>- I can use and select metaphor, humour, irony, mimicry and other rhetorical devices with flair and imagination to make my argument come alive.</li> </ul>
<b>Emotional social</b>	<ul style="list-style-type: none"> <li>- I can find the confidence to speak in front of an audience.</li> <li>- I show proof of listening.</li> <li>- I can understand my character strengths and can build on them.</li> <li>- I can support others in a discussion.</li> </ul>	<ul style="list-style-type: none"> <li>- I can take turns in discussion and listen to others and respond to their points.</li> <li>- I can follow ground rules and make sense of them to others.</li> <li>- I put my energy and whole-hearted commitment into discussions and speech to get the most out of any situation.</li> <li>- I listen attentively to what others are saying and play back to them what they have said.</li> </ul>	<ul style="list-style-type: none"> <li>- I can take risks in the way I present to an audience in order to engage them: including using humour, surprise, etc.</li> <li>- I can lead/chair a discussion in a range of contexts, making everyone feel involved.</li> </ul>

## APPENDIX 11

### PLAN FOR EXAM PREPARATION

Time	Preparation for final exam	Sacrifice(s) made
A few hours before the exam	<ol style="list-style-type: none"> <li>1. Revise main points using crib sheets</li> <li>2. Eat a light, nutritious meal</li> <li>3. Get to the exam centre (keep additional time in hand for travel so that you get to the exam centre in time even if there is traffic or other delay-causing events)</li> <li>4. Carry all materials (I-card, stationery etc)</li> <li>5. Use toilet before entering the exam centre.</li> </ol>	-
1 day before the exam	<ol style="list-style-type: none"> <li>1. Revise notes</li> <li>2. Prepare crib sheets of main topics</li> <li>3. Skim-read the text</li> <li>4. Prepare materials for exam</li> <li>5. Eat and sleep well</li> </ol>	TV and electronic gadgets Going out with family/friends FEA
A fortnight before the exams	<ol style="list-style-type: none"> <li>1. Complete learning all topics</li> <li>2. Review past papers</li> <li>3. Test yourself</li> <li>4. Begin revision using notes</li> <li>5. Ask for any final assistance/clarifications</li> <li>6. Continue learning at FEA (keeps your mind in the 'learning mode' and there are lessons, QODs, and updates that can help you prepare better for exams)</li> </ol>	TV and electronic gadgets Going out with family/friends FEA
3 months before the exams	<ol style="list-style-type: none"> <li>1. Begin exam revision</li> <li>2. Make brief notes as you revise</li> <li>3. Prepare all subjects, 3-months exam prep timetable (create buffer time for delay-causing events such as illness)</li> <li>4. Learn new/difficult concepts/topics</li> <li>5. Help a friend revise/prepare notes</li> <li>6. Be regular at FEA (develops mindset and traits of a successful student)</li> <li>7. Pre-boards as rehearsal for finals</li> </ol>	Reduced participation in festivals Some fun during winter break
6 months before exams	<ol style="list-style-type: none"> <li>1. Attend school regularly</li> <li>2. Revise daily</li> <li>3. Ask for clarifications/re-explanation without procrastination (later teachers will get busy and may not have time for you)</li> <li>4. Make short notes</li> <li>5. Be regular at FEA (develops mindset and traits of a successful student)</li> </ol>	Reduced participation in festivals

<p>During summer break</p>	<ol style="list-style-type: none"> <li>1. Revise daily</li> <li>2. Make detailed notes</li> <li>3. Go through lessons completed thoroughly</li> <li>4. Scan through next lessons and see what you can complete on your own so that when it is done in class after the break, you can revise it and focus on what is new for you)</li> <li>5. Go through past years' exam question papers thoroughly to look for patterns, marks, format etc)</li> <li>6. Have fun</li> <li>7. Be regular at FEA (keeps you challenged, develops mindset and traits of a successful student)</li> </ol>	<p>Visit to village/hometown</p>
<p>At the beginning of the year</p>	<ol style="list-style-type: none"> <li>1. Make a determination to excel</li> <li>2. Revise what you learn in school everyday</li> <li>3. Be regular and attentive in class</li> <li>4. Ask for your doubts and difficulties on a daily basis</li> <li>5. Make and organise your notes while it is still fresh in your mind</li> <li>6. Have fun</li> <li>7. Be regular at FEA (keeps you challenged, develops mindset and traits of a successful student)</li> </ol>	<p>-</p>

## APPENDIX 12

### MOOC 3 GUIDELINES

1	Each group to have no more than 4 members. Each member must have his own log in and access materials individually. His/her MOOC progress must be evident in the MOOC progress log of edX.
2	Th group must decide the MOOC module they will learn from, collectively.
3	As representative of FEA in edX, each group and its members must be very familiar with <b>and</b> follow the terms and conditions of edX especially Discussion Forum etiquettes and Honor Code. <b>Any violation of these terms will result in students' enrolment being cancelled and future access denied.</b>
4	Students must sign in using their Google account. At the end of the session, they must remember to sign out.
5	Each group must prepare a plan of completion for MOOC 3 and follow it to ensure that it gets completed within the given time. It is recommended that the group members spend time on MOOC 3 outside their session, both at home and FEA, as feasible.
6	Each group member will log-in (2-3 minutes), discuss the plan of the day with other members (2-3 minutes), complete the topic and sub-topics as per the plan (30 - 40 minutes), discuss the learning and clear doubts/questions within the group (5-10 minutes), complete the double-entry journal and MOOC Log in Appendix 3 (5-10 minutes), and finally sign out (2-3 minutes).
7	During the discussion, students must play different discussion roles to ensure fair participation of all group members.
8	Each group must ensure that its members move along the group and not that some members are finishing quickly and others are lagging behind.
9	Each student must make notes as he/she learns from the Course, on sheets given at the end of the SWB. Students <b>must not</b> download any material from the course.
10	

## **PROBLEM SOLVING**

### **1. PLOGGING**

Plogging, which takes its name from the Swedish words *plocka upp* meaning pick up, has been around from 2016, but has started in India in the last few months. Its popularity could be due to growing awareness about plastic pollution.

“If you say let’s go pick up garbage, people think you’re crazy. No one wants to be that stupid fellow picking up trash alone, but if we do it together, you overcome the stigma. And you can clean up much faster,” says Cherian, who has been asked to organise similar events in Chennai, Mumbai and Kerala.

Last month, runners in Kochi and Thrissur held plogs, gathered garbage on the run and turned it over to the municipality. Further south, Thiruvananthapuram is gearing up for its first event, while the Greater Hyderabad Municipal Corporation has invited citizens to go plogging during morning walks or runs.

Mumbai-based NGO Earthkids Humanity Foundation views plogging as a way to introduce youngsters to environmental causes. It has added yoga, laughter therapy, music, zumba and book donation to its plogging drives. Its first plog in Thane’s Yeoor Hills, was attended by 250 volunteers who filled two vans with trash while listening to live music. The NGO was surprised by the response. “We have converted trash collection into a joyful celebration,” says Tarun Gautam of Earthkids. The non-profit plans regular plogs to prevent waterlogging in Mumbai during the monsoon.

A big reason for plogging’s popularity is its simplicity. “Anyone can do it anywhere, anytime. All you need is a bag to collect the trash and a pair of gloves to protect your hands,” says Ripu Daman, who is part of a running group in Delhi and has plogged in the city’s Aravali Biodiversity Park and Southern Ridge. It is important not to add more trash in the process of collecting, so it’s ideal to use cloth or reusable bags, or empty plastic bags lying on the road.

According to Swedish health app Lifesum, half an hour of plogging burns 288 calories compared to just 235 calories burned while jogging for the same period. Daman says that ploggers can introduce exercises such as squats, when they bend to pick up litter.

Daniel Langthasa, a musician based in Assam’s Haflong, says plogging inspired him and wife Avantika to start exercising. “We had been procrastinating over starting a workout routine. When we heard of plogging, we thought why not go out in the morning and do our bit. Our small town used to be clean, but now plastic trash and alcohol bottles are everywhere,” he says. Over the last three weeks, the couple has been posting videos and photos of their morning plogs, even inspiring a few friends to join them.

<https://timesofindia.indiatimes.com/>



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## 2. LE CHAL

Anirudh Sharma, along with his friend Krispian Lawrence, has designed a shoe that can assist the visually impaired in moving easily from one place to another. The shoe can be connected to the user's smartphone through Bluetooth and vibrates according to the directions to the destination.

"I wondered about the daily challenges of the visually impaired people and thought how difficult it must be for them to do things as basic as walking. That is when I decided to come back to India and launch Le Chal," says Sharma. "I was never a 'book person'. I would open any machine and experiment with it. My attendance in classes was very poor

and I almost failed in a few major subjects. But, I knew this was not something that mattered. If I wanted to make it big and bring a change, I had to follow my passion, which was working with machines," Sharma says.



Sharma's various projects at college won him several awards, which boosted his confidence. In one of the tech festivals, he was recognized by the head of HP labs in Bangalore and offered an internship, which he grabbed with both hands, and left his engineering degree in the middle.

But again, he wasn't satisfied with just that. He wanted to experiment and invent more. Fascinated with experimentation, one night he installed a vibrator in a friend's shoe just out of curiosity and this grew into "Le Chal".

He designed a prototype and went to Hyderabad to set up his own company with a friend. "Le Chal" received instant attention and he was invited by MIT to pursue a course. "I was lucky enough to get a seat at MIT in spite of not having a degree. It was my passion that led me there," he says. After finishing his studies at MIT and working there for a year, he returned to India to give shape to his brainchild "Le Chal" which was officially launched in 2014 and now the shoe line is up for sale. The shoes won him the MIT Tech Review 'Innovator of the Year' award.

The shoes contain an electronic module that includes a vibrating unit, a chip and a removable and rechargeable battery. They will lead the user to the desired destination by notifying him or her about the turns. A left or right turn would be indicated by a vibration on that particular side of the shoe. The shoes are designed to be used alongside a cane as they do not notify about every obstacle. This is because it would become very frustrating and disorienting for the user to be notified for each obstruction, as the roads in India tend to have many obstacles on the way. The vibration will only guide on the turns and show the route to the destination.

Sharma is also working on a project to develop ink out of pollution.

From an "incomplete engineer" to an innovator and INK fellow, Anirudh Sharma sets an example of how passion can take you places. If you actually believe in something, things like money and a professional degree don't really matter.

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### 3. TALK

When school-goers talk about change, they are usually talking about their hobbies, areas of interest, study schedule or a career path. But when this 16-year-old talks about change, he means changing the lives of people on a larger scale.

Arsh Shah Dilbagi, a student from Delhi, invented TALK, a device that helps people with developmental disabilities like those with speech impairments, to communicate in a normal form of speech.



Arsh Shah Dilbagi is just 16, but he has invented a device to simplify lives of those who cannot speak.

“I wanted to bring about change and develop something that could be used to help mankind. TALK is something I believe in and hope it will change the lives of those who need it,” Dilbagi says.

TALK is the only device in the world which uses breath for interaction. The technology uses the variations in a person’s breath and helps him or her to dictate letters, which are further combined and synthesized as sentences. The device can fit into your pocket.

TALK was selected as one of the Top 15 Projects of Google Science Fair 2014, and Dilbagi will be going to the

Google headquarters in Mountain View, USA to present his idea to a larger audience.

TALK has nine different voices for different genders and age groups. It takes only 0.4 sec to dictate ‘E’ and 0.8 sec to dictate ‘A’ using TALK, which makes it one of the fastest such device. The user has to place the sensor under the nose and make shorter and longer exhales to send dots and dashes which later get converted into words and phrases. It works in two modes – Communication and Command. Using the Command Mode, the user can speak out predefined commands like W – ‘Water’. The Communication Mode helps in encoding and speaking out commonly used phrases. For instance, dictating “HH” can speak out “Hello, How are you?”

Always an “A” grader in class who excelled in academics, Dilbagi has immense interest in robotics, computers, photography and 3D design. “It was a challenge to manage exams, school, family and my TALK project at the same time. But I managed somehow as I was passionate towards my invention,” he says.

Determined to lives easier for over 100 million people in the world who suffer from speech impairment, Dilbagi wants to expand the initiative with time. At present, he has pledged to give away one free device to someone in need for every 3 devices sold.

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## 4. ROAD MAKING

The residents of Baner and Balewadi areas in Pune came together on Sunday to construct an approach road to a school for the convenience of students. After several failed attempts to convince civic authorities to take up the construction, women in the area decided to lead and build the road themselves, which is about 500-metres-long.

Authorities were not taking up the construction project for the last six years because it was stuck in a dispute between Pune Municipal Corporation, Sus Panchayat and Pune Metropolitan Regional Development Authority (PMRDA). This led to many problems for students because the stretch was covered with potholes and it would get worse during the monsoons. Parents and residents even e-mailed and tweeted to union ministers, but there was no impact.



This was when they formed a WhatsApp group and decided to construct a road themselves, under the supervision of mothers of some school students. They arranged for a team of labourers to help the group, started working at 10:00 am on Sunday, worked till late in the afternoon, and then resumed on Monday.

“We have done this for our children who have been suffering because of the poor condition of the road. My vehicles too have suffered from it. There are many who come on two-wheelers and walk all the way to the school. The least they deserve is a levelled road. It was all about getting everyone together,” the woman who started this initiative.

## 5. E-TOILETS

Bincy Baby, a civil engineer and a management graduate by profession, always wondered why something cannot be done about the poor condition of public sanitation system in the country. She was struck by the paradox that in a country like India with over 1.2 billion people, 55% of this population (nearly 600 million people) has no access to toilets. The situation is even more challenging for young, school-going girls who are unable to get access to this basic necessity.

As per a study done by CRY 11 percent of schools do not have basic sanitation facilities.

Only 18 percent have separate toilets for girls and 34 percent school toilets are in unusable condition. Not only this, 626 million people in India — the highest in the world — defecate in the open as they don't have a toilet.



eToilet is India's first unmanned electronic public toilet and is portable and eco-friendly. They work on a sensor-based technology. The self-cleaning and

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water conservation mechanism in the toilet makes it unique. The user has to insert a coin to open the door and its sensor-based light system is automatically turned on once you enter the toilet. It also directs the user with audio commands.



To conserve water, the toilets are programmed to flush 1.5 litre of water after three minutes of usage and 4.5 litres if the usage is longer. This “smart” toilet also washes the platform by itself after every five or 10 persons use the toilet. An instructional note is pasted outside the toilet to make the user familiar with the functioning of this toilet.

Bincy’s team has so far managed to construct 500 such toilets in 10 states of India, including 150 eToilets in various schools. They have managed to

set up over 200 sewage treatment plants and have been recognized with over 30 awards globally.

“No one wants to dirty their hands. This field is often looked down by people and no one wants to work extensively here. Someone who wants to do a similar project needs to be passionate about what he/she is doing,” Bincy says.

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## MOOC 3 NOTES

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## MOOC 3 NOTES

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## MOOC 3 NOTES

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## MOOC 3 NOTES




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## MOOC 3 NOTES


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

 <b>FREEDOM ENGLISH ACADEMY</b>	<b>STUDENT LEAVE APPLICATION FORM</b>	
	Student Name : _____	ID: _____
Center: _____	Session: _____	
Date/s of leave: ____/____/____ to ____/____/____		
<b>Reason for leave (in detail):</b>		
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_____		
Leave/absenteeism in the last 3 months: Number of days: ____		
Student Signature: _____		Date: _____
Parent Signature: _____		Date: _____
Facilitator/Supervisor Signature: _____		Date: _____

Name of Student: _____
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# FREEDOM ENGLISH ACADEMY

## COACHING FOR PROFESSIONAL JOBS

**Courage** is what it takes to **stand up and speak**; courage is also what it takes to **sit down and listen**  
- Winston S. Churchill

We do **not inherit** the Earth from our **ancestors**, we **borrow it** from our **children**  
- Native American Proverb

**Success** is a little like **wrestling a gorilla**. You **don't quit** when you're **tired**. You quit when the **gorilla is tired**  
- Robert Strauss

No matter how many **people believe or don't believe** in you, you must be the **ultimate believer** in your self  
- Pablo

In order to succeed, your **desire for success** should be **greater than your fear of failure**  
- Bill Cosby

**NOT FOR SALE**

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