



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

of Session on (DD/MM/YY)

If you feel like there's **something out there** that you're supposed to be doing, if you have a **passion** for it, then stop wishing and **just do it.**

- Wanda Skyes

Dreams are renewable.
No matter what our age or condition, there are still **untapped possibilities** within us and **new beauty** waiting to be born.

- Dale Turner

STUDENT WORKBOOK

v5.5.19

What you do has far greater impact than **what you say.**

- Stephen Covey

Success is no accident. It is **hard work, perseverance, learning, studying, sacrifice** and most of all, love of what you are doing or **learning** to do.

- Pele

We are what we repeatedly do. **Excellence**, then, is not an act but a **habit.**

- Aristotle

Photo
(Optional)

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)							
FTS 3 (E)							
FTS 3 (R1)							
FTS 3 (R2)							
FTS 4 (E)							
FTS 4 (R1)							
FTS 4 (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[®] 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 the students who transition from Intermediate Level (Level 2) to Advanced Level (Level 3) in English. This is expected to go a long way in making students confident and contributive members of their community.

This Student Workbook comprises 46 lessons, as a part of Advanced Level (Level 3) to be completed in 2 - 3 months. At the end of this book , students will be assessed by an external Evaluator and graduated out of FEA program if they meet or exceed FEA expectations.

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. After successful completion of evaluation and student's graduation from the FEA program, this workbook can be taken home by the student.

Book 5 Blueprint

Writing	Listening	Speaking	Reading	Cognitive	NCS	KB	Project
<p>Creative Writing - 15. Write clear, smoothly flowing, and interesting - stories descriptions of experience in an appropriate style.</p> <p>Reports & Essays - 10. Evaluate different ideas or solutions to a problem. 11. Write clear, well-structured expositions of complex subjects, underlining the relevant points and issues. 12. Expand and support points of view at some length with subsidiary points, reasons and relevant examples. 13. Write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting details.</p> <p>Monitoring & Repair - 6. Backtrack when encounters a difficulty and reformulate without fully interrupting the flow of writing.</p>	<p>Conversation - 5. Easily follow complex interactions between third parties in - group discussions debates on abstract, complex unfamiliar topics.</p> <p>Listening as Live Audience - 5. Follow varied lectures, discussions and debates with relative ease.</p> <p>Announcements/ Instructions - 9. Extract specific information from poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc. 10. Understand complex technical information, such as operating instructions, specifications for familiar/unfamiliar products and services.</p> <p>Listening to Media 9. Understand a wide range of recorded and broadcast audio material 10. Identify finer points of detail including implicit attitudes and relationships between speakers in recorded and broadcast audio material</p>	<p>Range - 6. Use a broad range of language to express clearly in an appropriate style on a wide range of topics- a. general b. professional c. leisure</p> <p>Accuracy - 7. Consistently maintains a high degree of grammatical accuracy 8. Makes rare errors that are difficult to spot and corrected when they do occur.</p> <p>Fluency - 7. Express fluently and spontaneously, almost effortlessly.</p> <p>Interaction - 9. Selects a suitable phrase from readily available range of discourse functions to - preface remarks to get or to keep the floor relate contributions of self and others.</p> <p>Coherence - 5. Produces clear, smoothly flowing, well- structured speech, showing controlled use of patterns, connectors and cohesive devices such as 'however'.</p>	<p>Reading Correspondence - 6. Understand all a. official b. personal correspondence with rare use of a dictionary.</p> <p>Reading for Orientation - 9. Scan quickly through long and complex texts, locating relevant details. 10. Quickly identify the content and relevance of news items, articles and reports on a wide range of topics.</p> <p>Reading for Information & Argument - 9. Understand in detail a wide range of length, complex texts in - a. social b. professional life identifying finer points of detail including implied and stated opinions.</p> <p>Reading Instructions - 6. Understands in detail lengthy, complex instructions on an unfamiliar machine or procedure</p>	<p>Exploring 1. Describing 2. Wondering 3. Observing details 7. Inferring and interpreting meaning 8. Accessing information</p> <p>Organizing/Synthesising 1. Summarizing 2. Connecting making 3. Analysing Ideas c) Parts whole e) Drawing conclusions f) Uncovering assumptions 4. Combining ideas & images 5. Planning 8. Understand using analogies & metaphors</p> <p>Evaluating 1. Reasoning with evidence 2. Evaluation a. Assessing information/ sources b. Making prediction d. Deduction - Conditional reasoning - If....then....)</p> <p>Applying 2. Problem solving 3. Identifying bias 4. Metacognition 5. Explain using analogies & metaphors</p>	<p>Self Awareness - 5. Self efficacy 7. Self - concept</p> <p>Self Management - 3. Mindset 5. Informed Choices 7. Organizational Skills 8. Grit 9. Self-regulation 10. Stress Management 11. Resilience</p> <p>Social Awareness - 1. Inclusion 4. Protocols/Code of Behaviour</p> <p>Social Responsibility - 2. Collaboration 3. Responsibility 4. Ethical choice-making 5. Conflict resolution</p>	<p>Technique - 3. Use full hand span</p> <p>Speed - 3. 20 - 25 wpm</p> <p>Accuracy - 2. 80%</p>	<p>MOOC 4 (Independent - Students' Choice)</p> <p>Mentoring Project</p>

Table of Contents

Lesson #	Topic	Page #
Week 31		
185	Looking Back	7
186	Looking Ahead	10
Week 32		
187	What's Your Passion?	15
188	Passion, Purpose & Profession - 1	19
189	Passion, Purpose & Profession - 2	21
190	Passion, Purpose & Profession - 3	24
191	Passion Plus...	26
192	Learning Contract - 5	28
Week 33		
193	Analogies	34
194	Metaphors	37
195	Preparing for Job Interview	40
196	Mock Interview - 1	44
197	Mock Interview - 2	46
198	Consolidation	49
Week 34		
199	Job Fair - 1	53
200	Job Fair - 2	55
201	Work Habits	56
202	Success at Work	59
203	Being a Mentor	61
204	Consolidation	63
Week 35		
205	Workplace Challenges -1	66
206	Planning & Preparing - 3	68
207	Mock Test	70

Lesson #	Topic	Page #
208	Debate - 1	75
209	Diversity & Dialogue	78
210	Consolidation	80
Week 36		
211	Team Work - 2	83
212	Being a Leader - 2	86
213	Problem Solving - 5	89
214	Excellence at Work	91
215	Workplace Challenges - 2	93
216	Consolidation	94
Week 37		
217	Debate - 2	96
218	Review 1	98
219	Pre-evaluation	103
220	Action Plan	105
221	Discussion & Debate	108
222	Consolidation	110
Week 38		
223	Lifelong Learning	112
224	Who Am I?	114
225	Review 2	115
226	Review 3	119
227	Review 4	121
228	Review 5	123
Week 39		
229	External Evaluation	126
230	Culmination	129
	Special Lesson: Career Guidance	130

Appendices

1	Passion to Purpose	134
2	MOOC 4 Guidelines	139
3	MOOC Websites	140
4	MOOC Plan and Progress	142
5	Error Tracker	144
6	My Reading Log	147
7	Group Discussion Roles	150
8	Climb to Graduation	151
MOOC Notes		164

9	Mentoring Plan and Progress	153
10	Traits of a Mentor	157
11	Dream Jobs	158
12	Online Language Games	160
13	The Climb	161
14	Speech Score Sheet	162
15	Oracy Framework	163

Leave Applications	170-172
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LESSON 185

LOOKING BACK**A. REFLECT AND SHARE**

1. Reflect on your learnings of Book 4, and share what you -
 - a. enjoyed learning/doing the most. (Give a reason)
 - b. enjoyed learning/doing the least. (Give a reason)
 - c. struggled with. (Give a reason)
 - d. found most useful. (Give a reason)
 - e. found least useful. (Give a reason)
 - f. would have liked to do differently. (Give a reason)
 2. Reflect on your learnings of Book 4, and share in what way(s) you improved your -
 - a. reading, writing, speaking, listening skills. (Mention specific topics/scores)
 - b. ability to think. (Mention specific skill(s) and evidence of improvement)
 - c. personality and behaviour. (Mention specific trait(s) and evidence of improvement)
 - d. job readiness/awareness. (Mention how this will be helpful in present/future)
 - e. ability to set goals. (Be specific about **setting** - not achieving - SMART goals)
 3. Reflect on learnings of Book 4, and share in what ways did you notice someone else in your class improve his/her-
 - a. reading, writing, speaking, listening skills. (Be specific and factual)
 - b. ability to think. (Be specific and factual)
 - c. personality and behaviour. (Be specific and factual)
 - d. job readiness/awareness. (Be specific and factual)
 4. Reflect on your learnings of Book 4, and share how/when you felt -
 - a. supported/helped by facilitator/a peer. (When, who, what of support)
 5. On a scale of 1 - 5, 5 being the highest, rate your Book 4 effort(s) during -
 - a. reading sessions
 - b. book discussions
 - c. MOOC 2
 - d. MOOC 3
 - e. group discussions
 - f. review lessons
 - g. evaluation
 - h. working on goals
 6. Reflect and share -
 - a. most memorable moment during Book 4. (Mention facts and explain why)
-

What will you do ? 1. 2. 3. 4. 5.
When/how often will you do it? 1. 2. 3. 4. 5.
Where will you work on it? 1. 2. 3. 4. 5.
How will it help you develop the strand you are struggling with? 1. 2. 3. 4. 5.
Would you do this by yourself or need help from others? If others, who and what help? 1. 2. 3. 4. 5.

Think and share how you will use the following while you prepare for re-evaluation or help someone else with their preparation -

- a. self- awareness
- b. growth mindset
- c. self-control
- d. goal-setting
- e. self-motivation

LESSON 186**LOOKING AHEAD****A. REFLECT AND SHARE**

1. What are your expectations from -
 - a. Book 5?
 - b. yourself during Book 5?
 - c. your peers during Book 5?
 - d. your facilitator during Book 5?
2. Based on what you know about Book 5 share what you -
 - a. will enjoy learning/doing the most. (Give a reason)
 - b. will enjoy learning/doing the least and how you would motivate yourself to learn/do that.
 - c. will struggle with. (Give a reason)
 - d. will do to overcome/handle the struggle.(Give a reason)
 - e. think will be most useful to do/learn. (Give a reason)
 - f. will need help with. (Give a reason)
 - g. can help someone else with. (Give a reason)
3. What would you do differently in Book 5 during -
 - a. reading sessions ?
 - b. book discussions ?
 - c. MOOC 5 ?
 - d. group discussions ?
 - e. review lessons ?
 - f. evaluation/re-evaluation ?
 - g. goal-setting?

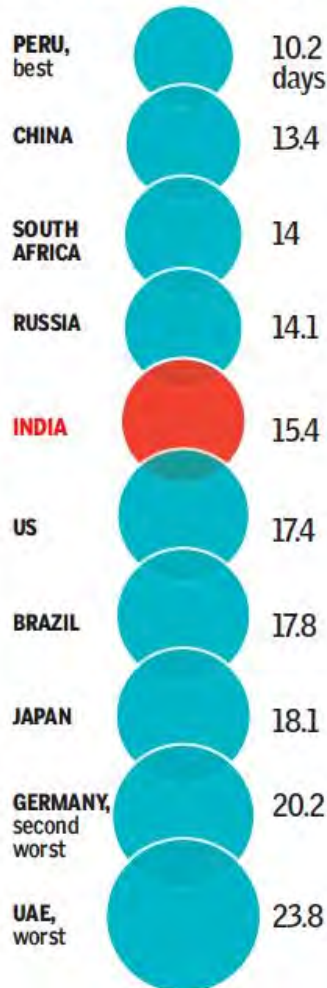
B. READ, REFLECT AND SHARE -

1. What does the image show?
2. What can you say about workers from Peru?
3. How do Russian workers compare with workers from India?
4. If you had to hire people to complete an important project, who would you -
 - a. hire and why?
 - b. not hire and why?
5. Is the information given in the image believable? What makes you say that?
6. Based on your work ethics, which worker are you -
 - a. most like? Explain.
 - b. most unlike? Explain.
7. Based on information given in the image, which of the following conclusions would be most true of UAE workers-
 - a. Although not timely, they complete most tasks.

- b. They fail to meet most work deadlines.
- c. They have the worst work completion record.
- d. They handle short-term deadlines better than long-term deadlines.

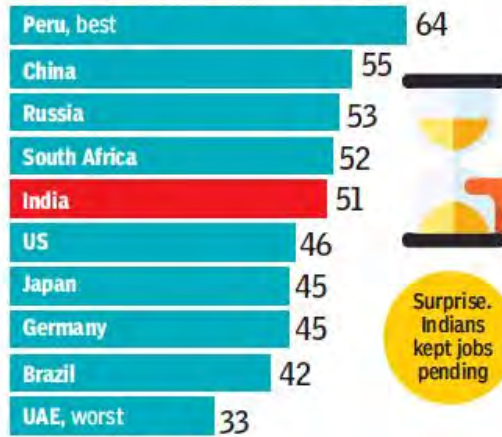
INDIANS WORKED FASTER THAN GERMANS, JAPANESE

Average time to complete a task



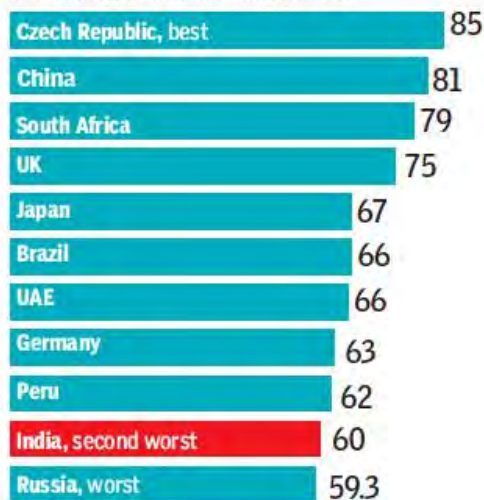
WEEKLY DEADLINES WERE A CHALLENGE EVERYWHERE

Percentage of tasks finished in a week



Surprise. Indians kept jobs pending

Percentage of tasks completed



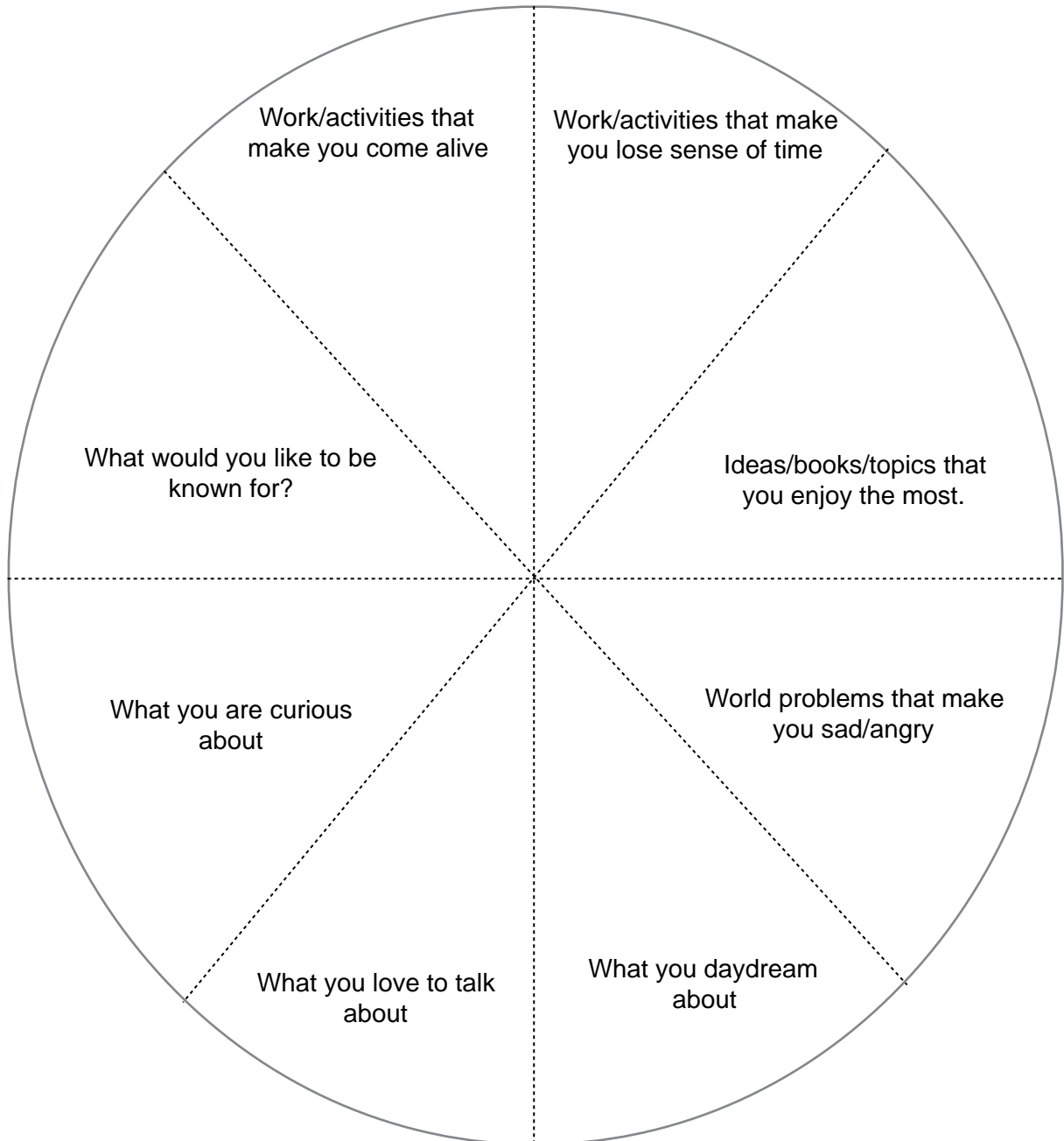
C. "COMPLETION IS BETTER THAN PERFECTION." DO YOU AGREE? WRITE A STORY BASED ON YOUR AGREEMENT/DISAGREEMENT. (Your story must include - characters, setting, problem, resolution, grammatically correct sentences, use of direct and indirect speech, and well drafted paragraph. Prepare a draft, self/peer proofread it and then write the final draft.)

LESSON 187

WHAT'S YOUR PASSION?

A. THINK, WRITE, PAIR & SHARE :

“Your work will fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to get to do great work is to love the work you do. If you have not found it yet, keep looking. don't settle. You'll know when you find it.” - Steve Jobs



1. What work would you do if money was not a consideration?

2. Is passion same as hobby/interest? What makes you say that?

3. Is passion to be 'discovered' or 'developed' over time?

4. Read the article and answer the questions that follow -



Journey of flyweight boxer Jyoti Gulia in boxing has not been as easy as that of Geeta and Babita Phogat. This was because the Phogat sisters had the support of their father, Mahavir Singh Phogat, whereas, Jyoti's father was strictly against her boxing. Due to his conservative thinking, he believed it's a men's sport.

Jyoti was a good dancer and used to take the dance classes also but had to quit in between due to the opposition from her father who threatened to break her legs if she continued dancing. So she started taking training in boxing, her other interest.

Jyoti started taking training from her coach Sudhir Hooda who was also the sarpanch of the Rurki village that she belongs to. She did not tell her father about her boxing training as she knew that he would stop her from training.

She would often go to attend the training session by lying to her parents that she was going to study at a friend's house. It was only in 2012 that her father came to know about her boxing when Jyoti got selected for the state championship. As expected, her father lost his cool and her coach Sudhir Hooda intervened promising that she would quit boxing if she did not win a gold medal.

She not only won two gold medals but also became the national school champion in 46 kg category. Thereafter, she also won gold in the international event held at Serbia and Silver in Istanbul in 2013.

17-year old Jyoti reached the finals of AIBA Women's World Youth Boxing Championship final by defeating Ukrainian, Italian, Kazakh and Russian opponents. She fought hard with them before winning the gold in the final match on 26 November, 2017.

Jyoti has been selected for the 2020 Tokyo Olympic Games.

a. Give the article a suitable title.

b . Was it right for Jyoti to train without telling her parents about it? Why?

c. What are some of the cultural/parental roadblocks you may face when you follow your passion?

d. Why do parents, sometimes, prevent their children, whom they love, from following their passion/dreams? Is it their fear, lack of awareness or something else?

e. How can children use empathy, dialogue and patience to win over their parents?

I am passionate about _____

Food for thought - If you're looking to spend your life doing something you love, the best way to start is to treat money as secondary. If how much money you earn is your primary criteria you will limit your options and getting to do what you love will be tough. On the other hand, if you allow yourself to pursue your curiosity, you will find yourself in the position of power and, eventually, in the position to earn money on your own terms.

B. RE-EVALUATION PLAN/PROGRESS (FILL ONLY ONE COLUMN, AS APPROPRIATE)-

Fill this column if you are preparing for re-evaluation	Fill this column if you are helping a peer for re-evaluation
Strand(s), I worked on -	Strand(s), I helped with -
Work I did -	Work I helped with -

What I did well -	What I did well -
I struggled with -	I struggled with -
I feel -	I feel -

How ready do you/your peer feel/feels about re-evaluation?

Completely

Mostly

Partially

Not at All

LESSON 188

PASSION, PURPOSE AND PROFESSION - 1

A. WHAT'S YOUR PASSION? (REFER TO THE WHEEL IN PART A OF LESSON 189)

B. FROM PASSION TO PURPOSE -

“If you can’t figure out your purpose, figure out your passion. For your passion will lead you right into your purpose.” - T.D. Jakes

1. How do you feel when you help others? Why?

2. Can your passion help/benefit others? If yes, who and how?

3. Recap the work of bloggers, Anirudh Sharma, Arsh Shah Dilbagh, Bincy Baby, Sidney Keys, Campbell Remess, Haile Thomas, Ryan Hickman. (Appendix 1) Choose 1 of them and discuss -

- a. what he/she was passionate/very excited/curious/concerned about.
- b. how he/she used it to problem solves/help others.
- c. why did he/she do that?

4. Why must you use your interests/abilities/passions to benefit self and others?

C. FROM PASSION TO PROFESSION -

“Allow your passion to become your purpose, and it will one day become your profession.” - Gabriel Bernstein

1. How do you feel when your career choices are made for you by others?

2. “Your work will fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to get to do great work is to love the work you do.” - Steve Jobs

Recap the career choices made by Shivya Nath, Arunima Nath, Celeste Headlee, Dr. Waheed Arian (If required, refer to AV from Book 3 and 4)

- a. what he/she was passionate/very excited about.
- b. how he/she used it to choose his/her career/profession.
- c. why did he/she do that?

3. If you were to choose a career/careers based on your abilities and passion, what

would it be?

Food for thought - Passion is not enough when you want to become successful. If you do have a passion for what you do, you are already two steps ahead. You would have to put action to your passion to be successful. People are working hard these days and you have to keep up or be better. Practice your art, even if it is accounting. No matter what your passion is, you can turn it into your career. Become qualified in the area you want to excel in and make it your career. If you sit around and wish for it, it probably won't happen.

D. MOOC 4 - Find and Finalise MOOC 4

Step 1 - Read and understand the MOOC 4 guidelines given in Appendix 2

Step 2 - Browse through 1 - 2 of the free MOOC websites given in Appendix 3.

Step 3 - Browse through the courses offered and find something of interest to you. Ideally, the course you choose should be -

- a. not more than 2 - 4 week long
- b. free course that will help you -
 - develop your passion, and/or
 - use your passion to problem solve, and/or
 - use your passion and/or as a career choice

Step 4 - Consult your facilitator

Step 5 - Enrol for the MOOC

Title of the Course _____

Length _____ **Effort** _____

Offered at - _____

Offered by - _____

Subject - _____

Level - _____

Instructors - _____

Step 6 - Prepare plan of work in Appendix 4.

Check-out - How does it feel now that you have selected, enrolled and will be learning from a Massive Open Online Course independently? (Use specific word(s) to describe your feeling)

LESSON 189

PASSION, PURPOSE AND PROFESSION - 2

A. READ THE FOLLOWING, REFLECT AND DISCUSS -

Wouldn't it be nice if, when you were born, you were given a GPS programmed with the destination: "MY PURPOSE"? Then, you would always be alerted to the exact turns to make, and know when you are on or off course to your purpose.

That sounds wonderful, considering studies have shown that having a sense of purpose makes you more resilient, supports you in reaching your life goals, and contributes to a longer, happier, and healthier life.

A passion is simply a topic or activity that:

- You enjoy
- Comes naturally to you
- Energizes and lights you up
- Makes you lose track of time

Passion is not limited to a sport, to arts, to traveling around the world or to a blog.

Passion fades. Passion fades over time.

Passion is powerful, but by itself it's never enough. Actions and hard work must follow if you want to live your passion.

B. COMPLETE EITHER B.1 OR B.2 -

1. Passion to purpose -

1.1. Your passion - _____

1.2. How it makes you feel - _____

1.3. How your passion can make your community or world better/solve a local/global problem

1.4. Getting started -

1.4.1. What can you do? _____

1.4.2. How often/When can you do it? _____

1.4.3. Where can you do it? _____

1.4.4. What resources/assistance will you required and from whom?

1.4.5. What problems/challenges may you face? How will you overcome those problems/challenges? _____

1.4.6. How would you know that you are being successful? _____

2. Passion to profession -

2.1. Your passion - _____

2.2. How it makes you feel - _____

2.3. What professions/careers will allow you to use/develop your passion(s)- _____

2.4. Getting started -

2.4.1. Do you know enough about the professions/careers mentioned in 2.3? _____

2.4.2. If not, where/how can you find out more about it? _____

2.4.3. Do you have qualifications for the professions/careers mentioned in 2.3?

2.4.4. If not, can you get qualifications for the professions/careers mentioned in 2.3? _____

2.4.5. If yes, where/when can you get qualifications for the professions/careers mentioned in 2.3? _____

2.4.6. What resources/assistance will you require and from whom?

2.4.7. What problems/challenges may you face? How will you overcome those problems/challenges? _____

2.4.8. By when would you be successful in making your passion into profession/career?

C. MY PLAN -

“SUCCESS IS THE SUM OF SMALL EFFORTS REPEATED DAY IN AND DAY OUT.” - ANONYMOUS.

To make your passion into profession/purpose, what will you do -	
today?	

To make your passion into profession/purpose, what will you do -	
2 - 3 day later?	
next week?	
next fortnight?	
next month?	
next year?	

D. BOOK SELECTION

As part of FEA graduation criteria you are expected to read a classic novel. It is recommended that you select a classic novel for reading, if you have not read one already during the FEA program. If you have already read a classic novel during the FEA program you may choose another book from the list of books suggested for Book 5 students.

Ask your facilitator for what a classic novel is, if you are not sure.

1. Book title - _____

2. Author - _____

3. Reason for choosing this book - _____

4. Reading resolutions -

Fill the Reading Log (Appendix 6) after the reading session.

LESSON 190

PASSION, PURPOSE AND PROFESSION - 3

A. CHECK - IN:

1. Did you enjoy tracking errors of your classmates during Book 4? Why?
2. Did you face any problems in tracking errors of your peers? Explain.
3. Was tracking errors helpful to you and your peers? Explain.
4. How confident do you feel about tracking your own errors in Book 5?
5. Review the Error Tracker in Appendix 5 and share any thoughts/questions you have about it.

B. PEER FEEDBACK:

Refer to your plan as prepared in Part A and B of Lesson 189 and discuss it with a peer.

Ask your peer for feedback by completing the SWOT analysis of your plan:

Strengths	Weaknesses
Opportunities	Threats

(Make sure that the entries in this table are made by **your peer** as feedback to **your plan**.)

C. FINALISE YOUR PLAN:

Review the feedback given by your peer in Part B.

Think of how you can use all/most/some of the feedback to modify/improve your plan.

Make changes to your plan:

To make your passion into profession/purpose, what will you do -		Progress Tracker
today?		Yes No (Lesson 190)
2 - 3 day later?		Yes No (Lesson 192)

To make your passion into profession/purpose, what will you do -		Progress Tracker
next week?		Yes No (Lesson 198)
next fortnight?		Yes No (Lesson 207)
next month?		Yes No (Lesson 216)
next year?		-

D. EMAIL

Step 1 - Write an email to your peer. Your email must include:

- proper format
- a minimum of 50 words
- your gratefulness for the feedback
- changes to your plan that you have made based on his/her feedback

Step 2 - Read the email that you have received from your peer and evaluate for -

- Format
- Word Limit
- Contents, as mentioned in Step 1

Step 3 - Share the email feedback verbally with your peer.

E. CHECK-OUT:

I will use my passion to _____

LESSON 191

PASSION PLUS...

A. CHECK - IN:

1. Rate your group discussion skills.

2. As a listener:

a) I am good at _____

b) I need to work on _____

3. As a speaker:

a) I am good at _____

b) I need to work on _____

B. WHY EMPLOYERS ASK WHAT YOU'RE PASSIONATE ABOUT.

Why do companies want to know more about you than whether you meet the job requirements and are a good fit for the position?

Employers ask about your passion(s) for a number of reasons. For example, they might ask about your passions to learn about your personal interests and values. This question helps the employer see that you're a well-rounded person, with a life outside of the office.

By learning more about who you are as an individual, the employer can get a sense of whether you will fit in well with the company and its people. While your passion does not have to be related to the work you will be doing at the company, your answer will show the hiring manager whether you are a committed person who follows through with what you believe in. This is an important quality for almost any job.

Finally, the employer might also ask this question to get to know you on a personal level, and build a relationship.

1. What would you say if you are asked this question at a job interview?

2. What would you not say if you are asked this question at a job interview?

C. SHORT MESSAGE

You are a passion guru who advises people on how to find/develop their passion. Prepare a short message or slogan/motto which summarises your views/advice.

D. GROUP DISCUSSION

1. "Dreams and passion are more powerful than 'facts' and 'reality'." - Gayle Lynn Goodwin
2. "You know what sparks the light in you. Then use that light to illuminate the world." Oprah Winfrey
3. " I have no special talents. I am only passionately curious." - Albert Einstein

Discuss -

- Your understanding of the quote
- Whether or not you agree/disagree (partially/completely)
- Explanation to support your agreement/disagreement
- Relate an example/anecdote to support your views

Play different roles in group discussion. (Refer to Appendix 7)

E. BOOK READING

Reading goal for the day _____

Book Discussion -

1. Introduce your book.
2. Share the beginning of your book.
3. Share what you think about the book.
4. Compare this book with another book that you have read.

Fill the Reading Log (Appendix 6) after the reading session.

CHECK - OUT :

Share your reading goal for the day and how well you achieved it during the reading session.

LESSON 192

LEARNING CONTRACT - 5

A. CHECK-IN:

Refer to Part C of Lesson 190 and fill up what you were to do 2 - 3 days later.

Share -

- Have you done it?
- How does it make you feel?
- What's next?

B. READ, REFLECT AND ANSWER THE QUESTIONS -

‘Sisu’ in Finnish means strength, perseverance in a task that may seem crazy to achieve, almost hopeless. My mother-in-law experienced the bombings of the Winter War (1939-1940) when Finland was attacked by the much superior Soviet army but managed to fight and remain independent.

So, what is this quality that appears to be so Finnish? “It is a special thing that is reserved for especially challenging moments. When we feel that we have come to the end point of our abilities. You could say that sisu is energy, determination in the face of challenges that are more demanding than usual,” says Emilia Lahti, a researcher of sisu from Aalto University in Helsinki. “We all have these moments when we all need to reach beyond what we think we are capable of. At the end of physical, emotional and psychological strength, we have some kind of force that allows us to continue even when we thought we couldn’t,” says Lahti.

Lahti is keen to stress that many other cultures have comparable concepts: the Japanese ‘ganbaru’, which means going through rough times with determination.

Wherever you live, that spirit of resilience is worth remembering, says Gustafsson: “The biggest obstacles are between our ears, what we tell ourselves.”

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

1. What is the article about?

2. Explain ‘sisu’ in -

- a. a word - _____
- b. a phrase - _____
- c. a sentence - _____

3. Have you experienced ‘sisu’? Explain when.

4. How can ‘sisu’ help us become better/successful?

5. Can 'sisu' be a negative trait? Explain.

6. What would be a suitable title for the article? Why?

7. If you know your 'ikigai' and work towards it with 'sisu' and a growth mindset, you can achieve the most difficult of personal and professional goals. Discuss. (Write your thoughts below)

C. CLIMB TO GRADUATION -

Complete the Climb to Graduation (Appendix 8) for yourself and share -

When I started the FEA program _____ months ago, I was _____

Now I am _____

After Book 5, I will _____

Remember to use tenses and words to compare correctly. Talk about more than one - reading, writing, speaking, listening skills, book reading, keyboarding, personality development, and awareness about different careers. You may refer to your responses in Part A.2 of Lesson 185.

Reflect on the journey of learning for one of your peers and share with him/her your observation about his/her growth-

When you started the FEA program _____ months ago, you were _____

Now you are _____

After Book 5, I hope that you will _____

Remember to use tenses and words to compare correctly. Talk about more than one - reading, writing, speaking, listening skills, book reading, keyboarding, personality development, and awareness about different careers. You may refer to your responses in Part A.3 of Lesson 185.

D. AREAS OF DEVELOPMENT -

Language

Specific, realistic and time-bound action		Self (L - 204)	Peer (L - 210)	Facilitator (L - 216)
Stop				
Start				
Continue				

Personality Development(Refer to the list of non-cognitive traits in the blueprint)

Specific, realistic and time-bound action		Self (L - 204)	Peer (L - 210)	Facilitator (L - 216)
Stop				
Start				

Continue				
-----------------	--	--	--	--

Book Reading

	Specific, realistic and time-bound action	Self (L - 204)	Peer (L - 210)	Facilitator (L - 216)
Stop				
Start				
Continue				

Keyboarding

	Specific, realistic and time-bound action	Self (L - 204)	Peer (L - 210)	Facilitator (L - 216)
Stop				
Start				
Continue				

MOOC

	Specific, realistic and time-bound action	Self (L - 204)	Peer (L - 210)	Facilitator (L - 216)
Stop				

Start				
Continue				

Regularity

Specific, realistic and time-bound action		Self (L - 204)	Peer (L - 210)	Facilitator (L - 216)
Stop				
Start				
Continue				

Participation

Specific, realistic and time-bound action		Self (L - 204)	Peer (L - 210)	Facilitator (L - 216)
Stop				
Start				
Continue				

CHECK-OUT:

Review your Error Tracker(Appendix 4) and share -

1. What errors did you make in use of 'a', 'an' and 'the' during the week?
2. How often did you make these errors?
3. What can you do to reduce/correct these errors?

LESSON 193

ANALOGIES

A. CHECK IN:

“The greatest sign of success for a teacher is to be able to say, “The children are now working as if I did not exist’.” - Maria Montessori

How has your facilitator made you an independent learner/thinker?

B. ANALOGY (PRONOUNCE - ANA-LUDGY)

1. What is a four-legged mammal standing about four feet tall at the shoulder, having an elongated head, large ears and distinctive black and white markings?

Or

A horse with stripes.

Which one was easier to understand and why?

2. Current flows through wires and the thinner wires are ideal for smaller gadgets.

Or

Current flows through wires as water flows through pipes. A thinner wire can take less current just as a narrow pipe can takes less water. Therefore, thinner wires are used for gadgets that use lesser electric power.

Which one was easier to understand and why?

Analogy - a comparison between one thing and another, for the purpose of explanation or clarification. When talking about Thing X, you also mention (seemingly unconnected) Thing Y because it has useful similarities that help the listener/reader understand something unfamiliar by connecting something familiar. It develops thinking skills and also makes the idea more interesting and engaging.

3. Read the following passage to understand how making comparisons not only improves writing skills but also the ability to think out of box:

By 1913, the Ford Motor Company was a decade-old company with large ambitions. The company had a ambitious goal of producing two hundred engines per day, but its process remained inefficient, involving workers who carried parts from multiple bins and moved them around on hand trucks.

One day, Bill Klann, a Ford employee whose impressive CV included work experience for a streetcar company, a blacksmith, a machine shop, and a shipbuilder, took a trip to a Chicago slaughterhouse. There, he saw a model of industrial butchering efficiency: animal carcasses moved by on overhead trolleys, while a series of butchers performed specialized tasks in sequence as the carcasses were moved forward. As Klann watched this bloody symphony of movement, he realised: breaking down something (a carcass) was fundamentally similar to building something (an engine); therefore, adopting a moving assembly line at Ford would increase productivity and reduce costs, he felt.

“If they can kill pigs and cows that way, we can build cars that way,” Klann told his boss upon his return.

His boss protested. “It is very different. There you have flesh. Here you’ve got this and that and pistons and rods,” said his boss.

“It’s the same thing,” insisted Klann.

Klann persisted with the idea, and the moving assembly line wound up a signature of Model T production, exploding productivity and enabling the company to cut the price of the car from \$575 to \$280. Ford profits increased manifold.

Klann “saw through the superficial differences between slaughtering animals and assembling cars,” writes Pollack. “There, at the heart of both processes, lay an analogy waiting to be transformed into an idea.” Seeing Ford’s success, it took little time for almost every other industry to imitate.

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

a. What is the article about?



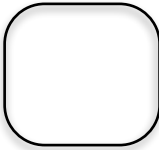



b. What were the two things that Klann compared? Were they comparable?

c. What does the article NOT imply:

- i) Ford Motor Company was a leader in assembly line production.
- ii) Klann was an out of the box thinker.
- iii) Analogies can improve our writing skills but not ideas.
- iv) Klann and Henry Ford had difference of opinion over use of assembly line production.

C. MAKING ANALOGIES

1. What follows next -

1.1				
1.2				
1.3	car	road	boat	_____
1.4	morning	breakfast	evening	_____
1.5	toe	foot	finger	_____

2. WHAT IS NOT AN ANALOGY?

When:

- The two things are different in more ways than they are similar.
- The two things are similar in most ways, but the most prominent feature doesn’t match.
- The thing you’re drawing an analogy with takes too long to explain or is not widely understood.

D. MOOC 4 -

1. Log into your Gmail/MOOC 4 account.(2-3 minutes)
2. Access MOOC 4 that you had selected in Lesson 188.(2-3 minutes)
3. Recap the MOOC 4 content you learnt from in Lesson 188. Refer to MOOC 4 notes at the end of the SWB. (2-3 minutes)
4. Review MOOC 4 plan for the day in Appendix 4. Modify the plan for the day, if required. (2-3 minutes)
5. Learn from MOOC 4. Make notes as you learn. (30 minutes)
6. Fill up MOOC progress in Appendix 4. (5 minutes)
7. Log out of your Gmail/MOOC 4 account.(2-3 minutes)

E. KEYBOARDING

Practice Keyboarding from the software for 10 minutes. Focus on speed and accuracy.

CHECKOUT:

On a scale of 1 - 5, rate your keyboarding -

- speed
- accuracy

Entry ticket for Lesson 194 - Look around your home and neighbourhood to share one analogy in FEA classroom for Lesson 194.

LESSON 194

SIMILES & METAPHORS

A. CHECK-IN:

Entry ticket - Share your analogy.

B. METAPHOR

A metaphor (pronounce - Meta-for) describes one thing as something else to help reader/listener understand what it is.

1. Read the poem below. How many metaphors are used in the poem?

The Metaphor Family
- Lill Pluta

My brother is a dragon,
My mother a teddy bear.
I am a shaggy sheepdog,
With a ton of tangled hair.

My father is a monkey.
He likes to make us laugh,
Especially my sister,
Who is a tall giraffe.

We are a busy family.
With many things to do.
Our home is always happy,
But sometimes it's a zoo.

2. What do we mean when we say someone is -

- a. a pig - _____
- b. an angel - _____
- c. a giant - _____
- d. a volcano ready to explode - _____
- e. bright - _____

3. Use a metaphor to describe -

- a. a family member
- b. a friend
- c. a teacher
- d. yourself
- e. protagonist of the classic book you are reading

C. SIMILE

A simile (pronounce - simi-lee) compares two unlike things, using the words 'like' or 'as', to make the meaning more clear.

1. Read the poem below. How many similes are used in the poem?

The Dream Deferred
- By Langston Hughes

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?
Or fester like a sore—
And then run?
Does it stink like rotten meat?
Or crust and sugar over—
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

2. Read the passage below, underline 3 similes and explain their meaning.

Sometimes I think I'm blind as a bat. Yesterday, my teacher asked me to find examples of similes. I'm usually smart as a whip but I couldn't find anything. My mind was like a blank page. My friend suggested I look in the newspaper. On the front page was the headline, "Flag Flies Hugh". There are no similes here. Next I tried looking in my favourite book. It's book about soccer. But there were no similes to be found. Finally, my friend said, "You are as slow as a snail." And I said, "Aha, found one!"

The first simile is _____ . It compares _____
with _____. It means _____

D. LISTEN & WRITE

Listen carefully to the facilitator and write similes and metaphors in the T-chart below.

Similes	Metaphors

E. MOVIE

Watch Movie - Part 2.

After watching the movie, choose a character/place/event from the movie and describe it in a sentence using a simile or a metaphor.

Food for thought - Were there different analogies used to describe the same character/place/event ? Why?

LESSON 195

JOB INTERVIEW

A. CHECK-IN:

Share one way in which your views about careers and jobs have changed after joining FEA.

B. RECAP

1. What job/profession would you like to take up? Why?
2. How/where would you look for that job? (Refer to Lesson - 148-149)
3. What will you do if you do not have all the qualifications/skills required for that job/profession?
4. What would you do if there is opposition to your choice of career/profession? Why?

C. RÉSUMÉ WRITING

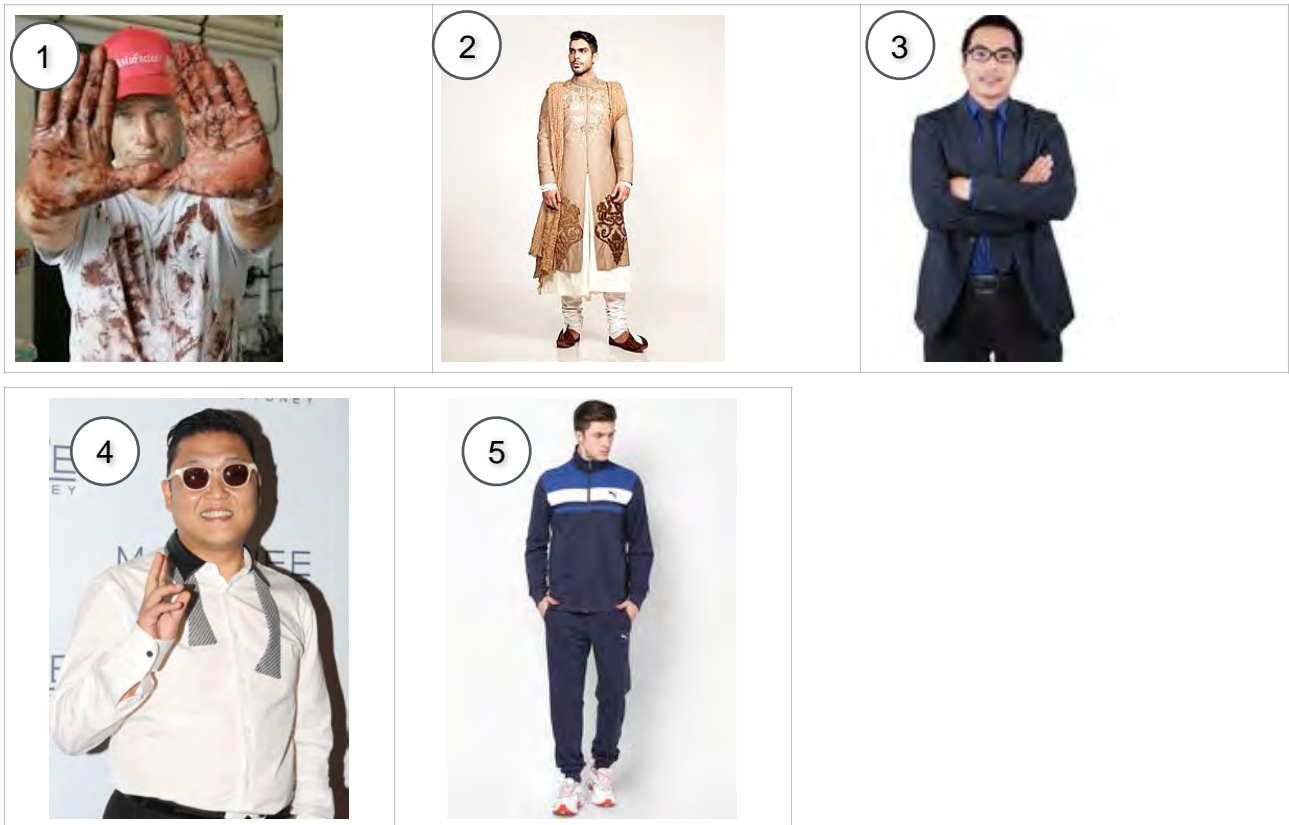
You have found a job vacancy that is of interest to you, as mentioned above. Prepare your résumé to be sent to the employer.

Self-assessment - Refer to the résumé above and assess whether or not you have followed the guidelines for résumé writing.

Guidelines	Yes	No
Length - 1 page for fresh graduates & 2 pages for those with work experience.		
Appropriate headings and layout		
Spelling or grammatical errors.		
Customised for the job/application		
Information in chronological order starting with most recent.		
Use of one tense throughout.		

D. GROOMING

1. You are interviewing candidates for the position of Manager at an IT company. All the 5 candidates that you interviewed are equally capable, qualified and suitable for the position. If these are the interview photos of the 5 interviewees, who would you hire for the position? Why this particular interviewee and why not the others?



- Physical appearance can affect one's job prospects, promotion opportunities, and income. A 2010 Newsweek study showed 64% of hiring managers agree that appearance plays a factor in the hiring process. Do you agree? Explain.
- Are there certain careers/professions where appearance of employee matters as much as/more than his/her performance? Why?
- Make a checklist of appearance Do's and Don'ts for job interview. After preparing compare your list with those of others and add/delete as you feel appropriate.

Do's	Don'ts
Dress	
Personal hygiene	

- 5. To be well-groomed, do you have to -
 - a. wear expensive clothes and shoes?
 - b. wear fashionable clothes and shoes?
- 6. What must you know about the company/interviewer/job before the interview?

E. BOOK READING

Reading goal for the day(refer to Part D of Lesson 192) _____

Book Discussion -

- 1. Describe a character/event from your book using an analogy.
- 2. Share your reading goal for the day and how well you achieved it.

Fill the Reading Log (Appendix 6) after the reading session.

CHECK - OUT :

How does it feel to learn about job interviews? Why?
 How is this learning useful for you?

LESSON 196

MOCK INTERVIEW - 1

A. CHECK-IN:

1. What is the FEA Mentoring Program? (Ask your facilitator if you do not know about it)
2. Have you participated in this program?
3. If yes, how has it benefitted you? If not, how can mentoring help you?

B. THE MENTOR IN YOU

1. "As you grow older, you'll discover that you have two hands. One to help yourself and the other for helping others." - Audrey Hepburn.
Who can benefit from these passions, strengths and interests of yours?
2. Would you like to be a mentor? What are the traits of an effective Mentor? (Rate yourself along these traits in Appendix 10)
3. Ask your facilitator to share the list of Book 1 - 3 students from your FEA location along with their sessions and learning needs. With the guidance of the facilitator, choose a potential Mentee matching your strengths/interest with Mentee's needs; your availability with Mentee's availability.
4. a. Prepare a plan of support for the Mentee (Appendix 9)
b. Get feedback from your peers
c. Review and finalise your plan
(You will review this plan again, in the first session with the Mentee, to get the Mentee's views.)
5. What problems do you expect to face during your 5-weeks of mentoring - think of problems at your **and** Mentee's ends ? How can you solve these problems? (Appendix 9) (You will review these problems and solutions again in your first session with the Mentee to get the Mentee's views.)

C. INTERVIEW QUESTIONS

Career/Profession I applied for - _____

I received application for the profession/position of - _____

My questions as an Interviewer -

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

D. MOCK INTERVIEW - ROUND 1

For interviewer -

Step 1 - Pair up.

Step 2 - Review the résumé of the applicant/interviewee. (Part C of Lesson 195)

Step 3 - Sit face-to-face with the interviewee and ask/answer the questions. Make a mental note of the responses. (5 - 7 minutes)

For interviewee -

Step 1 - Pair up.

Step 2 - Share your résumé with the interviewer. (Part C of Lesson 195)

Step 3 - Sit face-to-face with the interviewer and answer/ask the questions. (5 - 7 minutes)

1. How did it feel to be the interviewer/interviewee?

2. What did you do well?

3. What did you struggle with? Why?

CHECK-OUT:

Which traits of an effective mentor do you possess and which ones would you develop during the Mentoring Project?

Round 2 of mock interviews will be held in Lesson 197. Come prepared for it - carry a hard copy of your résumé and dress appropriately.

LESSON 197

MOCK INTERVIEW - 2

A. CHECK-IN:

What questions did you ask/answer in Round 1 of the interview in Lesson 196?

B. READ & DISCUSS -

Some common interview questions are -

1. Tell us about yourself.

Do - This is your introduction. Keep it 2 - 3 sentences including your name, your qualifications, skills and how your experience is relevant to the job you're interviewing for.

Don't - Share personal details and your life history in a long speech.

Example - "I am Rina Krishnan. I have completed my Masters in Information Technology and I enjoy learning about advancements in technology. I have received special certification in coding."

2. What are your strengths?

Do - Share no more than 2 strengths in a sentence each (focus on those given in the job advertisement - job skill and/or personality trait). Support each with a very brief example (one sentence) of when you applied that strength at work to improve your work or help others at work.

Don't - Talk of too many strengths. Make it sound like you're bragging.

Example - "My strength is my flexibility to handle change. As a Manager of the Software Design team at my previous job, I was able to develop a very supportive team of 10. I am proficient in developing web-supported apps."

3. What are your weaknesses?

Do - Share no more than 1 weakness in a sentence. Support it with a sentence on how you are working to improve it. Think of a possible weakness that can be perceived to be a strength.

Don't - Talk of more than one weakness. Mention a skill/quality listed in the job advertisement as your weakness.

Example - "I am passionate about my job, and sometimes neglect my personal life. I am working to improve the work-life balance."

4. Why are you interested in working for this company?/Why are you interested in this position?

Do - Share 2 - 3 sentences. This is where your research before interview is useful. Take of what excites you about the company, how the position is just right for your interest and skills, and how you can benefit the company.

Don't - Give the impression that you just want to get out of your current job or that you are bored of what you are doing and need a change or that you were just browsing and came across it by chance.

Example - "I like what I've heard and read about the company, and it seems like a great fit for my personality and my values especially the company's mission of designing software to improve lives of people. During my coding training, I designed an app for the farmers and found it very exciting."

5. Where do you see yourself in five years?

Do - In 2 - 3 sentences show how you will become better, more contributive worker within the company taking on greater responsibilities.

Don't - Give the impression that you plan to leave in 5 years or start your own business or share personal goals or take up completely different line of work.

Example - "If I'm lucky to be a part of your company, five years from now, I'm hopeful that I'll be able to grow to take on more and be a part of new and exciting projects in the future to contribute to the growth of the company."

6. Why do you want to leave your current company?

Do - In 2-3 sentences honestly state your reason(s) for leaving your current job. Mention how your reason(s) prevents you from growing, learning and contributing more.

Don't - Lie or complain about the current job/company. Narrate petty incident(s).

Example - "I have been at my company for three years now and have learned a lot from some amazing colleagues and my boss. My software design team increased company's profits by 25% last year. However, I feel that I need some new challenges and take more social responsibility. This position really appeals to me because it would allow me to manage a bigger team and design more innovative products."

7. What can you offer us that someone else cannot?

Do - Explain something unique about you that will be useful in this position.

Don't - Show off and brag comparing yourself with other or show how badly you want the job.

Example - "Other than my key strength of adaptability and flexibility. This has helped my team design some unique and valuable software designs. This quality will be essential as many of your future apps will be used by the illiterate villagers."

8. What do you need to improve on?

Do - Be honest and speak about 1 - 2 areas where you are good but need to get better.

Don't - Don't name anything that's vital to the job.

Example - "I'm working to go from 'good' to 'great' on use of some project management tools and technologies. This will prepare me for more challenging projects and make my team more productive."

9. Tell us about an accomplishment you are most proud of.

Do - Be humble. Mention 1 accomplishment that is recent/relevant to the position and had a big overall impact on your career and your company's/team's success.

Don't - Brag or show yourself as superior to others.

Example - "My proudest accomplishment was a new content design frame strategy that I created for one of our big clients this year. This was a three-month project and it was the first project I led from start to finish. In the six months since the launch of this frame, the client's website visitors grew by 43%, and boosted the business by 20%. The CEO called me into her office to personally thank me."

10. Tell us about a time you made a mistake.

Do - Be honest. Mention 1 mistake that did not cause much damage to you/others/the company. Also mention what you learnt from it and how you use that lesson at work now.

Don't - Pretend that you have never made a mistake.

Example - "In my position three years ago at Company___, I missed a major deadline, which is why I'm extremely careful on keeping my calendar up to date."

C. MOCK INTERVIEW - ROUND 2

For interviewer -

Step 1 - Review the questions prepared in Part C of Lesson 196 and make changes, if required.

Step 2 - Pair up as in Lesson 196.

Step 3 - Review the résumé of the applicant/interviewee. (Part C of Lesson 195)

Step 4 - Sit face-to-face with the interviewee and ask/answer the questions. Make a mental note of the responses.

For interviewee -

Step 1 - Pair up as in Lesson 196.

Step 2 - Share your résumé with the interviewer. (Part C of Lesson 195)

Step 3 - Sit face-to-face with the interviewer and answer/ask the questions.

1. How did it feel to be the interviewer/interviewee?

2. What did you do well?

3. What did you struggle with? Why?

4. How were today's questions better than those asked in Lesson 196?

5. How were today's answers better than those given in Lesson 196?

D. BOOK READING

Reading goal for the day(refer to Part D of Lesson 192) _____

Fill the Reading Log (Appendix 6) after the reading session.

E. CHECK-OUT:

Share your reading goal for the day and how well you achieved it.

LESSON 198

CONSOLIDATION

A. CHECK-IN:

Share your experience of music-based learning/learning from songs - what you found helpful/ challenging and why.

B. MUSIC-BASED LEARNING

The CEO of FEA, Mr Deepak Chopra is planning to remove Music-based learning as part of FEA program. Write an persuasive letter to him arguing why it should not be removed. (Ensure that you write appropriate format, convincing and organised argument(s), grammatically well structured paragraphs, spellings etc.)

1. Fill the blanks with the lyrics of the song as you listen/sing along.
2. What is a work shift?
3. How does the singer feel about shift work? What makes you say that?
4. Would you enjoy shift work? Why?
5. Does the world need shift work? Why?

D. SONG WRITING

Take a topic from any of the FEA books that you have completed so far and compose a song on it. Your song must have meaning, phrases, at least two analogies, at least one verse and a chorus).

Step 1 - Choose a topic and your main idea about the topic. For e.g. As students of FEA we learn so that we can improve our lives and the world around us.

Step 2 - Melody - If creating your own is difficult, you may use melody of a song that you already know, replace the lyrics with your lyrics to suit your song/topic/main idea. For e.g. melody of 'We Are The World' by Michael Jackson and others.

Step 3 - Chorus - This is the part that gets repeated. This has your main idea. For e.g.

We are the FEA.
We are the learners.
We are the ones who make lives better
So let's keep learning.
There's a chance we're taking,
We are improving our own lives.
It's true we'll make lives better
Just you and me.

Step 4 - Verse - this explains your topic/main idea more. You can have as many verses as you'd like. For e.g.

There comes a time when we think of other's needs
When FEA, comes together as one
There are people struggling
And it's time to help others
As we learn at FEA.

LESSON 199

JOB FAIR - 1

A. CHECK IN:

Review the Error Tracker of the previous week and share:

- 1. the errors you made.
- 2. plan for improvement.

B. RECAP

Do you know the meaning of these words and can you use them in a sentence each ?

- a. Employee
- b. Hiring/Hires
- c. Salary
- d. Job profile
- e. Vacancy
- f. Notice period
- g. Resignation
- h. Working hours

What is a job fair?

C. PREPARATION FOR JOB FAIR

Group 1 - Employers

Preparation required:

Group 2 - Potential Hires

Preparation required:

D. MOOC 4

1. Log into your Gmail/MOOC 4 account.(2-3 minutes)
2. Recap the MOOC 4 content learnt in Lesson 193. Refer to MOOC 4 notes at the end of the SWB. (2-3 minutes)
3. Review MOOC 4 plan for the day in Appendix 4. Modify the plan for the day, if required. (2-3 minutes)
4. Learn from MOOC 4. Make notes as you learn. (40 minutes)
5. Fill up MOOC progress in Appendix 4. (5 minutes)
6. Log out of your Gmail/MOOC 4 account.(2-3 minutes)

E. CHECK OUT:

Are you on track for MOOC 4 and will be able to complete by the end of Book 5 or do you need more time?

If you need to spend more time, what is your plan for doing so?

LESSON 200

JOB FAIR - 2

A. CHECK-IN:

What challenges do you face when you are being kind to someone?

B. MOVIE - PART 3

Discuss -

1. What questions were asked during the interview?
2. What were Chris Gardner's responses?
3. What would you do if you were:
 - a. late for a job interview?
 - b. inappropriately dressed for a job interview?
4. What kind of job was offered to Chris?
5. Would you take up a job with no salary? What are such jobs/workers called?
6. Do you know anyone who works without salary?

C. JOB FAIR

Reflections-

1. What role did you play? _____
2. How do you feel after having participated in a mock job fair? _____
3. What did you do well? (Consult your peer before you complete this.)

4. What can you do better? (Consult your peer before you complete this.)

5. How comfortable do you feel about attending a job fair/campus recruitment?

FOOD FOR THOUGHT -

Did you know that -

6. Delhi State government organizes an annual job fair? (Job Fair 2018 was held at Thyagraj Stadium in February 2018)
7. Delhi government has an online job fair portal where you can register as a employer or job seeker? (<http://degs.org.in/jobfair/>)
8. Uttar Pradesh government conducts job fairs and has an online job portal for employers and job seekers? (<http://sewayojan.up.nic.in>)

LESSON 201

WORK HABITS

A. CHECK-IN:



1. What is your dream job?
2. Why is it your dream job?
3. Do dream jobs exist in real life?
4. Do you know about any of the jobs given in the infographic on the left? (Refer to Appendix 11 for details)
5. Would you call them 'dream jobs'? Why?

B. MENTORING

- Step 1 - Greet your Mentee(s) and exchange pleasantries. (2- 3 minutes)
- Step 2 - Share the plan for the day with the Mentee(s). (Refer to Appendix 9) (2- 3 minutes)
- Step 3 - Discuss changes, if any, that you or Mentee(s) would like to make to the plan.(2- 3 minutes)
- Step 4 - Execute the plan for the day to guide/support the Mentee(s) (40 minutes)
- Step 5 - Along with the Mentee(s), complete the reflections in the Progress Tracker of Appendix 9 (All feedback from the Mentee(s) must be entered in his/her handwriting. (5 minutes).

Food for thought - What's your plan if the Mentee(s) did not come?

C. RECAP

The graph given in Part B of Lesson 186.
Is this graph representative of you?

D. WORK ETHICS

1. Read, reflect and share -

James didn't realize he was causing anger and frustration among his coworkers. Because he scheduled meetings back-to-back, he would regularly show up to his next meeting 10-15 minutes late. James also checked his email messages and took cell phone calls – during meetings.

Because James wanted his manager to see him as an ideal worker, he did not take days off when he was sick; choosing, instead, to come to work and expose his coworkers while he coughed and sneezed his way through the day.

Unfortunately, the workplace can become stressful when employees don't follow basic office etiquette. Every employee should act as a role model by demonstrating the following:

- Stay at home when you're sick.
- Always show up on time for meetings.
- Put your cell phone on **vibrate mode** to prevent disturbing others.
- Pay attention during meetings and avoid scrolling through emails on your phone or computer.
- Don't hold meetings in your **cubicle** and distract those sitting close nearby. For meetings with three or more people, go to a conference room or a meeting room.
- Eat lunch in the cafeteria or **designated area**. Avoid eating smelly food at your desk.
- Be aware of how loud you speak on the telephone.
- Avoid wearing perfume or cologne at work unless you have strong **body odor**.
- Respect your property.
- Don't **yell and scream** at others.

If a coworker does not follow the above mentioned:

- Don't **reciprocate** with bad behaviour.
- Stay calm and don't get emotional or angry.
- Meet with the person privately and explain how his or her bad manners are affecting you.
- If the bad behaviour continues or worsens after you've spoken with the offender, seek help from your manager.

A co-worker pulled James aside and, while chatting over coffee, pointed out his poor workplace manners and how they were impacting others. The co-worker then expressed her own frustration and anger with how James had disrupted a meeting she had recently led. James was shocked by the feedback; he had been unaware of how his poor manners were affecting others. He immediately changed his behaviour and even **apologised** to several coworkers.

Adapted from www.forbes.com

2. Do's and Don'ts -

Do's	Don'ts
1. Be on time - it shows that you respect your and other people's time.	1. Do not speak negatively about colleagues and seniors.
2. Dress appropriately - All work places expect employees to dress up smartly and formally. Some work places have a uniform.	2. Do not speak loudly as it will disturb the others in the workplace.
3. Ask for permission before you borrow from your colleagues.	3. Do not take personal calls during office hours, unless it is an emergency.
4. Use 'please' and 'thank you' often.	4. Do not interrupt seniors/colleagues during a meeting.
5. Greet colleagues and seniors when you see them.	
6. Keep your desk/office tidy and clean.	

Do's	Don'ts
7. Respect the cleaning and support staff.	
8. Keep your mobile phone on silent or a soft sound.	
9. Address colleagues/seniors formally.	
10. Make newcomers feel welcome.	
11. Knock before you enter rooms of seniors/ colleagues.	

E. CHECK-OUT

Share your mentoring experience. (Refer to Appendix 9)

LESSON 202

SUCCESS AT WORK

A. CHECK-IN:

Review your Error Tracker (Appendix 5) and share -

1. What errors are you continuing to make?
2. What errors have you corrected/stopped making?

B. RECAP

1. Success is a habit, not a choice.
2. "Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do." - Pele
3. Success at work is _____

C. READ, REFLECT AND SHARE -

You are new at the job. Given below are habits that will make you successful at work:

1. Stick to Your Work Schedule

- a. Always be on time to work.
- b. Try not to take time off in the first few weeks of a new job.
- c. If you know that you will be late or not coming in, call your supervisor before office starts.
- d. Return from breaks on time. Let your supervisor know when you will be away from your seat.

2. Follow the Rules

- a. Know the company rules and procedures. Read the **employee manual** and if you are unsure of **company policy**, ask your supervisor.
- b. Act **maturely** and respectfully at work.
- c. If you have a problem at work, follow the proper **chain of command** and approach your immediate supervisor first.

3. Dress Appropriately

- a. Read and follow the company dress policy.
- b. Always come to work clean and well groomed.

4. Act Professionally

- a. Work independently/responsibly and **collaboratively**, as needed.
- b. Be serious about getting things done or doing them well.
- c. Speak clearly. Use language appropriate for a work environment.
- d. Write clearly, with no misspelled words or **abbreviations**.
- e. Make eye contact and pay attention when people speak with you.

5. Be Flexible

- a. Accepting and adjusting to change adds value to you as an employee.
- b. Manage your time so you can meet **deadlines**.
- c. Avoid standing around talking when there is work to do or a customer to help.

- d. Take on new projects or learn new skills.
- e. Express your opinions and ideas politely.
- f. Avoid using your cell phone (talking, texting, surfing the internet, etc.) for non-work related activities during work hours.
- g. Never use alcohol while working.

6. Get Along with Others

- a. Be a team player and help coworkers.
- b. Bring urgent matters to the attention of your supervisor in a timely manner.
- c. Be sensitive to political, religious, or cultural issues.
- d. Be positive and friendly. Respect your supervisors, coworkers, and customers.
- e. Ask for help when you need it.
- f. If you make a mistake, admit it and find out how to fix it.
- g. Keep your emotions under control.

Adapted from: <http://www.iseek.org>

Success at work is _____

Has your response changed from what it was in Part B.3? Why?

D. MENTORING AT WORKPLACE

When you start any new job early in your career, you're **flying blind**: You've got to **figure out** your day-to-day duties and **catch up** with your coworkers, and at the same time trying to think ahead to where you'll go from here and how you'll get there.

Having a mentor can help **fast track** your success—but how do new hires and young professionals find the right career mentor to guide them?

You can look outside of your company (which requires serious networking skills), ask someone you admire for their help, or if you're lucky, you'll **end up** working at a company that has formal mentorship programs **already in place**.

Realizing that young workers need mentorship, a growing number of companies have begun offering it. Such programs are **in the company's best interest** as much as yours. Young professionals who say they want to **stay with** a company for more than five years are twice as likely to have a mentor than not, according to a recent study by Deloitte.

1. What is the article about?
2. How do you relate the article with the Mentorship Project that you are a part of?
3. Do you know of any organizations/companies that have mentoring programs for their employees?
4. Why would organizations/companies spend time and money to run mentoring programs for their employees?

E. READING SESSION

Discuss with the class -

1. how your reading stamina has improved from Book 1 to Book 5.
2. challenges that you continue to face while reading.

Fill the Reading Log (Appendix 6)

LESSON 203

BEING A MENTOR

A. CHECK-IN:

WHERE HAVE YOU HEARD THE TERM 'MENTOR'?

Do you know any mentors?

B. READ, REFLECT AND DISCUSS -

While there are many different ways of answering the question of who is a mentor, a basic definition with which we can begin is that a mentor is a special kind of helper who works with others in a positive, constructive way so that both mentor and protégé have the potential to grow through the relationship.

It's important to realize that many of the same things we do in everyday life to 'help others' are similar to the role of a mentor.

How do you offer help to a friend who is struggling with a challenge?

Helping, encouraging, being there, offering, planning, and sharing these are all things we do to help one another as we grow, learn, and change through everyday living and learning. Not only does a mentor do all this, but goes beyond.

Life at times puts us all in challenging situations, and it's hard to understand what we need to do next to get overcome those challenges.

In the helping professions, this would be referred to as goal setting. Along with helping another person think through specific steps for working through a such situation, a skilled mentor would also be thinking about ways of helping the person clarify short term and long term goals, how today's actions move him or her either towards or away from achieving these goals, and the specific kinds of support and resources that will be required for the person to successfully work through each step of the action plan to completion.

Along with listening skills and knowing how to assist others in setting and achieving goals, additional responsibilities of the mentor would include:

1. building and maintaining a professional, working relationship protecting privacy, and establishing respectable boundaries;
2. establishing trust, rapport, and open communication;
3. being fully aware of how our actions must be based on FEA values;
4. understanding and modelling reflection and self-evaluation;
5. understanding and being sensitive to diversity; and,
6. evaluating the impact of mentoring.

So, Who Is a Mentor?

A mentor is an individual willing to become part of a supportive and diverse community of learners, open to sharing experience, and expertise. A mentor is a person who models the need to continue learning as a life-long adventure.

A mentor accepts the responsibilities as well as the challenges of helping.

A mentor is person who has learned through success as well as challenge. She or he realizes that respect is always an earned commodity; never something simply expected or demanded. A mentor accepts mistake and weakness of others.

Finally, a mentor demonstrates that mentoring is a lifelong skill that will set him/her ahead of others - personally as well as professionally.

Adapted from <http://www.indiana.edu/>

C. WATCH AV - 203-1 & 203 - 2, REFLECT AND SHARE WITH THE CLASS -

1. Which two groups of people in AV - 203 - 1 and AV - 203 - 2 were talking about mentoring?
2. What were some of the points made by the speakers about the importance of Mentors?
3. Do you see your role as a Mentor an important one?
4. All speakers agreed on Mentors making Mentees more confident. How do you plan to build confidence of your Mentee(s)?
5. How were the speakers impacted by their Mentors?
6. What kind of impact would you like to make on your Mentee(s)?
7. Which piece of advice given by the speakers did you find most useful to help you as a Mentor? Why?

BOOK READING

What are your reading goal(s) for the day?

After the reading session, discuss how well you met your reading goal(s) for the day.

Fill the Reading Log (Appendix 6) after the reading session.

LESSON 204

CONSOLIDATION

A. CHECK-IN:

Share your experience of game-based learning used at FEA in the form of Jeopardy. (How it has helped, what you have enjoyed about it, what you have struggled with and what you can do better.)

B. LETTER WRITING

You are a game designer who would like the government schools to adopt game-based learning for different subject. Write a letter to the Directorate of Education offering your services to design and run the games for the government schools. (Introduce yourself, mention specific details about the game and its implementation, list its benefits briefly, explain the process of implementation/ installation, and your plan to address the challenges that may come up.)

1. The strengths of my letter were _____

2. The weakness of my letter was _____

C. JEOPARDY (STUDENT-LED)

1. How was it different from the Jeopardy games 1 - 4 played earlier?

2. What did the game show hosts do well?

3. What can they do better?

D. COMPLETE PENDING WORK

CHECK - OUT:

Do you know of any online language games that you can play to continue improving your English after you graduate out of FEA? (Refer to Appendix 12)

LESSON 205

WORKPLACE CHALLENGES - 1

A. CHECK IN:

1. Attitude

Put a for the right attitude and for the wrong attitude at work:

- a. Happy to help others.
- b. Take frequent leaves due to personal work.
- c. Complain and blame others.
- d. Interested in learning, changing and growing.
- e. Is enthusiastic.

2. Effort

Put a for the right effort and for the wrong effort at work:

- a. Arrive for work on time.
- b. Waste time at work.
- c. Put in a full shift.
- d. Work smart as well as hard.
- e. Submit incomplete work.
- f. Get distracted easily by colleagues and friends.
- g. Give up easily.

3. Customer Service

Write 'G' after good customer service and 'B' after poor customer service:

- | | |
|---|---|
| a. Greet customers. | e. Take customers to items they are looking for. |
| b. Talk with colleagues while customers wait. | f. Admit and apologize for errors. |
| c. Say, 'It's not my job.' | f. Complain to customers about colleagues and boss. |
| d. Listen patiently. | g. Promise something that the company cannot deliver. |

4. Teamwork

Write Do or Don't in front of each below:

- 1. Be shy and keep to yourself.
- 2. Greet colleagues when you arrive and say goodbye when you/they leave.
- 3. Borrow other people's things without permission.
- 4. Clean up your work area and common areas.

5. Blame/fight with the boss.
6. Take responsibility.
7. Wait for problems to be fixed.

B. RECAP

1. Are you a part of the problem or solution?
2. When faced with a problem do you react or respond? Give example(s).
3. While solving problems do you use ‘upstairs’ or ‘downstairs’ brain? Why?

C. CONNECTIVES

Additional point	In addition to	Moreover	Furthermore	Besides	
Consequence	As a result	Thus	Therefore	Consequently	
Contrast	However	On the other hand	Although	In contrast	But
Certainty	Obviously	Certainly	Consequently		
Summary	In conclusion	Finally	To conclude		
Example	For instance	Namely	Such as		

D. WORKPLACE CHALLENGES

Use the connectives given in Part C to discuss the following workplace challenges:

1. You have recently joined a company and within the first month you start feeling that this is not the kind of company or work you wanted. What would you do?
2. After the announcement of salary increments, you are unhappy as you feel that you deserved a higher increment. What would you do?
3. You have been missing deadlines very frequently and that is affecting the work of your team. What would you do?
4. You have started feeling very stressed at work and it is beginning to affect your health. What would you do?
5. Your company is expanding and growing but you find yourself under-skilled and incapable of handling bigger projects. What would you do?

Share your response with your partner.

Share your partner’s response with the class.

E. MOOC 4

1. Log into your Gmail/MOOC 4 account.(2-3 minutes)
2. Recap the MOOC 4 content learnt in Lesson 199. Refer to MOOC 4 notes at the end of the SWB. (2-3 minutes)
3. Review MOOC 4 plan for the day in Appendix 4. Modify the plan for the day, if required. (2-3 minutes)
4. Learn from MOOC 4. Make notes as you learn. (40 minutes)
5. Fill up MOOC progress in Appendix 4. (5 minutes)
6. Log out of your Gmail/MOOC 4 account.(2-3 minutes)

F. CHECK OUT:

What did you learn today? Why is it important?

LESSON 206

PLANNING & PREPARING - 3

A. CHECK-IN:

How would you prepare if everyday was an exam day?

B. RECAP

Look at the image given below:



1. How well do you think did the students taking the exams prepare?
2. How well do you think did the people 'supporting' them prepare?
3. How well do most schools in India prepare their students for -
 - a. annual exams?
 - b. daily exam of life?
3. Why is this common and acceptable in India?

C. READ, REFLECT AND SHARE -

According to the National Achievement Survey (NAS), conducted by the National Council of Educational Research and Training (NCERT) in 2017, Delhi is among the five worst-performing states and Union Territories across India on learning outcomes and the worst in English (language) for Class 8 students. Only 32% of Class 8 students surveyed could answer an English language question, in Delhi.

Discuss -

1. What does this mean?
2. What do you think?
3. What do you wonder?

D. EMAIL WRITING

Your friend is preparing for his/her board exam next year. Write an email (about 100 words) to him/her, advising him/her to prepare wisely for it. Use connectives given in Part C of Lesson 205. Plan your email here first.

Diet to take	Long term - Short term - Day before the exam - On the day of the exam -
Physical exercise	Long term - Short term - Day before the exam - On the day of the exam -
Rest & relaxation	Long term - Short term - Day before the exam - On the day of the exam -
Study strategies	Long term - Short term - Day before the exam - On the day of the exam -
Attend & participate in FEA	Long term - Short term - Day before the exam - On the day of the exam -

E. READING SESSION

What's your reading goal for the reading session ?

Discuss with the class -

1. Accomplishment of the day's reading goal
2. Whether or not you are on track for completing the book by the end of Book 5. If not, then also share how you plan to complete it in time.
3. Any additional book reading that you are doing, within or outside FEA.

Fill the Reading Log (Appendix 6)

LESSON 207

MOCK TEST

A. CHECK-IN:

Share your experience of evaluations at FEA. (How you felt earlier and how you feel now, how they have been helpful/challenging/enjoyable, how they can be made better etc.)

B. EMAIL

Review the email sent to you by your peer in Lesson 206 and evaluate it using the checklist given below:

Checklist (To be completed by the peer)	Yes	No
Word limit followed.		
All points covered.		
Grammatically correct sentences.		
Well punctuated sentences.		
Correctly spelled words.		
Time limit followed.		

C. READING COMPREHENSION

Daily life in ancient Egypt revolved around river Nile and the fertile land along its banks. The yearly flooding of the Nile enriched the soil and brought good harvests and wealth to the land.

The people of ancient Egypt built mud brick homes in villages and in the country. They grew some food for themselves and some for trading for goods that they could not produce.

Most ancient Egyptians worked as field hands, farmers, craftsmen and scribes. A small group of people were nobles and priests. Together these groups made up the population of ancient Egypt.

One bright morning in ancient Egypt, a farmer woke up in a bed covered in a coarse linen sheet that had been woven by his wife. He opened his eyes and looked around his bedroom. He saw the shelf where his clothes were kept in a basket. The farmer got out of bed and washed and shaved. Then, he dressed in a skirt made of coarse linen and sandals made of reeds. The farmer's wife was already awake. She went into the next room to awaken the children. She wore a dress made of coarse linen and around her neck was an **amulet** of goddess Tawaret on a piece of string.

The farmer, his wife and their children sat down to have a small meal of bread and fruit. They sat on a bench and ate on reed mats. Then, the farmer left to work in the fields near his house. His wife began grinding the wheat to make bread.

It had been a good year for the farmer as there was a big harvest. Today, he would take a part of his harvest to the temple to pay for the use of temple land. He filled several baskets with his harvest, loaded them onto two donkeys and set out for the temple. The farmer and his field hands left the baskets at the temple where they were counted and their moved to the storeroom.

The farmer's wife spent the morning grinding wheat and basking bread. In the afternoon, she walked to the river with her children to collect water. In the evening, she prepared a small dinner bread and meat for her family. As it grew dark outside, the farmer lit a small oil lamp which was blew out after the children went to bed.

Answer the questions:

1. What does the word **amulet** mean?

- a. A piece of string used for decoration.
 - b. A key to unlock prayer room.
 - c. A precious jewel or stone.
 - d. A piece of jewelry thought to protect the wearer.
2. Which of these jobs were specifically mentioned in the text?
- a. Lamp makers, brick-makers, tailors, farmers, grinders and priests.
 - b. Field hands, farmers, priests nobles, and scribes.
 - c. Weavers, priests, brick-makers, grain grinders, basket-makers.
 - d. Priests, women, merchants, farmers, and goldsmiths
3. Based on the information given in the text, what other jobs existed in ancient Egypt?
- a. Merchants, priests, and basket weavers.
 - b. Potter, priest and jewelry maker.
 - c. Both 'a' and 'b'.
4. Based on the information given in the text, what did a farmer's wife do in ancient Egypt?
- a. Weave cloth, ground grain and collect water for the family.
 - b. Cook food and take care of children.
 - c. Do laundry and pray in the temple.
 - d. Only 'a' and 'b'.
5. Which statement shows interdependence among the people in ancient Egypt?
- a. They grew some food for themselves and some for trading for goods that they could not produce.
 - b. Together these groups made up the population of ancient Egypt.
 - c. He filled several baskets with his harvest, loaded them onto two donkeys and set out for the temple.
 - d. The farmer, his wife and their children sat down to have a small meal of bread and fruit.

D. WRITING

You have been appointed as the Area Leader of your neighborhood. You have to write a descriptive piece (200 words) to explain the most serious problem of the neighborhood, give evidence and reasons with examples, and suggest more than one SMART solution backed by justification to solve the problem.

E. LISTENING

Listen to AV - 207 - 1 and fill the blanks in Section 1. You must fill as you listen to the audio, as it will not be replayed.

SECTION 1

Questions 1 – 8

Complete the form below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

PACKHAM'S SHIPPING AGENCY – customer quotation form

Example

Country of destination: **Kenya**....

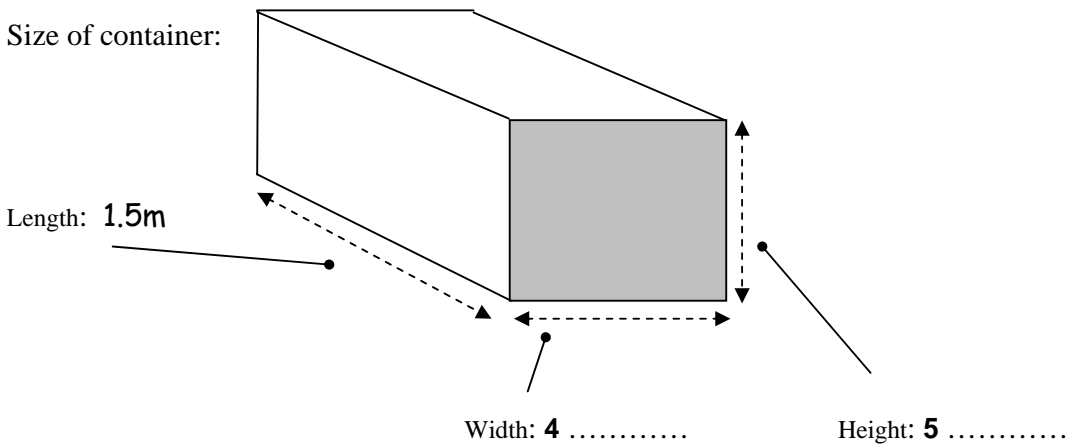
Name: **Jacob 1**

Address to be collected from: **2** College, Downlands Rd

Town: **Bristol**

Postcode: **3**

Size of container:



Contents: clothes

6

7

Total estimated value: **8** £.....

Next, listen to AV - 207 - 2 and fill the blanks in Section 2. You must fill as you listen to the audio, as it will not be replayed.

SECTION 2

Questions 9 - 13

What does Jack tell his tutor about each of the following (9 - 13) course options?

Write **A** if he'll definitely do it.

Write **B** if he may or may not do it.

Write **C** if won't do it.

You may choose a letter more than once.

9. Media Studies _____

10. Women and Power _____

11. Culture and Society _____

12. Identity and Popular Culture _____

13. Introduction to Cultural Theory _____

LESSON 208

DEBATE - 1

A. CHECK-IN:

Share your journey of learning how to participate in group discussions in English. (Compare your discussion abilities from Book 1 - Book 4, how you feel about it, what are your strengths, what you find challenging/enjoyable, how can class discussions be made better etc.)

B. DISCUSSION VS DEBATE

A **discussion** is a conversation where more than one person puts their views and thoughts on a particular topic or subject. A discussion may or may not have a conclusion point but you need to ensure that you put across your ideas, thoughts, and viewpoints. People discussing may share similar or different views about the subject.

A **debate** is a kind of contest or competition where 2 or more participants present their views. The topic around which the debate is being conducted, will essentially have 2 aspects - a positive and a negative. Some people will speak in favor of the topic, some may speak against it giving arguments and evidence to justify their position. It will have a proper conclusion from both the sides.

In a group discussion, there are many people collectively put in their thoughts, people can interrupt in between to put forward their views, whereas in a debate a set amount of time is given to the speaker to express his/her views. In debate there is a set topic around which your statements should revolve, whereas, in a group discussion, the arguments may take different flow and can lead to other topics/subjects or thoughts in between. Discussion is for the purpose of sharing own and listening to other's viewpoints, debate is to convince those with opposing views to win them over.

How are debates and discussions similar?

Have you heard/participated in a debate? If yes, explain.

C. FORMAT OF A DEBATE

Watch AV - 208 and write :

- a. the steps followed in the debate.
- b. Do's and Don'ts observed by the debaters.

Steps -

D. MENTORING

Step 1 - Greet your Mentee(s) and exchange pleasantries. (2- 3 minutes)

Step 2 - Share the plan for the day with the Mentee(s). (Refer to Appendix 9) (2- 3 minutes)

Step 3 - Discuss changes, if any, that you or Mentee(s) would like to make to the plan.(2- 3 minutes)

Step 4 - Execute the plan for the day to guide/support the Mentee(s) (30 minutes)

Step 5 - Along with the Mentee(s), complete the reflections in the Progress Tracker of Appendix 9 (All feedback from the Mentee(s) must be entered in his/her handwriting. (5 minutes).

E. CHECKOUT:

What are you doing well as a Mentor?

What is your Mentee doing well?

LESSON 209

DIVERSITY & DIALOGUE

A. CHECK-IN:

"I may be wrong and you may be right and, by an effort, we may get nearer the truth." - Karl Popper

1. What does this mean?
2. What would this effort look like?

B. WRITE 'IS' IF THE STATEMENT IS TRUE, AND WRITE ISN'T IF THE STATEMENT IS FALSE:

Is or Isn't?
Debate is a formal contest of argumentation between two teams or individuals.
Debate is a essential for developing and maintaining democracy and open societies.
A good debate is a verbal or performance skill.
A debate prevents flow of reasoned argument, tolerance for diverse points of view and self-examination.
A debate is a way for those who hold opposing views to discuss controversial issues.
A good debate must be loud, emotional and biased.
A debate rarely ends in agreement.

C. REFLECT AND RESPOND

1. How often do you disagree with others? _____
2. How often do others disagree with you? _____
3. When others disagree with me, I feel _____
_____ because _____

4. When others disagree with me, I learn _____
_____ and so _____

5. When I disagree with others, I feel _____
_____ because _____

5. When I disagree with others, I/they learn _____
_____ and so _____

6. When is disagreement disrespect? _____
7. When is disagreement not disrespect? _____
8. Why do people disagree? _____

D. DEBATE

Topic	Format
Men deserve to get paid more than women for the same work.	Tag Team Debate
Motivation can only come from within.	Inner Circle- Outer Circle
All parents must required to attend parenting class before becoming parents.	Inner Circle- Outer Circle

E. DIALOGUE

Recap responses to conflict - avoidance, force/violence, accommodation, collaboration

Where does dialogue fit into this?

“Dialogue is not some simplistic expression of one’s own position, nor is it about persuading others to one’s point of view. Dialogue is about demonstrating respect for another’s life, and being determined to learn when faced with differences in personality and perspective.” - Daisaku Ikeda

Does ‘dialogue’ look/sound more like discussion or debate? Explain.

F. READING SESSION

What’s your reading goal for the reading session ?

Discuss with the class what you enjoyed reading during the reading session.

Fill the Reading Log (Appendix 6)

CHECKOUT:

Self assessment -

In the debate, I did well - _____

In the debate, I can do better - _____

1. Review the lyrics with the class/facilitator.
2. Discuss - Did you get all/most/some/a little bit of the lyrics correct?
3. Singalong as a class. (Follow the lead of the student leader(s))

D. PENDING WORK COMPLETION

E. CHECK-OUT:

Share what in Book 5 you are enjoying the most.

LESSON 211

TEAMWORK - 2

A. CHECK IN:

How were you kind today/yesterday?

How was someone kind to you today/yesterday/last week?

B. RECAP

1. What is teamwork?
2. What role do the following play in making us better team players -
 - a. empathy?
 - b. diversity?
 - c. interdependence?
3. What role does teamwork play in -
 - a. getting a job?
 - b. being successful at work?

C. YOU AS A TEAM PLAYER

Share your experience of working on MOOC 3 in a group/pair.

Some of the important skills required to be a good team player are listed below. Read, reflect and respond to understand where you stand.

1. Communication skills

a. What is communication skill?

b. How does it help in working together with others?

c. What are your strengths as a communicator?

d. How can you become a better communicator?

2. Conflict management

a. What is conflict management?

b. How does it help in becoming a team player?

c. What do you do well when handling a conflict?

d. How can you get better at managing conflicts?

3. Active listening

a. What is active listening?

b. How does it help when you are working with others?

c. What do you do well as a listener?

d. How can you become a better listener?

4. Respect

a. What is respect?

b. How does being respectful help when you are working with others?

c. Are you a respectful person?

d. How can you become a more respectful?

5. Trust

a. What is trust?

b. How does being trustworthy/reliable make you a better team player?

c. Are you a reliable person?

d. How can you become a more reliable?

D. MOOC 4

1. Log into your Gmail/MOOC 4 account.(2-3 minutes)

2. Skim over MOOC 4 content learnt in Lesson 205. Refer to MOOC 4 notes at the end of the SWB. (2-3 minutes)

3. Review MOOC 4 plan for the day in Appendix 4. (2-3 minutes)

4. Learn from MOOC 4. Make notes as you learn. (40 minutes)

5. Fill up MOOC progress in Appendix 4. (5 minutes)

6. Log out of your Gmail/MOOC 4 account.(2-3 minutes)

CHECK OUT:

What did you learn in MOOC 4 today?

How is it helpful to you?

LESSON 212

BEING A LEADER - 2

A. CHECK-IN:

How are you using your team work skills as a Mentor?

How can you use your team work skills as a Mentor?(If different from the above)

B. RECAP

1. Who is a leader?
2. What role do the following play in making a leader -
 - a. empathy?
 - b. fairness?
 - c. trust?
 - d. motivation?
3. What role do your leadership skills play in -
 - a. getting a job?
 - b. being successful at work?

C. YOU AS A LEADER

Some of the important skills/abilities required to be an effective leader are listed below. Read, reflect and respond to understand where you stand.

1. Manage time and energy

a. Why does an effective leader need to spend most of his time/energy on 'important' matters?

b. Does that make the leader a more important member than the members of his team?

c. Do you spend most of your time doing what is important, urgent or interesting?

d. How can you manage your time/energy better?

2. Motivate and energize others

a. Why does an effective leader need to motivate and energize his/her team members?

b. How does an effective leader motivate and energize his/her team members?

c. How often do you -

i) inspire and energize others to excel and grow? _____

ii) need inspiration to grow and excel? _____

3. Work hard

a. Why does a leader need to work harder (and smarter) than his team members?

b. How often do you -

i) work harder than the others in the team? _____

ii) work less than the others in the team? _____

4. Reliability

a. Why does a leader need to be reliable and trustworthy?

b. How does a leader become reliable/trustworthy?

c. Do people around you consider you to be reliable/trustworthy?

d. How can you become more reliable/trustworthy?

5. Be clear about the vision/goal and share it among the team members.

a. Give an analogy to explain what happens if the leader is not sure about the goals.

b. When given a task, how well do you understand and communicate to others the goal/purpose of that task?

6. Building a positive environment

a. What does positive environment look like in a team?

b. Why must a leader develop a positive environment for his team members?

c. When working in a group, do you develop a positive environment for others?

d. If yes, how? If not, how can you develop a positive environment next time you work with others?

7. Understand each member of the team

a. Why is this important?

b. When working with a group of people, do you bother to understand each person in the group before/while you work with the team?

c. If yes, how is it helpful? If not, how can you begin to do that?

Based on the responses above, how would you rate your leadership skills? (On a scale of 1 - 5)

D. CHECKOUT

How are the following parts of the FEA program developing your leadership skills ?

1. Reading program
2. Learning independently from MOOC 4
3. Group discussions
4. Communication skills
5. Personality development

LESSON 213

PROBLEM SOLVING - 5

A. CHECK-IN:

Share how you have developed problem solving skills over the last few months.

B. RECAP

Share an incident or situation where you:

1. demonstrated out-of-the-box thinking.
2. responded rather than reacted.
3. made a connection with a character from the movie that you are watching at FEA.

C. MENTORING

Step 1 - Greet your Mentee(s) and exchange pleasantries. (2- 3 minutes)

Step 2 - Share the plan for the day with the Mentee(s). (Refer to Appendix 9) (2- 3 minutes)

Step 3 - Discuss changes, if any, that you or Mentee(s) would like to make to the plan.(2- 3 minutes)

Step 4 - Execute the plan for the day to guide/support the Mentee(s) (30 minutes)

Step 5 - Along with the Mentee(s), complete the reflections in the Progress Tracker of Appendix 9 (All feedback from the Mentee(s) must be entered in his/her handwriting. (5 minutes).

D. TURNING POISON INTO MEDICINE

Problems are inevitable.

Can you make problems/challenges into opportunities of growth and development? Explain.

Read the passage independently -

Here's the real key to happiness: Stop seeing problems as roadblocks and start seeing them as stepping stones. They're the building blocks to a better life and a better you. They create better worlds.

Not convinced?

Here are three examples of common problems that led to innovators creating a better world.

1. Problem: Infectious disease.

Opportunity: Penicillin.

As the story goes, Sir Alexander Fleming was trying to find a wonder cure for infectious diseases. People were dying at an alarming rate from infections that today are easily cured/treated.

After countless failures, he threw away his Petri dishes out of annoyance, then noticed a little later that the mold growing in the thrown dishes was killing bacteria. The bacteria became the subject of his study and the result was penicillin, which has worked to help eradicate an astonishing number of infectious diseases for more than 100 years.

2. Problem: Burs in your socks.

Opportunity: Velcro.

Annoyed with burs and stickers always getting attached to his socks and to his dog, Swiss engineer George de Mestral decided after a hike in the mountains to look at the burs in his socks under the microscope to find out why they stuck so well.

What he found was that the tiny hooks in the burs allowed them to get attached to loop weave of sock's fabric and the dog's fur. This annoyance led to his invention of Velcro.

It took Mestral decades to manufacture, perfect and distribute his product, but by the time astronauts were using it to get in and out of space suits, Velcro became a household name. He took a new look at a problem and saw an opportunity to innovate thanks to the brilliance of design in nature.

Can you make problems/challenges into opportunities of growth and development? Explain.

Which of the problems (within FEA and outside) have you used/can you use as stepping stones to becoming better or making the world a better place?

E. CHECKOUT

Share the mentoring challenges you faced and/or the progress you made today.

Share or seek solutions to those challenges.

LESSON 214

EXCELLENCE AT WORK

A. CHECK-IN:

1. What work habits/qualities make a person successful at work?
2. How is FEA developing these habits/qualities in you?
3. Is FEA preparing you for getting a professional job or to be successful at it? Explain.

B. READ & DISCUSS -

When I was a kid, people would constantly speak in admiration of those who were excellent in whatever they were doing. These could be students who achieved academic excellence, successful business people, top athletes, celebrities, and so on. Envy aside, no one ever spent any time to think about why or how they were excellent. It was seemingly natural for most to just accept that certain people were meant for excellence while others weren't.

As I grew up, I gained more experience and observed people who achieved excellence, I started to identify a certain pattern that linked up successes – a pattern of certain principles and beliefs. And when I acted in accordance to these, I would experience excellence in whatever I did.

Everyone has all the potential in the world to do whatever it is they dream of or want. Following these key principles of personal excellence will go a long way in bringing you to excellence:

1. Have the hunger for excellence.

You need to want to achieve excellence. The emphasis here is on what 'you' want, not what others want.

2. Benchmark against the best.

What is it you are working on? Who are the people who are the best in this area? What are the results they have achieved? Set your targets to the same level as their best results, or even higher.

3. Believe that you can do it.

You need to first believe in yourself to get somewhere. If you don't have self-confidence, who is going to believe in you? If you have often experience low self-belief, look back at the times when you achieved something, regardless of how big or small it was. From there, your confidence will increase over time.

4. Build concrete strategy & plans.

Every goal needs a proper strategy and plan for it to come to life. The bigger your goals, the more important that you invest proper time in building your plan and checking them for completion regularly.

5. Learn from the best.

Find people who are the best in the field and learn from them. They have the best practices, insights and tips which will be extremely valuable in your search of excellence.

6. Do not limit yourself.

Don't be afraid to try every single thing that might take you to your goal. Opening yourself up to possibilities will enable you to pick up on things which might be fundamental to your success.

7. Work really hard.

With every success, comes hard work. Without hard work, you cannot achieve results. People who try to find the easy way out are kidding themselves if they think they can achieve excellence without putting in hard work. If you observe around you, the people who seek out 'get-rich-quick' methods are also the very people who don't achieve much in their lives.

8. Focus your efforts.

Focus your efforts in the areas which bring you the most results. I subscribe to the 80-20 principle, where 20% of causes lead to 80% of effects you see in a situation. Focus your energy in the few key drivers of success which will lead you to the results you want.

9. Be adaptable.

Adaptability is one of the essential pillars of excellence. As you may already know, change is certain to happen – you can either complain, learn to deal with it or even turn it into your favor.

This also applies to changing your plans. Don't be overly attached to your plans and be prepared to change them when needed.

10. Never give up.

Don't ever give up. Remember that defeat never occurs unless you accept it as defeat. If a certain problem is too big for you to handle, break it down into smaller pieces so it's easier for you to tackle them.

What's your key to excellence? _____

C. EMAIL

Your junior co-worker is struggling at work, write an email of about 50-60 words to a book store asking them to recommend a few self-help books on how to excel at work.

D. BOOK READING

Book discussion - Share with the class:

1. Problem(s) faced by the character(s) in the story.
2. What traits/qualities/skills they used to overcome those challenges. (Do not disclose the solution or summaries the story)

Fill the Reading Log (Appendix 6) after the reading session.

E. CHECK-OUT:

Success is often measured by comparison to others. Excellence, on the other hand, is all about being the best we can be when we perform at our highest potential using our abilities.

Apple's approach with the iPod, iPhone and iPad helps us understand it better. When they created these products they were not thinking what their competitors were doing. Instead they focused on creating the best product they could create.

At FEA, are you working for success or excellence?

LESSON 215

WORKPLACE CHALLENGES - 2

A. CHECK-IN:

1. What are some of your workplace challenges? (School, work, house etc.)
2. Are these challenges because of your own shortcomings or those of others?
3. How well are you handling them?
4. Which abilities/skills/traits are helping you in handling these challenges or preventing you from handling them?

B. WATCH AV - 215 - 1 AND 215- 2 AND DISCUSS

1. Where conflicts/challenges did you see in the AVs?
2. How were these resolved?
3. What advice did you find most useful? Why?
4. What other challenges do you expect when you are working together with a diverse group of people?
5. What work-related challenge(s) does Chris Gardner face in the movie?

C. WHAT WOULD YOU DO -

1. if one of your colleagues has a very strong body odor and other people are making fun of it?
2. if two of your colleagues have been gossiping and spreading lies about you?
3. you are unable to complete work often affecting the work of others?
4. if you are the leader of the team that is finding it difficult to work with an important client?
5. If you were in a new team where everyone knew each other except for you?

Justify your response(s)/action(s).

D. WHAT'S THE GOOD WORD?

Use all vocabulary that you know related to work/careers/office etc. and prepare a quiz.

E. READING SESSION

What's your reading goal for the day?

Discuss how well did you achieve your reading goal for the day?

Fill the Reading Log (Appendix 6).

F. CHECKOUT

How can you make workplace challenges into opportunities for growth (yours and others)?

LESSON 216

CONSOLIDATION

A. CHECK-IN:

If you were to host the Jeopardy game, how would you run it and why?

B. JEOPARDY (STUDENT-LED)

C. READ AND DISCUSS.

IF..

By Rudyard Kipling

If you can **keep your head** when all about you
Are **losing theirs** and blaming it on you;
If you can trust yourself when all men doubt you,
But **make allowance** for their doubting too:
If you can wait and not be tired by waiting,
Or, being lied about, don't deal in lies,
Or being hated don't give way to hating,
And yet don't look too good, nor talk too wise;

If you can dream - and not make dreams your master;
If you can think - and not make thoughts your aim,
If you can meet with Triumph and Disaster
And treat those two **impostors** just the same,
If you can bear to hear the truth you've spoken
Twisted by **knaves** to make a trap for fools,
Or watch the things you gave your life to, broken,
And **stoop** and build'em up with **worn-out** tools;

If you can make one **heap** of all your winnings
And risk it on one turn of **pitch-and-toss**,
And lose, and start again at your beginnings,
And never breathe a word about your loss:
If you can force your heart and **nerve and sinew**
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: "Hold on!"

If you can talk with crowds and keep your **virtue**,
Or walk with Kings - nor lose the **common touch**,
If neither foes nor loving friends can hurt you,

If all men count with you, but none too much:
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And - which is more - you'll be a Man, my son!

Source: <https://www.familyfriendpoems.com/>

1. Look at the words in bold. What could they mean?
2. Do you notice any analogies in the poem? Which ones?
3. What is the main message in the poem?
4. What traits is the poet talking about in these lines?
 - a. 'keep your head when all about you are losing theirs and blaming it on you'

 - b. 'being lied about, don't deal in lies'

 - c. 'And lose, and start again at your beginnings, And never breathe a word about your loss'

 - d. 'hold on when there is nothing in you, Except the Will which says to them: "Hold on!"

 - e. 'walk with Kings - nor lose the common touch"

 - f. 'fill the unforgiving minute, With sixty seconds' worth of distance run'

5. What would NOT be correct about the poem?
 - a. It is addressed to men/boys.
 - b. It is an inspirational poem.
 - c. It is about non-cognitive skills.
 - d. It is a popular poem.

D. EXTEMPORE SPEECH

Step 1 - Think of a topic you would like to speak about.

Step 2 - Think of your audience - you can keep it real or imaginary.

Step 3 - Keeping your audience in mind, put down your ideas on paper. (2 minutes)

Step 4 - Deliver the speech in less than a minute.

Step 5 - Self assess your speech - content and delivery. (Appendix 14)

E. ERROR TRACKER

Reflect on the errors that you have made during the week with regard to tenses and subject-verb agreement and update the Error Tracker (Appendix 4).

F. CHECKOUT -

What did you think of your speech?

LESSON 217

DEBATE - 2

A. CHECK IN:

How were you kind today/yesterday?

How was someone kind to you today/yesterday/last week?

B. RECAP

1. What is a debate?
2. What is not a debate?
3. What are some of the Do's and Don'ts of a debate?

C. WATCH AND DISCUSS

1. Watch AV - 217 and discuss:
 - a. how the speakers presented their views.
 - b. how the speakers handled difference of opinion.
 - c. some common phrases used by the speakers to add, disagree, clarify, ask, wonder etc.
2. After having watched AV - 217, review the list of Do's and Don'ts prepared in Part C of Lesson 208 and add/delete/modify the list based on what you heard/saw in AV - 217.
3. What are some of the ways/styles of debating?

D. DEBATE

Step 1. - Pair up.

Step 2 - As a pair, choose a topic from the list given below.

Step 3 - Partner 1 chooses to speak for or against the topic.

Step 4 - Organize thoughts. (1minute)

Step 5 - Debate(2-3 minutes), following the steps as in Part C of Lesson 208.

Step 6 - Give feedback, using the feedback sandwich, to your partner.

Step 7 - Choose another topic from the list given below.

Step 8 - Partner 2 chooses to speak for or against the topic.

Step 9 - Organize thoughts. (1 minute)

Step 10 - Debate (2 - 3 minutes), following the steps as in Part C of Lesson 208.

Step 11 - Reflect on what you did well during the debate and share that with the your partner.

Topics -

1. Peer pressure is beneficial.
2. Money motivates people more than anything else at workplace.
3. Eat to live or live to eat.
4. It is better to be honest and poor than dishonest and rich.

5. Children and parents should be allowed to divorce each other.
6. Monday should be the 3rd day of a 3-day weekend.
7. Personality is more important than beauty.
8. Zoos violate animal rights and should be shut down.
9. We are who others think we are.
10. Offices should allow employees to take afternoon nap.

E. MOOC 4

1. Log into your Gmail/MOOC 4 account.(2-3 minutes)
2. Skim over MOOC 4 content learnt in Lesson 211. Refer to MOOC 4 notes at the end of the SWB. (2-3 minutes)
3. Review MOOC 4 plan for the day in Appendix 4. (2-3 minutes)
4. Learn from MOOC 4. Make notes as you learn. (40 minutes)
5. Fill up MOOC progress in Appendix 4. (5 minutes)
6. Log out of your Gmail/MOOC 4 account.(2-3 minutes)

CHECK OUT:

What did you do well during the debate?

LESSON 218**REVIEW - 1****A. CHECK-IN:**

Review the Book 5 benchmarks and assess what you are doing well/need to work on.

B. READING

Read the article -

How Babies Learn Language

During the first year of a child's life, parents and carers are concerned with its physical development; during the second year, they watch the baby's language development very carefully. Children who are just three or four years old, who cannot yet tie their shoelaces, are able to speak in full sentences without any specific language training.

The current view of child language development is that it is an instinct - something as natural as eating or sleeping. According to experts in this area, this language instinct is innate - something each of us is born with. But this view has not always enjoyed widespread acceptance.

In the middle of last century, experts of the time, including a renowned professor at Harvard University in the United States, regarded child language development as the process of learning through mere repetition. Language "habits" developed as young children were rewarded for repeating language correctly and ignored or punished when they used incorrect forms of language. Over time, a child, according to this theory, would learn language much like a dog might learn to behave properly through training.

Yet even though the modern view holds that language is instinctive, experts like Assistant Professor Lise Eliot are convinced that the interaction a child has with its parents and caregivers is crucial to its developments. The language of the parents and caregivers act as models for the developing child. In fact, a baby's day-to-day experience is so important that the child will learn to speak in a manner very similar to the model speakers it hears.

Given that the models parents provide are so important, it is interesting to consider the role of "baby talk" in the child's language development. Baby talk is the language produced by an adult speaker who is trying to exaggerate certain aspects of the language to capture the attention of a young baby.

Dr Roberta Golinkoff believes that babies benefit from baby talk. Experiments show that immediately after birth babies respond more to infant-directed talk than they do to adult-directed talk. When using baby talk, people exaggerate their facial expressions, which helps the baby to begin to understand what is being communicated. She also notes that the exaggerated nature and repetition of baby talk helps infants to learn the difference between sounds. Since babies have a great deal of information to process, baby talk helps. Although there is concern that baby talk may persist too long, Dr Golinkoff says that it stops being used as the child gets older, that is, when the child is better able to communicate with the parents.

Professor Jusczyk has made a particular study of babies' ability to recognise sounds, and says they recognise the sound of their own names as early as four and a half months. Babies know the meaning of Mummy and Daddy by about six months, which is earlier than was previously believed. By about nine months, babies begin recognizing frequent patterns in language. A baby will listen longer to the sounds that occur frequently, so it is good to frequently call the infant by its name.

An experiment at Johns Hopkins University in USA, in which researchers went to the homes of 16 nine-month-olds, confirms this view. The researchers arranged their visits for ten days out of a two week period. During each visit the researcher played an audio tape that included the same three stories. The stories included odd words such as "python" or "hornbill", words that were unlikely to be encountered in the babies' everyday experience. After a couple of weeks during which nothing

was done, the babies were brought to the research lab, where they listened to two recorded lists of words. The first list included words heard in the story. The second included similar words, but not the exact ones that were used in the stories.

Juszyk found the babies listened longer to the words that had appeared in the stories, which indicated that the babies had extracted individual words from the story. When a control group of 16 nine-month-olds, who had not heard the stories, listened to the two groups of words, they showed no preference for either list.

This does not mean that the babies actually understand the meanings of the words, just the sound patterns. It supports the idea that people are born to speak, and have the capacity to learn language from the day they are born. This ability is enhanced if they are involved in conversation. And, significantly, Dr Eliot reminds parents that babies and toddlers need to feel they are communicating. Clearly, sitting in front of the television is not enough; the baby must be having an interaction with another speaker.

Questions 1-6

Complete the summary below.

Choose **NO MORE THAN THREE WORDS AND/OR NUMBERS** for each answer.

Write your answers in boxes 1-6 on your answer sheet.

The study of (1) _____ in very young children has changed considerably in the last 50 years. It has been established that children can speak independently at age (2) _____, and that this ability is innate. The child will, in fact, follow the speech patterns and linguistic behaviour of its carers and parents who act as (3) _____.

Babies actually benefit from "baby talk", in which adults (4) _____ both sounds and facial expressions. Babies' ability to (5) _____ sound patterns rather than words comes earlier than was previously thought. It is very important that babies are included in (6) _____.

Questions 7-12

Do the following statements agree with the views of the writer in the article? Write:

- | | |
|------------------|---|
| YES | if the statement agrees with the views of the writer. |
| NO | if the statement contradicts what the writer thinks. |
| NOT GIVEN | if it is impossible to know what the writer's point of view is. |

- 7) Children can learn their first language without being taught. _____
- 8) From the time of their birth, humans seem to have an ability to learn language. _____
- 9) According to experts in the 1950s and '60s, language learning is very similar to the training of animals. _____
- 10) Repetition in language learning is important, according to Dr Eliot. _____
- 11) Dr Golinkoff is concerned that "baby talk" is spoken too much by some parents. _____
- 12) The first word a child learns to recognise is usually "Mummy" or "Daddy". _____

Adapted from <https://www.ielts-exam.net/>

C. WRITING

The following infographic shows that data collected from Indian travelers during the 2018 Airplane and Hotel Etiquette Study conducted by Expedia.

Read and understand the infographic and write the information in not more than 150 words.

D. LISTENING

Questions 1 - 4

Which counsellor should you see?

Write the correct letter, A, B or C, next to questions 1-4.

- A Louise Bagshaw
- B Tony Denby
- C Naomi Flynn

- 1) if it is your first time seeing a counsellor. _____
- 2) if you are unable to see a counsellor during normal office hours. _____
- 3) if you do not have an appointment. _____
- 4) if your concerns are related to anxiety. _____

Questions 5 - 10

Complete the table below. Write no more than two words for each answer.

Workshop	Contact	Target group
Adjusting	what you need to succeed academically	(5) students
Getting Organised	use time effectively, find (6) between study and leisure	all students
Communicating	talking with staff, communicating across cultures	all students, especially (7)
Anxiety	(8), breathing techniques,	students about to sit exams
(9)	staying on track for long periods	(10) students only

E. READING SESSION

Plan your reading goal for the day.

Discuss -

1. This book reminds me of _____

2. One similarity between the book I am reading and the movie we are watching is _____

Fill the Reading Log (Appendix 6)

LESSON 220

ACTION PLAN

A. CHECK-IN:

Share your experience of pre-evaluations in Books 1-4.(Preparation, challenges, benefits, time, suggestions, etc.)

B. WHAT DID YOU DO WELL? (REFER TO BOOK 5 OUTCOMES)

Reading (My score -)	Self	Facilitator
Writing (My score -)	Self	Facilitator
Speaking (My score -)	Self	Facilitator
Listening (My score -)	Self	Facilitator
Discussion	Self	Facilitator
Book Reading	Self	Facilitator
Keyboarding	Self	Facilitator

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) -

C. WHAT CAN YOU DO BETTER TO CLEAR FTS 5?

Reading	Self	Facilitator
Writing	Self	Facilitator
Speaking	Self	Facilitator
Listening	Self	Facilitator
Discussion	Self	Facilitator
Book Reading	Self	Facilitator
Keyboarding	Self	Facilitator

D. ACTION PLAN

Day	What's your SMART plan?	Would you need help? If yes, who?	Self ✓ X	Facilitator ✓ X
1				
2				
3				

Day	What's your SMART plan?	Would you need help? If yes, who?	Self ✓ X	Facilitator ✓ X
4				
5				
6				

ATTENDANCE % - _____

MOOC 4 COMPLETION % - _____

SIGNATURE OF STUDENT:

SIGNATURE OF FACILITATOR:

E. READING SESSION

Fill the Reading Log (Appendix 6) after the reading session.

CHECK OUT

Look back at the resolutions you made in Lesson 186 and reflect:

1. Which ones did you consciously worked on? Why?
2. Which ones did you not work on? Why?
3. Did you make similar errors in pre-evaluation performance as you have been making all along? (Refer to Error Tracker - Appendix 5)
4. If the answer to 3. is 'Yes', what does this tell you about your ability to take responsibility of your own learning?

LESSON 221

DISCUSSION AND DEBATE

A. CHECK-IN:

Share one challenge you face in framing your argument(s) during a discussion/debate.

B. BOOK DISCUSSION

Step 1 - Form a group of 3 - 4 members (1 - 2 minutes)

Step 2 - Choose how you will conduct the book discussion (Refer to the list given below) (3 - 5 minutes)

Step 3 - Recap Discussion Do's and Don'ts. (2 - 3 minutes)

Step 4 - Plan and prepare for the discussion including your views/ideas/sentence starters. (2 - 3 minutes)

Step 5 - Conduct the book discussion (5 - 10 minutes)

Step 6 - Self and peer assess silently using Oracy Framework (Appendix - 15). (1 - 2 minutes)

Step 7 - Share one positive self and one positive peer feedback ensuring all peers receive feedback. (1 - 2 minutes)

Book Discussion ideas:

1. How did you experience the book? Were you engaged immediately, or did it take you a while to "get into it"? How did you feel reading it?
2. Describe the main characters—personality traits, motivations, and inner qualities.
 - Why do characters do what they do?
 - Are their actions justified?
 - Describe the relationship of the characters.
 - Do you admire or disapprove of them?
 - Do they remind you of people you know?
3. Are the main characters dynamic—changing or maturing by the end of the book? Do they learn about themselves, how the world works and their role in it?
4. Discuss the plot:
 - Is it engaging—do you find the story interesting?
 - Is this a fast-paced page-turner?
 - Does the plot unfold slowly with a focus on character?
 - Were you surprised by complications, twists & turns?
 - Did you find the plot predictable?
5. Is the ending satisfying? If so, why? If not, why not...and how would you change it?
6. If you could ask the author a question, what would you ask? Have you read other books by the same author? If so how does this book compare. If not, does this book inspire you to read others?
7. Has this novel changed you—broadened your perspective? Have you learned something new or been exposed to different ideas about people or a certain part of the world?

C. DEBATE

Step 1 - Form groups of 3 - 4 members (different from those in Part B).

Step 2 - As a group, choose a topic from the list given in Part B of Lesson 217.

Step 3 - Members choose to speak for or against the topic.

Step 4 - Organize thoughts. (1 minute)

Step 5 - Debate (3 - 4 minutes), following the steps as in AV - 217 or Lesson 208.

Step 6 - Self-assess both content and delivery of your and share with the group.

Step 7 - Choose another topic from the list given in Part B of Lesson 217.

Step 8 - Members choose to speak for or against the topic.

Step 9 - Organize thoughts. (1 minute)

Step 10 - Debate (3 - 4 minutes), following the steps as in AV - 217 or Lesson 208.

Step 11 - Self-assess both content and delivery of your and share with the group.

D. CHECKOUT

In comparison to Lesson 217, did you -

- express your views more comfortably?
- express your views more clearly?

LESSON 222

CONSOLIDATION

A. CHECK-IN:

Share how you respond/react when someone disagrees with you during a debate/discussion.

B. MENTORING

Step 1 - Greet your Mentee(s) and exchange pleasantries. (2- 3 minutes)

Step 2 - Share plan for the day with the Mentee(s). (Refer to Appendix 9) (2- 3 minutes)

Step 3 - Discuss changes, if any, that you or Mentee(s) would like to make to the plan.(2- 3 minutes)

Step 4 - Execute the plan for the day to guide/support the Mentee(s). (45 minutes)

Step 5 - Along with the Mentee(s), complete the reflections in the Progress Tracker of Appendix 9 (All feedback from the Mentee(s) must be entered in his/her handwriting. (5 minutes).

Step 6 - Using growth mindset language, give feedback to the Mentee on his/her progress. (1 - 2 minutes)

C. AV - 222

1. Watch AV - 222 and ask your facilitator about Abhinav Bindra if you do not know who he is.
2. Read the letter from Abhinav Bindra to his younger self.

Dear 14-year-old Abhinav,

I sit here today knowing you better than you know yourself and that's what makes writing you this letter all that more difficult. But, 'difficult' has never scared you and it doesn't scare me either.

At 14, you will have already experienced quite a lot of life. You started off as a lively, talkative kid but then slowly became quieter, happier to assemble scale models of planes and ships one tiny piece at a time while the other kids ran around the neighbourhood playing cricket and football, making friends. You don't know it yet but this attention to detail, to assembly, the desire to understand how the little things work --- these are your friends of the future.

Some will call you a strange kid but that's alright. It is your life and you will find your own way. You often say you hate sports but you are already proof that there is indeed a sport for everyone. You have experimented with many sports, maybe because Papa desperately wants you to be a successful sportsman. But it is shooting that will find you.

Colonel Dhillon who is coaching you right now will be the giant on whose shoulders you will always stand on. His will be that voice that gives you belief when you need it most --- whether at the upcoming inter-district event or the Olympics. Use every minute of every day you have with him productively.

You are fortunate to have a loving and supportive family. Papa will always be your biggest fan and will make sure no stone is left unturned in your path. Mama will play an equally important but different role in unquestioning, private ways that you will only begin to understand much later on. Divya will be the sort of sister that says enough but not too much to show her love and support. This will be your core group, in good times and bad.

The support you receive from your family and the fact that your every training need is fulfilled may well be held against you if you go on to achieve success. Yours cannot be the conventional story of rags to riches that many usually look for. Never mind.

You do this for yourself and for what it can mean to others who understand. You will need to earn your every success and no one else can do it for you. This will make you the man you aspire to be.

You will do well enough to stay interested in shooting and will be guided by dreams of Olympic success. I will tell you no more because that would spoil the fun.

You will meet many people along the way. Some who want you to succeed, others not so much. Coaches like Uwe, Gaby and Heinz will help you rediscover yourself. They will show you, in their own unique ways, how little you know about shooting, and about yourself. You won't like them for it, you may even use the word "hate". But respect them you will. And learning from them is inevitable.

In the sport that you have chosen, it is obvious that you will dream of Olympic gold. No Indian has ever achieved it in an individual sport. You will be reminded of this again and again, and again. All I want to say is that your quest for Olympic is a worthy one and you are a worthy contender.

Medals may come, medals may go, some even by the slightest of margins. Twenty years on and having lived the life that lies ahead of you, I would like to find a good way to tell you that, at the end, the only thing that really counts is self-respect. Because that's something you need to live with not just once in four years, like an Olympic, but every single day.

May the force be with you.

With love,

Abhinav Bindra

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

1. What would be your 'Olympic gold medal' in life?
2. How are you preparing for it?
3. What did the speaker say about perseverance, persistence and hard work? Do you agree? Explain.
4. What did the speaker say/write about the role of teachers/guides/mentors? Do you agree? Explain.
5. How did some people react to his -
 - a. big dream of winning Olympic gold medal as an Indian?
 - b. winning the Olympic gold medal?
6. How would you **respond** to people do mock/do not support your in your big dream?

D. SELF-STUDY

E. CHECKOUT

If you were to write A letter to your 10-year old self about dreams, confidence and self-respect, what would you say? Share it in a sentence.

LESSON 223

LIFELONG LEARNING

A. CHECK-IN:

Are you a lifelong learner? If yes, give one evidence/example to prove that you are? If not, why?

B. READ AND SHARE YOUR VIEWS

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn” - Alvin Toffler

What would you be unlearning/learning -

1. 1 month from now
2. 1 year from now
3. 10 years from now

C. AV - 223

Watch AV - 223 and discuss:

1. Why is it important to learn, unlearn and relearn all life long?
2. Do you know people around you or at FEA (include peers, facilitator, those in books, movies, AVs, guests/visitors, etc.) who at a mature age get excited about learning new things?
3. How is lifelong learning important -
 - a. at work?
 - b. to stay healthy and live a long life?
4. How do you plan to continue learning formally and informally?
5. What are some of the resources/opportunities available to you for lifelong learning?
6. What in your life/environment can prevent you from learning in the future?
7. Which of the following would NOT be good tips to continue the journey of learning all life long?
 - a. Become open to the possibilities around you
 - b. Understand your interests
 - c. Become aware of what is happening around you
 - d. Start big, think small
 - e. Avoid failing
 - f. Read more
 - g. Listen to TED Talks on lifelong learning
 - h. Enroll in MOOCs
 - i. Speak more, ask less

D. MOOC - 4 (COMPLETE MOOC 4 TODAY)

1. Log into your Gmail/MOOC 4 account.(2-3 minutes)
2. Skim over MOOC 4 content learnt in Lesson 211. Refer to MOOC 4 notes at the end of the SWB. (2-3 minutes)
3. Review MOOC 4 plan for the day in Appendix 4. (2-3 minutes)

4. Learn from MOOC 4. Make notes as you learn. (40 minutes)
5. Fill up MOOC progress in Appendix 4. (5 minutes)
6. Log out of your Gmail/MOOC 4 account.(2-3 minutes)

E. SELF-STUDY

F. CHECK-OUT

Have you been able to finish MOOC 4 ?

If yes, how does it feel? If not, how much is left and what's the plan for completing it?

LESSON 225

REVIEW 2

A. CHECK-IN:

In Lesson 218 you took an international English language test, how did -

1. you do?
2. how did it feel?

B. WRITING

You live in a room in college which you share with another student. However, there are many problems with this arrangement and you find it very difficult

Write a letter to the accommodation officer at the college. In the letter, describe the situation, explain your problems and why it is difficult to work say what kind of accommodation you would prefer.

Write at least 150 words.

You do **NOT** need to write any addresses. Begin your letter as follows:

Dear Sir or Madam,

Given below are responses from two different students. Read, compare and assess their letters to grade them. Discuss what are the strengths and weaknesses of each letter.

5th. March 1996

Dear Sir / Madam,

I am writing to express my dissatisfaction with my room-mate. As you know we share one room, I can not study in the room ^{at all} any more if I still stay there.

She always has friend visiting and has parties in the room. They make lots of noise and switch on the radio very loudly, for me this environment is very difficult to study and I need a quiet room. Even borrows my things without asking, it is very impolite.

I request you can give me a new room next term because I have been asked her has parties in other place many times they still have parties in the room. I really can not stay in the same room with her.

I would be grateful if you could change me a single room.

Your faithfully,
Catherine

Accommodation Officer

13, Kings Road

Edinburgh

Dear Sir, Dear Madam,

I am writing you to express my dissatisfaction with my room-mate and request for another accommodation next term.

My main problem is that I cannot study in my room because my room-mate always has friends visiting. He also has parties, which usually ends early in the morning, several times a week. Furthermore he often borrows my things without asking me. I cannot accept this situation any longer. Especially because I have very important exams next term and I really must study hard. This is why I would be very grateful if I could have another room next term. It would be most convenient for me if I had ^{not} to share my room with somebody else.

I am looking forward to hear from you soon.

yours faithfully / *Luigi Schwab*

C. READING

Read the text below and answer questions 1 - 7.

Beneficial work practices for the keyboard operator

- A) Sensible work practices are an important factor in the prevention of muscular fatigue; discomfort or pain in the arms, neck, hands or back; or eye strain which can be associated with constant or regular work at a keyboard and visual display unit (VDU).
- B) It is vital that the employer pays attention to the physical setting such as workplace design, the office environment, and placement of monitors as well as the organisation of the work and individual work habits. Operators must be able to recognise work-related health problems and be given the opportunity to participate in the management of these. Operators should take note of and follow the preventive measures outlined below.
- C) The typist must be comfortably accommodated in a chair that is adjustable for height with a back rest that is also easily adjustable both for angle and height. The back rest and seat should preferably be cloth-covered to avoid excessive perspiration.
- D) When the keyboard operator is working from a paper file or manuscript, it should be at the same distance from the eyes as the screen. The most convenient position can be found by using some

sort of holder. Individual arrangement will vary according to whether the operator spends more time looking at the VDU or the paper – whichever the eyes are focused on for the majority of time should be put directly in front of the operator.

E) While keying, it is advisable to have frequent but short pauses of around thirty to sixty seconds to proofread. When doing this, relax your hands. After you have been keying for sixty minutes, you should have a ten minute change of activity. During this spell it is important that you do not remain seated but stand up or walk around. This period could be profitably used to do filing or collect and deliver documents.

F) Generally, the best position for a VDU is at right angles to the window. If this is not possible then glare from the window can be controlled by blinds, curtains or movable screens. Keep the face of the VDU vertical to avoid glare from overhead lighting.

G) Unsatisfactory work practices or working conditions may result in aches or pain. Symptoms should be reported to your supervisor early on so that the cause of the trouble can be corrected and the operator should seek medical attention.

Questions 1 - 7

The text above has seven sections, A–G.

Choose the correct heading for each section from the list of headings below.

List of headings	Section
i How can reflection problems be avoided?	_____
ii How long should I work without a break?	_____
iii What if I experience any problems?	_____
iv When is the best time to do filing chores?	_____
v What makes a good seat?	_____
vi What are the common health problems?	_____
vi What is the best kind of lighting to have?	_____
vi What are the roles of management and workers?	_____
ix Why does a VDU create eye fatigue?	_____
x Where should I place the documents?	_____

Select the correct number, i–x for questions 1 - 7.

D. LISTENING

Listen to AV - 225 and answer the following questions:

Questions 1 - 6

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

What TWO factors can make social contact in a foreign country difficult?

1

2

Which types of community group does the speaker give examples of?
theatre

3

4

In which TWO places can information about community activities be found?

5

6

E. PEER CORRECTION

F. READING SESSION

Your reading goal for the day should be to finish reading the book.

Discuss how well did you achieve your reading goal for the day?

Fill the Reading Log (Appendix 6).

G. CHECKOUT

Have you been able to finish reading the book ? If yes, how does it feel? If not, how much is left and what's the plan for completing it?

LESSON 226

REVIEW - 3

A. CHECK-IN:

Compare your performance in Review 1 (Lesson 218) and Review 2 (Lesson 225).

What did you get better at?

What remained a challenge?

B. REFLECTIONS ON READING LOG (APPENDIX 6)

Read and review your Reading Log.

Reflect and share:

1. What are you proud of? Why?
2. What have you struggled with? Why?
3. What would you like to read after you become an FEA Graduate?

C. LISTENING

Questions 1 - 10

Complete the notes below.

Write no more than three words for each answer.

Questions

Novel: (1)

Protagonists: Mary Lennox; Colin Craven

Time period: Early in (2)

Mary moves to UK – meets Colin who thinks he’ll never be able to (3) They become friends.

Point of view: “Omniscient” – narrator knows all about characters’ feelings, opinions and (4)

Audience: Good for children – story simple to follow

Symbols (physical items that represent (5)):

- the robin redbreast
- (6)
- the portrait of Mistress Craven

Motifs (patterns in the story):

- the Garden of Eden
- secrecy – metaphorical and literal transition from (7)

Themes: Connections between

- (8) and outlook
- (9) and well-being
- individuals and the need for (10)

D. WRITING

In 100 words, write your opinion on the statement given below:

LESSON 227

REVIEW - 4

A. CHECK-IN:

Compare your performance in Review 2 (Lesson 225) and Review 3 (Lesson 226).

What did you get better at?

What remained a challenge?

B. MENTORING

Step 1 - Greet your Mentee(s) and exchange pleasantries. (2- 3 minutes)

Step 2 - Share plan for the day with the Mentee(s). (Refer to Appendix 9) (2- 3 minutes)

Step 3 - Execute the plan for the day to guide/support the Mentee(s). (45 minutes)

Step 4 - Along with the Mentee(s), complete the reflections in the Progress Tracker of Appendix 9 (All feedback from the Mentee(s) must be entered in his/her handwriting. (5 minutes).

Step 5 - Seeks feedback from Mentee(s) on what he/she has done well and what he/she can do better to become an effective Mentor.

Step 6 - Expresses gratitude, wishes Mentee(s) the very best, and bids goodbye to Mentee(s).

C. REFLECTIONS ON THE MOVIE

Reflect and share:

1. What did you enjoy about the movie? Why?
2. What was the most impressive quality of the protagonist?
3. What movie would you like to watch after you become an FEA Graduate?

D. READING

Read the text below and answer Questions 1–8.

Emergency Procedures

Revised July 2011

This applies to all persons on the school campus In cases of emergency (e.g. fire), find the nearest teacher who will send a messenger at full speed to the Office OR inform the Office via phone ext. 99.

Procedure for Evacuation

1. Warning of an emergency evacuation will be marked by a number of short bell rings. (In the event of a power failure, this may be a hand-held bell or siren.) All class work will cease immediately.
2. Students will leave their bags, books and other possessions where they are. Teachers will take the class rolls.
3. Classes will vacate the premises using the nearest staircase. If these stairs are inaccessible, use the nearest alternative staircase. Do not use the lifts. Do not run.
4. Each class, under the teacher's supervision, will move in a brisk, orderly fashion to the paved quadrangle area adjacent to the car park.
5. All support staff will do the same.
6. The Marshalling Supervisor, Ms Randall, will be wearing a red cap and she will be waiting there with the master timetable and staff list in her possession. Students assemble in the quad with their teacher at the time of evacuation. The teacher will do a head count and check the roll.

7. Each teacher sends a student to the Supervisor to report whether all students have been accounted for. After checking, students will sit down (in the event of rain or wet pavement they may remain standing).
8. The Supervisor will inform the Office when all staff and students have been accounted for.
9. All students, teaching staff and support personnel remain in the evacuation area until the All Clear signal is given.
10. The All Clear will be a long bell ring or three blasts on the siren.
11. Students will return to class in an orderly manner under teacher guidance.
12. In the event of an emergency occurring during lunch or breaks, students are to assemble in their home-room groups in the quad and await their home-room teacher.

Questions 1 - 8

Complete the sentences below.

Choose NO MORE THAN THREE WORDS from the text for each answer..

1. In an emergency, a teacher will either phone the office or _____
2. The signal for evacuation will normally be several _____
3. If possible, students should leave the building by the _____
4. They then walk quickly to the _____
5. _____ will join the teachers and students in the quad.
6. Each class teacher will count up his or her students and mark _____
7. After the _____ everyone may return to class.
8. If there is an emergency at lunchtime, students gather in the quad _____ and wait for their teacher.

E. SPEAKING

Talk about your accommodation:

- tell me about the kind of accommodation you live in?
- how long have you lived there?
- what do you like about living there?
- what sort of accommodation would you most like to live in?

Or

Talk about your home town or village:

- what kind of place is it?
- what's the most interesting part of your town/village?
- what kind of jobs do the people in your town/village do?
- would you say it's a good place to live? (why?)

F. PEER-ASSESSMENT

G. SELF-STUDY

LESSON 228

REVIEW - 5

A. CHECK-IN:

How prepared do you feel about FTS 5?

Is there any pending work to be completed in the next 2 - 3 days? If yes, what?

B. LISTENING

Listen to two announcements in AV - 228 and answer the questions. Select the best response to each question and mark the letter a, b, c, or d.

1. Where is this announcement being made?
 - a. At a train station
 - b. At a travel agent's office
 - c. At an airport
 - d. At a coffee shop
2. What is the weather like in Hong Kong?
 - a. It is foggy
 - b. It is clear
 - c. It is snowing lightly
 - d. It is stormy
3. What time of day is this announcement being made?
 - a. Morning
 - b. Afternoon
 - c. Evening
 - d. Late night
4. What is the main purpose of this talk?
 - a. To introduce speakers at a workshop
 - b. To announce changes to a schedule
 - c. To outline registration procedures
 - d. To propose a new workshop
5. What does the speaker say about the workshops?
 - a. There may be waiting lists for the workshops.
 - b. The workshops are free.
 - c. The registration forms will be mailed.
 - d. People should register early for the workshops.
6. Which workshop has been canceled?
 - a. Cooking for Health
 - b. Exercise for Seniors

- c. Family Nutrition
- d. Children's Fitness

C. KEYBOARDING

Speed - _____

D. READING

Read the text. A word or phrase is missing in some of the sentences. Four answer choices are given below each of these sentences. Select the best answer to complete the text.

Questions 1 - 4 refer to the following letter

Ms. Monica Eisenman

555 King Street

Auckland

New Zealand

Dear Ms. Eisenman:

I am _____ to confirm our offer of part-time employment at Western Enterprises. In your role

- 1. a. pleased
- b. pleasing
- c. pleasant
- d. pleasure

as research assistant, you will report to Dr. Emma Walton, who will keep you informed of your specific duties and projects. Because you will be working with confidential information, you will be expected to _____ the enclosed employee code-of-ethics agreement.

- 2. a. follow
- b. advise
- c. imagine
- d. require

As we discussed, you will be paid twice a month _____ the company's normal payroll schedule. As

- 3. a. accords
- b. according
- c. according to
- d. accordance with

an hourly employee working fewer than twenty hours per week, you will not be _____ to receive

- 4. a. tolerable
- b. liberal
- c. eligible
- d. expressed

paid holidays, paid time off for illness or vacation, or other employee benefits. Your employment status will be reviewed in six months.

If you have any questions, please feel free to contact me. Otherwise, please sign and return one copy of this letter. You may keep the second copy for your files. We look forward to working with you.

Sincerely,

Christopher Webster



Look at the advertisement above and answer the following questions:

5. What is the purpose of this advertisement?

- a. To announce a change in business hours
- b. To advertise a business for sale
- c. To encourage diners to eat early
- d. To attract more customers

6. What will customers receive if they spend more than \$10?

- a. A \$2 discount on their bill
- b. 50% off their next purchase
- c. A liter of soda
- d. Free delivery service

7. What will happen on June 16?

- a. A new owner will take over the business.
- b. The coupons will expire.
- c. Prices will be further reduced.
- d. The business will close.

E. PENDING WORK COMPLETION

LESSON 230

CULMINATION

A. CHECK-IN:

1. Did Book 5 meet your expectations? (Refer to Lesson 186)
2. Are you happy with your learning in Book 5?

B. REFLECT AND SHARE

1. What are you most proud of?
2. What was the best moment of Book 5?
3. What was the most difficult learning/part of Book 5?
4. How ready do you feel you are to search for jobs, apply for jobs, prepare for interviews and be successful at the job?
5. How clear are you about the career choices you want to make?
6. How will you make sure:
 - a. you retain the language you have learnt at FEA?
 - b. you continue developing the qualities FEA has help you develop?

C. FTS 5 RESULT

D. NEXT STEPS

1. Graduation/Convocation ceremony
2. Re-evaluation 1
3. Opportunities to stay involved with FEA as part of FEA family and for lifelong learning.

E. FINAL SPEECH

Each student can present his/her heartfelt feelings at this time. (This is optional)

Special Lesson

Career Guidance

Ex. A

Common expectations during Career Counselling Session

1: Actively Participate In Discussion

- It is vital that you actively take part in the discussion and express your thoughts freely in front of Career Counsellors. This will help them know your thinking process and also they will be able to help you with your selection.
- A counsellor will not give you the ultimate answers to all your questions. They will guide you through the process of counselling.

2: Expect Realistically • Keep realistic expectations when you go for a counselling session. A counsellor is a guide, a helper, but this doesn't mean that he/she will decide on your behalf and will tell to what to do.

- You will be the one who has to take the decision for your career or your job.

3: Have Honesty

- You have to be honest with yourself and with the counsellor.
- Speak out your thoughts as to what you like and what you really think you can do. This will help them guide in a right direction

4: Take An Action Too

- The counselling session is not only for the discussion purpose, but you also need to act on the available ideas and options.
- A good career counsellor will challenge you by showing you that your words and actions are going contradictory.

Ex.B

Questions you can ask during Career Counselling session:

- How to plan a career?
- What's the best job search strategy for me?
- Please share some tips to manage my Personal And Professional life
- What are the career opportunities after completing (that) particular stream or subject?
- Can you go through my CV and advice me some changes?
- What's the best job search strategy for me?
- How you I handle stress during my examination?
- What should I do next?
- How do I explore career opportunities in a particular field?
- How do I grow my network?
- How do I use Social Media to grow my professional network?
- Which resources should I utilise? Are these resources available to me?
- How can I make my interviewing better?

Ex.C

What are your questions?

Q.1

Q.2

Appendix

PASSION TO PURPOSE

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/>

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.

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.

4. 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 saddened 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.

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 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. Someone who wants to do a similar project needs to be passionate about what he/she is doing,” Bincy says.

5. BOOKS N BROS



Sidney Keys loved reading, but the 11-year-old had a difficult time finding books with African-American characters. Sidney created Books n Bros, a club for boys between the ages of 8 and 12 that focuses on African-American literature and culture.

Today, 50 members of the group meet each month to discuss their featured book and learn from older mentors. Sidney says, “Because all the boys are

having such a good time in my book club, I see I'm making reading fun again.”

6. PROJECT 365



At 9 years of age, Campbell Remess founded Project 365 by Campbell, and using his mother's sewing machine, started making teddy bears to give to sick children in the hospital and around the world. Now 13 years old, Campbell has made between 1,200 and 1,400 bears by hand. "I think the magic in the bears is the hope," he said.

7. THE HAPPY ORGANIZATION



Haile Thomas' father was diagnosed with diabetes. He took up a strict diet and regular exercise. From him, Haile learned a lot about health and the childhood obesity.

She was inspired to create The HAPPY Organization, which stands for healthy, active, positive, purposeful youth. She offers cooking lessons and nutrition education to children ages 6 through 13 in poor areas. Considered to be the

youngest certified nutrition health coach in the country, Haile says, "Nutrition is super important for our growth and development."

8. RYAN'S RECYCLING

Ryan Hickman, at 3 years of age, went with his dad to the local recycling center, and loved exchanging cans and bottles for cash.



Ryan -- now 8 years old -- has recycled more than 275,000 cans and bottles. Through Ryan's Recycling, he is also helping clean up beaches and spread his message of protecting the planet.

"Recycling helps the Earth, people, plants, animals and other living things," Ryan said. "It's very easy to recycle. You just have to grab a bottle, toss it in the correct bin."

APPENDIX 2

MOOC 4 GUIDELINES

1	Each student must enrol for MOOC 4 individually using their FEA Gmail id..
2	Each student must choose his/her MOOC 4 independently and consult the facilitator after selection and before enrolment in MOOC 4.
3	As a representative of FEA, each student must be very familiar with and follow the terms and conditions of the host platform especially Discussion Forum etiquettes. <u>Any violation of these terms will result in students' enrolment being cancelled and future access denied.</u>
4	Students must sign in using their FEA Google account. At the end of the session, they must remember to sign out.
5	Each student must prepare his/her a plan of completion for MOOC 4 and follow it to ensure that it gets completed before the completion of Book 5. It is recommended that students spend time on MOOC 4 outside their session, both at home and FEA, as feasible.
6	During MOOC 4 lessons, each student must log-in (2-3 minutes), refer to the plan of the day and modify it based on previous session, if required (2-3 minutes), complete the topic and sub-topics as per the plan (45 minutes), complete MOOC 4 reflections in SWB and MOOC Log in Appendix 4 (10 minutes), and sign out (2-3 minutes).
7	Each student must discuss progress/learnings of MOOC 4 with the facilitator once every fortnight.
8	Each student must ensure that he/she makes steady progress so that the MOOC is completed by the end of Book 5.
9	Each student must make notes as he/she learns from the Course, on sheets given at the end of the SWB. Students must not download any material from the course on FEA laptops. They may, however, download and store course materials on their personal devices.
10	
11	

APPENDIX 3

MOOC Websites

1. EdX (www.edx.org)

EdX courses are designed to be interesting, fun and rigorous. Originally founded by Harvard and MIT, EdX now offers courses in dozens of subjects, from 29 of the top universities/colleges around the world.

2. Saylor (www.saylor.org)

Since its founding in 2008, the Saylor team has been hiring credentialed professors to create course blueprints and to locate, vet, and organize course materials into a structured format. Their consulting professors also create original content and link to freely posted materials to fill in any gaps. Each course culminates with a final exam, and students receiving a passing grade can download a certificate of completion.

3. Coursera (www.coursera.org)

With 535 courses and 107 global university partners, Coursera provides you a global education right at the click of your mouse. If you would like to go a step further, sign up for a fee to earn official certificate from universities and Coursera with a verifiable electronic certificate. What's more, if you're unable to complete the course, you can request a coupon good for the next offering of the same course.

4. Udemy (www.udemy.com)

If you want to acquire practical skills and knowledge apart from your study subjects, Udemy is your answer. Whether you want to get promoted, break into a new industry, start a company, further a passion, or just accelerate your life, Udemy helps you learn from the instructors around the world, so that you can get there and get there faster.

5. Skillfeed (www.skillfeed.com)

If you are looking to learning a new skill, or improving on your proficiency in Photoshop, Illustrator, or HTML, Skillfeed offers unlimited access to high quality video courses from a worldwide community of instructors. You have a month's free trial which thereafter, you will subscribe to a monthly fee to gain unlimited access to *all* courses!

6. Harvard Open Courses (<http://www.extension.harvard.edu/distance-education/online-course-offerings>)

Distance education classes at Harvard Extension School have either an online video or live web-conference format. Some courses also include a weekend of intensive on-campus lectures. Online courses span a full semester and have scheduled assignments and exams. You will have to pay for certain courses here!

7. Yale Open Courses (www.cyc.yale.edu)

Are you a bachelor or high school student who is undecided about your future course of interest? Yale Open Courses provides free and open access to a selection of introductory courses taught by distinguished teachers and scholars at Yale University. Discover a range of timely and timeless topics taught by Yale professors, each with a unique perspective and an individual interpretation of a particular field of study.

8. UoPeople (www.uopeople.org)

The tuition-free, nonprofit, online academic institution, University of the People (UoPeople), is part of the Open Educational Resources movement and utilizes open educational content in all courses. Many people need the right credentials and experience to compete in today's job market. Many employers not only demand that their employees have the knowledge and skills, but that they also hold relevant degrees. At UoPeople, you will get course designers who modify and enhance course materials, then adds in excellent instructors, peer to peer learning, a grading system, student services support, and other benefits found in a university to provide fully developed tuition-free degree programs. A one-time registration fee is charged for your access to an unlimited amount of knowledge!.

9. Khan Academy (www.khanacademy.org)

All of the site's resources are available to anyone. It doesn't matter if you are a student, teacher, home-schooler, principal, or an adult returning to the classroom after 20 years. Khan Academy's materials and resources are available completely free of charge. It has an interactive classroom blackboard teaching style with short quizzes and questions to test your understanding along the way.

10. Academic Earth (www.academicearth.org)

Academic Earth has links to over 750 online courses and 8,500 individual online lectures, giving students of all ages access to college courses they may otherwise never learn from. Whether supplementing existing coursework, or learning for the sake of learning, anyone with an internet connection has the freedom to learn at their own pace from world-renowned experts, without the burden of rising tuition costs.

APPENDIX 4

MOOC 4 - Plan of Work & Progress Tracker

Lesson/ Time Spent	Title of Week Module/Time Spent	Topics & Sub-topics	Deadline	Progress
				Facilitator's Comments/Signature-
				Facilitator's Comments/Signature-

Lesson/ Time Spent	Title of Week Module/Time Spent	Topics & Sub-topics	Deadline	Progress
				Facilitator's Comments/Signature-

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

APPENDIX 5

**ERROR TRACKER
SELF**

Week No.	Errors	Correction strategy/assistance-
32	Grammar -	
	Pronunciation -	
	Discussion -	
33	Grammar -	
	Pronunciation -	
	Discussion -	

Week No.	Errors	Correction strategy/assistance-
34	Grammar -	
	Pronunciation -	
	Discussion -	
35	Pronunciation -	
	Discussion -	
36	Pronunciation -	
	Discussion -	

Week No.	Errors	Correction strategy/assistance-
37	Pronunciation -	
	Discussion -	
38	Pronunciation -	
	Discussion -	

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

APPENDIX 6

MY READING LOG - 1

I am reading _____ by _____ independently.

Lesson & Duration (In minutes)	Page numbers (From _____ to _____)	New words	Prediction for next part
Lesson 189 _____ minutes			
Lesson 191 _____ minutes			
Lesson _____ _____ minutes			
Lesson _____ _____ minutes			
Lesson _____ _____ minutes			
Lesson _____ _____ minutes			
Lesson _____ _____ minutes			
Lesson _____ _____ minutes			
Lesson _____ _____ minutes			
Lesson _____ _____ minutes			

Lesson & Duration (In minutes)	Page numbers (From ___ to ___)	New words	Prediction for next part
Lesson ___ ___ minutes			
Lesson ___ ___ minutes			
Lesson ___ ___ minutes			
Lesson ___ ___ minutes			
Checked by facilitator -			
Comments -		Checked by facilitator -	
Signature -	Date -	Comments -	Date -
Checked by HO Staff -			
Comments -		Checked by HO Staff -	
Signature -	Date -	Comments -	Date -

MY READING LOG - 2

I am reading _____ by _____ independently.

Date & Duration (In minutes)	Page numbers (From _____ to _____)	New words	Prediction for next part
Checked by facilitator -			
Checked by HO Staff -			
Comments -		Comments -	
Signature -	Date -	Signature -	Date -

APPENDIX 7

GROUP DISCUSSION ROLES

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

APPENDIX 8

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	Discover or develop your passion
12	Mentor another student
13	Complete MOOC - 3 & 4
14	Clear FTS - Book 5



APPENDIX 9

PLAN OF SUPPORT

Mentee's details -

Name - _____ **Session -** _____

FEA Program Level/Book - _____

Describe the Mentee as a Learner (NOT his/her appearance or personal profile) (To be reviewed with Mentee in the first Mentor-Mentee meeting)

Learning Needs (with regard to the FEA program - English Reading, Writing, Speaking & Listening; Book Reading; MOOC, Keyboarding, Participation, Regularity etc)

Learning Strengths -

My SMART goal(s) for the Mentee - (To be reviewed with Mentee in the first Mentor-Mentee meeting)

My Plan -

Mentee's Need(s)	Mentor's Action(s)	Frequency/Venue	Feedback
			Peer - Mentee -
			Peer - Mentee -
			Peer - Mentee -

Progress Tracker

Week	Tasks undertaken -	Mentor's Reflections	Mentee's Reflection	Next Step(s)
1	<ol style="list-style-type: none"> 1. Introductions 2. Do's and Don'ts 3. Essential Agreements 4. Review & finalise 5. Describe the Mentee section 6. Review and finalise SMART goal(s) 7. Review and finalise the plan especially the frequency and venue 8. Share final plan with the facilitator 9. Others(Specify) - 	<p>What worked well?</p> <p>What did not work well?</p>	<p>What worked well?</p> <p>What did not work well?</p>	
2		<p>What worked well?</p> <p>What did not work well?</p>	<p>What worked well?</p> <p>What did not work well?</p>	
3		<p>What worked well?</p> <p>What did not work well?</p>	<p>What worked well?</p> <p>What did not work well?</p>	

Week	Tasks undertaken -	Mentor's Reflections	Mentee's Reflection	Next Step(s)
4		What worked well? What did not work well?	What worked well? What did not work well?	
5	<ol style="list-style-type: none"> 1. Reflect in the Goals set at the beginning of the mentoring. 2. Mentee(s) share how he/she feels about the experience of being mentored. 3. Mentee(s) share how, if at all, has he/she been able to overcome the learning challenges he/she was struggling with. 4. Mentor discusses progress made over the last few weeks 5. Mentor and Mentee(s) discuss what are next steps. 6. Mentor thanks the Mentee(s) for giving him/her the opportunity for mentoring. 7. Others(Specify) - 	<p>Overall progress made</p> <p>Next steps - What worked well?</p>		

Facilitator's Comments	HO Staff's Comments
Signature - Date -	Signature - Date -

APPENDIX 10

TRAITS OF A MENTOR

Traits	Self-rating	Peer-rating	I can get better at it by...
Ability to communicate-verbally, in writing and non-verbally	1 2 3 4 5	1 2 3 4 5	
Willingness to communicate - verbally, in writing and non-verbally	1 2 3 4 5	1 2 3 4 5	
Listening skills	1 2 3 4 5	1 2 3 4 5	
Preparedness	1 2 3 4 5	1 2 3 4 5	
Empathy	1 2 3 4 5	1 2 3 4 5	
Respect	1 2 3 4 5	1 2 3 4 5	
Growth Mindset	1 2 3 4 5	1 2 3 4 5	
Innovative	1 2 3 4 5	1 2 3 4 5	

APPENDIX 11

Dream Jobs

<p>Unexploded Ordnance Technician (aka blow bombs up)</p>  <p>💬 \$150k</p> <p>? Mitigate the threat of an unexploded object</p> <p>✓ Professional UXO qualifications are needed to increase in rank</p>	<p>Power Line Helicopter Pilot</p>  <p>💬 \$101k</p> <p>? Fly close to power lines to inspect them by cameras attached to the helicopter</p> <p>✓ A helicopter pilot license with 2000 hours of flying</p>	<p>Blimp Pilot</p>  <p>💬 \$70k</p> <p>? Fly around in a blimp all day (to make advertisements visible)</p> <p>✓ Need to be certified</p>
<p>Voice-Over Artist</p>  <p>💬 \$80k</p> <p>? Lends their voice to commercials and voice overs for TV and film</p> <p>✓ No specific qualifications but courses are available</p>	<p>Video Game Player</p>  <p>💬 \$50k and the newest releases</p> <p>? Assist other players in helping them achieve higher levels in games</p> <p>✓ A love for video games</p>	<p>Crossword Puzzle Writer</p>  <p>💬 \$70k</p> <p>? Build and create crossword puzzles for newspapers</p> <p>✓ Having the ability to create puzzle in a timely fashion and a wide-ranging vocabulary</p>
<p>Ice Cream Taster</p>  <p>💬 \$60k and unlimited ice cream</p> <p>? Evaluate ice cream in terms of taste, texture, smell, and other elements</p> <p>✓ You need a degree in food science to land this job not just a love for ice cream</p>	<p>Sommelier (aka Wine Expert)</p>  <p>💬 \$51k</p> <p>? Offer clients recommendations and travels the world to source new products</p> <p>✓ Training and certification programmes and years of training</p>	<p>Food Stylist</p>  <p>💬 \$77k</p> <p>? Prepare and style food for adverts and magazine shoots</p> <p>✓ A passion for food with a creative eye and demonstrable interest (courses and qualifications)</p>

Ethical Hacker (aka Computer Hacker)



💰 \$140k

- ? Hired by Governments & security firms to help design ways to keep hackers out their systems
- ✓ Hold a relevant qualification meet the additional requirements of GCHQ's check scheme

Chief Listening Officer



💰 \$95k

- ? Monitor social media platforms to review conversations and mentions of their company or brand
- ✓ Degree in a marketing related field with a social media presence

Race Engineer



💰 \$134k

- ? The interpreter between the race car and the driver to achieve maximum performance
- ✓ A-levels in maths & physics with a university degree and proven experience

Disneyland Face Character



💰 \$32k

- ? Dress up and perform a famous Disney character
- ✓ Strict height and appearance regulations and the ability to impersonate a character and be good with children

Hollywood Stunt Person



💰 \$100k

- ? They take all the punches, explosions and risks, whilst pretending to be a famous actor/actress
- ✓ Must have attended a stunt training school

Greensman



💰 \$84k

- ? Design and arrange all plant materials on a film set
- ✓ Having artistic abilities, knowledge of the film and plant industries with some masonry skills

APPENDIX 12

Online Game-based Language Learning

Portal/App	Details
GameZone	Simple, straightforward games about grammar, spelling, and vocabulary for English language learners at all levels. It uses UK English and not American English.
Vocabulary.co.il	Offer vocabulary games from junior to high school levels.
Power Words	PBS' WordGirl and her friend, Captain Huggy Face battle against Fair City's most evil citizens. Picking the wrong words means letting the villains win.
LearnEnglish Kids	The British Council suite of games encourages collaborative play.
Funbrain Words	Funbrain Words' games and activities are meant to be enjoyed between children and their parents or teachers. Here, they practice their spelling, grammar, and vocabulary skills and can even learn the alphabet in American Sign Language.
Vocabulary at ManyThings.org	Word scrambles, hangman, and other challenges for advanced and intermediate level of language users.
EnglishClub ESL Games	A suite of games to improve pronunciation, grammar, and vocabulary through activities, like hangman and word jumbles.
Word Games at Games for the Brain	Set of word games involving spelling and vocabulary, and exercises in speed reading and speed typing.
Grammar Ninja	As you move up the levels, you learn more and more parts of speech in order to save a threatened dojo. Throwing a star at the wrong word and everything explodes.
Tracy Boyd's Quia	Developed by a speech pathologist, it has more than 50 games involving speech and sequencing. Some activities are inspired from popular favorites like Who Wants to be a Millionaire?.
Power Proofreading	Proofreading challenges for application of spelling and grammar. It develops grammar, spellings and reading comprehension.

APPENDIX 13

The Climb

Dear _____,

It has been a pleasure teaching you over the last one year or so.
You have taught me

I have enjoyed your

When I first interacted with you, you were

You have persevered

As a team player, you have

You demonstrated growth mindset when

I am proud of your

I wish that you dream big and work towards fulfilling those dreams. I hope that you think of others, and not just yourself when you choose your thoughts, words and deeds. I dream that you not only continue but go beyond being kind to others.

You will always be a valuable part of the FEA family and FEA would love to have you around to help others as you have been helped. I will miss your _____

Best wishes,

APPENDIX 14

EXTEMPORE SPEECH

Score Sheet

Organization: _____ (3 points)

- Your speech had a clear beginning, middle, and end.
- The point you spoke and/or the point you wished to make were clear.
- You concluded clearly by summarizing your point.

Content: _____ (2 points)

- You supported your point of view with at least 2 details/reasons.
- Your details showed a sensitivity to or awareness of your audience.

Delivery: _____ (5 points)

- Your voice demonstrated appropriate intonation, volume, rate of speech, limited pauses/fillers.
- Your pronunciation was clear and correct.
- You made eye contact with the audience and used expressions appropriately (not dramatically) to make a point.
- You used a variety of grammatically correct sentences.
- You spoke more than 50 seconds and less than 1:05 minutes.

Final Score: _____ (10 points)

APPENDIX 15

ORACY FRAMEWORK

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

MOOC 4 NOTES


MOOC 4 NOTES

MOOC 4 NOTES

MOOC 4 NOTES


MOOC 4 NOTES

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

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


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

Name of Student: _____
Number of days leave applied: _____
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FREEDOM ENGLISH ACADEMY

COACHING FOR PROFESSIONAL JOBS

Change is the end result
of all **true learning**.

- Leo Buscaglia

Be **kind**, for everyone
you meet is **fighting
a hard battle**.

- Philo

Work hard in silence, let
your **success make the noise**.

- Frank Ocean

Recognise that **every
interaction** you have is an
opportunity to make a
positive impact on others.

- Shep Hyken

Leadership is not about
a title or a designation. It's about
impact, influence & inspiration.

- Robin Sharma

For every minute you
are **angry** you **lose** sixty
seconds of **happiness**.

- Ralph Waldo Emerson

NOT FOR SALE

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