



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

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

# **THIS BOOK WILL BUILD**

## **LIFE SKILLS**

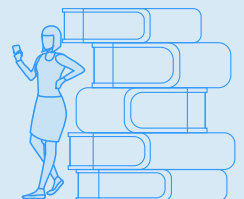
- Computer skills
- Career planning
- How to manage your time
- Become comfortable with speaking in English
- Planning and preparing to achieve success
- Setting Goals

## **ENGLISH LANGUAGE SKILLS**

- Writing
- Proofreading
- Improve vocabulary
- Listening and understanding
- Speaking and pronunciation
- Introducing yourself to others
- Learning through games, movies and activities



**Learn while having FUN**



**FEA classes are completely free of cost for students**

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# Lesson 1: I Am

## A. NAME



My name is  
**Rajesh Kumar  
Sharma.**

_____	_____	_____
FIRST NAME	MIDDLE NAME	LAST NAME

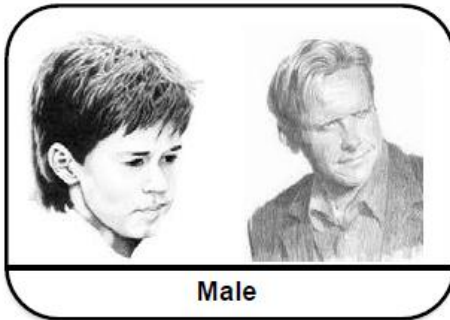
My name is:

\_\_\_\_\_

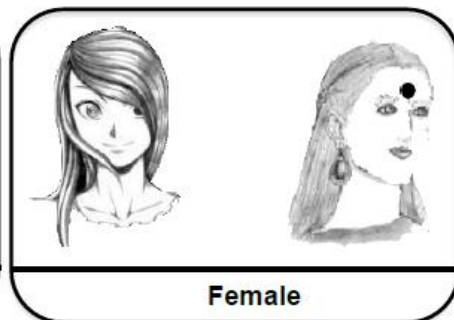
My mother's married name is \_\_\_\_\_.

My mother's maiden name is \_\_\_\_\_.

## B. GENDER (MALE/FEMALE)



Male



Female



Boy



Girl

Circle the correct picture and write:



I am a \_\_\_\_\_.



Man



Woman

My father is a \_\_\_\_\_.

My mother is a \_\_\_\_\_.

### C. DATE OF BIRTH

I was born on:

\_\_\_\_\_

Date          Month          Year

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

\_\_\_\_\_

Date          Month          Year

### AGE:

How old are you?

I am \_\_\_\_\_ years old.

### D. ADDRESS



My house number is:

\_\_\_\_\_



The name of my street / area is:

\_\_\_\_\_



The name of my city is:

\_\_\_\_\_



The name of my state is:

\_\_\_\_\_



The name of my country is:

\_\_\_\_\_

My address is: \_\_\_\_\_, \_\_\_\_\_  
(house number) (street / area)  
\_\_\_\_\_  
(city) (state) (country)

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

;

**Address:**

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

9

**Address:**

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

**US ADDRESS FORMAT:**

5698 Pressed Brick Drive  
Norfolk OH23401  
USA

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

- a. similar?
- b. different?

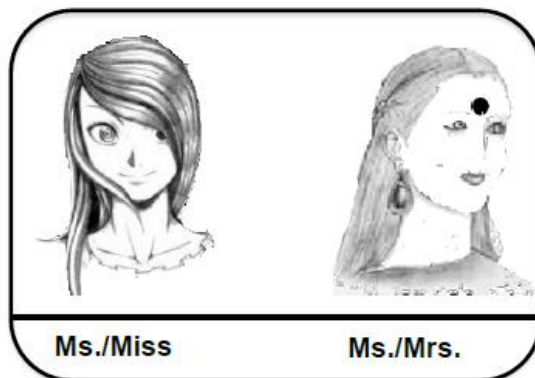
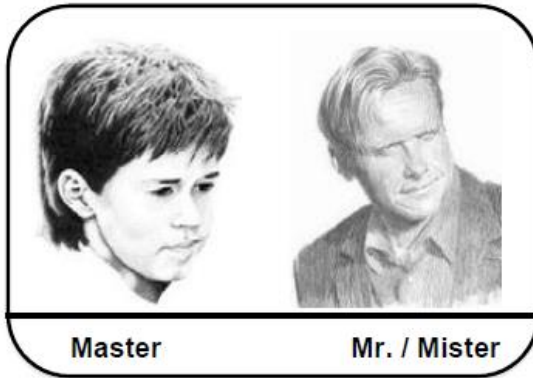
# Lesson 2: Titles

## A. MY TITLE

### 1. GENDER



### 2. TITLES



## EXERCISE

Name two people that you know from each group (with their titles - example, Mr. Tandon).			
Boy	Man	Married Female	Unmarried Female
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____

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

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

**B. MY WORK**



*Student*



*Teacher*



*Driver*



*Cook*



*Factory worker*



*Domestic help*



*Businessperson*



*Housewife*



*Other*

**SHARED READ THE PASSAGE WITH A FRIEND:**

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

**Food for thought:**

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

**C. EXERCISE**

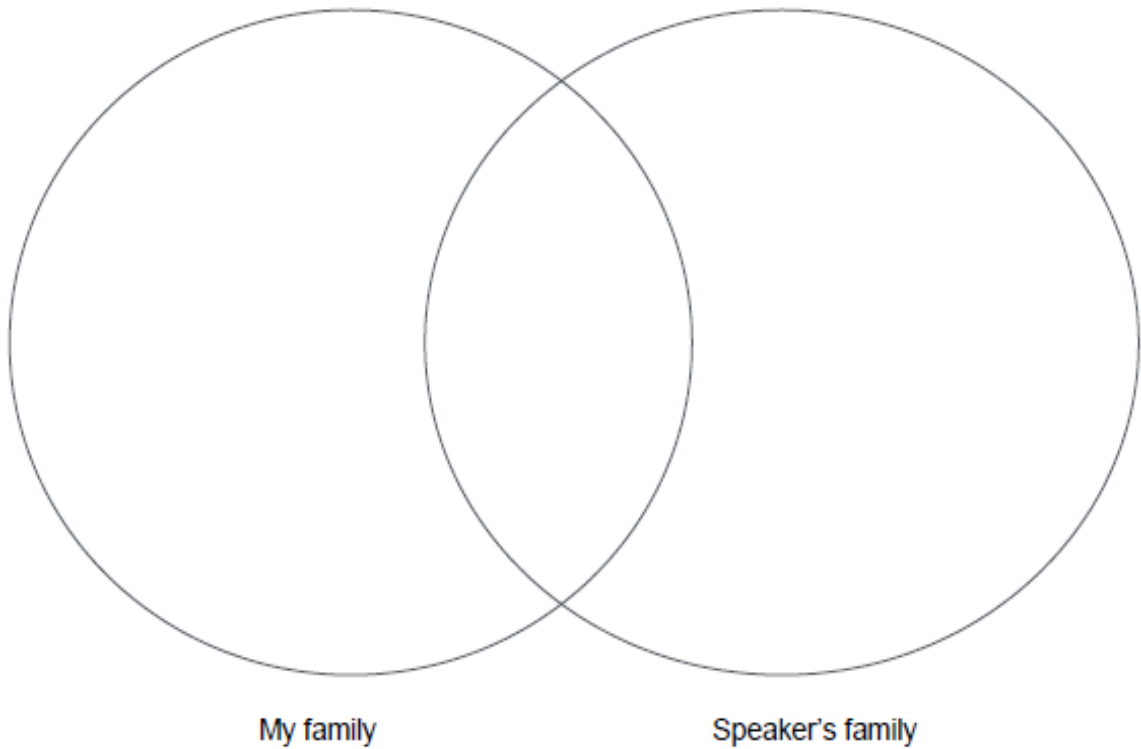
I am a \_\_\_\_\_  
 I \_\_\_\_\_ in \_\_\_\_\_  
*(work/study)* *(place of work / school)*

My father is a \_\_\_\_\_  
 He works in \_\_\_\_\_  
*(place)*

My mother is a \_\_\_\_\_  
 She works in \_\_\_\_\_  
*(place)*

# Lesson 3: Family

## A. VENN DIAGRAM



Compare your family with that of one of the speakers.

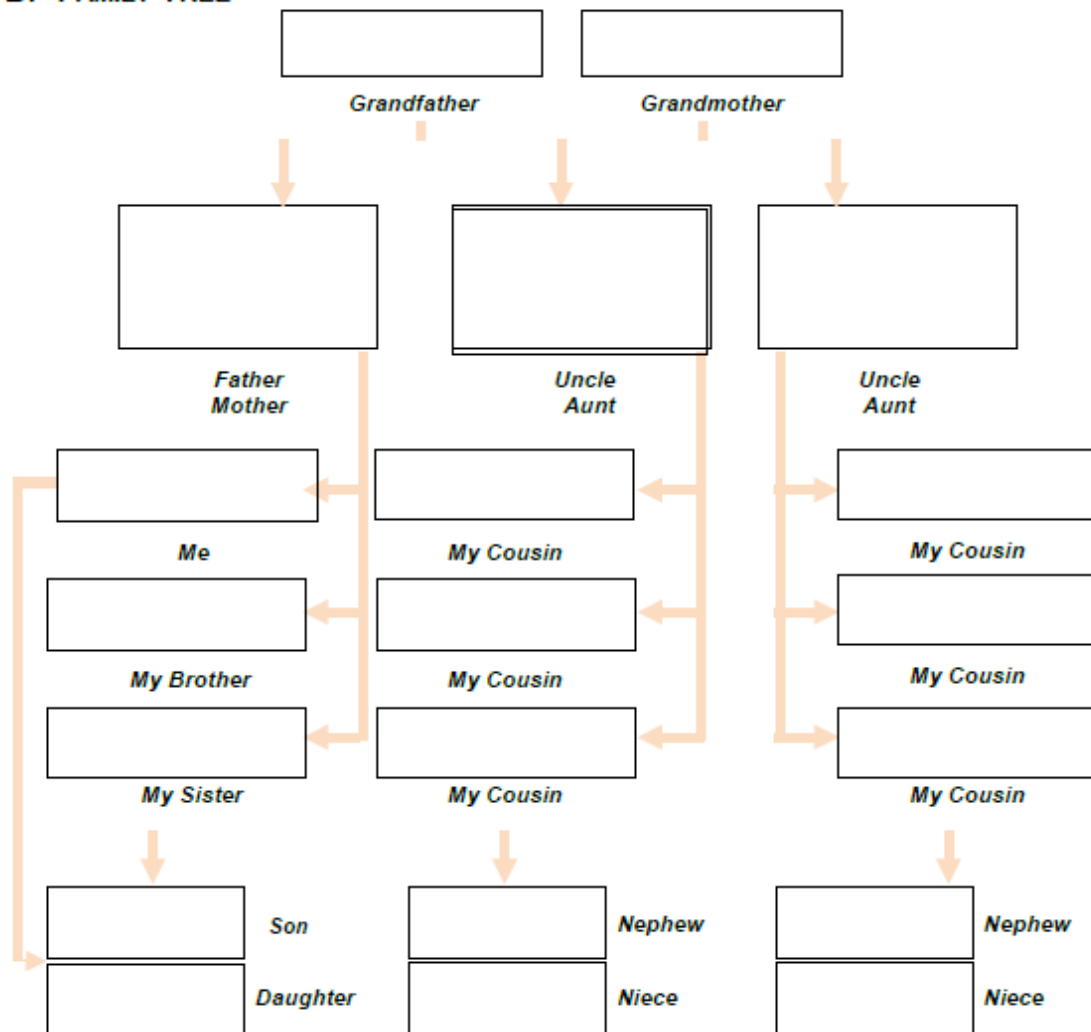
- . Think of how your family is **similar** to that of the speaker in AV - 3.
- . Think of how your family is **different from** that of the speaker in AV - 3.

**Share:**

My family \_\_\_\_\_ and the speaker's family \_\_\_\_\_.



## B. FAMILY TREE



\_\_\_\_\_ is my grandfather.  
 \_\_\_\_\_ is my grandmother.  
 \_\_\_\_\_ is my father.  
 \_\_\_\_\_ is my mother.  
 \_\_\_\_\_ is my brother.  
 \_\_\_\_\_ is my sister.  
 \_\_\_\_\_ is my cousin.  
 \_\_\_\_\_ is my uncle.

I have \_\_\_\_\_ brothers.  
 I have \_\_\_\_\_ sisters.  
 I have \_\_\_\_\_ uncles.  
 I have \_\_\_\_\_ aunts.  
 I have \_\_\_\_\_ cousins.  
 I have \_\_\_\_\_ nephews.  
 I have \_\_\_\_\_ nieces.

# Lesson 4: Introducing Self

## A. GREETINGS – INFORMAL

Hello

Hi


### 1. EXERCISE


*Greet your aunt and friend*

 \_\_\_\_\_  
aunty.

 Hello, \_\_\_\_\_.  
How are you?

**Me** **My aunt**

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

 Hi.  
How are you?

**Me** **My friend**


### MY INTRODUCTION


\_\_\_\_\_. My name is \_\_\_\_\_. I am \_\_\_\_\_ years old.  
*(greeting)*

I live in \_\_\_\_\_. I am \_\_\_\_\_.  
*(work)*


## 2. EXERCISE


*Introduce self to younger / same age person*

 Hi, I am \_\_\_\_\_  
(first name)

 Nice to meet you, \_\_\_\_\_  
(last name)

**Me** **New student in class**

 \_\_\_\_\_, I am \_\_\_\_\_

 Nice to meet you, \_\_\_\_\_

**Me** **My brother's friend**

## B. GREETINGS – FORMAL



Good morning.

Good \_\_\_\_\_.

Good \_\_\_\_\_.

---

Introduce self to senior / older person

---



\_\_\_\_\_ (greeting) \_\_\_\_\_ (title)  
I am \_\_\_\_\_  
\_\_\_\_\_ (full name)

Me



\_\_\_\_\_ (greeting) \_\_\_\_\_ (name)  
Pleased to meet you.

My teacher, Rita Shukla



\_\_\_\_\_ (greeting) \_\_\_\_\_ (title)  
\_\_\_\_\_

Me





\_\_\_\_\_ (greeting) \_\_\_\_\_ (name)  
\_\_\_\_\_

My boss, Ravi Kumar


# Lesson 5: Introducing Others

## A. Introduce others to older / senior persons

1






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




My grandfather

2

\_\_\_\_\_ (greeting) \_\_\_\_\_ (title)


Hello, Raj.



My grandfather


## B. Introduce others to people of your age group

1




My friend, Jagan

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




Me

Jagan, this is my cousin,  
\_\_\_\_\_ (cousin's name)




My cousin, Tarun

2




My friend, Jagan

\_\_\_\_\_ (greeting) \_\_\_\_\_ (name)



Me

Jagan. Nice to meet you.



My cousin, Tarun

**C. WHO ARE THEY?**



# Lesson 6: Consolidation

## A. SONG:

### **Big, Strong, Smart, Wonderful Me**

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

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

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

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

B. Draw/write how the story ended:



C. ANSWER THE QUESTIONS

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

---







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

---

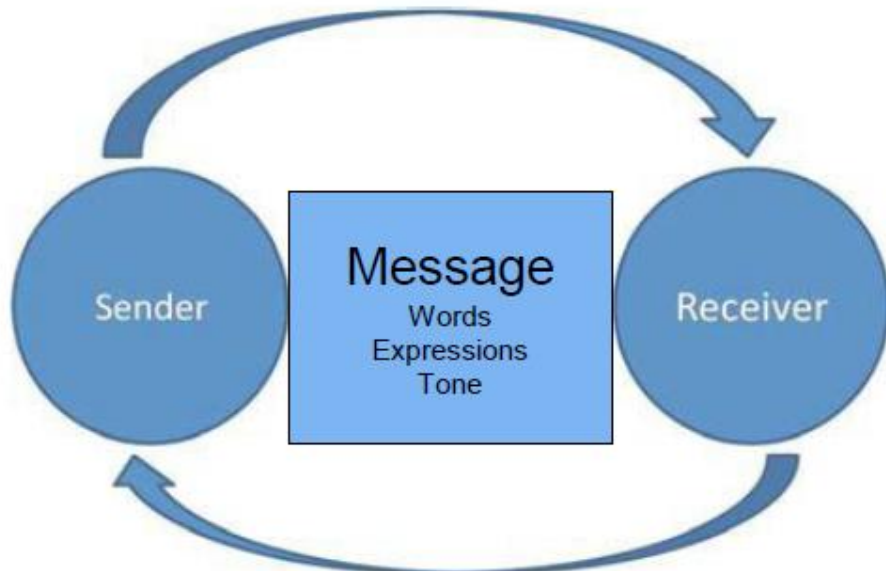


# Lesson 7: Being Polite

## A. FEELINGS

 _____	 _____	 _____
 _____	 _____	 _____

## B. COMMUNICATION



## VERBAL AND NON-VERBAL MESSAGES

Look at the cartoon below and answer the questions:



"This concludes my lecture on non-verbal communication. Any comments or questions?"

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

---

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

---

### C. 1. Tick the more polite statement.

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

2. Change the following impolite statements into polite statements:

i. Don't get married. You are young.

I feel that you are\_\_\_\_\_.

ii. You have made a mistake.

Please check\_\_\_\_\_.

iii. I am not coming to your party.

I am not sure\_\_\_\_\_.

iv. I want to eat pizza.

I would\_\_\_\_\_.

v. Your answer is wrong.

Your answer seems\_\_\_\_\_.

**D. EXERCISE**

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

1



---

2



---

3



---

4



---

# Lesson 8: Intonation

A.

**Voice Levels**

0	<b>Silence is Golden</b> – Absolute silence. No one is talking.	When do you use this voice level?
1	<b>Spy Talk</b> – Whispering, only 1 person can hear you.	When do you use this voice level?
2	<b>Low Flow</b> – Small group work, only the group can hear you.	When do you use this voice level?
3	<b>Formal Normal</b> – Normal conversation voice.	When do you use this voice level?
4	<b>Loud Crowd</b> – Presenting voice. Everyone can hear you.	When do you use this voice level?
5	<b>Out of Control</b> – Playground voice, never used inside.	When do you use this voice level?

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

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

## Did you know?

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

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

# Lesson 9: Can and Can't

## A. MOVIE

1. Keywords - This movie, child, girl, adventure, married, old, wife, die, balloons.

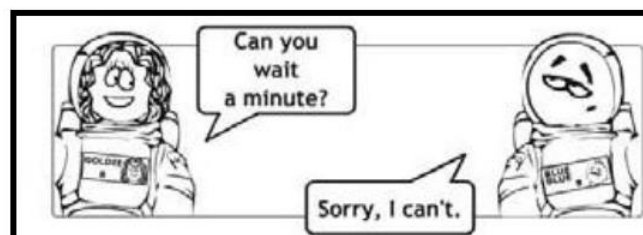
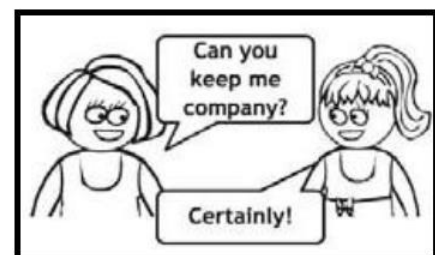
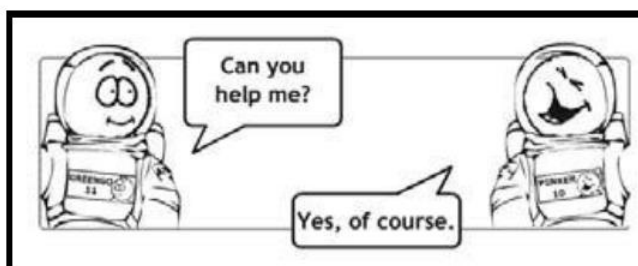
2. I predict that \_\_\_\_\_

## B. POLITE WORDS & PHRASES:

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

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

Can't = Cannot



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

**I can...**

---

---

---

**I can't...**

---

---

---

**My partner can.....**

---

---

---

**My partner can't.....**

---

---

---

# Lesson 10: Do and Does

## A. Correct the following sentences:

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

---

---

---

---

---

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

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

## 2. Answer the questions on your own

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



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

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

C. Rearrange the words to complete the sentences:

do	have	you	pen	a	?
Do you have a pen ?					
you	have	salt	don't	?	
_____					
the	I	don't	know	answer	.
_____					
your	don't	I	have	letters	.
_____					

# Lesson 11: May, Must, Might

## A. PARTNER TALK:

1. How would Emmanuel be feeling on stage?

---

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

---

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

---

Share with the class, beginning your sentence with:

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

## B. 1. MAY I ...?

Me

May I come in, \_\_\_\_\_?  
(polite word)

Teacher





Yes, come in.

May I \_\_\_\_\_? (go \_\_\_\_\_)

May I \_\_\_\_\_? (take \_\_\_\_\_)

May I \_\_\_\_\_?

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

 <b>Me</b>	Excuse me, _____ (title)	 <b>Teacher</b>	Yes, _____ (name)
 <b>Me</b>	May I ask a question, _____?	 <b>Teacher</b>	Yes, you may.

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

## C. MIGHT/ MIGHT NOT

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

## D. MUST OR MUST NOT

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



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

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

# Lesson 12: Group Bonding Ceremony

## A. RULES OF THE GAME:

1. Create a big open space in the classroom by shifting the chairs and tables.
2. Using chalk, draw a large square/rectangle on the floor. This is the 'minefield'. Place a few empty plastic bottles inside the shape, and a lot of paper sheets with a large 'X' on them. The paper sheets are the mines.
3. In every team, one person will be blindfolded and the other will be outside the minefield giving instructions. The blindfolded player must make their way from one end of the square/rectangle to the other, without stepping outside the boundary or stepping on a mine. If they do, they face a penalty. Their only guidance is the vocal commands of their 'buddy' outside the shape who is not blindfolded.
4. Penalty for stepping on a plastic bottle or slipper or paper sheet: 1 point
5. Based on the amount of space available in the classroom, 5 pairs (i.e. 10 students) can play at a time. The next set of 10 students can play after the first set is done.
6. After all the 10 teams (i.e. 20 students) have crossed the minefield, add up the penalty points by each team. The team with the lowest penalty score wins!
7. After one round, ask if the students have understood the game. Tell them that this was a practice round. Now play a second round with the roles swapped, i.e. the one who was blindfolded earlier gets to be outside the minefield, and vice versa.
8. Allow the students 2-3 minutes to make a strategy if they wish. Explain that this will be the final round. Play the game and declare the final two winning teams.

## B. PICTURES OF SAMPLE HALL OF FAME



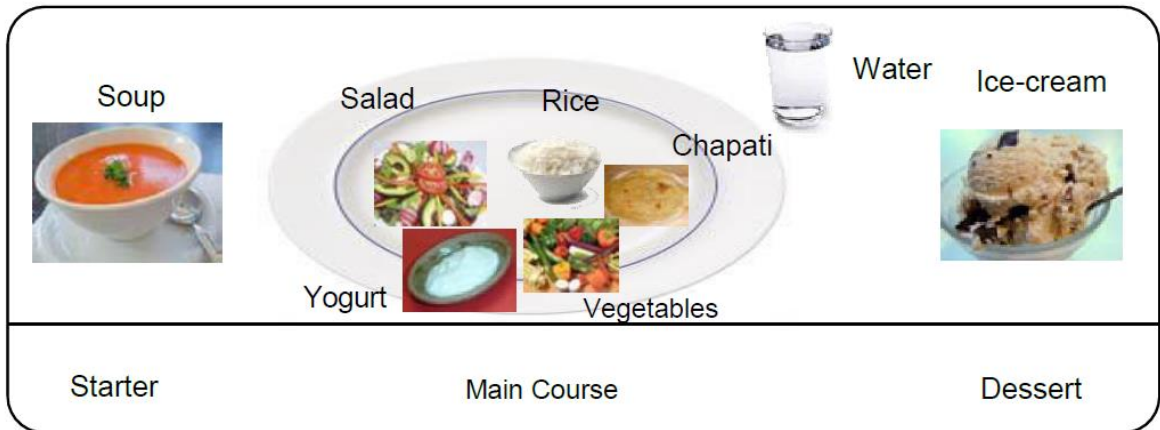


# Lesson 14: Food and Drinks

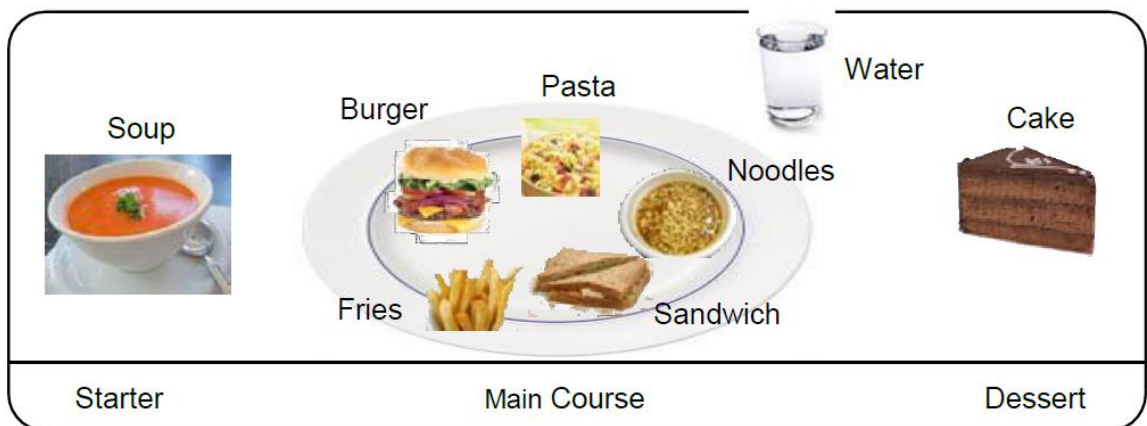
## A.1. BREAKFAST



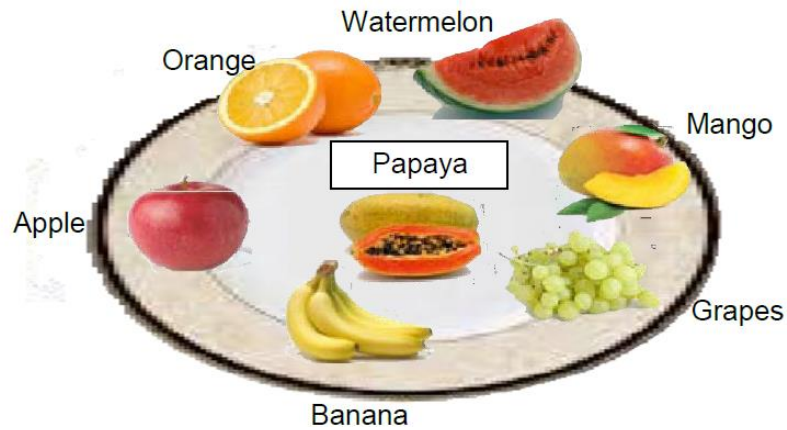
## 2. LUNCH



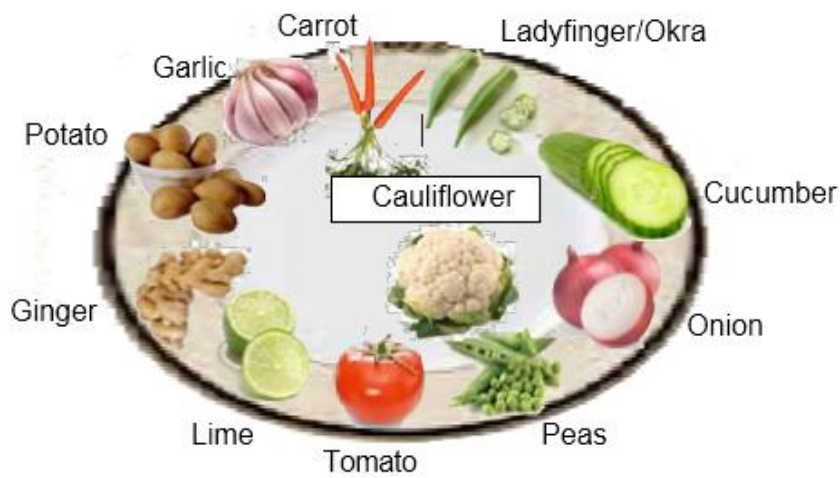
## 3. DINNER



## B. FRUITS



## VEGETABLES



### 1. FILL IN THE BLANKS:

a. I like \_\_\_\_\_ and \_\_\_\_\_.  
(fruit) (vegetable)

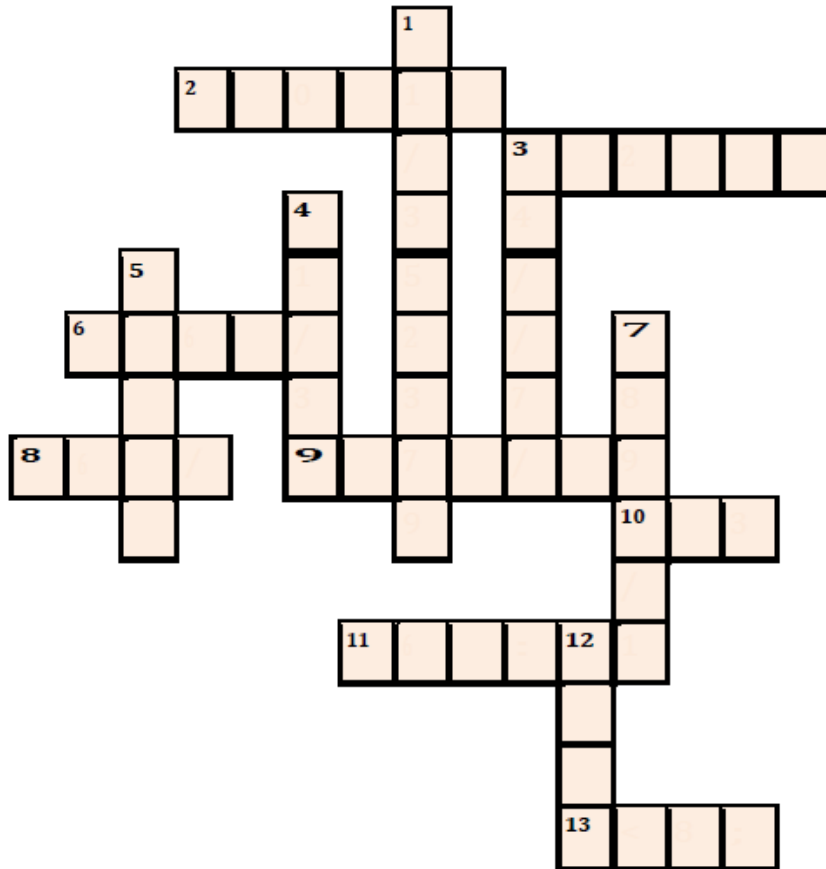
b. I \_\_\_\_\_ like \_\_\_\_\_ and \_\_\_\_\_.  
(don't/doesn't/didn't) (fruit) (vegetable)











c. My friend likes \_\_\_\_\_ and \_\_\_\_\_.  
(fruit) (vegetable)

d. He/she \_\_\_\_\_ like \_\_\_\_\_ and \_\_\_\_\_.  
(don't/doesn't/didn't) (fruit) (vegetable)



### C. CROSSWORD



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

## D. TALLY

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

1		6	///
2		7	///
3		8	///
4		9	///
5	////	10	///////

Which is the most popular breakfast food? \_\_\_\_\_

Which is the most popular snack? \_\_\_\_\_

# Lesson 15: Hobbies and Pastimes

## A. 1. HOBBY OR PASTIME?



Read



Listen to music



Play music



Sing



Dance



Travel



Watch TV



Cook



Play



Cycle



Talk



Walk

## 2. EXERCISE

I like to \_\_\_\_\_.

I do not like to \_\_\_\_\_.

My \_\_\_\_\_ likes to \_\_\_\_\_.  
(family member)

My \_\_\_\_\_ does not like to \_\_\_\_\_.  
(family member)

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

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

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

Read and tick the correct box:

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

### C. SURVEY QUESTIONNAIRE

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

MAKE YOUR GRAPH HERE:

# Lesson 16: Seasons and Weather

## A. 1. SEASONS



Spring



Summer



Monsoon

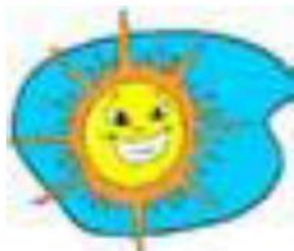


Autumn / Fall



Winter

## 2. WEATHER



Sunny



Cloudy



Rainy



Windy

















Snowy



Foggy

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

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

**2. COMPLETE THE SENTENCES ABOUT THE WEATHER/SEASON:**

1. It is \_\_\_\_\_.
2. It may \_\_\_\_\_.
3. It might \_\_\_\_\_.
4. It must \_\_\_\_\_.

**C.1. PRESENTATION - MY FAVOURITE SEASON:**

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

## 2. DATA COLLECTION ON YOUR FAVOURITE SEASON:

Spring	Summer	Autumn	Winter

MAKE YOUR GRAPH HERE:

# Lesson 17: Weather Forecast

## A WHICH SEASON IS IT?

1



Source: <https://gjeldnes.com/>

Season - \_\_\_\_\_

What makes you say that? \_\_\_\_\_

2



09::<=> BCCDEFE... (GB-B)HU'GI+K

Season - \_\_\_\_\_

What makes you say that? \_\_\_\_\_



## B. 1. WEATHER FORECAST:



Good \_\_\_\_\_, everyone. I am \_\_\_\_\_ and I will tell you about the weather in your city today. In \_\_\_\_\_, it is the \_\_\_\_\_ season and the  
(city)

weather is \_\_\_\_\_. It will be \_\_\_\_\_ during the day and  
(weather)

\_\_\_\_\_ during the night. Remember to take your \_\_\_\_\_ when you  
(weather) (clothing)

go out.

Thank you and have a nice day.

---

---

---

---

---

---

---

---

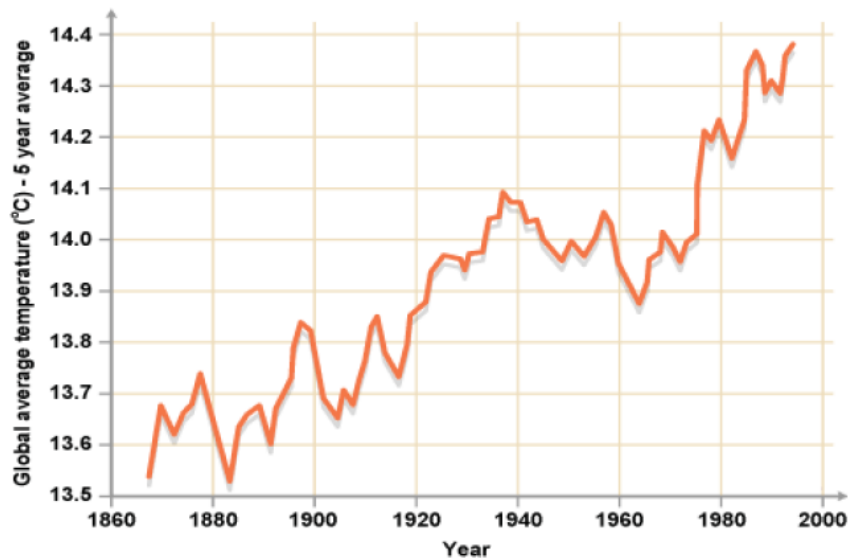
## 2. SELF AND PEER ASSESSMENT

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

Tell your friend two things:

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

### C. LOOK AT THE GRAPH AND ANSWER THE QUESTIONS:



Source - <http://www.bbc.co.uk/>

1. What was the global average temperature in 1860?

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

- a. The next 100 years will be warmer.
- b. The temperature in 1960s was more than temperature in 1930s.
- c. We cannot check temperature in a graph.
- d. The global average temperature in 1980 was 14.2<sup>0</sup> C.

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

# Lesson 18: Consolidation

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

### B. REVIEW TEST:

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

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

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

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

Steps	Correct Order
-------	---------------

Thank the audience.

Introduce yourself.

Prepare the presentation.

Ask for audience questions.

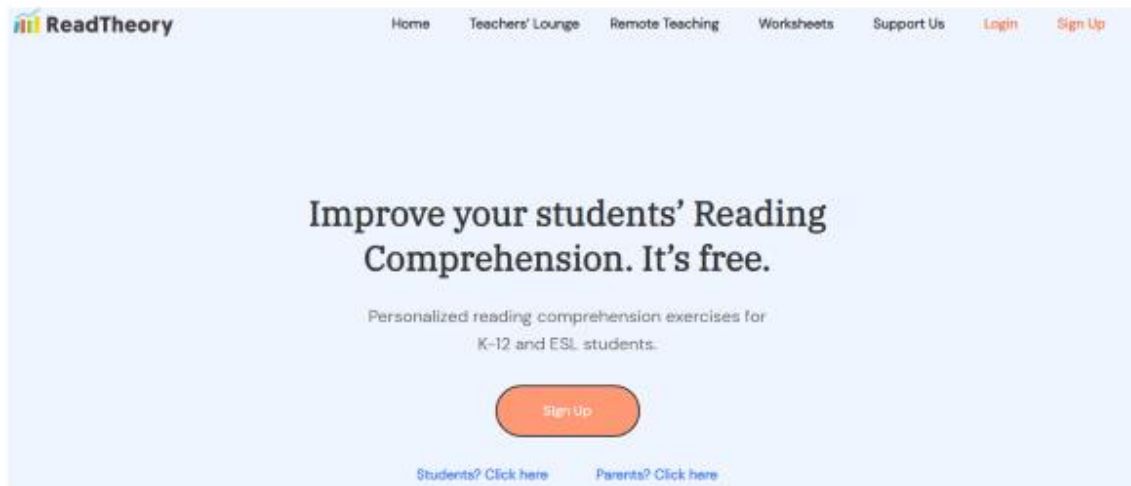
Score \_\_\_\_\_/20

# Lesson 19: Introducing Read Theory

## A. PROCESS OF JOINING READ THEORY

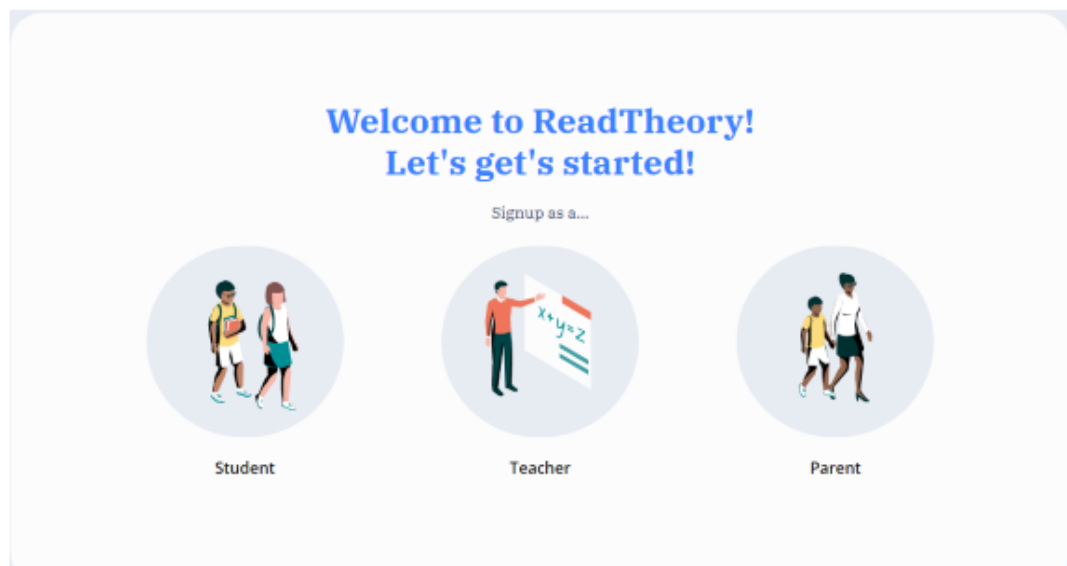
1. Write 'readtheory.org' on google

The page would appear as follows:



2. Click on 'sign up' (It is written with white in a red oval)

After clicking on 'sign up', the page would appear as follows:



3. Click on 'student'

After clicking on 'student', the page would appear as follows:

**Create your student account**

Sign in with Google

OR

Username  
Don't use your real name

Password  
Must be 8-16 characters and include both numbers and letters

Age

Class Code (Optional)

[Oops, I'm not a student](#)

Creating an account means you're okay with our [Terms of Use](#) and [PRIVACY POLICY](#).

**Sign Up**

[Already have an account?](#)

4. Write a username and password that you would remember. Fill your age and write the class code that the facilitator gave you. Click on sign up.

After clicking on 'sign up', the page would appear as follows:

**Personal Details**

First Name Initial

Last Name

Email (Optional)

Age

**Next**

[I'll do it later](#)

5. Write your  
'First Name Initial' i.e. the first letter of your first name,  
'Last Name'  
'Email'  
'Age'.  
Click on 'Next'.  
After clicking on 'next', the following page would appear:

**Let the learning begin!**

To begin, we'll need you to answer 8 questions to the best of your ability. This takes about 20 minutes and the questions will change in difficulty based on your answers. You must complete this independently.

This pretest must be completed in one sitting without any breaks. Leaving without finishing the pretest will result in you having to start over from the beginning next time, so do your best to finish or just take it at a later time.

**I'm Ready**

It is mentioned that

'To begin, we'll need you to answer 8 questions to the best of your ability. This takes about 20 minutes and the questions will change in difficulty based on your answers. You must complete this independently. This pretest must be completed in one sitting without any breaks. Leaving without finishing the pretest will result in you having to start over from the beginning next time, so do your best to finish or just take it at a later time.'

6. Click on 'I'm ready'

7. Some glimpses of the pre-test are as follows:

**Drizzle**  
Grade 3, 55CL

Enter Focus Mode

Drizzle is light rain. Drizzle raindrops are extremely small. They are smaller than half a millimeter in diameter—the size of the tip of a needle. Drops this small don't really even fall to the ground. Instead, they float. They get blown around by the wind. Sometimes they group together and this makes them heavy. In this case, they do fall to the ground. But they don't stay there for long. They evaporate back into the air before they have time to form puddles.

National Weather Service Observing Handbook No. 5, Aviation Weather Observations for Supplementary Aviation Weather Reporting Stations

Based on the information in the passage, which of the following statements about drizzle is true?

- Drizzle raindrops never form puddles.
- Drizzle raindrops never touch the ground.
- Drizzle raindrops are the size of the tip of a pencil.

A I only  
B II only  
C I and II  
D II and III  
E I, II, and III

Submit Answer

Support Us RajeshwariGupta OK

## Drizzle

Grade 3, 550L

[Enter Focus Mode](#)

Drizzle is light rain. Drizzle raindrops are extremely small. They are smaller than half a millimeter in diameter—the size of the tip of a needle. Drops this small don't really even fall to the ground. Instead, they float. They get blown around by the wind. Sometimes they group together and this makes them heavy. In this case, they do fall to the ground. But they don't stay there for long. They evaporate back into the air before they have time to form puddles.

National Weather Service Observing Handbook No. 8, Aviation Weather Observations for Supplementary Aviation Weather Reporting Stations

statements about drizzle is true?

- Drizzle raindrops never form puddles.
- Drizzle raindrops never touch the ground.
- Drizzle raindrops are the size of the tip of a pencil.

A I only  
 B II only  
 C I and II  
 D II and III  
 E I, II, and III

Okay, got it! Let's continue to the next question...

[Next question](#)

Support Us RajeshwariGupta OK

## Land of Few

Grade 3, 620L

[Enter Focus Mode](#)

New Zealand, one of the most beautiful countries in the world, is home to almost five million people. That may sound like a lot. But it's actually not compared to other countries with the same amount of land.

New Zealand has few people. But it does have many sheep—just over 30 million of them. That means there are about 7 sheep for every 1 person. With so many sheep around, it's not surprising that wool is one of New Zealand's biggest exports.

New Zealand. (n.d.). In Wikipedia. Retrieved November 17, 2015, from [https://en.wikipedia.org/wiki/New\\_Zealand](https://en.wikipedia.org/wiki/New_Zealand)

The author wrote this passage mostly to

- illustrate New Zealand's beauty
- examine New Zealand's exports
- discuss New Zealand's population
- compare New Zealand's land area
- identify New Zealand's problem

[Submit Answer](#)

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## Sloths

Grade 2, 500L

[Enter Focus Mode](#)

Sloths are animals that live in trees. Sloths spend almost all of their lives hanging from tree branches. They eat, sleep, and even have babies while hanging from branches. Sloths only leave their branches for two reasons: to go to the bathroom or to go swimming.

According to the passage, a sloth might leave its tree branch to

- eat
- sleep
- have babies
- go swimming
- fight

[Submit Answer](#)

Support Us RajeshwariGupta OKP

## Sloths

Grade 2, BOOL

[Enter Focus Mode](#)

Sloths are animals that live in trees. Sloths spend almost all of their lives hanging from tree branches. They eat, sleep, and even have babies while hanging from branches. Sloths only leave their branches for two reasons: to go to the bathroom or to go swimming.


According to the passage, a sloth might leave its tree branch to

- A eat
- B sleep
- C have babies
- D go swimming
- E fight

Okay, got it! Let's continue to the next question.

[Finish And Score ->](#)

8. Once the pre-test is complete, the page would appear as follows:



**Pretest Complete!**

Congratulations! You're now ready to enter the main area of our program. You can start taking quizzes, earning points, and collecting cool accolades along the way. Good luck, and thanks for using ReadTheory! We're happy you're here :)

[Enter Program!](#)

9. A glimpse of the comprehension passage is as follows:

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ADVERTISMENT

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[Why this ad?](#)

## Five Types of Trash?

Grade 3, 660L

[Enter Focus Mode](#)

What happens to the trash in your house? You probably throw it into a trash can. Maybe you sort out recyclable materials. This is good for the environment, because it means that some trash can be reused for new products.

But in Germany, people often have five different waste bins in their homes. Why do they need so many?

To start, German households typically have three different recycling bins. One is for paper and cardboard. The next one is for plastic and metal. The third is for glass. There are often even separate bins depending on the glass's color. Green glass gets one bin, clear glass gets another, and

What does it mean if a material is **recyclable**?

highlight text

- A It was produced in Germany.
- B It will return to the soil.
- C It can be reused to make something new.
- D It doesn't fit into any other category.

ADVERTISMENT

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[Submit Answer](#)



# Lesson 20: Favourite Things

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

I predict that \_\_\_\_\_

OR

**B. WRITE 2 SENTENCES ABOUT YOUR FAVORITE:**

1. Food:

---

---

2. Drink:

---

---

3. Season:

---

---

4. Clothing:

---

---

5. Color:

---

---

**C.NOTE THE RESPONSES OF YOUR CLASSMATES HERE:**

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

Season 1. 2. 3. 4. 5.		
Clothing 1. 2. 3. 4. 5.		

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

**D. REFLECTION:**

1. Did you make any mistake? What was it? \_\_\_\_\_

2. Why do you think you made that mistake?

\_\_\_\_\_

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

\_\_\_\_\_

# Lesson 21: Sentence Structure

## A. CAPITALIZATION:

Use capitalization for:

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

### 1. Proofread:

**Capitalize and rewrite the sentences:**

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

## B. ENDING OF SENTENCE:

### 1. Proofread:

End the sentence with....

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

**Example:** I like to eat.

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

**Example:** What is your name?

**End with . or ?**

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

### C. USE OF COMMA (,):

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

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

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

ii) I like math history and grammar.

iii) Lata please sit down.

iv) Rohit lives in London England.

v) Our postman Jamil smiles a lot.

#### D. PROOFREAD THE PASSAGE AND MAKE CORRECTIONS TO IT:

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

# Lesson 22: Be A Top Editor

## A. USE OF 'AND'

To join similar statements.

### Examples:

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

### Exercise:

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

## B. USE OF 'BUT'

To join statements with opposite ideas.

### Examples:

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

### Exercise:

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

C. TOP EDITOR

1. Proofread the passage using correction marks given below:

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

**Correction marks**

Error	Mark
Spelling	sp
Capitalization	c
Punctuation	p

Time taken	Mistakes found



2. Rewrite the passage correctly:

Blank writing area with horizontal lines for rewriting the passage.

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

# Lesson 23: Consonant and Vowel Sounds

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

 <b>Sue</b>	 <b>Shoe</b>

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

 <b>Egg</b>	 <b>Apple</b>



C. CREATE YOUR OWN TONGUE TWISTERS

1. She sells seashells on a seashore.  
The shells she sells are seashells,

I'm sure.

2. Selfish shellfish.
3. Someone should show Sylvia some strokes so she shall not sink.
4. The sun shines on the shop signs.
5. Susan shines shoes and socks;  
socks and shoes shines Susan.

---

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---

**Step in the shadow**

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

---

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---

---

D. FREE APPS FOR DOWNLOAD ON YOUR SMARTPHONE:

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

# Lesson 24: Consolidation

A. THIS IS A PANDA:



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

# Lesson 25: Asking Questions-1

## A. THE 5 WS AND AN 'H':

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

### 1. EXERCISE

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

How	Who	Where	Do	What	When	Why
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

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




---



---



---



---

**C. PROOFREAD AND CORRECT THESE QUESTIONS:**

1. What your name?

---

2. Who your father?

---

3. He coming when to class?

---

4. Where he lives?

---

5. How he go to school?

---

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

---

Are you getting better at asking questions?

---

# Lesson 26: Asking Questions-2

## A. READ THE STORY:



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

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

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

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

It is great living with my dad.

## EXERCISE:

Prepare 5 questions about the story to ask your partner:

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

## B. PREPARE QUESTIONS FOR STATEMENTS GIVEN BELOW:



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

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

---

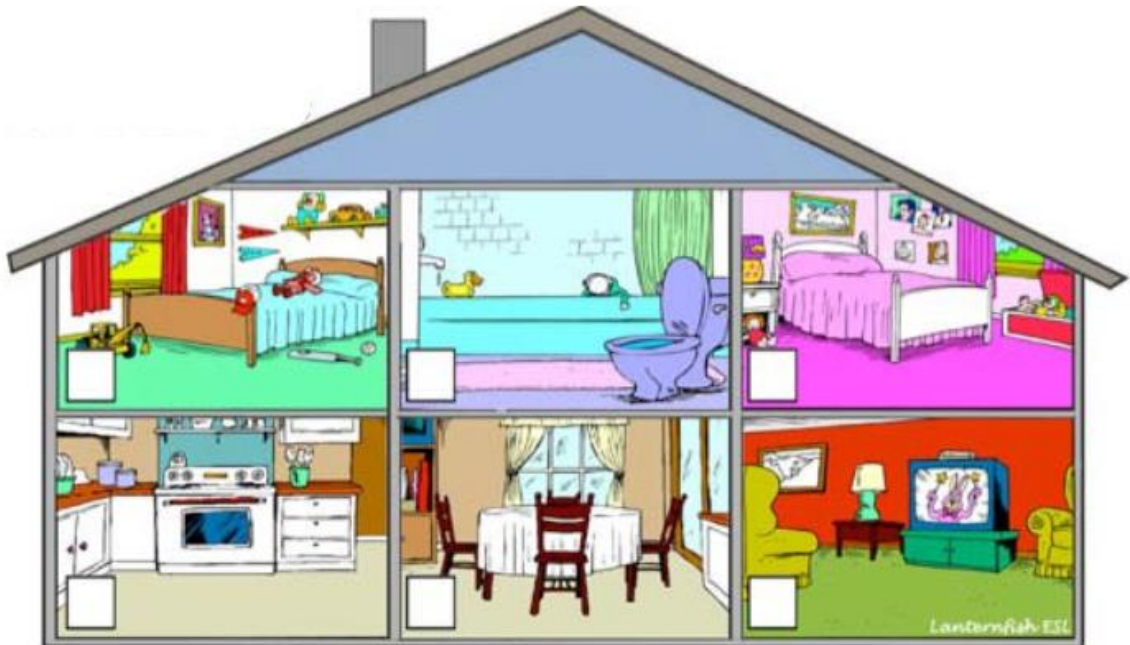
---

---

**OR**

# Lesson 27: My House and Neighbourhood

## A. PARTS OF A HOUSE



### 1. Exercise

Number the rooms in the picture above.

1. bathroom

2. bedroom

3. dining room

4. kitchen

5. living room

**B. MATCH THE WORD TO THE IMAGE:**

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



Tap



Stove



Cupboard



Toilet



Fan



Door



Soap



Sink



Refrigerator



Window



Sofa



Gate



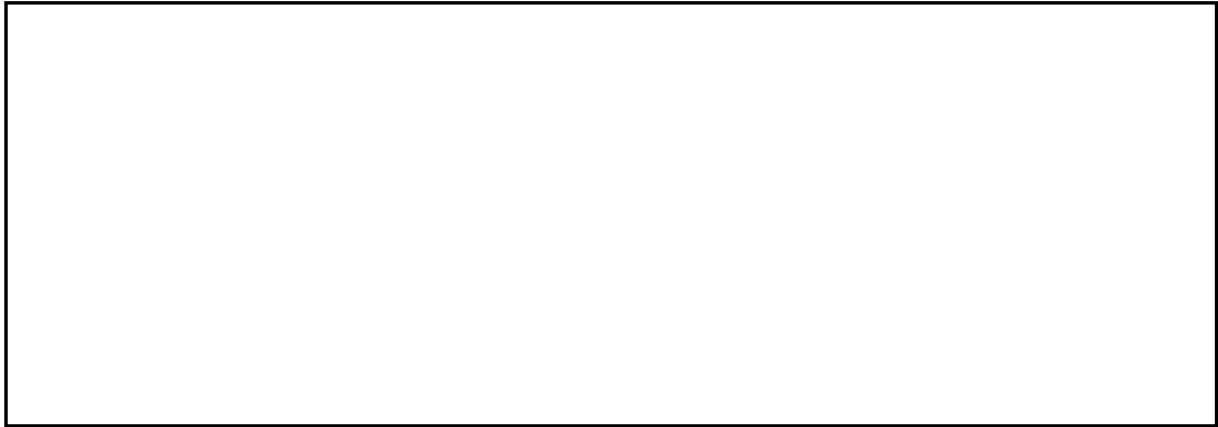
**C. COMPARE:**



# Lesson 28: My Workplace

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

B. DRAW AND DESCRIBE YOUR WORKPLACE:



C.1. OBJECTS IN OFFICE :



Desk



Chair



Bin



Table lamp



Monitor



Printer



Filing cabinet



Photocopier



Projector



Microphone













Conference  
hall



Podium

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

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

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

\_\_\_\_\_

\_\_\_\_\_

# Lesson 29: Actions and Places

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

---

---

## B. ACTIONS



Read



Cook



Play



Talk



Sing



Dance



Walk



Eat



Pick



Take



Give



Laugh



Drink



Clean



Close



Open



Sleep



Bathe



Teach



Work



Jump



Run



Sit



Stand



Come



Go



Write



Think

### C. ACTIONS AND PLACES

1. Complete the following:


My \_\_\_\_\_ in \_\_\_\_\_  
(family member)



My \_\_\_\_\_ in \_\_\_\_\_  
(family member) (place)



My \_\_\_\_\_ \_\_\_\_\_ in \_\_\_\_\_  
(family member) (action)



My \_\_\_\_\_ in \_\_\_\_\_  
(family member) (place)



My \_\_\_\_\_ \_\_\_\_\_ in \_\_\_\_\_  
(family member) (action)



## **2. READ THE ARTICLE WITH A PARTNER:**

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

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

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

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

# Lesson 30: Learning Contract-1

## A. REFLECT AND RESPOND:

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

## B. REFLECT AND RESPOND:

i. Have you discussed your learning goals with the facilitator?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
What is your goal? (career or learning English):		
ii. How will Freedom Employability Academy help you in fulfillment of this goal?		

iii. Can Freedom Employability Academy help you develop other skills?			
If yes, which ones?			
iv. To learn, I will:	Lesson 30	Lesson 36	Lesson 42
come to the center on time.			
not miss classes.			
speak only in English with my facilitator and classmates.			

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

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

**ASK YOUR FACILITATOR TO ORGANISE THE VISIT.**



# Lesson 31: Homophones and Opposites

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

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

B. **OPPOSITE** - Word completely different in meaning.

Up	Down	Dead	Alive
Day	<b>Night</b>	Good	Bad
Before	After	Come	Go
End	Start	Dry	Wet
Open	Close	<b>E</b> arly	Late
Full	Empty	Fast	Slow <b>w</b>
<b>R</b> ight	<b>W</b> rong	Lost	Found
First	Last	Happy	Sad
Cold	Hot	In	Out
More	Less	Like	Dislike
Big	Small	Rich	Poor
Fat	Thin	Dirty	Clean
Question	Ans <b>w</b> er	Near	Far

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

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

# Lesson 32: How the Brain Works

## A. DISCUSS WITH YOUR PARTNER

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

I think \_\_\_\_\_

\_\_\_\_\_

My partner thinks \_\_\_\_\_

\_\_\_\_\_

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



Image courtesy - <http://mskallimier.weebly.com/>

## C. LOOK AT THE IMAGES GIVEN BELOW:

**SEE THIS GUY?** **BORN REALIST**

- FAILED TO GET A JOB EVEN AFTER TRYING 30 TIMES.
- WAS THE ONLY ONE REJECTED BY KFC OUT OF THE 24 INTERVIEWEES
- FAILED TWICE DURING HIS SCHOOL EXAMS, THrice DURING HIS UNIVERSITY ENTERANCE EXAM AND REJECTED 10 TIMES FROM HARVARD
- THE FOUNDER OF ALIBABA GROUP
- 33TH RICHEST PERSON IN THE WORLD

**R**

**SEE THIS WOMAN?** **BORN REALIST**

- SHE HAS BEEN WHEEL CHAIR BOUND SINCE 2007, AFTER A TRAGIC ROAD ACCIDENT WHICH MADE HER PARALYZED FOR THE REST OF HER LIFE
- HER HUSBAND DIVORCED HER, HER FATHER LEFT HER IN PAIN.
- SHE SPENT 2 YEARS IN THE HOSPITAL BED THINKING WHAT TO DO NEXT
- KNOWN AS THE "IRON LADY" OF PAKISTAN
- 1ST UN WOMEN AMBASSADOR IN PAKISTAN
- 1ST WHEELCHAIR-BOUND MODEL

**R**

**R**BORN REALIST

## SEE THIS WOMAN?

- WAS **JOBLESS**, A LONE PARENT, & AS POOR AS IT IS POSSIBLE TO BE IN MODERN BRITAIN
- HER BOOK WAS TURNED DOWN BY **12 PUBLISHERS** SAYING, IT WAS "TOO DIFFICULT FOR CHILDREN"

**THE WOMAN WHO WROTE "HARRY POTTER"**

- RICHEST AUTHOR IN THE WORLD

**R**

**R**BORN REALIST

## SEE THIS GUY?

- GREW UP IN **POVERTY**, SHARING A ROOM WITH HIS BROTHER AND SISTER
- EXPELLED FROM SCHOOL BECAUSE HE "DISRESPECTED" HIS TEACHER
- WAS DIAGNOSED WITH A RACING **HEART CONDITION** BUT DIDN'T GIVE UP

**CRISTIANO RONALDO**

- BEST FOOTBALL PLAYER IN THE WORLD
- FIFA WORLD PLAYER OF THE YEAR

**R**

**R**BORN REALIST

## SEE THIS GUY?

- HIS MOTHER BECAME PARALYZED WHEN HE WAS **11**
- AT THE AGE OF **20** HE WAS PENNILESS AND STONE BROKE
- HIS ORGANIZATION'S FIRST **DONATION** WAS ONLY \$50

**ABDUL SATTAR EDHI**

- FOUNDER OF THE LARGEST VOLUNTEER AMBULANCE ORGANIZATION
- GREATEST HUMANITARIAN OF THE 21ST CENTURY

**R**

**R**BORN REALIST

## SEE THIS GUY?

- DIDN'T HAVE ENOUGH **MONEY** TO PAY APARTMENT RENT SO SHIFTED WITH HIS SENIOR ON THE CONDITION TO **COOK MEALS** FOR HIM
- HIS FRIENDS NEVER SUPPORTED HIM & **TEASED** HIM THAT HE HAD GONE TO BECOME AN ACTOR AND RETURNED WITH **NOTHING**
- WAS REJECTED MANY TIMES DUE TO HIS LOOKS

**AWARD WINNING FILM ACTOR**

- BEST ACTOR 2012 (NEW YORK INDIAN FILM FESTIVAL)

**R**

**R**BORN REALIST

## SEE THIS GUY?

- WAS **BEATEN SO BADLY** IN SCHOOL THAT HE WENT INTO COMA FOR A WEEK
- FAILED THE **9TH GRADE** A TOTAL OF 3 TIMES BEFORE DROPPING OUT OF SCHOOL
- WAS SUED BY HIS OWN MOTHER

**KING OF HIP-HOP**

- MOST SUCCESSFUL RAPPER OF ALL TIME

**EMINEM**

**R**

**R**BORN REALIST

## SEE THIS GUY?

- COULDN'T SPEAK PROPERLY HIS ENTIRE LIFE BECAUSE HE HAD A **STAMMER**(Speech disorder)
- BELONGED TO A **MIDDLE CLASS** FAMILY, HIS FATHER WAS A FARMER

**ONE OF BEST COMEDIANS IN HISTORY**

**Rowan Atkinson**

**R**

Image courtesy - <https://bornrealist.com/>

## FOOD FOR THOUGHT

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

# Lesson 33: Mindfulness

## A. Daily activities

Brushing teeth	Attending Class	Cooking

## B. Advantages/Disadvantages

Advantages	Disadvantages

## C. Food for thought

If we were able to concentrate on one thing at a time, how would our lives be different?

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# Lesson 34: New Beginnings

## A. Problems

PROBLEMS RELATED TO:	SOLUTIONS:
Transportation system	
New friends	
Managing Money	
Culture shock	
Climate	
Way of presenting oneself	
Way of speaking language	

# Lesson 35: Is Change Important

## A. CHANGE

1. What kind of changes are necessary in life?

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2. What do we learn from these changes? How is it beneficial for us?

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# Lesson 36: Assessing For Learning

## Exercise A

A man went to a store, picked up a telephone and dialed a number. The storeowner observed and listened to the conversation:

Man: "Lady, can you please give me the job of cutting your lawn?"

Woman: (at the other end of the phone line) "I already have someone to cut my lawn."

Man: "Lady, I will cut your lawn for half the price of the person who cuts your lawn now." Woman: I'm very satisfied with the person who is presently cutting my lawn.

Man: (with more perseverance) "Lady, I'll even paint the fence of your lawn, and on Sunday, buy vegetables from the local market. This way your Sunday will be much relaxed, and your lawn will be beautiful too. "

Woman: No, thank you. (And she disconnected the call)

With a smile on his face, the man replaced the receiver. The storeowner, who was listening to all this, walked over to the man.

Store Owner: I like your attitude; I like that positive spirit and would like to offer you a job." Man: "No thanks,

Store Owner: But you were really pleading for one.

Boy: No Sir, I was just checking my performance at the job I already have. I am the one who is working for that lady I was talking to!"

This is what we call "Self-Assessment"..... !!!

## Exercise B:

Do you feel comfortable while introducing yourself in front of teachers/strangers?  
What makes you say that?

---

What is that one thing in which you are getting better at while learning English?

---

What do you need to improve?

---



# Lesson 37: Online Assessing

## Exercise A

### Listening

Are you able to	Never (0)	Seldom (1)	Sometimes (2)	Often (3)	Always (4)
Understand accent					
Understand rate of speech					
Remember the details of the video					
Remain focused while listening					

### Reading

Are you able to	Never (0)	Seldom (1)	Sometimes (2)	Often (3)	Always (4)
Understand the main idea					
Remember the details					
Understand the options while appearing for reading assessment					

# Lesson 38: Offline Assessing

**Table 1**

Against each indicator, rate yourself on scale of 0 to 4 (0 being the lowest and 4 being the highest. Refer yesterday's lesson)

## Listening

Problems while listening	My Score	Good Practices (tick the ones which you find relevant)	Make your plan
Demo		A - B - C -	While listening to AV, I will follow point B I will watch videos with subtitles twice a week after/before my session.
Understanding the accent		A- Write down whatever you can and can't understand and discuss with your facilitator. B- Pause the video after every minute and try to understand the main idea and later discuss with your friends. C- Watch videos with subtitles. D- _____	
Understanding the rate of speech		A- Start listening to videos with slower rate of speech. B- Pause and try retelling it to yourself. Listen to the audio video multiple times. C- Put all your concentration into hearing the first sentence, last sentence and understand what was said. Pick key words relating to their overall points. D- _____ _____	

Remembering the details of the audio		<p>A- Try to create a picture in your mind while listening.</p> <p>B- Pause and remind yourself about the main idea, settings, characters etc.</p> <p>C- Make notes.</p> <p>D- _____</p>	
--------------------------------------	--	--	--

Remaining focused and not getting distracted		<p>A- If you cannot hear the audio clearly, let your facilitator know straightaway.</p> <p>B- While listening to the audio, close your eyes and focus only on the audio part.</p> <p>C- While listening to your facilitator, after the instruction is given, repeat the main idea in your mind.</p> <p>D- _____</p>	
--	--	---	--

**Table 2**

**Reading**

Problems while reading	My Score	Good Practices (tick the ones which you find relevant)	Make your plan
Demo		<p>A-</p> <p>B-</p> <p>C-</p>	<p>M,W,F- Practice (A) in the classroom after my session for 20 minutes</p> <p>T,T,S- Discuss my progress with my facilitator and follow point B for 15 min after/before my class</p>

<p>Understanding the main idea</p>		<p>A - Before reading a text, place checkpoints (can be after each paragraph) Then, as you read stop at each checkpoint to retell what has happened in the text. If you can retell successfully, you continue reading. If not, then go back and re-read.</p> <p>B- While you continue to read don't forget to remind yourself of the main characters, where the story is taking place, the problem and solution of the story.</p> <p>C _____</p>	
<p>Remembering the details</p>		<p>A- Read in short segments (a few sentences to few paragraphs)</p> <p>B- Read and form pictures of what you read. This will help you remember most of what you read.</p> <p>C _____</p>	
<p>Getting confused with options</p>		<p>A- Don't skim and scan the text to find the final answer. You will have to read the appropriate part of the text very carefully in order to understand what the author means.</p> <p>B- Don't look for words that exactly match those in the statements. You should also look for synonyms. Remember that you are matching meaning, not words.</p> <p>C _____</p> <p>_____</p>	

## Writing

Good Practices - Writing	Make your plan
<p>1-Take your time and re-read your work before submitting. Did you start the sentence with a capital letter? Did you end the sentence with a full stop? Have you placed a question mark at the end of a question?</p> <p>2-Get plenty of feedback from everyone. Don't be shy if people find errors in your writing.</p> <p>3-Write short sentences. Do not forget to spell check.</p> <p>4-Do not use one word twice in a same sentence. Ex: He had his dinner and after the dinner he went for a walk.</p>	

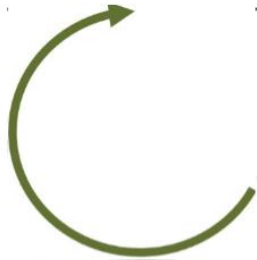
## Spoken

Problems while speaking	My Score	Good Practices (tick the ones which you find relevant)	Make your plan
Forming correct question		<p>A- Every time you ask a question, make sure you use a question word.</p> <p>B- A statement which sounds like a question, is not a question. Correct your peers when you find this.</p> <p>C- Read lots of questions from various sources (google, textbooks, FEA books and next time when you ask a question try using question word in your sentences).</p> <p>D-</p>	
Sounds of sh and s, o and aw etc.		<p>A- Practice tongue twisters with sh and s sounds</p> <p>B- Watch you tube videos on how to improve sh and s sounds.</p> <p>C-</p> <hr style="width: 50%; margin-left: 0;"/>	

Struggling with vocabulary and tenses	<p>A- Reading magazines, newspapers and story books are wonderful ways to improve your vocabulary.</p> <p>B- Use New Words. Use a word immediately after you learn it. Try finding new words and see how you can use them.</p> <p>C- Word games like crossword puzzles, anagrams, word jumble, Scrabble, and Boggle. Find some word-game Websites.</p> <p>D-</p> <hr/>	
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# Lesson 39: Telling Time

## A.1. TIME OF THE DAY



4 am-noon  
(12 'o' clock)  
Morning



Noon - 4 pm  
Afternoon

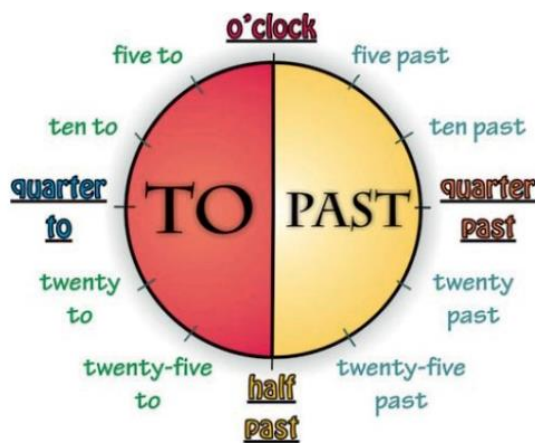


4 pm-8 pm  
Evening

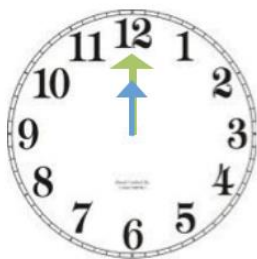


8 pm-4 am  
Night

## 2. TELLING TIME



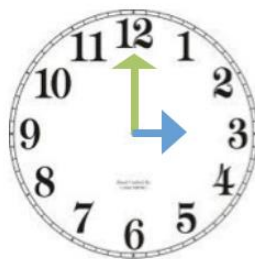
## 3. WHAT TIME IS IT?



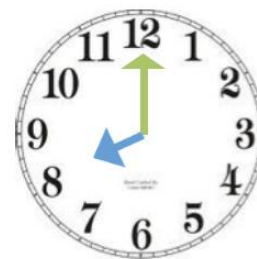
12 o'clock

Noon (end of first cycle)

Midnight (end of second cycle)



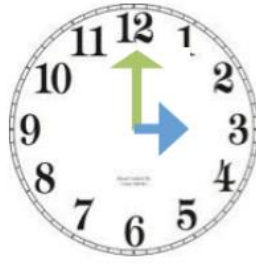
(1<sup>st</sup> Cycle)



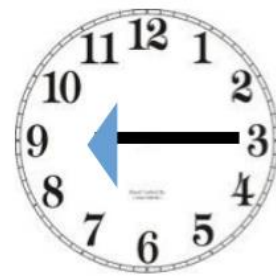
(1<sup>st</sup> Cycle)



(2<sup>nd</sup> cycle)



(2<sup>nd</sup> cycle)



(2<sup>nd</sup> cycle)



(1<sup>st</sup> cycle)



(1<sup>st</sup> cycle)



(2<sup>nd</sup> cycle)

### B. READ THE PASSAGE WITH A PARTNER:

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

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

a) What is your question?

---

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

---

c) What is the answer to your question?

---



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

I improved my \_\_\_\_\_

2. What did you struggle with today?

I struggled with \_\_\_\_\_

# Lesson 40: Calendar

## A1. DAYS OF THE WEEK

Sunday      Monday      Tuesday      Wednesday

Thursday      Friday      Saturday

There are \_\_\_\_\_ days in a week.  
(number)

## 2. TODAY, TOMORROW AND YESTERDAY

<sup>-1</sup> Yesterday      <sup>1</sup> Today      <sup>+1</sup> Tomorrow

## 3. FILL IN THE BLANKS

If today is Monday, yesterday was \_\_\_\_\_,  
(day)  
**AND** tomorrow will be \_\_\_\_\_.  
(day)

I went to \_\_\_\_\_ yesterday.  
(place)  
I will go to \_\_\_\_\_ tomorrow.  
(place)

Yesterday, I \_\_\_\_\_ in \_\_\_\_\_.  
(action) (place)  
Tomorrow is \_\_\_\_\_,  
(day)  
I will \_\_\_\_\_ at \_\_\_\_\_.  
(action) (place)

#### 4. MONTHS IN A YEAR

January

February

March

April

August

June

July

May

September

October

November

December

Fill the blanks with a number:

There are \_\_\_\_\_ months in a year.

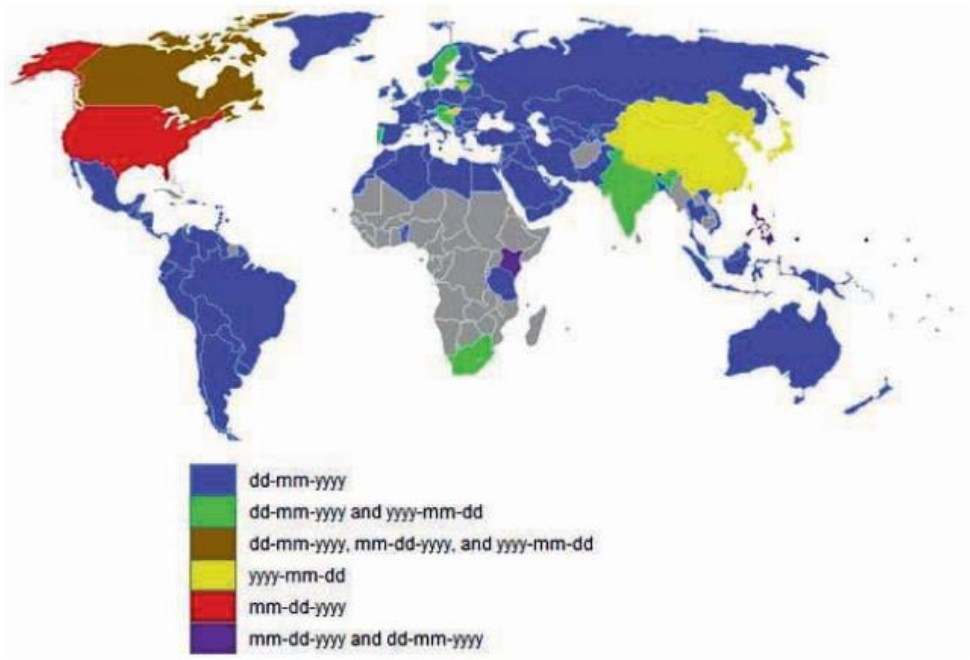
There are \_\_\_\_\_ weeks in a month.

There are \_\_\_\_\_ weeks in a year.

There are \_\_\_\_\_ days in a week.

There are \_\_\_\_\_ hours in a day.

**B. DATE FORMAT AROUND THE WORLD:**



# Lesson 41: Managing Time

## A. 1. FOOD FOR THOUGHT

'Procrastination is the thief of time.' ~ Edward Young

a. Do you procrastinate?

---

b. What does the quote mean?

I think it means \_\_\_\_\_

My friend thinks it means \_\_\_\_\_

## 2. BEATING DISTRACTIONS

What distracts you?	Do you set time limits?	Do you know your energy cycle?
Do you make a to- do list in the morning?	Do you review to- do list in the evening?	Do you use reminders?
Do you break a big task into smaller tasks?	How do you motivate yourself?	

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

Step 1 - Think like a punctual FEA student.

Step 2 - Plan and write about your day.

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

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

Step 5 - Check your work for spellings and capitalization.

---

---

---

---

---

---

How is it similar to your day?

How is it different to your day?

**2. CHECKLIST:**

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

**C. PLEDGE:**

I, \_\_\_\_\_ (full name), pledge to attend FEA class, every day, ontime.

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

# Lesson 42: Power of Planning and Preparing

## A. FOOD FOR THOUGHT

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

**B. READ THE STORY BY YOURSELF:**

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

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

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

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

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

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

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

**C. What are some of the things for which you plan?**


**D. Can you guess the problem related to planning in the following images:**

1. \_\_\_\_\_






2.



Can you guess the problem?

4

3.



Can you guess the problem?

6

4.



Can you guess the problem?

8

5.

---



Can you guess  
the problem?

10

6.

---



Can you guess  
the problem?

16

# APPENDIX 1

Roll the dice and play with a friend

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



# Building ethical, productive mindsets and core employability skills

“One language sets you in the corridor for life. Two languages open every door along the way.”

- *Frank Smith*

“You don't have to be good to start, you just have to start to be good.”

- *Joe Sabah*

“Very little is needed to make a happy life; it is all within yourself, in your way of thinking.”

- *Marcus Aurelius*

“Who you are tomorrow begins with what you do today.”

- *Tim Fargo*

“Whether you think you can, or think you can't - you are right.”

- *Henry Ford*

“All our dreams can come true, if we have the courage to pursue them.”

- *Walt Disney*

“Anyone who has never made a mistake has never tried anything new.”

- *Albert Einstein*

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”

- *Malcolm X*

“A well-educated mind will always have more questions than answers.”

- *Helen Keller*

“The beautiful thing about learning is that no one can take it away from you.”

- *B.B. King*

“All we are is the result of what we have thought.” By changing our mode of thinking, we can remake ourselves completely.”

- *Eknath Easwaran*

**NOT FOR SALE**

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