



FREEDOM ENGLISH ACADEMY
COACHING FOR PROFESSIONAL JOBS

STM 18

Advanced Reading, Writing & MOOCs

Duration: 2 Days

v28.5.19

Objectives:

- Participants will further their understanding of the concepts learned in Creative RWM.
- Participants will learn how to use reading and writing for personal and professional growth.
- Participants will use MOOCs improve their reading and writing skills.
- Participants will explore the ways to develop these skills in their students.

STM 18 - Advanced Reading, Writing & MOOCs

Day 1

Session	Objective	Activity
9:00AM to 11:00AM	Recap and Plan ahead: Guided Reflection	<p>With the help of a reflection sheet (Appendix 1) provided by the trainer, participants will reflect how they implemented the learnings of Creative RWK in their classrooms. They will then share what they learned with other participants. (30 minutes)</p> <p>The trainer then shares the objectives of both the days and how he / she plans to accomplish them. (10 minutes)</p> <p>Introduction to the world of books through a Power Point presentation (5-10 minutes) (Some interesting facts about reading)</p> <p>After the presentation, ask them why reading is a common habit among successful people. (Get why famous people read?) (What draws successful people read?) (What famous people say about reading?)</p> <p>Divide them in groups and provide them the resources to research what famous/successful people (like Bill Gates, Warren Buffet, Walt Disney, Bollywood celebrities, businesspersons, sportspersons, etc.) have to say about reading.</p> <p>(If needed, share examples using the links given in Appendix 2)</p> <p>Give them 2-3 minutes each to present.</p>
11:00AM to 11:15AM	Tea Break	
11:15AM to 1:00PM	How to choose the right book for professional / personal growth	<p>With the help of the following questions, discuss how one can choose the right book:</p> <ul style="list-style-type: none"> • What motivates you to read? (What is that you wish to explore?) • What is intentional reading? How is it different from accidental reading? • How can intentional reading lead to professional/personal growth?

		<p>If helpful, use this video: https://www.youtube.com/watch?v=x36-kLmbo0I</p> <p>How to read to understand Discuss the various strategies one can employ to improve comprehension while reading.</p> <ul style="list-style-type: none"> • Focus • Try to get the gist of the text • Try to visualize the events • Re-read what you don't understand • Try guessing the meaning of difficult words/phrases • Make notes of important details • Ask questions • Try summarizing <p>Useful link: https://www.wikihow.com/Improve-Your-Reading-Skills</p>
1:00PM to 1:45PM	Lunch Break	
1:45PM to 2:00PM	<p>Energizer – Dictation Game (Class will be divided into pairs. One person in the pair will become the writer and other will become reader. Each pair will get a schedule of bus, pasted on the wall. Reader will run to the wall and read the schedule and he will tell this schedule to the writer who will write it on a sheet or paper. The team that completes everything first will win.)</p>	
2:00PM to 4:00PM	<p>Reading Practice: A platform to apply</p>	<p>Tell the participants that they are going to apply whatever they learnt in the previous session. Ask them to go to the following link: https://learnenglish.britishcouncil.org/reading</p> <p>Let them start at the lower intermediate level and proceed slowly to the advanced level. Allow them to make notes during the activity.</p> <p>After the activity discuss:</p> <ul style="list-style-type: none"> • What was easy / difficult? • What was fun / boring? • How was the activity helpful? <p>Encourage them to explore more resources on internet. Do discuss the importance of practicing from a credible website like BBC, British Council, Khan Academy, etc.</p>

		<p>MOOCs Trainer asks trainees to share their experience of MOOC courses taken in the previous workshop, and shares that they need to select one more MOOC in this workshop. However, it will not be selected in groups this time. This time, they will select MOOC individually.</p> <p>Essentials for MOOC:</p> <ul style="list-style-type: none"> • It should be a course related to reading or writing. • It should be a course of minimum 5 weeks. • <p>(They need to complete this course before registering for the next workshop of RWM. This will be an eligibility criteria for registering for the next workshop.)</p>
4:00PM to 4:15PM	Tea Break	
4:15PM to 6:00PM	Writing Practice: Using a Rubric	<p>Participants will write a summary of the experience of using online sources to improve their reading and writing. Peer feedback and editing to follow.</p> <p>Rate a peer on the following parameters (0 to 4):</p> <ol style="list-style-type: none"> 1. Grammar 2. Vocabulary 3. Organization of ideas 4. Creativity 5. Impact on reader <p>After the feedback, ask the participants to rewrite the summary.</p>

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Day 2

Session	Objective	Activity
9:00AM to 11:00AM	Reading Activities	<p>Divide the class in 5 groups and allot the reading benchmarks to each group (According to the various books). Tells groups to read and understand these benchmarks, and tells to find exercises or activities from the workbook where they can achieve the expectations mentioned in the benchmarks. (20 minutes)</p> <p>One by one, each group will share their understanding of the benchmarks and activities or exercises where they can meet the expectations. Additionally, trainees will share the how they will achieve these objectives. (Trainer will fill the gaps if any) (10 minutes to each group)</p> <p>Trainer talks about the progression of reading from book 1 to book 5 and map the FTS benchmarks with the curriculum.</p>
11:00AM to 11:15AM	TEA BREAK	
11:15AM to 1:00PM	Writing Activities	<p>Divide the class in 5 groups and allot the writing benchmarks to each group (According to the various books). Tells groups to read and understand these benchmarks, and tells to find exercises or activities from the workbook where they can achieve the expectations mentioned in the benchmarks. (20 minutes)</p> <p>One by one, each group will share their understanding of the benchmarks and activities or exercises where they can meet the expectations. Additionally, trainees will share the how they will achieve these objectives. (Trainer will fill the gaps if any) (10 minutes to each group)</p> <p>Trainer talks about the progression of writing from book 1 to book 5 and map the FTS benchmarks with the curriculum.</p>

1:00PM TO 1:45PM	LUNCH	
1:45PM TO 2:00PM	Energizer – Make sentences using the words provided	
2:00PM TO 4:00PM	Practice MOOC.	<p>Trainees continue with their MOOC course which they have selected. (1 hour)</p> <p>Trainees will pick a style of writing of their choice and write a story/article/essay/poem/blog post (Keeping Plot, Characters, setting and idea of the story) of around 250 words. (40 minutes)</p> <p>Peer checking, feedback and discussion on setting, characters and style of writing. (Trainer talk about the common mistakes made by most of the people) (15 minutes)</p>
4:00PM TO 4:15PM	TEA BREAK	
4:15PM TO 6:00PM	Recap and Plan ahead	<p>Trainer will recap all the learnings of the workshop through an activity. (Divide class in 4 groups and tells them to share the learning of the workshop each team gets 10 points for sharing 1 learning)</p> <p>Trainer give them Action plan sheets (Appendix 3) to fill and show how they are going to implement these learning by making a SMART action plan. (Which will be followed by the TMs, ATMs or HO staff)</p>

Appendix 1

Name:

Name of the branch:

Name of the TM:

1. What did you learn about reading and writing in induction?

2. How are you applying the learnings in your classrooms?

3. What are you doing well?

4. What needs improvement?

5. How do you wish to excel in these skills in the next 1 year?

Appendix 2

<http://elle.in/culture/bollywood-celebrities-reading-list/>

<http://favoriteof.com/shahrukh-khan/books/>

<https://curiosity.com/topics/8-books-that-elon-musk-says-changed-his-life-curiosity/>

Appendix 3

Name of the Workshop and Date:

Name:

TM:

What did you learn in the workshop?

3 things you want to implement in your classroom

Appendix 4

TYPES OF WRITING STYLES

SOURCE: <https://openoregon.pressbooks.pub/aboutwriting/chapter/types-of-writing-styles/>

There are four main types of writing: expository, descriptive, persuasive, and narrative. Each of these writing styles is used for a specific purpose. A single text may include more than one writing style.

EXPOSITORY

Expository writing is one of the most common types of writing. When an author writes in an expository style, all they are trying to do is explain a concept, imparting information from themselves to a wider audience. Expository writing does not include the author's opinions, but focuses on accepted facts about a topic, including statistics or other evidence.

Examples of Expository Writing

- Textbooks
- How-to articles
- Recipes
- News stories (not editorials or Op-Eds)
- Business, technical, or scientific writing

DESCRIPTIVE

Descriptive writing is often found in fiction, though it can make an appearance in nonfiction as well (for example, memoirs, first-hand accounts of events, or travel guides). When an author writes in a descriptive style, they are painting a picture in words of a person, place, or thing for their audience. The author might employ metaphor or other literary devices in order to describe the author's impressions via their five senses (what they hear, see, smell, taste, or touch). But the author is not trying to convince the audience of anything or explain the scene – merely describe things as they are.

Examples of Descriptive Writing

- Poetry
- Journal/diary writing
- Descriptions of Nature
- Fictional novels or plays

PERSUASIVE

Persuasive writing is the main style of writing you will use in academic papers. When an author writes in a persuasive style, they are trying to convince the audience of a position or belief. Persuasive writing contains the author's opinions and biases, as well as justifications and reasons given by the author as evidence of the correctness of their position. Any "argumentative" essay you write in school should be in the persuasive style of writing.

Examples of Persuasive Writing

- Cover letters
- Op-Eds and Editorial newspaper articles
- Reviews of items
- Letters of complaint
- Advertisements
- Letters of recommendation

NARRATIVE

Narrative writing is used in almost every longer piece of writing, whether fiction or nonfiction. When an author writes in a narrative style, they are not just trying to impart information, they are trying to construct and communicate a story, complete with characters, conflict, and settings.

Examples of Narrative Writing

- Oral histories
- Novels/Novellas
- Poetry (especially epic sagas or poems)
- Short Stories
- Anecdotes