



Government of Karnataka

**DIRECTORATE OF STATE EDUCATION
RESEARCH AND TRAINING,
BANGALORE**

**RACHANA
TRAINEE'S MANUAL**

**9th Standard
SECOND LANGUAGE - ENGLISH**

2013-14



Published by
DSERT Bangalore
and



**RASHTRIYA MADHYAMIKA SHIKSHA ABHIYANA
BANGALORE.**

1. Training Books of New Syllabus : 9th Std. English

2. Published by : Rashtriya Madhyamik Shiksha Abhiyana
Bangalore-560 001
DSERT, 100 Ft. Ring Road
Hosakerehalli, Banashankari 3rd Stage
Bangalore-560 085

3. Year of Printing : 2013-14

4. No. of copies : 3500

5. Printed at : Bhagyam Binding Works
No. 25/1, 1st Main Road,
1st Cross Road, New Timber Layout
Mysore Road,
Bangalore-560026

ಮುನ್ನುಡಿ

2013-14ನೇ ಸಾಲಿನಿಂದ NCF-2005ರ ಆಧಾರದ ಮೇಲೆ ಕರ್ನಾಟಕ ರಾಜ್ಯದಲ್ಲಿಯೂ ಹೊಸ ಪಠ್ಯಕ್ರಮವನ್ನು ಜಾರಿಗೊಳಿಸಲಾಗುತ್ತಿದ್ದು, ಪ್ರಸಕ್ತ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಲ್ಲಿ 6 ಮತ್ತು 9ನೇ ತರಗತಿಗಳಿಗೆ ಪರಿಷ್ಕೃತ ಪಠ್ಯಪುಸ್ತಕಗಳನ್ನು ರಚಿಸಿ ಅನುಷ್ಠಾನಗೊಳಿಸಲಾಗುತ್ತಿದೆ.

NCF-2005ರ ಪರಿಕಲ್ಪನೆಗಳನ್ನು ಈ ಪರಿಷ್ಕೃತ ಪಠ್ಯಕ್ರಮ, ಪಠ್ಯವಸ್ತು ಮತ್ತು ಪಠ್ಯಪುಸ್ತಕಗಳಲ್ಲಿ ಅಳವಡಿಸಲಾಗಿದೆ. ಪರಿಷ್ಕರಣೆಯಲ್ಲಿ ಮೂಡಿಬಂದಿರುವ ಹೊಸ ಪರಿಕಲ್ಪನೆಗಳ ಬಗ್ಗೆ ಮತ್ತು ಬೋಧನಾ ಕಲಿಕಾ ಸನ್ನಿವೇಶದಲ್ಲಿ ಶಿಕ್ಷಕರು ಅನುಸರಿಸಬೇಕಾಗಿರುವ ವಿಧಿ ವಿಧಾನಗಳ ಬಗ್ಗೆ ಮನವರಿಕೆ ಮಾಡಿಕೊಡುವುದು ಅತ್ಯಂತ ಅವಶ್ಯವಾಗಿದೆ. ಈ ದಿಸೆಯಲ್ಲಿ 6 ಮತ್ತು 9ನೇ ತರಗತಿಯ ಪರಿಷ್ಕೃತ ಪಠ್ಯಪುಸ್ತಕಗಳನ್ನು ಕಲಿಕೆ ಮತ್ತು ಬೋಧನೆಗೆ ಅಳವಡಿಸಲು ಮಾರ್ಗದರ್ಶಿ ರೂಪದಲ್ಲಿ ಶಿಕ್ಷಕ ತರಬೇತಿ ಮಾಡ್ಯೂಲನ್ನು ರಚಿಸಲಾಗಿದೆ. 6ನೇ ತರಗತಿಗೆ ಒಂದು ಸಂಪೂರ್ಣ ಮಾಡ್ಯೂಲ್ ತಯಾರಕೆಯಾಗಿದ್ದು 9ನೇ ತರಗತಿಗೆ ವಿಷಯವಾರು ಶಿಕ್ಷಕರ ಸಾಹಿತ್ಯ ರೂಪಿಸಲಾಗಿದೆ.

ಈ ತರಬೇತಿ ಸಾಹಿತ್ಯವನ್ನು ಮುಂಬರುವ ದಿನಗಳಲ್ಲಿ ಶಿಕ್ಷಕರಿಗೆ ತರಬೇತಿ ನೀಡುವ ಸಂದರ್ಭದಲ್ಲಿ ಬಳಕೆ ಮಾಡಿಕೊಳ್ಳಲಾಗುವುದು. ಈ ಪುಸ್ತಿಕೆಯಲ್ಲಿ ಅಳವಡಿಸಿರುವ ಅಂಶಗಳು ಶಿಕ್ಷಕ ಸಮುದಾಯ ತಮ್ಮ ಬೋಧನಾ ಮತ್ತು ಕಲಿಕಾ ಸನ್ನಿವೇಶದಲ್ಲಿ ಅಳವಡಿಸಿ ತರಗತಿಗಳಲ್ಲಿ ಹೆಚ್ಚು ಕಾರ್ಯಕ್ಷಮತೆಯನ್ನು ಉಂಟುಮಾಡುವಿರೆಂದು ಆಶಿಸಲಾಗಿದೆ.

ನಿರಂತರ ಮತ್ತು ವ್ಯಾಪಕ ಮೌಲ್ಯಮಾಪನವನ್ನು ಅಳವಡಿಸಿಕೊಳ್ಳುವುದು. ರಚನಾವಾದದ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸುವುದು.

(ಹೆಚ್.ಎಸ್.ರಾಮರಾವ್)

ನಿರ್ದೇಶಕರು

ಸಂಶೋಧನೆ ಮತ್ತು ತರಬೇತಿ

9th Standard
SECOND LANGUAGE - ENGLISH

RACHANA

A FIVE DAY TRAINING on the 9th Standard English Text Book

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TIME TABLE

Day	9-30 to 10-00	10-00 to 11-30	11-30 to 11-45 - Tea Break	11-45 to 1-15	1-15 to 2-00 - Lunch Break	2-00 to 3-45	3-45 to 4-00 - Tea Break	4-00 to 5-30
Day-1	Registration	Inauguration/ Pre-test/ Training Expectations	NCF-2005 : Position Paper on Teaching English		Approaches to Facilitate Learning		Design of the New Text Book	
Day-2	Report and Feedback	Annual Action Plan	CCE- (Formative Assessment)		Reading		Writing - 1	
Day-3	Report and Feedback	Speaking	Unit Plan		Writing - 2		Edusat- Video Presentation	
Day-4	Report and Feedback	Listening	Spoken English - 1 and 2		Appreciation of Poetry		Vocabulary in use and extended Activities	
Day-5	Report and Feedback	Language in Use	Summative Assessment		Panel discussion		Group discussion Valediction	

SESSION - 1

NCF - 2005 : Position Paper on the Teaching of English

Handout 1.1

Read the following extract and summarise the main points in your own words.

- The need to recognise the child as a natural learner, and knowledge as the outcome of the child's own activity. In our everyday lives outside the school, we enjoy the curiosity, inventiveness and constant querying of children. They actively engage with the world around them, exploring, responding, inventing and working things out, and making meaning. Childhood is a period of growth and change, involving developing one's physical and mental capacities to the fullest. It involves being socialised into adult society, into acquiring and creating knowledge of the world and oneself in relation to others in order to understand, to act, and to transform. Each new generation inherits the storehouse of culture and knowledge in society by integrating it into one's own web of activities and understanding, and realising its 'fruitfulness' in creating afresh.
- 'Child-centred' pedagogy means giving primacy to children's experiences, their voices, and their active participation.
- All children are naturally motivated to learn and are capable of learning.
- Making meaning and developing the capacity for abstract thinking, reflection and work are the most important aspects of learning.

- Children learn in a variety of ways-through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting, and expressing oneself in speech, movement or writing-both individually and with others. They require opportunities of all these kinds in the course of their development.
- Teaching something before the child is cognitively ready takes away from learning it at a later stage. Children may ‘remember’ many facts but they may not understand them or be able to relate them to the world around them.
- Learning takes place both within school and outside school. Learning is enriched if the two arenas interact with each other. Art and work provide opportunities for holistic learning that is rich in tacit and aesthetic components. Such experiences are essential for linguistically known things, especially in moral and ethical matters, to be learnt through direct experience, and integrated into life.
- Learning must be paced so that it allows learners to engage with concepts and deepen understanding, rather than remembering only to forget after examinations. At the same time, learning must provide variety and challenge and be interesting and engaging. Boredom is a sign that the task may have become mechanically repetitive for the child and of little cognitive value.
- Learning can take place with or without mediation. In the case of the latter, the social context and interactions, especially with those who are capable, provide avenues for learners to work at cognitive levels above their own.

Teaching for Construction of Knowledge

In the constructivist perspective, learning is a process of the construction of knowledge. Learners actively construct their own knowledge by connecting new ideas to existing ideas on the basis of materials/activities presented to them (experience).

Collaborative learning provides room for negotiation of meaning, sharing of multiple views and changing the internal representation of the external reality. Construction indicates that each learner individually and socially constructs meaning as he/she learns. Constructing meaning is learning. The constructivist perspective provides strategies for promoting learning by all

A child constructs her/his knowledge while engaged in the process of learning. Allowing children to ask questions that require them to relate what they are learning in school to things happening outside, encouraging children to answer in their own words and from their own experiences, rather than simply memorising and getting answers right in just one way - all these are small but important steps in helping children develop their understanding. 'Intelligent guessing' must be encouraged as a valid pedagogic tool. Quite often, children have an idea arising from their everyday experiences or because of their exposure to the media. but they are not quite ready to articulate it in ways that a teacher might appreciate. It is in this 'zone' between what you know and what you almost know that new knowledge is constructed. Such knowledge often takes the form of skills which are cultivated outside the school at home or in the community. All such forms of knowledge and skills must be respected. A sensitive and informed teacher is aware of this and is able to engage children through well-chosen tasks and questions, so that they are able to realise their developmental potential.

Active engagement involves enquiry, exploration, questioning, debates, application and reflection. leading to theory building and the creation of ideas/positions. Schools must provide opportunities to question, enquire, debate, reflect, and arrive at concepts or create new ideas. An element of challenge is critical for the process of active engagement and learning various concepts. Skills and positions through the process.

The Value of Interactions

Learning takes place through interactions with the environment around, nature, things and people, both through actions and through language. The physical activity of moving, exploring and doing things, on one's own, with one's peers or in the company of adults and using language - to read, to express or ask, to listen and to interact - are the key processes through which learning occurs.

Activity 2 - PPT slides on the Position paper on Teaching English

NCF 2005: Position Paper on the Teaching of English

◀ Session objectives

To know about the following:

1. English - a global language in a multilingual country
2. Goals for a language curriculum
3. The shape of a curriculum: resources and procedures

I. A global language in a multilingual country

1.1 Why English ?

- ◀ A symbol of people's aspirations for : (a) quality in education (b) a fuller participation in national and international life
- ◀ Its' overwhelming presence on the world stage and the reflection of this in the national arena
- ◀ Perceived to open up opportunities

1.2 English teaching situations in India

- ◀ Early introduction of English in state school systems.
- ◀ Mushrooming of private English-medium schools.
- ◀ A diversity of schools and linguistic environments supportive of English acquisition.

- ◀ Classroom procedures of teaching a textbook for success in an examination.
- ◀ Teacher's English language proficiency (TP).
- ◀ The exposure of pupils to English outside school i.e. the availability of English in the environment for language acquisition (EE).

Classroom procedures:

- ◀ Grammar-translation method
- ◀ Structurally graded syllabi
- ◀ Communicative approaches
- ◀ Input-rich theoretical methodologies (whole language, task-based, eclectic approaches)

2. Goals for a language curriculum

A national curriculum can aim for:

- ◀ a cohesive curricular policy based on guiding principles for language teaching and acquisition, which allows for a variety of implementations suitable to local needs and resources, and which provides illustrative models for use.
- ◀ English to find its place:

(i) Along with other Indian languages

(ii) In relation to other subjects

- ◀ Language learning-essentially a matter of acquiring the important skills of LSRW in an integrated manner.
- ◀ By the end of class 12, every child would've acquired the whole range of skills and abilities ranging from the' Basic Interpersonal Communicative Skills (BICS) to Cognitively Advanced Language Proficiency (CALP).

- ◀ BICS - involves the skills to perform effectively in situations that are rich in context and undemanding at the level of cognition. The language of here and now and that of peer group interaction belongs to the domain of BICS.
- ◀ BICS level abilities - acquired through natural acquisition processes.
- ◀ CALP level abilities are needed to perform effectively in contextually poor and cognitively demanding situations. Acquired in tutored language settings. e.g a secondary student asked to write an essay on a topic the child is not familiar with or read a newspaper editorial to critique it.
- ◀ All children should leave school with CALP in at least three languages.
- ◀ Language -not only a means of communication, also a medium through which most of our knowledge is acquired.
- ◀ Language acquisition - involves processes of scientific enquiry such as observation of data, classification and categorization, hypothesis formation and its verification.

3. The shape of a curriculum: resources and procedures

- ◀ Input-rich environments - a prerequisite for language learning: languages are learned implicitly, by comprehending and communicating messages, either through listening or reading for meaning.
- ◀ A comprehensible input-rich curriculum: the understanding of spoken and written language as precursors to language production (speech and writing).
- ◀ When language is taught for its own sake as a set of forms or rules, and not as the carrier of coherent textual meaning, it becomes another 'subject' to be passed.

- ◀ How can the learner receive meaningful language input that is appropriate to her age and knowledge of language/ readiness for language skills, given the variety and range of English learning situations in India?
- ◀ Such input - to be provided in the classroom, also to be made available to learners at their own initiative, in a variety of ways.

English at the initial level

Building familiarity with the language (through primarily spoken or spoken-and-written input) “There is at least one characteristic that is common to every successful language-learning experience we have ever known, and that is that the learner is exposed one way or another to an adequate amount of the data of the language to be learned” (Rutherford 1987).

‘adequate data’ - a single textbook presented over a year is inadequate. The emphasis to shift from mastery learning of this limited input to regular exposure to a variety of meaningful language inputs.

- ◀ Inputs include textbooks, other print materials such as big Books, class libraries, parallel materials in more than one language, and media support (learner magazines, newspaper columns, radio/audio cassettes, VCDs, etc.) and the use of authentic/available materials,

English at later levels: Higher-order skills

- ◀ Traditionally, language learning materials sourced from literature: prose, fiction, and poetry. Trend for inclusion of a wider range of more contemporary and authentic texts (due both to a functional orientation of the language curriculum and a broader definition of what constitutes literature), accessible and culturally appropriate pieces of literature.

Language and critical thinking: reference skills, grammar and rhetoric

- ◀ Writing: authentic tasks.

- ◀ Emphasis to be laid on study skills: note-making, note-taking, and reference skills and spoken and written communication skills - public speaking, interviewing, debating, etc.
- ◀ Exposure to well-known speeches and analysis of the structure of arguments.
- ◀ Grammar introduced after basic linguistic competence is acquired - as a means of reflecting on academic language and an intellectually interesting activity in its own right.

Multilingualism in the English class or school

The regional-language context

- ◀ At present, the mother tongue enters the English class as a surreptitious intruder: teachers concurrently translate and explain texts before dictating answers.
- ◀ Krashen (1985): 'concurrent translation is not effective'. 'The use of two languages in the classroom can be 'done in such a way as to provide comprehensible input in the target language, using the first language to provide background information'.
- ◀ Legitimate and judicious use of the MT.

Language across Curriculum

- ◀ Removing the barriers between languages, and between 'languages' and 'subjects', in the primary level: materials to be designed to promote multilingual activity -where more than one language can be naturally used, a tolerance of code-switching and code-mixing.
- ◀ inputs in English with production in the first language.
- ◀ Introducing parallel texts in more than one language e.g. NBT -stories written in English as well as in the Indian languages.

- ◀ The Promise Foundation has Big Books in four Indian languages and English.
- ◀ The production of bilingual learners' dictionaries at various levels.

Evaluation

- ◀ Not to be limited to 'achievement' with respect to particular syllabi, but must be reoriented to measurement of language proficiency.
- ◀ Continuous and comprehensive evaluation: Formative and summative assessment.

Activity 3**

Group 1 : Unit 1 & 2

Group 2 : Unit 3 & 4

Group 3 : Unit 5 & 6

Group 4 : Unit 7 & 8

** Analyse the units allotted to you and examine to what extent the principles of NCF-2005 have been incorporated in those units.

SESSION - 2

APPROACHES TO FACILITATE LEARNING A LANGUAGE

Activity 1

Warming up

Some statements are given below. Read them. You may or may not agree with them. Tick YES or NO accordingly. You may also give your views on them for which space is provided.

1. Learning a language means learning the content of the lesson thoroughly. YES NO

My view

.....

.....

2. Learning a second language should begin with the practice of speaking that language YES NO

My view

.....

.....

3. Teacher's preparation to facilitate learning in the class involves many steps. YES NO

If 'Yes', enumerate those steps

.....

.....

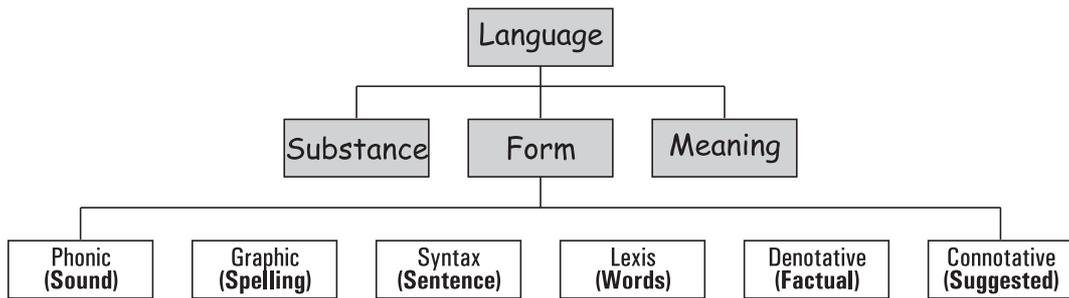
4. How the language is structured, that is grammar, YES NO
 ought to be the focus of any approach to
 learning a lesson.

My view

5. Terminal examination is the only way to YES NO
 provide evidence of learning.

My view

Activity - 2 - Nature of Language



Discuss in groups, how the analysis shown above can help both the textbook writer and the teacher. Some clues are given below to foster discussion.

Clue – 1 : English Language has two scripts : Letters of the alphabet for spelling and phonemes to guide spoken form. So, both of them to be dealt in the textbook, and in the class. (1 and 2).

Clue – 2 : Words may get inflection like ‘boy’, ‘boys’, ‘boyish’ and words may be derived : like ‘success’, ‘successful’, from the word ‘succeed’. So sufficient practice about them has to be done in the class.

Some statements are made below. Say 'YES' or 'NO'. Discuss your responses in the group.

- | | | |
|--|------------------------------|-----------------------------|
| 1. Communicative approach is learner-centred. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 2. The learner uses the language, according to this approach, appropriately and accurately. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 3. A structurally graded syllabus provides the basis for designing a text in this communicative approach. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 4. Lessons in the texts emphasize the functions of language rather than the rules. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 5. The text book provided to the learner is exhaustive | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 6. The classroom process of learning ought to be activity-oriented. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 7. An 'authentic' text is that material which is not specifically designed to learn language in a class. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 8. Authentic texts are preferred in communicative approach. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 9. Communicative language techniques make use of tasks such as : | | |
| a. Language games | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| b. dictating questions and answers | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| c. giving a lot of home assignments | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| d. demanding learner's active participation | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| e. group activity | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| f. self-evaluation | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 10. The purpose of evaluation is mainly to monitor one's progress of both the student and the facilitator. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

SESSION - 3

DESIGN OF THE NEW TEXTBOOK

Activity – I Warming up

Some questions are given below. Answer them.

1. How long have you been teaching II language English ?

2. Have you read the new English text book of Class IX ?

3. What difference do you notice between the previous text book and the present text book of Class IX ?

	Number of Units	Format	Differences in the design of the new text
Previous			
Present			

Read the input and then do activities 2, 3 and 4.

Input

English Second Language Textbook for class IX, which is based on the new syllabus, follows the National Curriculum Framework-2005. The curriculum suggests an approach that is rich in comprehensible input and adopts a language - across the curriculum with multilingual perspective. This book aims at helping the child to read for meaning and to learn to communicate in English with confidence and accuracy. Each unit in the

text is value based [patriotism, honesty, justice]. Value is a relationship between a person and his/her environmental situation which evokes an appreciative response in the individual. A rich variety of reading materials have been provided which include the literary, cultural and sociological dimensions of texts.

The themes range from childhood and adolescence to patriotism, talent and achievement to sports and contemporary social concerns. The range is as inclusive as possible, keeping in view the interest and cognitive development of the learners.

The book includes different genres such as epic, short story, biography, autobiography, essay and one-act play.

There is a thematic unity between prose and poetry. The poems have been chosen for their simplicity and suitability in terms of language and thought.

- An attempt has been made to help the learner develop the skill of predicting and anticipating what follows. Each unit begins with a warm up activity which motivates the students for the next one. The task “Before you read’ given at the beginning of each unit is designed for this purpose. Learners should be encouraged to participate in this activity.

The main purpose of the reading passage is the development of reading skills. The passages chosen are authentic language materials for providing language practice and for teaching all the necessary skills for the class IX learners. They also represent samples of simple, expressive, informative styles of writing. Pupils should read the whole passage once - silently. It is hoped that by this time pupils have been trained to read silently. Let them refer to the glossary given at the end of the lesson, if there are words they do not understand in the passage. But at this stage, they do not have to understand all the words.

‘Check your Comprehension’ is just to check the global

comprehension of the students. They need not write the answers for them. Let them say the answers when the teacher asks these questions or let them discuss the answers in pairs or groups. It is to make sure that they have got factual understanding of the passages.

The section ‘Think about the Text’ attempts to move up from surface level understanding of the text. The comprehension exercises given here help the learners infer meaning. Different types of questions under this heading are designed to develop various comprehension skills, understanding of facts, drawing inferences, predicting outcomes and critically evaluating what is read.

e.g. A:-

1. Why do you think the ascetic did not accept the invitation of the dancing girl? [Unit 1]
2. Recall a situation that makes you feel happy with the speaker’s words. Why? Discuss. [Unit 4]
3. What values do you learn from this lesson? Write them down. [Unit 5]
4. As mentioned in the lesson, what is it that we have? What is it that we don’t have? [Unit 8]

e.g. B:-

1. Discuss. in small groups. the main ideas expressed by Dr. Abdul Kalam in this article. Write a brief summary of the article in your own words. [Unit 8]
2. The important signposts of the poem are given in the box. Fill in the flowchart in the order in which the incidents occur. [Unit 1]
3. Imagine you are narrating Kapil’s childhood experiences to your friend. How can you narrate this?

- Vocabulary enrichment has been attempted through a variety of tasks to develop a variety of skills related to the understanding and use of words. Some of them require the learner to go back to the passage and understand the meaning of the words in context. Some relate to matching words to meanings, finding homophones or doing word building [including phrase / verbs] collocations or reference to the dictionary. There are also exercises that invite the learners to use some of the words in contexts.

- e.g.:
1. Read the dialogue between Yudhistira and the Yaksha carefully, and match the items in A With the items in B. after matching. frame appropriate sentences [Unit 1]
 2. Fill in the blanks using the phrases given in brackets. Look up a dictionary. if necessary. [Unit 2]
 3. Read the following statements and working in pairs/ groups, try to guess the meaning of the underlined words. [Unit 4]
 4. Infer the meaning of the underlined words from the context. You can chose the right word from those given in brackets. [Unit 6]

- Attention has been drawn to grammar-in-context that emerges out of the reading text, e-g. The use of tenses, types of sentences. modals. This section provides the pupils with an opportunity to use the language they have learnt so far in real life situations. The section Language in Use is designed for this purpose.

- e.g.:
1. Study the table below and record your hobbies in the last row. Add adverbs if necessary. Then compare your sentences with those of your partners. [Unit 4]
 2. Choose appropriate modals from the table above and complete the sentences. [Unit 8]

- Communicative skills have been sought to be learnt with tasks on speaking and writing. The exercises in this section deal with different communicative functions like seeking agreement, expressing appreciations, offering advice etc.... The speaking task provides opportunities to express a view point, seek or give opinion, enact a play in group, etc. There are varieties of writing tasks: story writing using clues given, writing a message, letter writing, narration, description etc ...

- e.g.:
1. Here is a conversation between Sindu and Bindu. Listen to your teacher and practise the conversation changing the roles. [Unit 1]
 2. A friend of yours has failed in the examination. Speak to him / her to know his/her problem and try to pacify him/her. [Unit 5]
 3. Write a profile of Dr. Abdul Kalam. [Unit 8]
 4. You have to attend an important family function tomorrow. Therefore, you will not be able to attend classes. Write a note informing your friend about this and asking him/her to help you with the lessons/class notes.

- Project work is an extended activity related to the given lesson. Pupils are expected to collect relevant information or materials from the library or from internet and present it in the form required.

e.g.: Collect the biographies of famous personalities [Unit - 8]

Eight poems are included in this book. They are thematically linked with the prose pieces. They are for reading, understanding, interpreting, enjoyment, recitation and appreciation.

After warming up activity, the poem could be read aloud by the teacher. Let the pupils listen with their books closed. Ask a few comprehension questions on the poem, the pupils are encouraged to say the answers. They may be allowed to read the poem silently, discuss the questions orally and then write answers individually. Students must enjoy

reciting the poem. Motivate the students to appreciate the poem with the help of the questions suggested in the book.

The last section provides' additional reading material and suggested reading material.

The textbook is value-based, self-learning oriented, student friendly and has to be dealt in the class with an interactive approach.

Activity - 2

Try to analyse the new textbook based on the following.

	Unit No.	Theme	Value	Warm up activity (other than that in the text)
I Semester	1			
	2			
	3			
	4			
	Supl. Reading: 1			
II Semester	1			
	2			
	3			
	4			
	Supl. Reading: 2			

Activity – 3

Procedure :

Complete the following table taking examples how each activity/task/exercise in the text seeks to facilitate knowledge / skill/ competencies by the learners.

	Unit No.	Language Functions	Grammar	LSRW	Vocabulary
I Semester	1				
	2				
	3				
	4				
II Semester	1				
	2				
	3				
	4				

Activity – 4.

Procedure :

Language Functions	Grammar	LSRW	Vocabulary		

Summing up

1. The text is not just the lesson or the content of the lesson.
2. Learning is not just answering the questions on the content aspect, but it is enriching learner's skills and competencies.
3. The text ensures their learning of the skills.

SESSION - 4
SUGGESTED ANNUAL
ACTION PLAN - CLASS - 9
UNIT – I

Prose : The Enchanted Pool
Poetry : Upagupta

Approximate Periods Needed :-

Start Date :-

End Date :-

Objectives : The pupil.....

- reads and classifies desirable and non-desirable qualities
- reads silently and comprehends the prose - ‘The Enchanted Pool’
- reads, discusses and writes the answers.
- comprehends the value brought out in unit – 1
- interacts with his/her pair/group and does the vocabulary tasks.
- recognizes the picture of the author and reads about him.
- recites, enjoys and appreciates the poem – Upagupta and the additional poem
- listens, speaks and writes correctly
- speaks using appropriate language function related to seeking agreement.
- works in pairs and uses ‘wh’-words appropriately
-
-

Materials to facilitate learning :

- Advanced Learners’ Dictionary
- English Pronouncing Dictionary - Daniel Jones
- The Mahabharatha and the Ramayana - Epics
- Visuals related to the theme of the unit
-
-

Unit Schedule

Learning Items	Class No.	Learning of sub-units to be facilitated	Date
Prose			
The Enchanted Pool by Chakravarthy Rajagopalachari	01.	Before you read	
	02.	Para 1 to 3	
	03.	Para 4 to 7	
	04.	Para 8 to 15	
	05.	Read and write - C1 and C2	
Formative Assessment - 1	06.	Listening/Speaking/Reading/ Writing (Any one skill) Example Listening	
Vocabulary			
Vocabulary	07.	Vocabulary Exercises - V1 to V4	
Speak Well	08.	Seeking Permission	
Listen and Speak	09.	Intonation patterns	
Language in Use	10.	Task – 1 and 2	
Poetry			
Upagupta by Rabindranath Tagore	11.	Before you read and introduction	

Learning Items	Class No.	Learning of sub-units to be facilitated	Date
	12.	Presentation of the Poem – C1, C2, C3 and C4	
	13.	Read and Appreciate	
	14.	About the poet and the Project Work	
Formative Assessment - 1	15.	Listening/Speaking/ Reading/Writing (Any one skill) Example Speaking	
Work Book			
Listen and Speak	16.	Task –	
Spoken English	17.	Situation –	
Reading	18.	Task –	
Grammar	19.	Task –	
	20.	Task –	
	21.	Task –	
Writing	22.	Task – 1 and 2	
Supplementary Reading			
Aruna Asaf Ali – The Great Patriot	23.	Para – 1 and 7	

Note:- In anticipation of the supply of the workbook, periods have been earmarked for it.

Signature of the teacher

Signature of the Headmaster.

UNIT – II

Prose : The Three Questions

Poetry : Gratefulness

Approximate Periods Needed :-

Start Date :-

End Date :-

Objectives : The pupil.....

- discusses and presents his/her view to the group/class.
- reads silently and comprehends the prose - ‘The Three Questions’
- reads, discusses and writes the answers.
- comprehends the value of the unit
- interacts with his/her pair/group and does the vocabulary tasks.
- recognizes the picture of the author and reads about him.
- recites, enjoys and appreciates the poem – Gratefulness.
- speaks using appropriate language function
- writes a story using clues.
- combines sentences.
-
-

Materials to facilitate learning :

- Advanced Learners’ Dictionary
- English Pronouncing Dictionary - Daniel Jones
- Visuals related to the theme of the poem
- Works of Leo Tolstoy
-
-

Unit Schedule

Learning Items	Class No.	Learning of sub-units to be facilitated	Date
Prose			
The Three Questions	01.	Before you read and Paragraph – 1	
	02.	Paragraph – 2	
	03.	Paragraph – 3	
	04.	Paragraph – 4 - 7	
	05.	Paragraph – 8 - 10	
	06.	C1 and C2	
Formative Assessment–1	07.	Listening/Speaking/ Reading/Writing (Any one skill) Example Listening	
Vocabulary			
Different form of words Idioms and phrases	08.	Vocabulary Exercises – 1 to 2	
	09.	Language in Use – L1	
	10.	Practice Writing	
Formative Assessment–1	11.	Listening/Speaking/ Reading/Writing (Any one skill) example Listening	
Poetry			
Gratefulness by Joseph T. Renaldi	11.	Before you Read	
	12.	Presentation of the Poem	
	13.	Activities on Comprehension and Appreciation	

Work Book

Learning Items	Class No.	Learning of sub-units to be facilitated	Date
Work Book			
Gratefulness by Joseph T. Renaldi	11.	Before you Read	
	12.	Presentation of the Poem	
	13.	Activities on Comprehension and Appreciation	
Work Book			
Listen and Speak	15.		
Spoken English	16.		
Reading	17.		
Grammar	18.		
	19.		
Writing	20.		
	21.		
	22.		
	23.	Consolidation of Formative Assessment-1	

Signature of the teacher

Signature of the Headmaster.

UNIT –

Prose :

Poetry :

Approximate Periods Needed :-

Start Date :-

End Date :-

Objectives : The pupil.....

-
.....
-
.....
-
.....
-
.....
-
.....

Materials to facilitate learning :

-
.....
-
.....
-
.....
-
.....
-
.....

Unit Schedule

Learning Items	Class No.	Learning of sub-units to be facilitated	Date
Prose			
	01.		
	02.		
	03.		
	04.		
	05.		
Formative Assessment-1	06.	Listening/Speaking/ Reading/Writing (Any one skill) example Listening	
Vocabulary	07.		
Speak Well	08.		
Listen and Speak	09.		
Language in Use	10.		
Poetry			
	11.		
	12.		
	13.		
Formative Assessment-1	14.	Listening/Speaking/ Reading/Writing (Any one skill) example Listening	
Work Book			
Listen and Speak	15.	Task	
Spoken English	16.	Situation –	
Reading	17.	Task –	

Learning Items	Class No.	Learning of sub-units to be facilitated	Date
Grammar	18.	Task –	
	19.	Task –	
	20.	Task –	
Writing	21.	Task – 1 and 2	
Supplementary Reading			
Aruna Asaf Ali – The Great Patriot	22.	Para – 1 and 7	

Note:- In anticipation of the supply of the workbook, periods have been earmarked for it.

Signature of the teacher

Signature of the Headmaster.

SESSION - 5

Continuous and Comprehensive Evaluation (CCE)

Extracts from NCF -2005

Read the following extract and summarise the main points in your own words.

- In the Indian education system, the term ‘evaluation’ is associated with examination, stress and anxiety
- We are concerned about the bad effects that examinations have on efforts to make learning and teaching meaningful and joyous for children. Currently, the board examinations negatively influence all testing and assessment throughout the school years beginning with pre-school.
- At the same time, a good evaluation and examination system can become an integral part of the learning process and benefit both the learners themselves and the educational system by giving credible feedback.
- Education is concerned with preparing citizens for a meaningful and productive life, and evaluation should be a way of providing credible feedback on the extent to which we have been successful in imparting such an education. Seen from this perspective, current processes of evaluation which measure and assess a very limited range of faculties, are highly inadequate and do not provide a complete picture of an individual’s abilities or progress towards fulfilling the aims of education.

- The purpose of assessment is necessarily to improve the teaching-learning process and materials. And to be able to review, the objectives that have been identified for different school stages by gauging the extent to which the capabilities of learners have been developed
- Well-designed assessment and regular report cards provide learners with feedback, and set standards for them to strive towards. They also serve to inform parents about the quality of learning and the development and progress of their wards. This is not a means of encouraging competition: if one is looking for quality 'in education, then segregating and ranking children and injecting them with feelings of inferiority cannot do it.
- We need to redefine and seek new parameters for and ways of evaluation and feedback. In addition to the learner's achievements in specific subject areas that lend themselves to testing easily, assessment would need to encompass attitudes to learning, interest, and the ability to learn independently.

Assessment in the Course of Teaching

Preparing report cards is a way for the teacher to think about each individual child and review what she/he has learnt during the term, and what she/he needs to work on and improve. To be able to write such report cards, teachers would need to think about each individual child, and hence pay attention to them during their everyday teaching and interaction. One does not need special tests for this: learning activities themselves provide the basis for such ongoing observational and qualitative assessments of children. Maintaining a daily diary based on observation helps in continuous and comprehensive evaluation. An extract from the diary of a teacher for a week notes the following:

“Kiran enjoyed his work. He took an instant liking to the books that were informative and brief. He says that he likes simple and clear language. In noting down facts, he goes for short answers. He says that it helps

him understand things easily. He favours a practical approach.” Similarly, keeping samples and notes of the child’s work at different stages provides both the teacher and the learner herself or himself with a systematic record of his/her learning progress.

The types of questions that are set for assessment need to go beyond what is given in the book.

Often children’s learning is restricted as teachers do not accept their answers if they are different from what are presented in the guidebooks. Questions that are open-ended and challenging could also be used. Designing good test items and questions is an art, and teachers should spend time thinking about and devising such questions

Self-assessment and Feedback

The role of assessment is to gauge the progress that both learner and teacher have made towards achieving the aims that have been set and appraising how this could be done better. Opportunity for feedback, leading to revision and improvement of performance, should constantly be available, without exams and evaluations being used as a threat to study.

Report cards need to present to children and parents a comprehensive and holistic view of the child’s development in many fields. Teachers must be able to say things about each child/student that convey to them a sense of individualised attention, reaffirm a positive self-image, and communicate personal goals for them to work towards. Whether it is marks or grades that are reported, a qualitative statement by the teacher is necessary to support the assessment. Only through such a relationship with each child can any teacher succeed in influencing him/her, and contributing to his/her learning. Along with the teacher assessing each child, each student could also assess himself or herself and include this self-assessment in the report card.

Continuous and comprehensive evaluation has frequently been cited as the only meaningful kind of evaluation. This also requires much more

careful thinking through about when it is to be employed in a system effectively. Such evaluation places a lot of demand on teachers' time and ability to maintain meticulous records if it is to be meaningfully executed and if it is to have any reliability as an assessment. If this simply increases stress on children by reducing all their activities into items for assessment. or making them experience the teacher's 'power', then it defeats the purpose of education

Activity 1

Pick and Speak

TOPICS FOR ORAL TEST

1. My favourite cricketer
2. Good manners
3. The movie I watched recently
4. My favourite teacher
5. Life after 50 years
6. The happiest moment in my life.
7. My first day in the school.
8. My concept of a good school.
9. Imagine you are the Chief Guest in one of your neighbouring schools
- Deliver a speech.
10. Given a chance, what changes would you make in our education system ?
11. What should be the medium of instruction ?
12. Natural calamities

Oral Test - Rubrics for Assessment
A Five-point rating scale

	5	4	3	2	1
Task achievement	Achieves the task effectively; responses are consistently appropriate	Achieves the task well; responses are generally appropriate.	Achieves the task adequately; most responses are appropriate but a few may be inappropriate or ambiguous	Achieves only simplest part of the task in a very limited way; many responses may be inappropriate or ambiguous	May achieve a few of the simplest parts of the task in a very limited way; most responses may be inappropriate, ambiguous or not attempted
Coherence/ discourse management	Able to express both simple and complex ideas with ease; coherent extended discourse.	Able to express simple and complex ideas; generally extends discourse coherently.	Able to express simple ideas and makes some attempt to express complex ideas; mostly coherent, with some extended discourse.	Able to express simple ideas; little extended discourse; some incoherence.	Utterances may be limited to words and phrases.
Language resource	Consistently displays wide range and	Generally displays wide range and	There is an adequate range of grammar and	The range of grammar and vocabulary used	The range of language is limited and inadequate to

	accurate use of grammar and vocabulary.	grammar and vocabulary	vocabulary which is sufficiently accurate to deal with the tasks	sufficient to complete tasks in a limited way. Some language in simple utterances is accurate but basic inaccuracies may impede communication of ideas and achievement of the tasks.	complex the tasks. Some accurate language but frequent inaccuracies may mean the message is not communicated
Pronunciation	Pronunciation is easy to understand; stress, rhythm and intonation are used to express meaning effectively	Pronunciation is easy to understand; stress, rhythm and intonation are used to express meaning well.	Pronunciation can generally be understood; stress, rhythm and intonation are used to express meaning adequately.	Pronunciation can generally be understood but L1 features may cause strain; an attempt is made to use aspects of stress, rhythm and intonation to express meaning	Pronunciation of single words may be intelligible but L1 features may make understanding difficult; little attempt is made to use aspects of stress, rhythm and intonation to express meaning.

Note : The assessor can award '0' if the speaker has not attempted the task OR if the responses are consistently unrelated to the topic.

Oral test : Self-assessment

Name :

Date :

Sl. No.	Statements	To a great extent	To some extent	Not at all
1.	I have made effective use of the given time			
2.	I was hesitant while speaking			
3.	I was able to express my ideas fluently			
4.	I have used a range of grammar and vocabulary to communicate my ideas			
5.	My pronunciation was clear and I was able to use stress, rhythm and intonation in my speech			
6.	The ideas I have expressed were related to the given topic.			
7.	I would like to improve my language by making use of the opportunities to speak in English			

ORAL TEST : Marks Sheet

Sl. No	Name of the speaker	Topic	Task achievement 5/4/3/2/1/0	Coherence/ discourse management 5/4/3/2/1/0	Language resource 5/4/3/2/ 1/0	Pronunci- ation 5/4/3/2/1/0	Total 20 points

Grades will be awarded as follows:

18 - 20 points : A+

15 - 17 : A

12 - 14 : B+

09 - 11 : B

06 - 08 : C

Less than 6: D

Activity 2

Writing a profile

- Write down a few things that you know about Dr Abdul Kalam.
- Discuss these points with your friends in small groups.
- Write a short biography/profile of Dr Abdul Kalam in your group.
- Present the biography to the whole class and seek some comments/suggestions from others/your teacher.
- Read the points given below, add them to the biography you have written and prepare a fair copy.

Abdul Kalam - born 15 October 1931 - one of India's most distinguished scientists - guided a number of technology projects and missions - popularly known as 'Missile Man of India' - developed India's first satellite launch vehicle, the SLV-3 - held various positions in ISRO and DRDO - became Principal Adviser to Government of India - received honorary doctorates from thirty universities and the country's three highest civilian honours - Padma Bhushan (1981). Padma Vibhushan (1990) and Bharat Ratna (1997) -served as eleventh President of India - author of several books: *Wings of Fire* (autobiography), *India 2020, A Vision for the New Millennium*, *Target 3 Billion*. etc.

- Refer to some magazines/websites. collect some more information about Dr Kalam and prepare a final copy. Hand over the final copy of the biography to your teacher.

Project Work

Collect the biographies of famous personalities and present them in the class.

A five-point scale for assessing writing

Points	Descriptors
5	<ul style="list-style-type: none">• All content points elaborated well• Meets text type requirements• Fully coherent text• Wide range of structures, few inaccuracies that do not hinder communication• Accurate and wide range of vocabulary
4.5	
4	<ul style="list-style-type: none">• All content points elaborated satisfactorily• Some inconsistencies in text type requirements• Moderately coherent text• Good range of structures, occasional inaccuracies may not hinder communication• Good range of vocabulary. occasionally inaccurate vocabulary
3.5	
3	<ul style="list-style-type: none">• Most content points elaborated• Some inconsistencies in text type requirements• Good paragraph-level cohesion• Limited range of structures, frequent inaccuracies may hinder communication• Limited range of vocabulary, mostly inaccurate vocabulary
2.5	
	<ul style="list-style-type: none">• Some content points elaborated• Many inconsistencies in text type requirements

2	<ul style="list-style-type: none"> • Good sentence-level cohesion • Limited range of structures, frequent inaccuracies hinder communication • Limited range of vocabulary. frequently inaccurate vocabulary
1.5	
1	<ul style="list-style-type: none"> • No content points elaborated • Does not meet text type requirements • Lack of sentence-level cohesion • No range of structures, mostly inaccurate • No range of vocabulary. mostly inaccurate vocabulary
0.5	
0	Contains no response/merely copies the topic/is off-topic/ is written in another language

Self-assessment

Sl. No.	Statements	Yes	To some extent	No
1	I have discussed the points about Dr Abdul Kalam in my group.			
2	I have prepared a draft copy of the profile.			
3	I have received comments /feedback/ suggestions from others			
4	I have collected additional information about Dr Kalam from magazines/ newspapers/websites			
5	I have prepared a final copy of the profile.			
6	I'd like to improve my writing skills.			

SESSION - 6

Reading Comprehension

Activity 1

Think for a moment and try to recollect different types of materials or texts that you have read. Note down a few of them. Two examples are given.

Text Type	Title of the Lesson
Story
Biography
.....
.....
.....

Here are four different kinds of reading

- ✓ Skimming - running the eyes over quickly, to get the gist of what is read.
- ✓ Scanning - looking for a particular piece of information.
- ✓ Extensive reading - reading widely on a given theme or topic.
- ✓ Intensive reading - reading a text in depth, to analyze every point of what is read in detail.

Using these descriptions, how would you read the following ?

Activity 2 :

Choose the most appropriate among the four in each case - skimming, scanning, extensive, and intensive and write in the brackets provided. Do you think the same material may be read with different objectives? If so, mention a few and support your views.

1. The 'what's on' section of the local paper : []
2. A novel : []
3. A newspaper : []
4. A text in the class : []
5. A poem : []
6. The telephone directory : []
7. A postcard : []
8. A train time-table : []
9. A recipe : []
10. A travel brochure : []

Activity 3 :

The sequence of events from the story "The Enchanted Pool" has been jumbled up. Sit in pairs. Rearrange them and complete the given chart.

- The sun was hot overhead and the five brothers grew more and more thirsty.
- When Nakula did not return for a long time. Yudhistira sent Sahadeva to see what the matter was.
- Sahadeva also did not return for a long time.
- Yudhistira sent Nakula to fetch water.
- Yudhistira was anxious when Bhima and Arjuna did not return.
- The Yaksha was pleased and granted all his brothers' lives.
- At last Yudhistira himself-went to the place where all his brothers were lying to all appearance dead.
- Yudhistira obeyed the Yaksha and answered all his questions

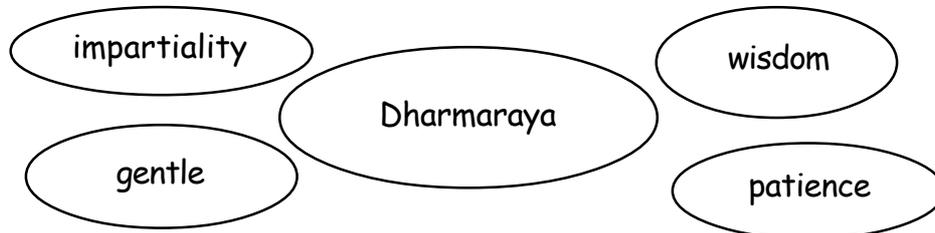
Activity 4

Read the following sentences. Some of them are wrong. If they are wrong, correct them by changing just one word. (Page 8 - Unit 1)

- Wisdom accompanies a man in death.
- Courage rescues man in danger.
- The wife befriends a traveller.
- Pride is the result of good conduct.
- Learning is faster than wind.
- The earth, which contains all within itself is the greatest vessel.
- Happiness by getting rid of it man becomes wealthy.
- Learning - giving it up. we will no longer be subjected to sorrow.

Activity 5

The picture given below has some words which best describe Dharmaraya. Can you supply suitable evidence from the text to support these qualities ?



Participants are asked to frame activities choosing any chapter from the textbook. A list of activities has been given below for your guidance.

1. Drawing flowcharts
2. Tree diagrams
3. Media transfer -charts, tables, maps, sector graphs
4. Matching paragraphs with topics/headings
5. Completing tables using information
6. Summarizing - oral and written

7. Comprehending the concept in the given time (skimming)
8. Writing the main ideas in bubbles.
9. Scanning for the required information.
10. Scanning newspapers.
11. Setting the jumbled write-up in the right order.
12. Categorizing and classifying information.
13. Completing web charts.
14. Deducing meaning of words from the given text.
15. Doing cross-word puzzles.
16. Finding a word from the paragraph to substitute one's interpretation/ explanation/synonyms
17. Framing a quiz.
18. Selecting/giving a suitable headline for the given extract.
20. Analysing,interpreting.infering and evaluating

Awarding points for Reading skills For Activity 3

Teacher collects answers from all the students and assesses them as follows. Each correct answer will be awarded one point.

Sl.No	Statements	Points	Name list
1	Was able to answer all the questions		
2	Was able to answer 7 questions		
3	Was able to answer 6 questions		
4	Was able to answer 5 questions		
5	Was able to answer 4 questions		
6	Was able to answer 3 questions		
7	Was able to answer 2 questions		
8	Was able to answer 1 question		
9	Was not able to answer any questions		

Self-assessment

Checklist

Qn. No.	Statement	Yes	No	to some extent
01	Have I understood the tasks ?			
02	Have I read the lesson ?			
03	Have you discussed the tasks in your group ?			
04	Have you got the answers ?			
05	Do my answers match with the key answers ?			

- ❖ Teacher asks students to read out the statement and the columns they have ticked.
- ❖ Teacher collects the self-assessment sheet from each learner and keeps it in the CCE files.

Awarding points for reading skill:

- ✓ For each 'Yes' response in the self-assessment sheet, award 1 point, if the learner has ticked 'To some extent' column, award $\frac{1}{2}$ a point each; 'No' response does not carry any point.
- ✓ A name list of the students is prepared and their performance in the reading task is analysed as follows:

Sl. No.	Name List	Points awarded for reading skill	Points awarded for self-assessment	Total points scored in	Grade
1.					
2.					
3.					

✓ Grades are awarded as follows:

- Grade A+ : 9 - 10 points
- Grade A : 7 - 8 points
- Grade B+ : 5 - 6 points
- Grade B : 3 - 4 points
- Grade C : Less than 3 points

Feedback

- ❖ Discuss the grades with students and ask those who have got D and E grades to improve their reading skills using following techniques.
 - Reading with keen interest
 - Reading with concentration
 - Reading additional books at home/in library, etc.
 - Referring to dictionaries while reading, etc.

Input

- Reading is a receptive skill, but it is the most and the widely practised of all the skills, particularly in academics.
- Comprehension at different levels is done through silent reading.
- Skimming, scanning, sequencing, comprehending the main and subordinate points in a paragraph or in a write up are some of the sub-skills of reading.
- Reading wide varieties of texts enriches and supplements other skills like listening, speaking and writing.

Techniques of Reading

1. Initially reading is done to associate the symbols (graphics) with things, actions and thoughts. Reading slowly and aloud is done at this stage. e.g. at the primary level.
2. Once the skill of reading reaches a fair level of automaticity,

such techniques as skimming, scanning, interpreting visuals and graphs, etc. are adopted for communication.

3. Skimming is reading a text at a fairly fast rate to note the main and subordinate points. e.g. reading a story
4. Scanning is looking close at a selective part of the text to know the details. e.g looking for the meaning of a word in a dictionary.
5. Inferring and interpreting visuals such as maps, graphs, cartoons, etc. are also important techniques.
6. Integrating the skills of reading with other skills like speaking and reading is the way to ensure effective communication.
7. Learners are taught at this stage, skills and sub-skills of reading with the help of the prescribed text and authentic texts

Factors influencing the reading process

- ❖ Interest
- ❖ Urge
- ❖ Necessity to read
- ❖ Motivation
- ❖ Concentration
- ❖ Preparedness to read

Reading is considered to be an important receptive skill. It embraces a wide variety of tasks, activities and skills and mental processes. English is necessary to study textbooks in higher studies, to read newspapers, magazines and journals to keep themselves up-to-date in their job areas, current affairs, social issues. entertainment, etc. So we need to give students real practice in reading rather than use reading only to reinforce and consolidate their knowledge confined to the text.

SESSION - 7

Writing - 1

Writing is an important productive skill. Writing is done with a purpose. The purpose determines the type of texts. Writing different types of texts such as letters, messages, notices, paragraphs, short stories, dialogues, biography/ profiles, diary entry, filling-in-forms, cheques, drawing flow charts etc. provides required input to acquire language and finally develop the skills of writing,

Activity - 1- Warm up activity

Read the statements. Do you agree with them ? Tick the appropriate box. Support your view.

- Writing is done for a purpose

Yes	No	Can't say
-----	----	-----------
- The purpose determines the type/style of the text

Yes	No	Can't say
-----	----	-----------
- Writing is an important tool of communication

Yes	No	Can't say
-----	----	-----------
- We write only for a few selected audience

Yes	No	Can't say
-----	----	-----------
- We can write using either formal or informal language

Yes	No	Can't say
-----	----	-----------
- In an era of computer and other modern technology writing is not so important as other skills

Yes	No	Can't say
-----	----	-----------
- We write only to instruct

Yes	No	Can't say
-----	----	-----------
- Speaking a language is necessary to write in that language

Yes	No	Can't say
-----	----	-----------

Activity - 2

Identify the text, the purpose, and the language used

Task - 1

Dear Bipin

I am going to airport to see grandma off. Keys with Arun. Dinner on the table. Complete home work. I'll be back by 8 pm.

Mom

4.30.pm

Task - 2

Drinking water from this pool is strictly prohibited

Task - 3

Kapil Dev was born on 6th January 1959 in Chandigarh. He is one of the greatest cricketers in the world. During his captaincy, Indian cricket team won 1983 world cup. In his autobiography, "Straight from the Heart" Kapil narrates his childhood experiences.

Task - 4

May 22: Weather is fine. Had breakfast very late. Set out to trek.

May 24: Bad weather. Heavy rain. Had to remain at home all day.

May 26: Bright sun. All felt happy. Enjoyed a lot with friends.

Task - 5

Yudhistira: Nakula, I'm very thirsty.

Nakula: I too.

Yudhistira: Is there any water pool nearby?

Nakula: Yes. I see one a little distance away

Yudhistira: Can you fetch some water for me, please?

Nakula: Sure.

Task - 6

Mangalore
26th Jan 2013

Dear mom,

I am fine. How are you all? Classes are in full swing. I am preparing well for the examination. I spend a lot of time in the school library. I am eagerly looking forward to holidays. Convey my wishes to little Swetha.

Bye

Chandu

SI. No.	Type of text	Purpose	Language used
1			
2			
3			
4			
5			
6			

Activity 3 - Writing Messages**Find out the underlying features**

a.

Office of the Secretary

23rd June 2013

Dear Sir,

I received a notice from the Government. A meeting of the secretaries of all the departments has been convened today at 3.30.p.m. The venue is Taj Residency. You are required to carry important files. I am leaving for Vidhana Soudha at 2.p.m.

M.R. Patel
1.50.p.m.

- 1 Name the place and mention the situation.
- 2 Who is addressed in the message ?
- 3 Who has written the message ?

- 4 At what time has the message been written ?
- 5 Is the style formal ?
6. Who do you think is M.R.Patel ?

b.

Algu,

Urgent call from the village. Leaving by train. Hasina is ill. Please take her to a doctor. Cheque for Rs. 1,000 in the drawer. Don.t know when I will be back.

Jumman

- 1 What would be the reason for writing a message ?
- 2 Who has left the message ?
- 3 Who is it for ?
- 4 In what way is it different from that of the message in Activity 4a ?

Input

- They are brief, clear and to the point
- They are written in either complete or incomplete sentences
- Name of the person who is addressed is written at the top
- Name of the person who addresses is written at the bottom
- Time of writing is indicated when it is important
- Words like .. “yours sincerely” may not be included
- Language could be informal or formal
- Important functions are instructing, explaining, requesting, reminding, informing
- Repetitions are avoided
- Dates are not all that important

Activity - 4

Discuss, assess and give feedback.

a)

Here is a message written by a 9th standard student. What feedback do you give to the student ?

Siddapura
10 April
6am

Babu

Might be surprise to see my room lock. Sorry. I could not inform you I had to leave the hostel in hurry. I your notes. I could not copy it. I may need a couple of day. I will return it as soon as I came back. Sorry once again.

John

Feedback by the teacher

Sl. No	Statements	Yes	No	To some extent
1	Student was able to write using correct format			
2	Student was able to write grammatically correct structures			
3	Student was able to spell all the words correctly			
4	Student was able to communicate properly			
5	Student was able to write a short message			

Self-assessment

Sl. No	Statements	Yes	No	To some extent
1	I was able to write in the correct format			
2	I was able to write grammatically correct structures			
3	I was able to spell all the words correctly			
4	I was able to convey the meaning properly			
5	I was able to write a short message			

Checklist for CCE

Sl. No	Name list	Teacher assessment	Self-assessment	Points	Rating

Suggested Tasks

Read and complete the given tasks. Design a few more tasks on your own.

Task-1

An old aunt goes to meet Algu Chowdhary seeking his help in the settlement of her property. But she couldn't meet him as he was away. She intends to leave a message. She is not able to write one as she is illiterate. Can you help her ?

(Refer to the unit 'Justice above Self')

Task - 2

A doctor leaves a message to a nurse before he attends an emergency case. Imagine that you are the doctor and write a message.

Task-3

Bhagat Singh left a message to the society before he was sentenced to death. Can you guess and write it ?

Task-4

Imagine that you are the king of a kingdom. You want to establish peace with your neighbouring kingdom. What message would you send through one of your messengers ?

SESSION - 8

Speak and Communicate

Warm up Activity - 1

Sit in pairs. Select a topic from the list given below. Have a conversation with your partner. (Minimum: 4 lines)

1. Exchanging pleasantries
2. Congratulating a friend on being conferred the state award for innovative teaching
3. Inviting a friend for lunch
4. Greeting a friend on the birthday
5. Asking for a menu card in a hotel
6. Asking for the direction to go to the railway station in a new place
7. Trying to take permission from parents to go on a tour
8. Defending for not doing home work
9. Advising a slow learner
10. Convincing a child not to play while it is raining.
11. Offering coffee
12. Expressing preferences to commercial movies
13. Suggesting a friend to take up a computer course
14. Expressing gratitude for having taken help from neighbours

Activity - 2

Discuss and compare the two pieces. Find out the points that would go into a dialogue.

a)

Nandini: Hello. can I speak to Brinda?

Kavya: Sorry, I'm afraid you can't. She left home at 9 am. Any message?

Nandini: It's O.K. I'll get back to her later.
 Kavya: May I know who's on the line ?
 Nandini: Nandini
 Kavya: Wow! Nandini. Kavya here .
 Nandini: Hi. What a surprise ! How're you? When did you come back from Delhi ?
 Kavya: Doing good. Thank you. Last Sunday. How about you ?
 Nandini: Fine. Thank you. By the by, I met Chandra last month in Mumbai.
 Kavya: Is it? What's new about her ?
 Nandini: Put on a lot of weight.
 Kavya: Oh, really ?
 Nandini: Yes.
 Kavya: Unbelievable ! She was so slim when we were in the college
 Nandini: You're right.
 Kavya: We meet this Sunday, don't we ?
 Nandini: Hmm I don't think we can.
 Kavya: Saturday ?
 Nandini: That would be fine. Bye. Take care.
 Kavya: Bye.

b) Nandini was on the telephone. She wanted to speak to Brinda. Kavya came on the line and she told Nandini that Brinda had left home early. She asked her if she had any message for her to which Nandini expressed her desire to get back to her some time later. Kavya wished to know who was on the line. Nandini revealed her identity. It was a pleasant surprise for Kavya and Nandini, too. Both of them exchanged pleasantries. Nandini told Kavya about her meeting with Chandra in Mumbai last month. Kavya was eager to know more about Chandra. Nandini said that Chandra had put on more weight to which Kavya expressed her disbelief as Chandra was so thin while they were studying together in the college. Later, Kavya invited Nandini to meet next Sunday. However, Nandini preferred Saturday. Finally, both of them bade bye to each other.

- 1 Pick out some examples of Ellipsis.(one example: 'Any message ? For 'Do you have any message ?)

- 2 Write a few fragmented sentences used in the dialogue.
- 3 Make a list of discourse markers employed in the dialogue.
- 4 How many speakers are involved in the dialogue?
- 5 What language functions do you find in the dialogue?
- 6 Pick out some short forms used.

Input

Features of spoken language	
1	Stress
2	Proper intonation
3	Rhythm
4	Pausing and phrasing
5	Grammatically less dense sentences
6	Fragmented sentences
7	Lexically less dense sentences
8	Elision (omission of one or more sounds)
9	Use of discourse markers
10	Ellipses (omission of words)
11	Pitch range (modulation of voice)
12	Short forms

Activity - 3

Read paragraph 3 from the unit “JUSTICE ABOVE SELF” and write a dialogue between an old aunt and Alu Chowdhary who advises her. You may use the following phrases. In addition to the given phrases you are expected to give importance to the features of spoken language. Each group will make a presentation of it.

Have some patience
 You must be crazy
 I'd advise you
 Be frank
 Speak the truth
 Move along with him

Teacher Assessment

Sl. No	Statements	Yes	No	To some extent
1	Student was able to write short forms			
2	Student was able to use discourse markers and correct expressions			
3	Student was able to speak with correct intonation			
4	Student was able to use ellipses			
5	Student was able to modulate his voice			

Self-assessment

Sl. No	Statements	Yes	No	To some extent
1	I was able to use short forms			
2	I was able to speak with correct intonation			
3	I was able to use discourse markers			
4	I was able to convey the meaning			
5	I was able to modulate my voice			

Check list for CCE

Sl. No	Name list	Teacher assessment	Self-assessment	Points	Rating

Suggested tasks

Task 1

Imagine that your school team has lost the match. The team is disappointed. As the principal of the school, how do you speak to the team? Write a dialogue using the following expressions.

- a) don't be disheartened / don't lose heart
- b) better luck next time
- c) no need to worry about
- d) you practise well
- e) cheer up

Task-2

Imagine that a student approaches you with the problem of speaking English. Write an imaginary dialogue offering suggestions to improve speaking abilities. Include the following expressions.

- a. Why don't you.....?
- b. If I were you,.....
- c. I think you should.....
- d. You'd better.....

Task-3

Give your students some samples of dialogues. Ask them to identify language functions.

Task-4

Give each group a paragraph. Ask them to write a dialogue based on it. Let them take roles and present it to the class.

SESSION - 9

Suggested Design of Unit Plan - Classroom Processes

Class – 9

Second Language – English

UNIT – I (Prose: The Enchanted Pool - Poetry : Upagupta and Workbook)

Unit Schedule

Date	Unit/Sub-unit Name	Stages of the Lessons	Objective/sub-skill/competency	Classroom Processes		Formative Assessment
				Facilitators' Role	Learners' Role	
	Prose: <i>The Enchanted Pool</i> by Chakravarthy Rajagopalahari	Before you read	To activate background knowledge	Divide the class into pairs/groups and assign the task and get the learners to do the task.	Work in pairs, classify the words under 'desirable' and 'not desirable' qualities. If s/he finds difficulty s/he consults a good dictionary or his/her teacher.	X
		Reading the passage	To develop reading comprehension skills To give practice in reading aloud		Read the lesson silently and answer the comprehension questions Read the lesson aloud. (as described in the facilitator's role column) * Read the prescribed/allotted paragraphs silently. * Note down unfamiliar content words.	✓ - Task - Answering questions

					<ul style="list-style-type: none"> * Understand the meaning of these words using them in sentences / contexts interactively. * Read the prescribed/allotted paragraphs again silently. * In groups, answer the questions in the box and the questions asked by the teacher. * After the entire text is dealt, comprehension questions (Think about the text section) are answered in groups and written * Gives practice in reading aloud * a. Exercise/Activities as given in the text. b. Exercises/Activities as suggested by the teacher 	X
					Do the exercises independently	X
					Encourage learners to do the given exercises - match appropriate words and prefixes	
					To match appropriate words and prefixes	
				Vocabulary	To use language function - seeking agreement	
				Speak Well	Read out the dialogue and ask students to practice the conversation taking roles	
					Listen to the teacher Practise the dialogue taking roles	X

		Listen and Speak	To develop attentive listening and to encourage to speak naturally	Read the sentences with voice variation	Listen to the teacher, repeat and speak naturally Speaks intelligibly	✓ - Task -
		Language in use	To identify positive and negative sentences To frame questions	Encourage learners to do the given exercises/tasks	Do the exercise/tasks independently	X
		Practise writing	To write dialogue	Facilitate to complete the task	Sit in group, discuss and write dialogues	✓ - Task -
		Project work	To encourage to use language across the curriculum	Give clues Facilitate to generate language	Work in group and enact	X
	Poetry : Upagupta by Rabindranath Tagore	Before you read	To prepare learners to read the given poem	* Facilitate learners to look at the picture and write his/her thoughts and feelings. * read/recited the poem. Learners close their books and listen to the recitation. They read two or three times as it required. * read the poem silently.	Read the picture Think and write his/her feelings - As detailed in the column entitled 'Facilitator's role'	X

Suggested Design of Unit Plan - Classroom Processes

Class – 9

Second Language – English

UNIT – II (Prose: The Three Questions Poetry : Gratefulness and Workbook)
Unit Schedule

Date	Unit/Sub-unit Name	Stages of the Lesson	Objective/sub-skill/competency	Classroom Processes		Formative Assessment
				Facilitators' Role	Learners' Role	
	Prose: The Three Questions by Count Leo Tolstoy	Before you read	To activate background knowledge	Divide the class into pairs/groups and assign the task	Work in pairs, discuss and present each one's views.	X
		Reading the passage	To develop reading comprehension skills To give practice in reading silently and aloud	Divide the lesson into three or four parts, ask to read these parts silently and then aloud with correct pronunciation, pause, stress, intonation and facial expression, help learners understand the meanings of new words, encourage them to read the lesson silently, give practice in reading aloud.	Read the lesson silently and answer the comprehension questions. Read the lesson aloud. Consult a good dictionary.	✓ - Task - Answering questions

		Vocabulary	To fill using the appropriate words	Encourage learners to do the given exercises- fill appropriate words and phrases	Do the exercises independently.	✓ - Task - Answering questions
		Language in use	To identify simple, compound and complex sentences	Encourage learners to do the given exercise/tasks	Do the exercises/tasks independently.	X
		Practise writing	To write a story using the clues given	Facilitate to complete the task	Sit in group, discusses and write dialogues	
	Poetry :	Before you read	To prepare learners to read the given poem	Ask to read the given passage and answer	Read the given passage. Think and write answer to the given questions.	X
		Reading	To recite the poem effectively	Read/recite/sing the poem aloud two-three times	Listen, recite and comprehend the poem	X
		Understanding the poem	To help learners to understand the poem	Facilitate learners to do the given activities	Sit in pairs/groups and complete the given tasks	✓ - Task - Answering questions
		Appreciation	To help learners appreciate the poem	Encourage learners to do the given activities	Identify images Recite the poem with music and action etc. Translate the poem - Kannada	X

	Introduction to the poet	To know about the poet	Ask learners to read the introduction about the poet and share the contribution of the poet in the group	Read the section 'About the Poet' and introduce the poet to the class	X

Signature of the Teacher

Signature of the Headmaster

Suggested Design of Unit Plan - Classroom Processes

Class – 9

Second Language – English

and Workbook)

UNIT – III (Prose:

Poetry :

Unit Schedule

Date	Unit/Sub-unit Name	Stages of the Lesson/skill/competency	Objective/sub-skill/competency	Classroom Processes		Formative Assessment
				Facilitators' Role	Learners' Role	
	Prose:					

SESSION - 10

WRITING - 2

Activity - 1

- 1 Write a paragraph about your childhood experiences.
- 2 Have a look at the picture and write a paragraph about it



- 3 Write a paragraph using the given points

Childhood with sweet memories — fortunate — very mischievous as a child—playing many pranks — all play no work—stealing fruits from neighbour's garden — caught in the act — no punishment — love from the neighbour— a mild warning— caring parents — help to grow strong— occasional visit to theatres—picnic once in two months — company of cousins, uncles, aunts and grandparents—total enjoyment.

- 4 Write a paragraph on the basis of given clues

As a child	A prankster
Parents	Caring
Neighbour	Very courteous

Tick the appropriate box

Q. No.	Preference	Reason for the choice	Controlled Writing	Free Writing
1				
2				
3				
4				

Activity - 2

Task - 1

Based on the information given in a table, write a biographical sketch.

Sl. No	Bhagat Singh	Information
1	Date of birth	27th Sept 1907
2	Place of birth	Khatkar Kalan, Punjab
3	Education	D.A.V. School in Lahore and National School Lahore later
4	His grandfather, father and uncle	Freedom fighters
5	His nature	Revolutionary and a great thinker
6	Punishment given	Death sentence
7	Punished by	British courts

Task - 2

Dr. APJ Abdul Kalam - born— 15th October 1931 at Rameswaram. Tamil Nadu- specialised in Aeronautical Engineering from Madras Institute of Technology- significant contribution as a project Director——develop India's first indigenous Satellite Launch Vehicle (SLV III)— took up academic pursuit as professor. Technology societal transformation. Anna University, Chennai from Nov 2001 - involved in teaching and research tasks—— four books' Wings of Fire', . India-2020': A Vision for the Millennium My Journey' and 'Ignited Minds' have become household names—unique honour of receiving 30 honorary doctorate—— recipient of Padma Bhushan (1981), Padma Vibhushan (1990) and the highest award— Bharat Ratna (1997)—— became the 11th president of India in 2002.

Input

- To know the background and character of a person is very important
- Basic details such as date and place of birth. family information, are necessary
- Major events of life and lifetime accomplishments have to be highlighted
- It has to be based on extensive interview of a person
- Biographical material should not be over emphasized
- Information about career, education. interests, hobbies has to be collected
- Use of correct expressions

Teacher 's Assessment and feedback

Sl. No	Statements	Yes	No	To some extent
1	Student has collected information			
2	Student has discussed in groups			
3	Student has made a draft copy first			
4	Student has arranged information in a logical sequence			
5	Student has written grammatically correct sentences			
6	Student has not over emphasized personal matters			
7	Student has done a final copy			

Self-assessment

Sl. No	Statements	Yes	No	To some extent
1	I have included all the information in the paragraph			
2	I have discussed in my group			
3	I have arranged the points in a sequence			
4	I have written grammatically correct structures			
5	I have not written more about personal matters			
6	I read it again and prepared a final copy			
7	I have written correct spelling of the words			

Check list for CCE

Sl. No	Name list	Teacher assessment	Self-assessment	Points	Rating
1					
2					
3					
4					
5					

Suggested tasks

Task 1

Interview a popular person and write a short bio-sketch of him/her.

Task 2

Imagine that you have invited the Deputy Commissioner of your district to your college as the chief guest on the occasion of your school day. Introduce him/her to the audience.

Task 3

Collect information about your Head master, Head mistress and write a short bio-sketch of him/her.

Task 4

Imagine that you will have to tell your classmates about yourself. Write a paragraph about your hobbies, schools where you did your primary education, about your parents and your profession.

SESSION - 11
VIDEO PRESENTATION

SESSION - 12
LISTENING

Activity I

Warming-up Activity – the Message

Now in your respective groups read the following questions, discuss and share your responses.

1. What do we listen outside the classroom ?

.....
.....
.....

2. What do we listen inside the classroom ?

.....
.....
.....

3. How best can we combine these in our teaching-learning process ?

.....
.....
.....

4. What effects does listening gap cause in communication ?

.....
.....
.....

5. List out the sub-skills of listening.

.....
.....
.....

Suggested Activity - 2 - Listen and Draw

Listen to the text read out to you carefully. While listening, draw the pictures.

(Note: A text with a picturesque description can be given)

Activity - 3 - Mistake Game

Listen to the teacher carefully. While listening identify the mistakes made by the teacher.

I spent my childhood, like all the other children around me, trying to bunk school and save up enough money to go to a new movie or have a plate of chicken chowmein with my friends. If we were very broke or bored, we would amuse ourselves by breaking the fruit off our neighbour’s tree. I remembered one particular lad) who lived down the road from us who had a beautiful garden”, which she took great pride in. In it she had papaya and pomegranate trees. I now sympathize with her, but in those days most of our time was spent planning how to get into her garden and pick the fruit off the trees. In fact, one day, we had climbed over the wall and were perched on the tree when the lady walked out with some guests. She was entertaining them for tea right under the papaya tree! There were two of us on the tree and two others on the road on the other side of the wall. The two fortunate ones who had been outside ran away but my friend and I had to sit still for nearly two hours till the tea party ended. That was the day I discovered the rash that papaya sap can cause!

Activity - 4 - FA Task: Listening

Listen to the teacher carefully. Then, answer the questions.

FA Procedure:

- ❖ Teacher reads aloud the given story or narrates it with voice modulation, facial expressions, etc., and asks learners to listen to his/ her narration.

Story for reading

- ❖ After this, teacher writes the following questions on the board and asks learners to copy them into their notebook.
 1. Where did a young chick live ?
 2. What had the mother warned the young chick ?
 3. Why did the young chick decide to swim in the pond ?
 4. Why do you think the young chick met with a sad end ?
 5. When did the young chick realize that its mother's words were true ?
- ❖ Teacher reads aloud/narrates the story for the second time. This time, learners will listen and try to find answers for the given questions. They can write down the answers while listening.

Awarding points for listening skill:

- ❖ Teacher will collect answers from all the students and assess them as follows: Each correct answer will be awarded one point. Students' learning skills will be assessed in this listening for 5 points.

Sl. No	Ability to answer the listening comprehension questions	Name list	Points
1	Was able to answer all the five questions		
2	Was able to answer 4 questions		
3	Was able to answer 3 questions		
4	Was able to answer 2 questions		
5	Was able to answer 1 question		

Self assessment Sheet

Sl. No.	Statement	Yes	No	To some extent
01	I have answered all the questions			
02	I was able to give reasons for my answer (Qn No.4) I was able to share my views with my friends			
03	I was able to listen attentively			
04	I could follow the teacher when he/she was reading/narrating the story aloud			
05	I want to listen to such stories and improve my listening skills			

- ❖ Teacher asks students to read out the statement and the columns they have ticked.
- ❖ Teacher collects the self-assessment sheet from each learner and keeps it in the CCE files.

Teacher Assessment

Sl. No.	Statement	Yes	No
01	She has shown interest to listen to the story attentively.		
02	S/he was able to share his/her views with friends.		
03	S/he was able to follow teacher's accent.		
04	S/he could follow the teacher when he/she was reading/narrating the story aloud.		
05	S/he wants to listen to such stories and improve his/her listening skills.		

Awarding points for listening skill:

- ✓ For each 'Yes' response in the self-assessment sheet. award 1 point. if the learner has ticked 'To some extent' column, award $\frac{1}{2}$ a point each; 'No' response does not carry any point.

- ✓ A name list of the students is prepared and their performance in the listening task is analysed as follows:

Sl. No.	Name List	Points awarded for listening skill	Points awarded for self-assessment	Total points scored	Grade
1.	Anusha. R	4	4	8	A+
2.					
3.					
4.					

- ✓ Grades are awarded as follows:
- Grade A+ : 9 - 10 points
 - Grade A : 7 - 8 points
 - Grade B+ : 5 - 6 points
 - Grade B : 3 - 4 points
 - Grade C : Less than 3 points

Feedback

- Discuss the grades with students and ask those who have got D and E grade to improve their listening skills using following techniques.
 - Listening with keen interest
 - Listening with concentration etc.

Input

- Listening is one of the important skills of language learning that we can help students to develop.

Listening Activities

- Listen and Draw
- Listen, Translate and Transform
- Listen and Do
- Listen and Answer
- Listen and Repeat
- Listen and Draw the Route Map
- Listen and Identify Mistakes
- Listen and Rearrange
- Listen and Underline
- Listen and Rewrite
- Listen and Classify
- Listen and Fill
- Listen and Write in the Flow-chart
- The listener has to employ different types of skills depending on the purpose of his/her listening.
- The sub skills of listening are:

Sub-skills of Listening	
1	Listening for detail
2.	Listening for gist (Identifying main ideas)
3.	Listening for specific information
4.	Prediction
5.	Going beyond the surface meaning of what is listened to

- These skills need to be addressed in the classroom as the learner gets very little exposure to the language outside the classroom.
- A teacher can develop the listening skill himself/herself everyday by practising the following activities .
 - ✓ Listening to students attentively (often teachers don't listen to their students).
 - ✓ Listening to parents
 - ✓ Listening to radio/TV
 - ✓ Listening to English cassettes/CDs

SESSION - 13

SPOKEN ENGLISH

INTRODUCTION:

All languages are basically spoken. Most of the transactions are done through the spoken version of the language - examples are, business deals. ads through TV and Radio, consultation with professionals like doctors, ministerial meetings discussion in legislative wings, teaching, argument in courts. The list is long. So, to come up in life one has to learn how to speak that language. We have already been familiar with language functions like greeting, introducing and persuading. Now let us see how best we can speak so that the listeners or the audience are able to understand and as a result, respond or do, feel or think.

Activity - 1 Warming Up

Listen to the two versions of the same text items of speech.

1. Version - A
2. Version - B

You have listened to the two versions, which version do you think is better ? Why ?

- a. Listen to the pronunciation of these words

forgive	forgive		
ago	ago		
bearded	bearded		
voice	voice		

They were in the first version wrongly pronounced. In the second they were rightly pronounced.

b. Listen to the way sentences were uttered differently.

Whatever we do, let's try to do it better (flat)

What`ever we do `let's `try to `do it better. (with correct accent and intonation)

Activity - 2

Listening, repeating and marking accent.

Word	Syllables	Accent
repeat(v)	re-peat(2)	re`peat
challenge(n)	cha-llege(2)	`challenge
fight(v)	fight	(monosyllabic)
express(v)	ex-press	ex`press
compare(v)	com-pare	`com-pare
locality(n)	lo-ca-li-ty	lo-`ca-li-ty
avenge(v)	a-venge	a-`venge
segregation(n)	se-gre-ga-tion	se-gre-`ga-tion

Activity - 3 - Word accent

Listen to these words, repeat, divide the word into syllables and mark the accent on the syllable. e.g. des-ti-`na-tion

journey	destiny	progress	progressive	imagine
imagination	able	ability	flapped	communicate
communication	again	eager	donated	contrast(n)
contrast(v)	object(n)	object(v)	economy(n)	economics(n)
accordingly	silverware	downtrodden	municipality	administration

Input:

1. Note that the tone is the change in the pitch of the voice.
2. Pitch refers to the rate of vibration of the vocal chords per a fixed time say a second.

3. The greater the pitch, the higher is the tone, i.e., musical. The lower the pitch, the lower is the tone i.e., unmusical.
4. The change in pitch occurs on a stressed syllable.

A. Statements are usually said with a falling tone.

Listen to these statements.

e.g.,

1. I was `born on a `cold `winter morning.
2. `You have my protection, `speak your mind.
3. I `saw a `washer man `beating his `wife `black and blue.
4. `Friend, `sit `down and `warm yourself.

But if we want to make our statements friendlier, we can use the rising tone.

5. Daughter: I've `scored `less mark. `Sorry dad.

Father: `Don't `worry dear. You've `done`, well in the ` interview.

B. 'Wh' questions are usually said with a falling tone, but they may be rendered friendly and intimate with a rising tone.

`Why're you `late to `day. Sneha ? (neutral - not polite) Why're you `late to `day Sneha ? (Polite)

C. 'Yes' or 'No' type questions are said with a rising tone.

1. 'Will you 'give 'me a 'monthly allowance ?
2. Can I attend office ?

D. Commands are made with a falling tone. But they can be made with a rising tone indicate politeness.

1. Sit down. - Sit down↑
2. Write soon - Write soon !

Activity - 4

Accent and rhythm in connected speech. Listen to these sentences once or twice. Repeat them. If the sentence is long, divide

the sentence into tone groups. Mark the accent and the tone. One example is done.

1. `Speak` up. `You have `nothing to `fear.
2. `Jumman `stood up and said, The voice of the `Panchayat is the
`voice of` God". ↗
3. `But suppose I say. "Thanks a` lot". "Wouldn't it be better?"
4. Day passed and as ill-luck would have it, Algu Chowdary was in a
tight spot.

SESSION - 14
APPRECIATION OF POETRY

Listen, repeat and enjoy.

UPHILL

by Christina Rossetti

**Does the road wind up-hill all the way?
Yes, to the very end.
Will the day's journey take the whole long day?
From morn to night, my friend.**

**But is there for the night a resting-place?
A roof for when the slow dark hours begin.
May not the darkness hide it from my face?
You cannot miss that inn.**

**Shall I meet other wayfarers at night?
Those who have gone before.
Then must I knock, or call when just in sight?
They will not keep you standing at that door.**

**Shall I find comfort, travel-sore and weak?
Of labour you shall find the sum.
Will there be beds for me and all who seek?
Yea, beds for all who come.**

What thoughts are evoked in your minds while you were reading the poem? List and share with your partner. For example, think of the suggested (connotative) meaning of the phrases/words like 'journey', 'up-hill', 'resting place', 'travel-sore and weak', 'beds for all who come'.

Now, Read the following poem.

O Captain! My Captain!

O CAPTAIN! my Captain! our fearful trip is done:
The ship has weather'd every rack, the prize we sought is won;
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring:
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain ! rise up and hear the bells:
Rise up--for you the flag is flung—for you the bugle trills: 10
For you bouquets and ribbon'd wreaths—
for you the shores a-crowding;
For you they call, the swaying mass, their eager faces turning:
Here Captain! dear father!
This arm beneath your head;
It is some dream that on the deck,
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still;
My father does not feel my arm, he has no pulse nor will:
The ship is anchor'd safe and sound, its voyage closed and done:
From fearful trip, the victor ship, comes in with object won; 20
Exult, O shores, and ring, O bells!
But I, with mournful tread,
Walk the deck my Captain lies,
Fallen cold and dead.

– Walt Whitman

Task - 1

You have read the poem. Now sit in pairs and share your responses.

1. Subject Matter/Content

a. What is the poem about ?

.....
.....

b. What is the main idea ?

.....
.....

2. Form - a. What form has the poem been written in ?

.....
.....

b. Is there a definite rhyme scheme ?

.....
.....

c. What is the rhyme structure ?

.....
.....

3. Imagery, Poetic expression and message:

a. What pictures/images does the poem evoke in the mind of the reader ?

.....
.....
.....
.....
.....

Task - 2

1. Your Personal Response

a. Do you like this poem ? Why ?

.....
.....
.....

b. Compare this poem with any of the poem you have read in any of the languages. Explain in a few sentences.

.....
.....
.....

Task - 3

1. Imagine this is prescribed as one of the poems in the detailed text. What support/information/clue would you suggest to be provided, so that the poem can be read and enjoyed by the learners ?

For example:

i. Historical background to the poem.

ii.

iii.

iv.

SESSION - 15

VOCABULARY

Activity - 1

Warm up Activity:

Look at the sentences given below. Some words are underlined. List the underlined and not-underlined words in two columns.

1. Upagupta, the disciple of the Buddha, lay asleep in the dust by the city wall of Mathura.
2. The hermit listened to the king, but did not speak.

A	B
Underlined Words	Not Underlined Words

- What differences do you observe between the words in ‘A’ and words in ‘B’? Which group do you think is essential to understand the content or meaning of the sentence? Which words are used to link other words?
- The words that are used mainly for the meaning or the content are content words: e.g. captain.
- The words that are used to link other words are structural words. e.g. of. a. do. in.
- Underlined words are ‘content words’.

- Words not underlined are ‘structural words’.
- Usually content words are nouns. pronouns. primary main verbs. adjectives and adverbs.
- Usually structural words are articles. prepositions. conjunctions and helping verbs.

Activity - 2

Task - 1

Read the following passage carefully.

A foolish king was dying. He said he was at the death’s door. But the truth of the matter was that the king was suffering from having nothing to do. He was being bored to death. Of course. the king would not admit this. He moaned and groaned and complained of sharp stabs in every muscle and great pain in his body. Physicians and surgeons came from far and wide. They looked down the king’s throat. They tapped his chest and they felt his pulse. They hemmed, hawed and stroke their beards. But they could find nothing wrong.

Classify the underlined words into Content words and Structural words.

CONTENT WORDS	STRUCTURAL WORDS

Task - 2

Read the following passage. Choose at least 10 content words and 5 structural words, and write them in the given columns.

“The Sun was hot overhead and five brothers grew more and more weary and thirsty. Yudhisthira sank down under a tree and said to Nakula “brother, climb a tree and see whether there is any pool or river nearby”.

Meaning words	Other words (structural)

Activity - 3

1. Match the words in column 'A' with their meanings in column 'B'.

'A'	'B'
1. Incredible	a. being concise
2. seize	b. feeling of thanking someone
3. grateful	c. take hold of something forcefully
4. pavilion	d. not able to believe
5. brevity	e. a building near cricket ground used by players for watching game

Do as directed.

- Siddhartha spoke politely with people whereas Angulimala spoke. (Opposite of the word underlined)
- Kapil Dev had a liking for riding horses. Once he visited a.....to select a good horse for him (fill in the blank with a word to mean 'a place where horses are kept').
- An accident took place on a busy road at 10.30 am. A large number of people gathered to see what had happened. The police had to be called to clear the..... (group of people)
- There was a technical problem in the aeroplane while it was flying. The passengers started giving suggestions to the pilots. But the..... discussed among themselves and set the problem right within 5 minutes. (group in charge of flying)

6. Match the words in column A with that of column B:

‘A’	‘B’
1. over	1. lady
2. deck	2. pit
3. carbon	3. hand
4. cock	4. paper
5. home	5. rule
	6. maker

7. If point, angle, straight line, curved line, trapezium, etc are the associate words of Geometry, some of the associate words of Geography are..... (write any 4 words)
8. **Words given in brackets belong to the kitchen process. Use them appropriately in the blanks given in their appropriate form. (heat, boil, bake, roast)**
- a. Louis Pasteur said that we should milk before consuming, so that all the bacteria in it are dead.
 - b. The bread is good but as it is so much..... that it looks black at the edges.
 - c. We are getting good smell from that corner because there is person..... bread.
 - d. If you..... a piece of ice it becomes water.
9. **Guess the meaning of the underlined words/phrases; and write them in the brackets provided, in a word or a phrase each.**
- a. The policemen charged at the mob and the frightened people ran helter skelter.
 - b. The king was angry with his officers for not following his instructions. But he kept cool.
 - c. He complained of chest pain: then he became unconscious. The doctor diagnosed that it was heart attack. He advised him to give up smoking.

- d. After watching the drama of Harischandra, Gandhiji made up his mind to tell the truth always.

10. Use the correct form of the word underlined and fill in the blanks:

- a. The doctor treated a patient. He charged Rs. 200/- for his.....
- b. Gandhiji loved to walk. He once said, “In fact, it is..... which keeps me in good health.
- c. King Harishchandra always spoke truth. His..... made him very popular.
- d. Jawaharlal Nehru was a good speaker. He..... in the Parliament on 14th August 1947 at midnight.
- e. A boy ate 4 bananas. 2 apples and 4 chapatis on the same day, that night he suffered from stomach pain because he had..... more than he could digest.

SESSION - 16

EXTENDED ACTIVITIES

Warming up activity:

Study the following situations:

Occasion: Children's Day celebration

Place : Your school auditorium.

Task: 1. Headmaster of your school is the President of the function.

Mr. is the Chief Guest of the function.

Mrs. is the main speaker of the function.

Draft a Welcome speech and Vote of thanks for the occasion.

Task: 2. Your friend Mr./Mrs. has recently met with an accident. He/she has also undergone a minor operation.

Write a telephonic conversation between yourself and your brother in about 10 sentences.

Task: 3. Read the following situation and complete it:

It was Monday morning: the hospital was jam packed with patients. The doctors, nurses, peon never to allow any visitor to her chamber for a general discussion.

All of a sudden a huge noise was heard in the hospital compound. Loud noises, hurried movement of people. crying of women. starting of cars. autorikshaws, and two-wheelers were heard in a melee. The busy activities of attending to the patients came to a sudden halt. The friends, relatives of the patients all rushed to the spot to see what had happened. The peon immediately rushed to Dr.Rajani and told her that something had happened. She got up and rushed to the spot; *anxiety was largely visible on face.* What did she see there ?

.....

Unit: 3. My Beginnings

“Preparation of Album of Indian cricketers”

Objectives:

1. Students understand that newspapers, library, internet are some of the sources of getting information.
2. Students understand the basics of collecting information classifying and interpreting the information they get from different sources.
3. Students understand the importance of learning from other subjects and teachers; therefore they understand that there is a correlation among various subjects.

Topics:

1. Cricket players of North and South India
2. Cricket players of 1970s, 1980s and 1990s
3. Cricket as a game- its history and development
4. The map of cricket- pitch, place of all the fielders
5. A collection of terms used in cricket game and their meanings, usage

Sources:

1. Newspapers (old)
2. Encyclopedia
3. P.E. teachers
4. Internet

How to go about:

1. Divide the class into 4-5 groups and assign them the topics listed above. Ask them to collect information in collaboration with others.
2. Help them understand the biographical, professional details of each of the cricket player to the extent possible.
3. Also help them prepare an album of the pictures, details of achievements in a long note book or in a chart.
4. Encourage each team to present it in the classroom for the benefit of others. You may also encourage them to conduct a Quiz competition on the topic of their choice.

SESSION - 17

LANGUAGE IN USE

Topic: Transformation of Sentences

Warming Up

Activity - 1

Read the following dialogue between Jumman Shaikh and his mother.

Version: - 1

Mother : Dear Jumman Beta (My son)

Jumman : Yes, Ma ?

Mother : It's very clear, isn't it ?

Jumman : What's it, Ma ?

Mother : I'm not wanted in your house anymore.

Jumman : Why do you say it ?

Mother : Need I say why ? Everything is obvious.

Jumman : So what ?

Mother : Please Beta. Kindly give me a monthly allowance.

Jumman : Monthly allowance!

Mother : Yes. I can set up a separate kitchen then.

(Compare the above with the textual version, which is given below)

Version: - 2

One day she spoke to Jumman "My son. it's now obvious that I am not wanted in your house. Kindly give me a monthly allowance so that I can set up a separate kitchen".

You have read the two versions. Between them, can you make out the difference in the sentence structure ? In groups, discuss these questions and answer them.

- a. Which version reads simple ?
- b. Which version is long ? 1 or 2 ?
- c. Which sentences in version - 1 are combined to give the same meaning in version - 2 ?
- d. How many speakers are there in each version ?

Input:

A. Sentences can be simple like:

- ❖ One day the mother spoke to Jumman
- ❖ Why do you say it?

Or, they can be combined like:

It's obvious that I am not wanted in your house - (complex)

It made her angry and she went to the village panchayat for help
- (compound)

B. Also sentences can be : Examples

- just a statement : It is very clear.
- a question : Why do you say it ?
- an order
- a request : Give me a monthly income.
- or an exclamation : Monthly allowance !
(utterance)

Activity - 2

Read the following sentences. Against each of them, write the type of sentence ie., statement, interrogative(question), or imperative (order or request). In each case, write whether it is positive or negative.

- | | |
|---|--|
| <p>1
e.g., Speak up.
(imperative +ve)</p> | <p>2
You have nothing to fear.
(statement -ve)</p> |
| <p>3</p> | <p>4</p> |
| | <p>5</p> |

Punish him. Why are you hesitating? No. that cannot be. For the remarks of the

- iii. If that is so, let him go. In that case, let him go. ()
- iv. I am glad to see you, my friend. ()
- v. If that is so, let him go. ()
- vi. In that case, let him go. ()
- vii. We have not wings but we have feet to scale. ()
- viii. Though devoid of wings, we have feet to scale. ()

Input:

A non - simple sentence can be either compound in structure S1 + S2 or + complex like M , that is a sentence (dependent clause) embedded el in the main sentence (independent clause). To understand this, have a look at the structure of these non-simple sentences.

1. When I was in the seventh standard, Dorabji Edulgi Gimi was the headmaster.
2. I was very curious and it was my ambition to go round the world.
3. She counted them every day because she knew us to be mischievous.
4. I played many games but it was all for fun.
5. I took the horse to the garden which was about seven hundred square feet in size.

Note that the part of sentence that can stand on its own has been shown in a box. The part outside the box in each case is also a sentence having a finite verb, but each one of them is incomplete in meaning. like:

- When I was in the seventh standard.....- 1
- because she knew us to be mischievous.....- 3
- which was about seven hundred square feet tall.....- 5

The above parts are termed dependent clauses. They depend on the main part to complete the meaning. Dependent clauses, dependent on the main part to complete the meaning.

So sentences 1, 3 and 5 are termed complex sentences.

Sentences 2 and 4 have two boxes: that is boxes having sentences conveying complete meaning, and joined by conjunctions like 'and' and 'but'. They are coordinating conjunctions. Other coordinating conjunctions are either... or. neither... nor, not only... but also, or else etc.,

Mere labeling a sentence as simple, complex or compound will not be sufficient. What we ought to know is the way to transform from one form to another.

❖ The sentences given above can be re-written changing from non-simple to simple form.

1. When I was in the 7th standard Dorabji Edulji Gimi was the headmaster. (Non-simple complex - finite verbs was and was)
During my 7th standard in school Dorabji Edulji was the headmaster. (simple - finite verb - was)
2. I was very curious and it was my ambition to go round the world. (non-simple - compound - finite verbs - was and was)
Being curious. it was my ambition to go round the world. (simple - finite verb - was)
3. She counted them every day because she knew us to be mischievous. (non simple - complex - finite verbs - connector - was)
Knowing us to be mischievous. she counted them every day. (simple - finite verb - connector)
4. I played many games but it was all for fun. (non-simple - compound - finite verbs - played - was)
I played many games just for fun. (simple - finite verb - played)
5. I took the horse to the garden which was about seven hundred square feet in size. (non-simple - complex - finite verbs - took - was)
I took the horse to the garden being about seven hundred square feet in size. (simple - finite verb - took)

Activity - 4

Combine or rewrite the following sentences without changing their meaning, but using the word or words given in brackets against each.

1. Jean Valjean was so exhausted that he fell asleep immediately. (Begin with 'Being ...)
2. She practised medicine for 12 years. The she opened this ashram. (begin with 'After having ... and combine the sentences)
3. When I suggested it, he was shocked. (Begin with 'At my ...)
4. When Sahu bought the bullock, it suffered from no disability or disease. (Begin with 'At the time of Sahu's ...)
5. I studied with great interest and devotion, but I failed to secure the eligible rank. (Begin with 'In spite of. ..)
6. He had been disappointed so much that he started blaming one and all. (Begin with 'Having been ...)
7. These are the lines. They show Yussoufs respect for God. (Combine the sentences using 'which')
8. Lowell's beliefs that every poet is a prophet. (Begin with 'What...)

Self assessment Sheet

Sl. No.	Statement	Yes	No	To some extent
01	Can I identify the type of any sentence ?			
02	Have I understood the concepts of simple and non-simple sentences ?			
03	Could I do all the tasks well ?			
04	Am I able to explain the difference between compound and complex form of a sentence ?			
05	Can I transform the sentences from one type to another type ?			

SESSION - 18

DESIGN OF THE QUESTION PAPER

Sit in groups/pairs. Read the given design, question paper and key-answers and share your responses

Class 9 CCE Syllabus Second Language - English Summative Examination Specification

Division of Syllabus for Term I(May-September)		Total Weightage Assigned
Summative Assessment I		
Section - A	Marks	
Prose	16	
Poetry	10	
Supplementary Reading	04	
Vocabulary	10	
Total	40	30%
Section - B	Marks	
Reading + Reference Skill	15	
Writing	15	
Grammar	20	
Total	50	
Total of section A and B	90	
Oral (5) + Open' Book Examination (5)	10	
Total Marks	100	
Formative Assessment - 1 and 2		20%
TOTAL		50%

Division of Syllabus for Term II (October-April)		Total Weightage Assigned
Summative Assessment I		
Section - A	Marks	
Prose	16	
Poetry	10	
Supplementary Reading	04	
Vocabulary	10	
Total	40	30%
Section - B	Marks	
Reading + Reference Skill	15	
Writing	20	
Grammar	15	
Total	50	
Total of section A and B	90	
Oral (5) + Open Book Examination (5)	10	
Total Marks	100	
Formative Assessment - 1 and 2		20%
Total of Term 1 and 2		50%

Summative Assessment - 1

9th Standard

Marks: 90

Second Language - English

Time: 3 Hours.

General Instructions:-

- Attempt all the questions.
- 15 minutes are allotted as cool off time.
- You are not allowed to write during the cool off time.
- Read the instructions and questions carefully.

SECTION -A

PROSE

Answer the following questions in a sentence each. 1 x 2 = 2

1. Who according to the hermit is the most important person for us?
2. Clifford Mortis, the author of 'Whatever We Do' talks of comparison. Which is the most desirable comparison that one can make, according to him ?

Fill in the blanks. 1 x 1 = 1

3. Many advised the king to visit different types of people to get answer for his questions. But he decided to meet.....

Choose the appropriate answer: 1 x 1 = 1

4. Somebody entertained Kapil with tales of his childhood, that person was his.....
a. uncle b. father c. mother d. friend

Say 'true' or 'false'. Tick the appropriate one. 1 x 1 = 1

5. While talking with others. the expression 'You and I' is better than 'I and You'.
True/False

Write the appropriate word instead of the underlined words.

1 x 1 = 1

6. Kapil says. "I bit off more than I could eat".

Some events in the lesson 'Three Questions' have been given in a jumbled manner. Rearrange them as they happened in the text.

1/2 x 4 = 2

7. a. meeting the hermit.
- b. king's sending messengers.
- c. many suggestions referred.
- d. the king leaning his horse behind.

Read the given extracts and answer the questions that follow.

8. The Yaksha was pleased at this and asked Yudhistira. "Why did you choose Nakula in preference to Bhima who has the strength of sixteen thousand elephants ? I have heard that Bhima is most dear to you. And why not Arjuna, whose prowess in arm is your protection ? Tell me why you chose Nakula rather than either of these two."

- a. If you were Yudhistira who would you have preferred ? Why ? **2**
- b. Guess the meaning of the word 'prowess' from the context. **1**
- c. The Yaksha was pleased at this and asked Yudhistira. **1**
What does 'this' refer to ?

9. I had a hard time explaining it to my mother. But I got even the next day when our neighbour went to Delhi for a couple of days. She had ninety-two pomegranates on the tree in her garden. She counted them every day because she knew we were up to mischief. As soon as her back was turned, we took down all ninety-two, ate whatever we could and distributed the rest. I remember the walloping I got from my mother when she was told about it on the neighbour's return.

- a Why did Kapil’s neighbor count pomegranates everyday? 1
- b Which word suggests ‘hitting someone’? 1
- c Did the worst fears of Kapil’s neighbor come true? Support your answer from the text. 1
- d. Even in her old age, Kapil’s neighbour was angry with him. Yes/No 1

POETRY

Answer the following questions in a sentence each. 1 x 1 = 1

10. What made the poet miss a decidedly possible catch in the poem ‘Missed’?

Choose the appropriate answer. 1 x 1 = 1

11. Which one of the following does not reflect the feelings of the poet when he bungled the catch in the poem ‘Missed’?
- a. foolish b. sad c. ecstatic d. disappointed

Answer the following questions. 2 x 2 = 4

12. The poet Joseph. T. Renaldi says he is grateful for many reasons. Quote any two things for which he feels grateful.
13. a. ‘Wonderful words are handsomely groomed and fed’. Identify the figure of speech in this expression.
- b. Classify these words into rhyming words - swing, said, led, thing.

Read the given extracts and answer the questions that follow.

14. The ascetic sat by her side. took her head on his knees,
 And moistened her lips with water. and
 smeared her body with sandal balm.
 “Who are you. merciful one ?” asked the woman.
 “The time. at last, has come to visit you, and
 I am here:’ repl ied the young ascetic.

- a. The woman addresses the ascetic as ‘merciful’. Why? **2**
- b. The ascetic had promised to come when the time was ripe. Now he has come. Why do you think the time is ripe now for the visit? **2**

SUPPLEMENTARY READING

Answer the following questions. 2 x 2 = 4

15. When did Aruna Asaf Ali go on a hunger strike in her career as a freedom fighter ? What was the result ?
16. Why did the king hang his head in shame? What did he resolve afterwards ?

VOCABULARY

- 17. Fill in the blanks choosing appropriate words from the words given in brackets. 2**

All the students of IX standard went to the stadium. Some (some, sum) of them participated in individual events, a few of them in group events and remaining to cheer..... (there. their) friends. Rohit was a good runner. When the..... (race, rays) began. all his friends encouraged the participants by clapping their hands.

- 18. Fill in the blanks with the appropriate prefixes for the words given in brackets. 2**

In Gujarat Dasara’s merriment is of the way. The festival is celebrated in a unique and (usual) way. Every night women dress up in colourful ghaghras and cholis and dance around a pot with a lamp. Men also take part in dance using dandiyaas. But some people consider this dance to be..... (decent)

19. Fill in the blanks using the appropriate noun form of the words given in brackets. 2

The students of our school have organized a charity show at the school hall on Saturday. They have invited everybody in order to help the poor in the city. The tenth class students are going to arrange the food and drinks. The school orchestra is going to give a live..... (perform.) The principal might give a speech. Students are asking people to help by paying an (enter) fee. They will give all the money to an organization that helps the poor.

20. In the following paragraph two words are wrongly spelt, find them out and write the correct spelling in the space provided. 2

Many people complane that young children waste hours every day watching television. And. there are others who claim that television can be as good for children as other activties.

a. _____ b. _____

21. The following verbs are used for various acts of cooking and preparing food. Match the words with their definitions and write them in the space provided. (peel, roast, chop, fry) 2

a. _____ :to cook in hot boiling oil.

b. _____ :to cut into pieces with a knife.

c. _____ :to cook in an oven or over a fire.

d. _____ :to take the skin off fruit or vegetables.

SECTION - B

READING AND REFERENCE SKILL

22. Read the poem given below and answer the questions that follow.

The mountain and the squirrel
Had a quarrel,
And the former called the latter “little pig”;
Bun replied
You are doubtless very big;
But all sorts of things and weather
Must be taken together
To make up a year
And a sphere

Questions:

1. “Little pig’ in this poem refers to..... **1**
2. According to the squirrel. what should be considered to make up a year and sphere ? **1**
3. Who do you think, between the mountain and the squirrel is very proud ? **1**
4. ‘You are doubtless very big”. In this line the word ‘you’ refer to..... **1**

25. Read the conversation between an ant and a grasshopper. Answer the question that follow.

Grasshopper : O! ant, give me some grain, I am dying of hunger.
When did you get the corn?

Ant : ‘I collected it in summer. What were you doing in summer ? Why did you not store some corn?

Grasshopper : I was too busy.

Ant : What were you doing?

Grasshopper: I was singing all day.

Ant : Go! Dance all winter. You don't deserve any help.

Questions:

1. Who is intelligent. the Grasshopper or Ant ? **1**
2. The Grasshopper. but not the Ant was hungry. Why ? **1**
3. According to the Ant, Why doesn't the Grasshopper deserve any help ? **1**
4. Pick out the line that suggests Ant's anger and write it **1**

26. Read the passage given below and answer the questions.

Knife and fork are the essential cutlery items on a dining table these days. Have you pondered over the questions: When did people start eating with a knife and a fork? Well into the 17th century, knives and spoons were the only utensils most diners in Europe ever used and ever needed - as food was either dry or soupy. So. it could be cut or supped. Large twopronged forks were used in the kitchen for preparation purposes only. Though refined diners in Greece and Italy had for some time used a smaller version at the table. The modern curved. four pronged fork was invented in Germany in the 18th century. Around this time, the dinner knife evolved a rounded end - its spearing function now obsolete.

It was only in the 19th century that forks became prevalent in the United States, where they were often called "split spoons". The late adoption of the fork goes some way to explaining our modern habit of cutting food, then transferring the fork to the other hand and using it as a spoon-like scoop.

Questions:

1. Meaning of ' ponder over' is.....
a. think over b. come over c. switch over **1**
2. Why did the European use only spoons and knives **1**
in 17th century ?

3. What did the Americans call the forks in the 19th century ? 1
4. The fork is nowadays used in..... 1
 a. holding and cutting food b. spearing and cutting food
 c. spearing and scooping food d. cutting and scooping food
- 27. Arrange the following words in the alphabetical order. 1**
 system, anchor, public, board, festival, hospital, restaurant, medical,
 education, cafe,
- 28. While doing mathematics homework, Tanuja became 1**
confused by two words, numerator and denominator.
Where in her book would she most likely to find the correct
definition of these words. Choose the appropriate one from
the alternatives given below.
 a. Title paper b. Table of contents c. Index d. Glossary
- 29. Study the meanings of a word ‘spirit’ given in a 1**
dictionary. A sentence is given below. Identify the
meaning and write the number in the box.
 spirit \ˈspɪr-ɪt\ n
 i. a supernatural being.
 ii. a special attitude of mind.
 iii. a lively or brisk quality in a person or a person’s actions.
 iv. a person having a character of a specified nature.
 v. an alcoholic solution substance.
 vi. the activating or essential principle influencing a person.
My father is a great spirit in my life. ()

WRITING

- 30. Imagine that you are Ambuja. Your school has organized a trip to Goa. You need to take the permission of your parents to go on to the trip. You will have conversation with your mom. Complete the dialogue using the expressions given below.** **4**

(Wow, don't, But why, won't you)

Ambuja: Mom, Our school has organised a trip to Goa.

Mom : It's good.

Ambuja: You allow me to go there _____?

Mom : No, I _____

Ambuja: _____ ?

Mom : Your dad will take us to Darjeeling next week.

Ambuja: _____! How nice of him.

- 31. A profile of K.R.Narayanan is given. Write a short bio-sketch of him by using the clues that are provided to you.** **4**

Birth : October 27, 1920

Place of birth : In Perumthanam, Travancore, Kerala

Education : Govt. Primary school at Kuruchithanam,
St. John's high School at Koothattukulam,

Qualification : M.A. in Literature

Career : A lecturer, political leader and The President of
India

- 32. Arrange the following sentences in a paragraph $1/2 \times 6 = 3$ in the right order.**

- a. She found some articles missing after she was cured.
- b. She consulted an eye specialist.
- c. After a week. the doctor removed her bandages.
- d. She filed a complaint against the doctor.

- e. A rich lady became blind.
- f. The doctor operated upon her eyes and bandaged them.

33. Here is a conversation between Hema and Ragini. Hema wants a message to be passed on to Ravi. Read the conversation and write a short message consisting of four lines for Ravi. 4

Hema: Hello. Hema here.

Ragini: Hi. Hema. How are you ?

Hema: Fine. Thank you. Can I speak to Ravi ?

Ragini: Sorry. You can't. He has gone to the Railway station to meet his friend. He may be back by 5 pm. Any message for him ?

Hema: Yes. Ask him to meet me tomorrow morning at the Government Hospital. My father is hospitalized. I need some money. Tell him to bring some money.

Ragini: Sure.

Hema: Thanks. Bye.

GRAMMAR

34. Read the following paragraph. Each sentence has an error in it. Correct and rewrite the paragraph. 1 x 5 = 5

When I am in the sixth standard. Harish was my-friend. He was a popular athletic. Everybody liked the way he behaved over the field and with others. nagesh. his friend. was not an athlete, but a brilliant student. Anyway. their friendship was a example to others.

35. Rewrite as directed: 1 x 5 = 5

- a. I tried to understand. I got more confused. (combine the two into a single sentence)
- b. One of the players were hurt. (correct the sentence)
- c. Do you thought the poet regrets having bungled a catch ? (correct the sentence)

- d. How would you response to this question? (write the appropriate form of the underlined vword)
- e. He was a fool. Never could he not understand even simple mechanics. (correct the sentence)

36. A paragraph is given below. Frame at least two 'wh' questions and one 'yes/no' question based on it. 1 x 5 = 5

The panchayat was held under a tree. Jumman stood up and panchayat is the voice of God". The old lady was all curious. Chowdhar~ as the Panch. The lady did not have any objection to it.

37. Write the 'tense' of the main verb and the time implied in them. One example is given. 1 x 5 = 5

e.g., "Would you mind coming with me"

verb - would tense - past time - present or future

1. Sunitha is badly injured in an accident.

verb –	tense –	time –
<input type="text"/>	<input type="text"/>	<input type="text"/>

2. When will they come back ?

verb –	tense –	time –
<input type="text"/>	<input type="text"/>	<input type="text"/>

3. She is watching the game.

verb –	tense –	time –
<input type="text"/>	<input type="text"/>	<input type="text"/>

4. They might be here next week.

verb –	tense –	time –
<input type="text"/>	<input type="text"/>	<input type="text"/>

5. The moon shines in the sky.

verb –	tense –	time –
<input type="text"/>	<input type="text"/>	<input type="text"/>

Input :

In framing questions for each segment the following type of questions can be focussed on :

<p style="text-align: center;">PROSE - 16 MARKS</p> <p>*1 Mark Questions: Total Marks - 6 a. Answer in a sentence - 2 questions b. Fill in the blank - 1 question c. Multiple Choice - 1 question d. True/False - 1 question e. Write the appropriate word instead of the underlined word. - 1 question</p> <p>*2 Mark Questions: Total Marks - 2 a. Sequencing - 4 sentences</p> <p>*4 Mark Questions: Total Marks - 8 2 Extracts - Framing Appropriate Questions on a. character b. context c. reason d. speaker e. main-point</p>	<p style="text-align: center;">POETRY - 10 MARKS</p> <p>*1 Mark Questions: Total Marks - 2 (Inferential)</p> <p>* 2 Mark Questions: Total Marks - 4 a. Inferential Question - 1 b. Appreciation Question - 1 (Rhyming and Figures of Speech)</p> <p>*4 Mark Questions: Total Marks - 4 1 Extracts - Framing Appropriate Questions on a. character b. context c. reason d. speaker e. main-point</p>
<p style="text-align: center;">VOCABULARY - 10 MARKS</p> <p>Questions on contextual based.</p> <p>* Homophones/Homonyms/Homographs * Prefix/Suffix * Derivation/Word forms *Collocation/Phrases/Idioms * Synonyms/Antonyms/Spelling</p> <p style="text-align: center;">WRITING - 15 MARKS</p> <p>3 types of writing. 3 questions carrying 4 marks and 1 question carrying 3 marks.</p> <p>* Writing a Paragraph * Writing Biography</p>	<p style="text-align: center;">SUPPLEMENTARY READING - 4 MARKS</p> <p>*2 Marks Questions - 2X2 = 4 (2 Factual Questions)</p> <p style="text-align: center;">READING AND REFERENCE SKILL - 15 MARKS</p> <p>3 different passages</p> <p>* Factual - 1 x 4 = 4 * Inferential/Interpretative - 1 x 4 = 4 * Visual Interpretation/ Paragraph Reading- 1 x 4 = 4</p>

(Writing contd.)

- * Dialogue Completion
- * Writing a Message
- * Writing a Story
- * Letter Writing
- * Rearranging jumbled sentences into sequence.
- * Writing an Essay
- * Describing a Picture

- * Dictionary Reference - 3 Marks

GRAMMAR-20 MARKS

Questions on context based in put.

- * Transformation of sentences
- * Combining Sentences
- * Framing Questions
- * Use of Auxiliaries
- * Time and Tense
- * Modal Auxiliaries
- * Degrees of Comparison
- * Reported Speech
- * Editing
- * Preposition
- * Articles
- * Active and Passive Sentences
- * Conjunctions
- * Discourse Markers

ANNEXURE – I
LIST OF ACTIVITIES/MATERIALS
(Suggested - not exhaustive)

A list of activities that can be integrated into the process of self-learning has been given. Teachers are requested to plan judiciously in selecting and incorporating them at different stages of learning.

1.	Introductory Activity	*visuals, *poems, *quotes, *incidents, *news clippings, *dialogues, *stories, *statistical extracts, *web diagram *jokes *excerpts
2.	Vocabulary	*matching, *classifying, *substituting, *identifying, *describing, *homophones, *collocation, *synonyms, *antonyms, *spelling, *pronunciation.
3.	Reading	*flowchart, *tree diagram, *media transfer, *tables, *maps, *sector graph, *completing tables, *summarising, *note-making, *skimming, *scanning, *identifying main and subordinate ideas, *sequencing. *categorising, *classifying, *doing cross-word puzzles, *anticipating /inferring / evaluating /discussing.
4.	Listening	Phonic Dimension *identifying the sounds, minimal pairs, syllables, accent, intonation, pause, ellipsis, elision, falling and rising tone, silent letters and short forms. Meaning Dimension *comprehending, *identifying the theme, *repeating, *guessing the intention of the speaker, *responding, *summarising.

5.	Speaking	<p>Phonic: Pronunciation of sounds, vowels, diphthongs. consonants. syllables, words, accent on the right syllable, pitch, pause, intonation, elision, past-tense realization, plural realization, ellipsis.</p> <p>Discourse: Describing, narrating, expressing language functions, debating, presenting view's orall), and speaking in public. Asking questions, discussing, playing roles. interpreting visuals, conversing. classifying, announcing.'</p>
6.	Writing	Drafting - letters, messages, memo, notices, brochure, essay, review slogans, placards. questionnaire, expanding, editing, punctuating, trans-coding, note-making. summarising, writing dialogues, organising data, writing reports.
7.	Language Exercises	Editing. error detection, structural classification, identifying parts of speech, transformation, comparison, reported speech, intensifiers, articles, time and tense concepts, prepositions, finite and non-finite verbs, inversion, phrases, adverbials, clauses, analysis and synthesis.
8.	Language Exercises	Dictionaries, thesaurus, encyclopaedia, bibliography, index, newspaper