

# **English Teachers Handbook**

## **Classes VI to X**

**State Council of Educational Research & Training,  
Telangana, Hyderabad.**



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## Preface

The SCERT has initiated curriculum framework in 2011. As per the curriculum framework, syllabus and textbooks have been developed. The textbooks have been developed in a phased manner i.e. during the 2012-13 class VI and VII; in 2013-14 class VIII and IX; and 2014-15 class X book have been developed. Teachers and students are using them. The State also developed Handbooks for teachers and imparted training to all teachers.

The present curriculum revision has addressed in all spears of language such as teaching, learning and assessment. It demands engagement of children meaningfully where children have to participate as per their individual abilities, and teacher has to perform the facilitator role in helping children in learning the language in a meaningful context.

The teacher's proficiency in English language and the knowledge of classroom process have become the pre-requisites in English language teaching. Unless the teachers involve themselves in the process they may not achieve the expected output target competencies/ Academic Standards among the students. Teacher should follow the strategies suggested for classroom process. The SCERT has developed Teacher Handbooks and organized face to face orientation programmes and teleconferences to strong them the teacher competencies and to understand the pedagogy. In spite of those efforts still there is a gap in children achievement levels.

The SCERT has decided to provide one more Module for the High School teachers in order to get more clarity in the areas like bridging activities, classroom process and assessment where teacher need additional inputs for effective transaction and improve the learning levels among the children.

We hope the teachers can make use of this Handbook and share their ideas and classroom challenges with their colleagues at School Level, Cluster Level and even at District Level by forming ELT groups. The Telangana State is that every child has to achieve the expected Academic Standards and express themselves in oral and written aspects of language. Finally, we appreciate the efforts of the State resource group members who involved in preparation of this Handbook for the benefit of English language teachers in the State.

Happy teaching.

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## Introduction

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The completion of the textbook is not the ultimate goal of teaching English but achieving the targeted academic standards. So if we concentrate only on the content of the textbook, we will not be able to achieve the goal, which is making the learners use language on their own both orally and in writing. It is also important to notice that the main objective is not only to help the learners procure a pass in the examination, but also to help them acquire knowledge which they can use in their life. In order to achieve this goal a meticulous transaction process has been worked out in tune with the current understanding of language and language learning.

This handbook is meant to throw insight into some of the major aspects related to the teaching of English. These include:

- The classroom process and the nature of interaction that has to take place
- The process for facilitating the production of oral and written discourses
- Editing as the process for grammar sensitization and the correction of errors
- Giving positive feedback to the learners on their oral and written output
- Different genres of discourses and the features of each discourse targeted in class 10
- Planning the transaction of a lesson/unit
- Procedures for formative and summative assessment
- Specimen question papers based on the revised guidelines
- Special package for low performers (Bridging the gap)

The revised pedagogy has conceived a modular mode of transaction; the various modules are: pre-reading, reading, discourse construction, editing. Interaction cuts across all these modules and becomes a vital component of classroom transaction. Interaction is conceived not as mere asking questions and eliciting responses, but dialoguing with the learners using various strategies and linguistic devices such as reporting, seeking agreement, asking for opinions, seeking confirmation, interpreting, analyzing, taking positions, justifying and summing up. The teacher has to have fairly good understanding of the purpose of interaction at various stages and the exact language that is to be used to meet this purpose.

Knowledge construction is not conceived as an individual activity alone. The history of mankind reveals that knowledge construction is a collective process where the individuals collaborate and build up knowledge base of the society which becomes the shared knowledge of the whole society. In this process, both the individual and the society are benefited. Implicitly, this means that the teaching and learning process is not something that takes place between the teacher and the individual learner only. There is a process of collaboration where the learners share their ideas and learning experiences with their peers exploring new ideas and coming to consensus. The classroom process envisioned in the new curriculum provides space for the learners to collaborate whether it is in reading, producing discourses or editing. The teachers as facilitators have to understand the process of sharing and the synergy that can be generated through the process. The classroom is neither teacher centred, nor learner centred; it is knowledge centred.

It is quite likely that given the teaching learning situation that has been prevailing in our classrooms for decades, there could be some learners who have not yet achieved desired levels of learning. These students are always left out of the classroom process. It is quite likely that teachers may not have any strategy to instill confidence in them and bring them on par with the others. These learners are typically labeled as “slow learners”, a derogatory term which demoralizes the learner. In the classroom process that we have conceived here there is a field-tested strategy for addressing the issues of low proficient learners whether it is in speaking, reading or writing. At every stage of classroom transaction extreme care is taken to ensure that they feel included in the process of learning. Also, some activities have been suggested to bridge the gap between expected levels and their present levels. By virtue of these, students will be able to produce descriptions, conversations and narratives on their own, which will make them confident in using the language.

We expect that the teachers across the state will find this material useful and will be following the classroom process suggested in it.

## Indicators for quality English classroom

### Suggested pedagogical process

S.No.	Features/ indicators	Evidences present
1	Unit cum period plan	Interactive questions Children performance Teacher reflections Head master’s suggestions
2	Procuring material	Relevant pictures Work sheets Action cards ICT material(radio, T.V., Record player, mobile, computer)
3	Reference books	Dictionary Thesaurus Hand books Reference books Grammar Children Literature; Material related to English around us

## Suggested pedagogical process

S.No.	Features/ indicators	Evidences present
4	Classroom process  <b>A.</b> Picture interaction	Asking questions to elicit pupils responses Responses from all children Encourage children to give free responses Giving needy feedback for children responses Writing the responses on the black board/ chart Uttering the words /phrase properly (Syllabic wise)
	<b>B.</b> Production of oral discourses	Proper interaction, relevant questions Children responses and writing them on the board Oral presentation individual/group Providing feed back by the teacher Encouraging the children presentation
	<b>C.</b> Reading Individual reading Collaborative reading  Scaffold reading Reading aloud by the teacher Reading aloud by the students	Underlining new words/marking the sentences Guessing the meaning contextually Refer dictionary, sharing ideas Display glossary, mind mapping Supporting and facilitating children Follow the reading indicators (voice modulation, pause, pitch) Meaningful reading
	<b>D.</b> Construction of discourse Interaction Individual writing Collaborative writing	Teacher input- Brainstorming, elicit reponses, checking the indicators and main ideas. Individual writing Sharing ideas in groups Presentation of the group products
	<b>E.</b> Discourse Editing	Display of group product Teacher's version Edit one group Refined version in student note books (individual and group)

## Teacher pupil relationship

S.No.	Features/ indicators	Evidences present
	A. Interaction	Teacher should aware of individual learning level Providing opportunity according to their level Providing fearless classroom Teacher should know children family background Using English language in classroom Allowing the students to respond Encourage students to speak Have patience to listen the students
	B. Corporal punishment  Humiliation Rewarding	Complete ban of punishment- physically, mentally, socially and psychologically No child should feel humiliated Facilitating the students Facilitating the LPL (low proficient learners) Error tolerance environment Democratic classroom

## Mode of assessment

S.No.	Features/ indicators	Evidences present
1	Read and reflect	Availability of reading material, library books Classroom library (story books, newspaper clippings) Student note books Awarding marks based on indicators Teacher notebooks (children performance)
2	Written works	Completion of textual exercises individually Discourse related pages in childs' notebooks i.e individual, group and edited versions emerged during classroom transaction.
3	Project work	Providing guidance through brain storming Source for collection of data Tools, data analysis, facilitate to write report Report presentation Student note books
3	Slip test	Preparation of school based question paper Reflecting the summative type questions.
4	Summative assessment	Valuation of answer scripts Setting question papers Valuating answer scripts Providing feedback to students and parents.



### Use of ICT/ Material/ Resources

CCTV, radio, record player, audio/visual aids, CD's

Recorded evidences for usage of ICT material

Children feed back, children note books, teacher's reflection on the presentation.

### Strategies followed for LPL's

- Creating reading corners (classroom libraries) with story booklets of different level, newspaper clippings (movies, sports, letter to editor, ads etc.)
- Conducting the base line test
- Indicating the different level of
- Preparation and provide level specific material
- Recording the children programme
- Transacting bridging gap activities
- Providing material tasks as per the children abilities
- Use of lower class textbooks.

### Teacher competence

Reading by following indicators (voice modulation and pause)

Interaction with proper questioning and encourage children to respond.

Written- black board writing/ teacher's version

Improve the competencies by reading ELT material, browsing net, reading Teacher Handbooks, participating in English clubs, forums with colleagues and local resposen, following the social media like Facebook, WhatsApp, YouTube etc. for relevant material.

### Pupil competencies/ participating in TLP

- Responding without fear
- Posing questions
- Sharing through collaboration
- Referring the dictionary
- Self expression oral/written
- Refining their own work
- Choosing/ collecting material for reading
- Writing the discourses regularly.
- Using language chunks.
- Setting the goals as per the abilities.

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# ▶ Academic Standards Class VI to X ▶

## Class VI

### 1. Listening and Responding

- Listen and respond to dialogues / conversations that contain three or four exchanges, proper sequence and use appropriate cohesive devices and sustain the conversation.
- Listen and respond to descriptions that contain a few attributes.
- Listen to poems / songs that contain specific patterns (rhythm, music, theme, structure, metre,) and figures of speech
- Listen and respond to narratives that contain a sequence of events and dialogues, images, settings, characterisation evoking images.
- Listen and respond to slogans that have a rhythm and maintain brevity.
- Listen, watch and respond to drama.
- Listen and respond to debates and discussions that use organisation of ideas, sequence of arguments and suitable examples.
- Listen and respond to compeering which presents the background and highlights of the events.
- Listen and respond to news reports from dailies.
- Listen and respond to the speeches that contain organisation of ideas, language appropriate to the context, discourse markers and coherence.

### 2. Reading Comprehension

- Read and respond to dialogues / conversations that contain three or four exchanges, proper sequence and use appropriate cohesive devices and sustain the conversation.
- Read and respond to descriptions that contain a few attributes, images, variety of sentence forms and sequencing of ideas.
- Read poems / songs that contain specific patterns (rhythm, music, theme, structure, metre,) and figures of speech.
- Read and respond to narratives that contain a sequence of events, dialogues, images, settings, characterisation and evoking images.
- Read diary containing personal reflections, thoughts and feelings
- Read letters that use language appropriate to the context, sequencing of ideas and appropriate format / layout conventions.

- Read messages that contain ideas relevant to the context, maintain brevity and use conventions, layout and format
- Read notices/ posters that have organisation and design for various occasions and purposes.
- Read slogans that have a rhythm and maintain brevity.
- Read drama scripts containing dialogues revealing emotions, feelings, stage directions, movements and settings and reference to costumes and props.
- Read transcripts of debates and discussions that use organisation of ideas, sequence of arguments and suitable examples.
- Read compeering script which presents the background and highlights of the events
- Read reports that contains relevant ideas, concepts and information.
- Read news reports.
- Read and respond to the speeches that contain organisation of ideas, language appropriate to the context, discourse markers and have coherence.
- Read biographical sketches that contain the details of the person, anecdotes, events, achievements, and the writer's reflections, thoughts and feelings.

### 3. Conventions of Writing

- Start a sentence with a capital letter and end it with a period.
- Capitalize all proper nouns, greetings, months and days of the week.
- Use full stop, comma, question mark, exclamatory marks, apostrophe and abbreviations.
- Give space between words and sentences.
- Write correct spelling.
- Follow the lay out conventions of various discourse genres such as conversations, description, narrative, notice, message, poster, slogans, diary, letter, drama, essay, etc.

### 4. Vocabulary

- Use appropriate words for expressing oneself using a variety of discourses.
- Use nouns and verbs interchangeably for expressing oneself.
- Coin new words appropriate to the context.
- Derive a different category of words by changing the prefix or suffix of a certain word.
- Maintain a personal dictionary. Look up unfamiliar words in a dictionary/picture dictionary/ thesaurus.
- Use knowledge of individual words in unknown compound words to predict their meaning.
- Develop vocabulary through bilingual texts

- Understand and explain frequently used synonyms, antonyms and homographs.
- Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.
- Apply knowledge of words and derivations
- Develop vocabulary by reading extensively and by using meta-linguistic awareness

## 5. Grammatical Awareness

- Use declarative, imperative, interrogative, and exclamatory sentences.
- Develop awareness about various predicate patterns.
- Connect sentences using adverbial connectives such as when, if, as, because, since, etc.)
- Use structures like..(I think that .....
- Use Coordinate structures with, and, but, or ....
- Use Relative clauses
- Develop understanding about passive constructions.
- Use structures like (the book on the table ...)
- Use Phrases such as Noun phrase (a tall man); Prepositional phrase (on the table); Verb phrase with and without an object (child sleeps: eat an apple);
- Use and develop understanding degrees of comparison various types of adjectives that denote size, shape, age, colour, origin, material, etc., and sequence of adjectives.
- Maintain agreement in terms of person, number and gender in a sentence
- Use auxiliary verbs and Modal auxiliaries for framing questions and negation and for expressing a range of meanings.
- Use and understand 'to infinitive'.
- Use and develop understanding about the present tense, past tense and present progressive in combination with 'must'.
- Use gerundial constructions.
- Use and develop understanding if clauses - Adverbials of time, place and manner.

## 6. Creative Expression – Oral and Written Discourses

- Construct pieces of dialogues in the given context.
- Write and describe orally about persons and places depicting characteristics of persons and scenic details of events with coherence.
- Construct narratives/ stories with a sequence of logically connected events, dialogues, which evoke sensual perceptions.

- Develop mind maps about persons, events, social issues and places they read and incorporate their reflections wherever possible orally and in writing.
- Write short profiles and biographical sketches of people depicting the characteristics and contributions of people.
- Write songs and poems on various themes involving images, and recite / sing them.
- Write personal letters for various purposes maintaining the proper format.
- Write diaries that contain anecdotes reflections on events,
- Write notices / invitations etc. maintaining their features and talk about them.
- Write and say slogans/ placards for various purposes with precision and brevity.
- Write drama scripts containing details such as stage setting, actions and dialogues and enact the drama.
- Write messages that contain ideas relevant to the context, maintain brevity and use conventions lay out and format.
- Write choreography script bringing out the theme of the poem.
- Write compeering scripts highlighting certain events and persons for authentic occasions and do the compeering.
- Write short essay on various themes depicting proper organization and coherence.

## Class VII

### 1. Listening and Responding

- Listen and respond to dialogues / conversations that contain proper sequence and use appropriate cohesive devices and sustain the conversation maintaining social norms (politeness).
- Listen and respond to descriptions that contain a few attributes and vivid images.
- Listen to poems / songs that contain specific patterns (rhythm, music, theme, structure, metre,) , figures of speech, images, thoughts and feelings.
- Listen and respond to narratives that contain a sequence of events and dialogues, sensory perceptions, images, settings, characterisation evoking images
- Listen and respond to slogans that have a rhythm and maintain brevity.
- Listen, watch and respond to drama.
- Listen and respond to debates and discussions that use organisation of ideas, sequence of arguments and suitable examples and the speaker's point of view.
- Listen and respond to compeering which presents the background, highlights of the events, contains reviews / reflections relevant to the context.

- Listen and respond to news reports from dailies.
- Listen and respond to the speeches that contain organisation of ideas, language appropriate to the context, discourse markers and coherence

## 2. Reading Comprehension

- Read and respond to dialogues / conversations that contain proper sequence and use appropriate cohesive devices and sustain the conversation maintaining social norms (politeness).
- Read and respond to descriptions that contain a few attributes, images, variety of sentence forms and sequencing of ideas.
- Read poems / songs that contain specific patterns (rhythm, music, theme, structure, metre) figures of speech, images, thoughts and feelings.
- Read and respond to narratives that contain a sequence of events, dialogues, sensory perceptions, images, settings, characterisation and evoking images.
- Read diary containing personal reflections, thoughts and feelings using variety of sentences.
- Read letters that use language appropriate to the context, sequencing of ideas and appropriate format/ layout conventions.
- Read messages that contain ideas relevant to the context, maintain brevity and use conventions, layout and format.
- Read notices/ posters that have organisation and design for various occasions and purposes.
- Read slogans that have a rhythm and maintain brevity.
- Read drama scripts containing dialogues revealing emotions, feelings, stage directions, movements and settings and reference to costumes and props
- Read and respond to essays that contain, paragraphing, title, introduction, body and conclusion.
- Read transcripts of debates and discussions that use organisation of ideas, sequence of arguments and suitable examples and the speaker's point of view.
- Read compeering script which presents the background, highlights of the events, and contains reviews / reflections relevant to the context.
- Read reports that contain relevant ideas, concepts and information, interpret data and draw inference, include personal reflections on the topic.
- Read news reports that contain appropriate headline, lead sentence, and body and have organisation, cohesive devices and coherence and make use of reporting style.

- Read and respond to the speeches that contain organisation of ideas, language appropriate to the context, discourse markers and have coherence.
- Read biographical sketches that contain the details of the person, anecdotes, events, achievements, and the writer's reflections, thoughts and feelings.

### 3. Conventions of Writing

- Start a sentence with a capital letter and end it with a period.
- Capitalize all proper nouns, greetings, months and days of the week.
- Use full stop, comma, question mark, exclamatory marks, apostrophe and abbreviations.
- Give space between words and sentences.
- Write correct spelling.
- Follow the lay out conventions of various discourse genres such as conversations, description, narrative, notice, message, poster, slogans, diary, letter, drama, essay, etc.

### 4. Vocabulary

- Use appropriate words for expressing oneself using a variety of discourses.
- Use nouns and verbs interchangeably for expressing oneself.
- Coin new words appropriate to the context.
- Derive a different category of word by changing the prefix or suffix of a certain word.
- Maintain a personal dictionary. Look up unfamiliar words in a dictionary/picture dictionary/ thesaurus.
- Use knowledge of individual words in unknown compound words to predict their meaning.
- Develop vocabulary through bilingual texts
- Expand most common abbreviations.
- Understand and explain frequently used synonyms, antonyms, hyponyms and homographs and homonyms.
- Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.
- Apply knowledge of word origins, derivations, compound words and idioms.
- Use phrases/ idioms contextually.
- Develop vocabulary by reading extensively and by using meta-linguistic awareness.

### 5. Grammatical Awareness

- Use declarative, imperative, interrogative, and exclamatory sentences.
- Develop understanding about subject and predicate pattern.

- Connect sentences using adverbial connectives such as when, if, as, because, since, etc.)
- Use structures like..(I think that....)
- Develop understanding about conjunctions
- Use Relative clauses.
- Use passive constructions.
- Use structures like (the book on the table ...; the dog that chased the cat. ...
- Use Phrases such as Noun phrase (a tall man); Prepositional phrase (on the table); Verb phrase with and without an object (child sleeps: eat an apple);
- Develop understanding degrees of comparison using adjectives and adverbs.
- Maintains agreement in terms of person, number and gender in a sentence.
- Use auxiliary verbs and Modal auxiliaries for forming question tags.
- Use to infinitive with going +to.
- Develop understanding about the past tense and past progressive structures in combination with modals (should, must).
- Use gerundial constructions.
- Use and develop understanding if clauses, adverbials of time, place and manner.

## 6. Creative Expression – Oral and Written Discourses

- Construct pieces of dialogues containing discourse markers and expressions related to social conventions in the given context.
- Write and describe orally about persons and places depicting characteristics of persons and scenic details of events with coherence.
- Construct narratives/stories with a sequence of logically connected events, dialogues, which evoke sensual perceptions.
- Develop mind maps about persons, events, social issues and places they read and incorporate their reflections wherever possible orally and in writing.
- Write short profiles and biographical sketches depicting the characteristics and contributions of people.
- Write songs and poems on various themes involving various images and recite / sing them evoking emotions.
- Write personal letters for various purposes maintaining the proper format using persuasive language.



- Write diaries that contain anecdotes reflections on events, powerful thoughts and feelings.
- Write notices / invitations etc containing features and talk about them.
- Write and say slogans/ placards for various purposes with precision and brevity.
- Write drama scripts containing details such as stage setting, actions and dialogues and enact the drama.
- Write news reports that contain appropriate headline, lead sentence, body and make use of reporting style.
- Write messages that contain ideas relevant to the context, maintain brevity and use conventions lay out and format.
- Write posters for various purposes in persuasive language and talk about them.
- Write posters for various purposes in persuasive language and talk about them.
- Write short essay on various themes depicting proper organization and coherence.

## Class VIII

### 1. Listening and Responding

- Listen and respond to dialogues required in the context of debates and discussions / conversations that contain discourse markers, appropriate cohesive devices and sustain the conversation maintaining social norms (politeness).
- Listen and respond to descriptions that contain a few attributes, vivid images and a variety of sentence forms.
- Listen to poems / songs that contain specific patterns (rhythm, music, theme, structure, metre), emotions and reflections, figures of speech, images, thoughts and feelings.
- Listen and respond to narratives that contain a sequence of events and dialogues, sensory perceptions, images, settings and characterisation evoking images
- Listen and respond to slogans that have a rhythm and maintain brevity.
- Listen, watch and respond to drama.
- Listen and respond to debates and discussions that use organisation of ideas, sequence of arguments and suitable examples, the speaker's point of view, and language for defending or rebutting.
- Listen and respond to compeering which presents the background, highlights of the events, contains reviews / reflections relevant to the context and uses polite and entertaining expressions
- Listen and respond to news reports from dailies.

- Listen and respond to the speeches that contain organisation of ideas, language appropriate to the context, discourse markers, examples and quotations and coherence.

## 2. Reading Comprehension

- Read and respond to dialogues required in the context of debates and discussions / conversations that contain discourse markers, appropriate cohesive devices and sustain the conversation maintaining social norms (politeness).
- Read and respond to descriptions that contain a few attributes, images, personal reflections, variety of sentence forms and sequencing of ideas.
- Read poems / songs that contain specific patterns (rhythm, music, theme, structure, metre) emotions and reflections, figures of speech, images, thoughts and feelings.
- Read and respond to narratives that contain a sequence of events, dialogues, sensory perceptions, images, settings, characterization and evoking images
- Read diary containing personal reflections, thoughts and feelings, variety of sentences and use of language appropriate to the mood.
- Read letters that use persuasive language appropriate to the context, sequencing of ideas and appropriate format / layout conventions.
- Read messages that contain ideas relevant to the context, maintain brevity and use conventions, layout and format.
- Read notices/ posters containing details such as venue, date, time, salutation, invitation, programme and have organisation and design for various occasions and purposes
- Read ads of various content and concept which have organisation, layout and style, maintain brevity and use designing and graphics
- Read slogans that have a rhythm and maintain brevity.
- Read drama scripts containing dialogues revealing emotions, feelings, stage directions, movements and settings and reference to costumes and props.
- Read and respond to essays that contain, paragraphing, organize the main idea and supporting details, title, introduction, body and conclusion.
- Read transcripts of debates and discussions that use organization of ideas, sequence of arguments and suitable examples, the speaker's point of view, and language for defending or rebutting
- Read compeering script which presents the background, highlights of the events, contains reviews / reflections relevant to the context and uses polite and entertaining expressions.
- Read reports that contain relevant ideas, concepts and information, interpret data and draw inference.

- Read news reports that contain appropriate headline, lead sentence, body and have organisation, cohesive devices and coherence and make use of reporting style.
- Read and respond to reviews that state the context, highlight and comment on features of the item reviewed and notice from the texts.
- Read and respond to the speeches that contain organisation of ideas, language appropriate to the context, discourse markers, cite examples and quotations and have coherence
- Read biographical sketches that contain the details of the person, anecdotes, events, achievements, and the writer's reflections, thoughts and feelings and have organisation.

### 3. Conventions of Writing

- Start a sentence with a capital letter and end it with a period.
- Capitalize all proper nouns, greetings, months and days of the week.
- Use full stop, comma, question mark, exclamatory marks, apostrophe and abbreviations.
- Give space between words and sentences.
- Write correct spelling.
- Follow the lay out conventions of various discourse genres such as conversations, description, narrative, notice, message, poster, slogans, diary, letter, drama, essay, etc.

### 4. Vocabulary

- Use appropriate words for expressing oneself using a variety of discourses avoiding collocation clashes.
- Use nouns and verbs interchangeably for expressing oneself.
- Coin new words appropriate to the context.
- Derive a different category of word by changing the prefix or suffix of a certain word.
- Maintain a personal dictionary. Look up unfamiliar words in a dictionary.
- Use knowledge of individual words in unknown compound words to predict their meaning.
- Develop vocabulary through reading (e.g., bilingual texts, reading cards, environmental print) and through using it in spoken and written discourses
- Expand most common abbreviations.
- Understand and explain frequently used synonyms, antonyms, collocations, homophones and homographs.
- Understand and explain "shades of meaning" in related words.
- Identify and interpret figurative language and words with multiple meanings.

- Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning
- Apply knowledge of word origins, derivations and compound words idioms to determine the meaning of words and phrases.
- Phrasal verbs/ idioms contextually.
- Develop vocabulary by reading extensively and by using meta-linguistic awareness.

### 5. Grammatical Awareness

- Develop understanding about declarative, imperative, interrogative, and exclamatory sentences.
- Developing understanding about the predicate.
- Develop understanding about adverbial clauses.
- Use noun clauses
- Develop understanding about coordination and subordination
- Develop understanding about relative clauses.
- Develop understanding about passive constructions
- Develop understanding about noun phrases and prepositional phrases.
- Develop understanding about the structure of Phrasal categories such as Noun phrase, Prepositional phrase, and Verb phrase;
- Use degrees of comparison
- Maintains agreement in terms of person, number and gender in a sentence.
- Develop understanding about auxiliary function (tags, questions, negatives).
- Develop understanding about finite and non-finite clauses and use finite and infinitival constructions.
- Develop understanding about used to and would.
- Use and develop understanding gerundial constructions.
- Use and develop understanding about adverbial clauses

### 6. Creative Expression – Oral and Written Discourses

- Construct pieces of dialogues containing discourse markers and expressions related to social conventions in the given context.
- Write and describe orally about persons and places depicting characteristics of persons and scenic details of events with coherence using personal reflections and discourse markers.

- Write reviews that state the context, highlight and comment on features of the item reviewed and notice from the texts.
- Construct narratives/stories dealing with nature, social issues and human drama with a sequence of logically connected events, dialogues, which evoke sensual perceptions.
- Develop mind maps about persons, events, social issues and places they read and incorporate their reflections wherever possible orally and in writing.
- Write short profiles and biographical sketches depicting the characteristics and contributions and philosophy of people.
- Write and sing songs and poems with rhythm on various themes involving figurative expressions, images and conveying emotions.
- Write personal letters for various purposes maintaining the proper format using persuasive language and reflections on events..
- Write diaries that contain anecdotes reflections on events, powerful thoughts and feelings, and self criticism.
- Write notices / invitations etc using argumentative language and containing exhortations maintaining the features of a notice and talk about them.
- Write and say slogans/placards for various purposes with precision and brevity choosing appropriate words.
- Write drama scripts containing details such as stage setting, actions and dialogues. Enact the drama.
- Write news reports that contain appropriate headline, lead sentence, body and have organisation, cohesive devices and coherence and make use of reporting style.
- Write messages that contain ideas relevant to the context, maintain brevity and use conventions lay out and format.
- Write choreography script related to interpreting a poem from multiple points of view.
- Write compeering scripts highlighting certain events and persons for authentic occasions. Do the compeering for a programme in an appealing manner
- Write essays on various themes depicting proper organization and coherence and revealing the point of view of the writer.

## Class IX

### 1. Listening and Responding

- Listen and respond to dialogues required in the context of debates and discussions / conversations that contain discourse markers, appropriate cohesive devices and sustain the conversation maintaining social norms (politeness).

- Listen and respond to descriptions that contain vivid images, a variety of sentence forms and personal reflections.
- Listen to poems / songs that contain specific patterns (rhythm, music, theme, structure, metre,) ,emotions and reflections, figures of speech, images, thoughts, feelings, assonance and alliteration.
- Listen and respond to narratives that contain a sequence of events and dialogues, sensory perceptions, images, settings, characterisation evoking images with coherence.
- Listen and respond to variety of slogans.
- Listen, watch and respond to drama.
- Listen and respond to debates and discussions that use organisation of ideas, sequence of arguments and suitable examples, discourse markers, the speaker's point of view, and language for defending or rebutting.
- Listen and respond to compeering which presents the background, highlights of the events, contains reviews / reflections relevant to the context and uses polite and entertaining expressions.
- Listen and respond to variety news reports from dailies.
- Listen and respond to the speeches that contain organisation of ideas, argumentative / persuasive / interactive language, discourse markers, examples and quotations and coherence.

## 2. Reading Comprehension

- Read and respond to dialogues required in the context of debates and discussions / conversations that contain discourse markers, appropriate cohesive devices and sustain the conversation maintaining social norms (politeness).
- Read and respond to descriptions that contain vivid images, a variety of sentence forms, personal reflections and cohesive devices.
- Read poems/ songs that contain specific patterns (rhythm, music, theme, structure, metre) emotions and reflections, figures of speech, images, thoughts, feelings, assonance and alliteration.
- Read and respond to narratives that contain a sequence of events, dialogues, sensory perceptions, images, settings, characterisation and evoking images with coherence
- Read diary containing personal reflections, thoughts and feelings, variety of sentences and use of language appropriate to the mood and maintaining coherence.
- Read letters that use persuasive language appropriate to the context, sequencing and organising of ideas, appropriate format / layout conventions and maintaining coherence.

- Read messages that contain ideas relevant to the context, maintain brevity and use language appropriate to the context and the content and maintain conventions, layout and format.
- Read notices/ posters containing details such as venue, date, time, salutation, invitation, programme and have organisation and design for various occasions and purposes.
- Read ads of various content and concept containing appropriate diction, which have organisation, layout and style, maintain brevity and use designing and graphics
- Read drama scripts that depicts dramatic conflict and contain dialogues revealing emotions, feelings, stage directions, movements and settings and reference to costumes and props.
- Read and respond to essays that contain, paragraphing, organise the main idea and supporting details, title, introduction, thesis statement, body and conclusion, that contain and have coherence.
- Read transcripts of debates and discussions that use organisation of ideas, sequence of arguments and suitable examples, discourse markers, the speaker's point of view, and language for defending or rebutting.
- Read compeering script which presents the background, highlights of the events, contains reviews / reflections relevant to the context and uses polite and entertaining expressions.
- Read reports that contain relevant ideas, concepts and information, interpret data, draw inference, include personal reflections on the topic, sequence ideas and have coherence.
- Read news reports that contain appropriate headline, lead sentence, body and have organisation, cohesive devices and coherence and make use of reporting style.
- Read and respond to reviews that state the context, highlight and comment on features of the item reviewed, cite from the texts and make personal impression
- Read and respond to the speeches that contain organisation of ideas, , argumentative / persuasive / interactive language, discourse markers, cite examples and quotations and has coherence.
- Read biographical sketches that contain the details of the person, anecdotes, events, achievements, and the writer's reflections, thoughts and feelings, have organisation, coherence and flow.

### 3. Conventions of Writing

- Start a sentence with a capital letter and end it with a period.
- Capitalize all proper nouns, greetings, months and days of the week.
- Use full stop, comma, question mark, exclamatory marks, apostrophe and abbreviations.

- Give space between words and sentences.
- Write correct spelling.
- Follow the lay out conventions of various discourse genres such as conversations, description, narrative, notice, message, poster, slogans, diary, letter, drama, essay, etc.

#### 4. Vocabulary

- Use appropriate words for expressing oneself using a variety of discourses avoiding collocation clashes.
- Use nouns and verbs interchangeably for expressing oneself.
- Coin new words appropriate to the context
- Derive a different category of word by changing the prefix or suffix of a certain word.
- Maintain a personal dictionary. Look up unfamiliar words in a dictionary.
- Use knowledge of individual words in unknown compound words to predict their meaning.
- Develop vocabulary through reading (e.g., bilingual texts, reading cards, environmental print) and through using it in spoken and written discourses.
- Understand and explain frequently used synonyms, antonyms, collocations, homophones and homographs
- Understand and explain “shades of meaning” in related words.
- Identify and interpret figurative language and words with multiple meanings.
- Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning
- Apply knowledge of word origins, derivations and compound words idioms to determine the meaning of words and phrases.
- Phrasal verbs/ idioms contextually.
- Develop vocabulary by reading extensively and by using meta-linguistic awareness

#### 5. Grammatical Awareness

- Develop understanding about main clause, sub clause and adverbial clauses.
- Develop understanding about the noun clause in subject and object positions
- Develop understanding about coordination and subordination
- Develop understanding about defining and non-defining relative clauses.
- Use passive constructions
- Develop understanding about noun phrases and prepositional phrases.
- Develop understanding about the structure of Phrasal categories such as Noun phrase, Prepositional phrase, Verb phrase;
- Maintains agreement in terms of person, number and gender in a sentence.



- Develop understanding about auxiliary function (tags, questions, negatives).
- Develop understanding about non finite clauses.
- Use and develop understanding about simple past and past perfect tenses.
- Use and develop understanding gerundial constructions
- Use and develop understanding about adverbial clauses, main clauses and subordinate clauses. Understanding about If clauses.
- Develop understanding about noun clauses and use them in subject and object positions.
- Inversion of auxiliaries in sentences containing ‘no sooner, scarcely, hardly ....

## 6. Creative Expression – Oral and Written Discourses

- Construct pieces of dialogues containing discourse markers and expressions related to social conventions in the given context.
- Write and describe orally persons and places depicting characteristics of persons and scenic details of events with coherence using personal reflections and discourse markers
- Write reviews that state the context, highlight and comment on features of the item reviewed, cite from the texts and make personal impressions.
- Construct narratives/ stories dealing with nature, social issues and human drama with a sequence of logically connected events, dialogues, which evoke sensual perceptions.
- Develop mind maps about persons, events, social issues and places they read and incorporate their reflections wherever possible orally and in writing.
- Write short profiles and biographical sketches depicting the characteristics and contributions and philosophy of people.
- Write and sing songs and poems with rhythm on various themes involving figurative expressions, images and conveying emotions.
- Write personal letters for various purposes maintaining the proper format using persuasive language and reflections on events and exhortations.
- Write diaries that contain anecdotes reflections on events, powerful thoughts and feelings, and self criticism, future plans and aspirations.
- Write notices / invitations etc using argumentative language and containing exhortations maintaining the features of a notice and talk about them.
- Write and say slogans/ placards for various purposes with precision and brevity choosing appropriate words
- Write drama scripts containing details such as stage setting, actions and dialogues that evoke emotions and feeling. Enact the drama maintaining the theatrical conventions.
- Write news reports that contain appropriate headline, lead sentence, body and have organisation, cohesive devices and coherence and make use of reporting style.

- Write messages that contain ideas relevant to the context, maintain brevity and use language appropriate to the context and the content and maintain conventions lay out and format.
- Write choreography script related to interpreting a poem from multiple points of view and perform the choreography.
- Write compeering scripts highlighting certain events and persons for authentic occasions. Do the compeering for a programme in an appealing manner.
- Write essays on various themes depicting proper organization and cohesion and revealing the point of view of the writer using persuasive and argumentative language.

## Class X

### Listening and Responding

- Listen and respond to dialogues required in the context of debates and discussions / conversations that contain discourse markers, appropriate cohesive devices and sustain the conversation maintaining social norms (politeness).
- Listen and respond to descriptions that contain vivid images, a variety of sentence forms, personal reflections, proper sequence and cohesive devices.
- Listen to poems / songs that contain specific patterns (rhythm, music, theme, structure, metre,), emotions and reflections, figures of speech, images, thoughts, feelings, assonance, alliteration and the writer's point of view.
- Listen and respond to narratives that contain a sequence of events and dialogues, sensory perceptions, images, settings, characterisation evoking images and the writer's point of view with coherence.
- Listen and respond to variety of slogans.
- Listen, watch and respond to drama.
- Listen and respond to debates and discussions that use organisation of ideas, sequence of arguments and suitable examples, discourse markers, polite expressions, the speaker's point of view, logical and emotional appeal and language for defending or rebutting.
- Listen and respond to compeering which presents the background, highlights of the events, contains reviews / reflections relevant to the context and uses polite and entertaining expressions.
- Listen and respond to variety news reports from dailies.
- Listen and respond to the speeches that contain organisation of ideas, argumentative / persuasive / interactive language, discourse markers, examples and quotations and coherence.

## 2. Reading Comprehension

- Read and respond to dialogues required in the context of debates and discussions / conversations that contain discourse markers, appropriate cohesive devices and sustain the conversation maintaining social norms (politeness).
- Read and respond to descriptions that contain vivid images, a variety of sentence forms, personal reflections, proper sequence and cohesive devices.
- Read poems/ songs that contain specific patterns (rhythm, music, theme, structure, metre) emotions and reflections, figures of speech, images, thoughts, feelings, assonance, alliteration and the writer's point of view.
- Read and respond to narratives that contain a sequence of events, dialogues, sensory perceptions, images, settings, characterisation evoking images and the writer's point of view with coherence.
- Read diary containing personal reflections, thoughts and feelings, variety of sentences and use of language appropriate to the mood, self criticism, future plans, the writer's point of view and maintaining coherence.
- Read letters that use persuasive language appropriate to the context, sequencing and organising of ideas, appropriate format / layout conventions and maintaining coherence.
- Read messages that contain ideas relevant to the context, maintain brevity and use language appropriate to the context and the content and maintain conventions, layout and format.
- Read notices/ posters containing details such as venue, date, time, salutation, invitation, programme and have organisation and design for various occasions and purposes.
- Read ads of various content and concept containing appropriate diction, which have organisation, layout and style, maintain brevity and use designing and graphics.
- Read drama scripts that depicts dramatic conflict and contain dialogues revealing emotions, feelings, stage directions, movements and settings and reference to costumes and props.
- Read and respond to essays that contain, paragraphing, organise the main idea and supporting details, title, introduction, thesis statement, body and conclusion, have coherence, voice and point of view
- Read transcripts of debates and discussions that use organisation of ideas, sequence of arguments and suitable examples, discourse markers, polite expressions, the speaker's point of view, logical and emotional appeal and language for defending or rebutting
- Read compeering script which presents the background, highlights of the events, contains reviews / reflections relevant to the context and uses polite and entertaining expressions.
- Read reports that contain relevant ideas, concepts and information, interpret data, draw inference, include personal reflections on the topic, sequence ideas, have coherence and use indexing, referencing and quoting.

- Read news reports that contain appropriate headline, lead sentence, and body and have organisation, cohesive devices and coherence and make use of reporting style and reveal the point of view of the newspaper
- Read and respond to reviews that state the context, highlight and comment on features of the item reviewed, cite from the texts, make personal impressions and maintain coherence.
- Read and respond to the speeches that contain organisation of ideas, , argumentative / persuasive / interactive language, discourse markers, cite examples and quotations and has coherence.
- Read biographical sketches that contain the details of the person, anecdotes, events, achievements, and the writer's reflections, thoughts and feelings, have organisation, coherence and flow and contain tone, voice and point of view of the writer.

### 3. Conventions of Writing

- Start a sentence with a capital letter and end it with a period.
- Capitalize all proper nouns, greetings, months and days of the week.
- Use full stop, comma, question mark, exclamatory marks, apostrophe and abbreviations.
- Give space between words and sentences.
- Write correct spelling.
- Follow the lay out conventions of various discourse genres such as conversations, description, narrative, notice, message, poster, slogans, diary, letter, drama, essay, etc.

### 4. Vocabulary

- Use appropriate words for expressing oneself using a variety of discourses and create new collocations.
- Use nouns and verbs interchangeably for expressing oneself.
- Coin new words appropriate to the context.
- Distinguish between class changing and class-maintaining affixes and derive a different category of word by changing the prefix or suffix of a certain word.
- Maintain a personal dictionary. Look up unfamiliar words in a dictionary.
- Use knowledge of individual words in unknown compound words to predict their meaning.
- Develop vocabulary through reading (e.g., bilingual texts, reading cards, environmental print) and through using it in spoken and written discourses.
- Understand and explain frequently used synonyms, antonyms, collocations, homophones and homographs.
- Understand and explain "shades of meaning" in related words.
- Identify and interpret figurative language and words with multiple meanings.

- Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.
- Apply knowledge of word origins, derivations, compound words and idioms to determine the meaning of words and phrases.
- Devise language games/ puzzles involving words/ phrases/ idioms contextually.
- Develop vocabulary by reading extensively and by using meta-linguistic awareness.
- Use a thesaurus to determine related words and concepts.

### 5. Grammatical Awareness

- Develop understanding about main clause, sub clause and adverbial clauses.
- Develop understanding about, and use, Complementation (I think that ...)
- Develop understanding about lexical, phrasal and clausal coordination and use coordinate structures
- Develop understanding about object and subject relativization.
- Develop understanding about passivization.
- Develop understanding about complex noun phrases and embedding structures.
- Develop understanding about the structure of Phrasal categories such as Noun phrase, Prepositional phrase, Verb phrase, Adjectival phrase and Adverbial phrase;
- Understanding about the agreement system
- Develop understanding about auxiliary system (tense, modal aspects).
- Develop understanding about finite and non-finite clauses and use finite and infinitival constructions.
- Use the present tense and past tense forms and also in combination with Modals and with perfective and progressive aspects in a range of structures.
- Develop understanding about the distribution of gerundial constructions and use them in subject, object and complement positions.
- Develop understanding about subordination and complementation.
- Develop understanding about the classification of clauses based on the elements of the clause, clause structure, and function.
- Develop understanding about cleft sentences and use them
- Develop understanding about structural transformation of the sentences and transform structures using movement, deletion or insertion of categories.

### 6. Creative Expression – Oral and Written Discourses

- Construct pieces of dialogues containing discourse markers and expressions related to social conventions in the given context.

- Write and describe orally about persons and places depicting characteristics of persons and scenic details of events with coherence using personal reflections and discourse markers.
- Write reviews that state the context, highlight and comment on features of the item reviewed, cite from the texts, make personal impressions and maintain coherence.
- Construct narratives/ stories dealing with nature, social issues and human drama with a sequence of logically connected events, dialogues, which evoke sensual perceptions.
- Develop mind maps about persons, events, social issues and places they read and incorporate their reflections wherever possible orally and in writing.
- Write short profiles and biographical sketches depicting the characteristics and contributions and philosophy of people.
- Write and sing songs and poems with rhythm on various themes involving figurative expressions, images and conveying emotions.
- Write personal letters for various purposes maintaining the proper format using persuasive and argumentative language and reflections on events and exhortations.
- Write diaries that contain anecdotes reflections on events, powerful thoughts and feelings, and self criticism, future plans, aspirations and point of view.
- Write notices / invitations etc using argumentative and persuasive language and containing exhortations maintaining the features of a notice and talk about them.
- Write and say slogans/ placards for various purposes with precision and brevity choosing appropriate words.
- Write drama scripts containing details such as stage setting, actions and dialogues that evoke emotions and feeling reflecting the writer's point of view. Enact the drama maintaining the theatrical conventions.
- Write news reports that contain appropriate headline, lead sentence, body and have organisation, cohesive devices and coherence and make use of reporting style and reveal the point of view of the newspaper
- Write messages that contain ideas relevant to the context, maintain brevity and use language appropriate to the context and the content and maintain conventions lay out and format.
- Write choreography script related to interpreting a poem from multiple points of view and perform the choreography.
- Write compeering scripts highlighting certain events and persons for authentic occasions. Do the compeering for a programme in an appealing manner.
- Write essays on various themes depicting proper organization and cohesion and revealing the point of view of the writer using persuasive and argumentative language.



## Bridging the Gap

**2**

### Introduction

The 'TSCERT' has decided to adapt the 'Bridging The Gap Activity' across the State to achieve minimum competencies among the children before using their textbooks for all classes.

Majority of the teachers expressed their inability to transact the lessons of low proficiency of English among the children. It is almost like an introductory course in the new pedagogy of learning English. Most of the teachers felt that the need of experiential mode of training and special strategies for low proficient learners. This is a special package to equip the children acquire essential competencies in English so that they can make use of the new textbooks creatively. The National expert Dr. K.N. Anandan has formulated this Bridging The Gap Activity to overcome all the hurdles to carry out this new pedagogy. This Bridging The Gap Activity has been tried out successfully in 42 Government Primary Schools of Narketpally Mandal, Naalgonda District in spite of facing the challenging situations like:

- first generation learners
- single teacher handling more classes
- lack of proper ambience at school
- inadequate language apparatus
- traditional belief system of teaching and learning English

### Objectives of the 'Bridging The Gap'

1. Creating English environment by overcoming inhibitions among children.
2. To encourage the children to express their opinions freely in their own English.

3. To enable them to achieve minimum Academic Standards as the children develop conversations, descriptions, story/ narrative orally and in written form.
4. To develop classroom interaction based on pictures without using textbook.
5. The positive sign of using English freely by the children in the classroom gives encouragement to the teachers to try out this new pedagogy effectively.

### Strategies for Bridging The Gap

- Select three (3) different pictures having more scope, interaction for generating description, conversation and narrative/ story both oral and written (picture of different subjects of the same class and other pictures may be considered).
- Use first picture for whole class activity.
- Use second picture for group activity.
- Use third picture for individual activity.

### Transaction of Bridging The Gap - Strategies and Stages

Day	Discourse	Strategy/ Activity
1	Description	Whole class activity
2	Description	Group activity
3	Editing the Group Descriptions	Editing
4	Description	Individual activity
5	Editing the Individual Descriptions	Editing
6	Conversation	Whole class activity
7	Conversation	Group activity
8	Editing the Group Conversations	Editing
9	Conversation	Individual activity
10	Editing the Individual Conversations	Editing
11	Story writing	Whole class activity
12	Story writing	Group activity
13	Editing the Group Stories/ Narratives	Editing
14	Story writing	Individual activity
15	Editing the Individual Stories/ Narratives	Editing
16	<b>Making individual magazines</b>	<b>Display</b>



**Expected outcomes:** By end of these activities, all children including LPL could produce the basic discourses on their own i.e. description, conversation and narrative or story by using the familiar pictures. During the process of discourse construction, children get inputs in whole class activity. Children respond to teacher questions either in English or mother tongue. By using the children responses, the teacher construct the basic discourses in whole class activity. This process will strengthen during group construction. Further, children could write their own version during the individual writing. Later, the children are exposed to same pictures for whole class, group and individual activity. This process helps them to get ideas related to words, phrases and sentences. Editing will also helps the children in refining their writings.

## Day-wise Transactional Process

### Picture of a Zoo

#### Day 1

#### Description - Whole Class Activity



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#### Objectives:

1. The children talk about their perception related to the picture.
2. Link the picture with their day-to-day experience.
3. Share the ideas about the picture among them.

#### Process:

- Put children in small groups (of three or four)
- Draw a margin on the 'BB' and ask questions to elicit the names of the things/

people/ animals/ places, they see in the picture.

- Each group can say one idea at a time.
- Write the words in the left margin using small letters. Utter the words syllabically while writing them.
- Now go on asking questions to elicit the actions that are depicted in the picture.
- Write the action words in the right margin.
- Ensure every child should take part in this process.
- Make sentences by using the words on left with relevant activities on the right column.
- Write all the sentences in sequence and give a title.
- Let children read the sentences and note down in their note books.

#### Black Board

Names of things/ people/ places/ animals	Action words

#### Interactive questions:

1. What is this place?
2. Have you ever visited such place?
3. What do you see in the picture?
4. What are the people doing at the juice center?
5. What is the woman doing near the birds cage?
6. What is the elephant doing?
7. What is the crocodile doing in the water?
8. Which animal you like in the zoo?
9. How giraffe is different from other animals?
10. What are the animals that you find in the water?
11. Which one is the biggest animal in the zoo?
12. Do you like this place? Why?

#### Note

- Please do not supply any ideas.
- The teacher may ask supporting questions to get responses.
- The teacher can interact with them in their mother tongue.
- Give sufficient time to children to come out with their own ideas.

- Elicit 8 to 10 sentences in this manner and write down the sentences on the 'BB'.
- Call the groups to front of the class and ask them to read the sentences. Each group may read one sentences at a time. Involve all the children in the reading process.

When the reading is over, interact with them in the following manner.

1. What is the picture about?
2. What name do you want to give?

Elicit their ideas and write the title on the top of the Black Board.

This is a description.

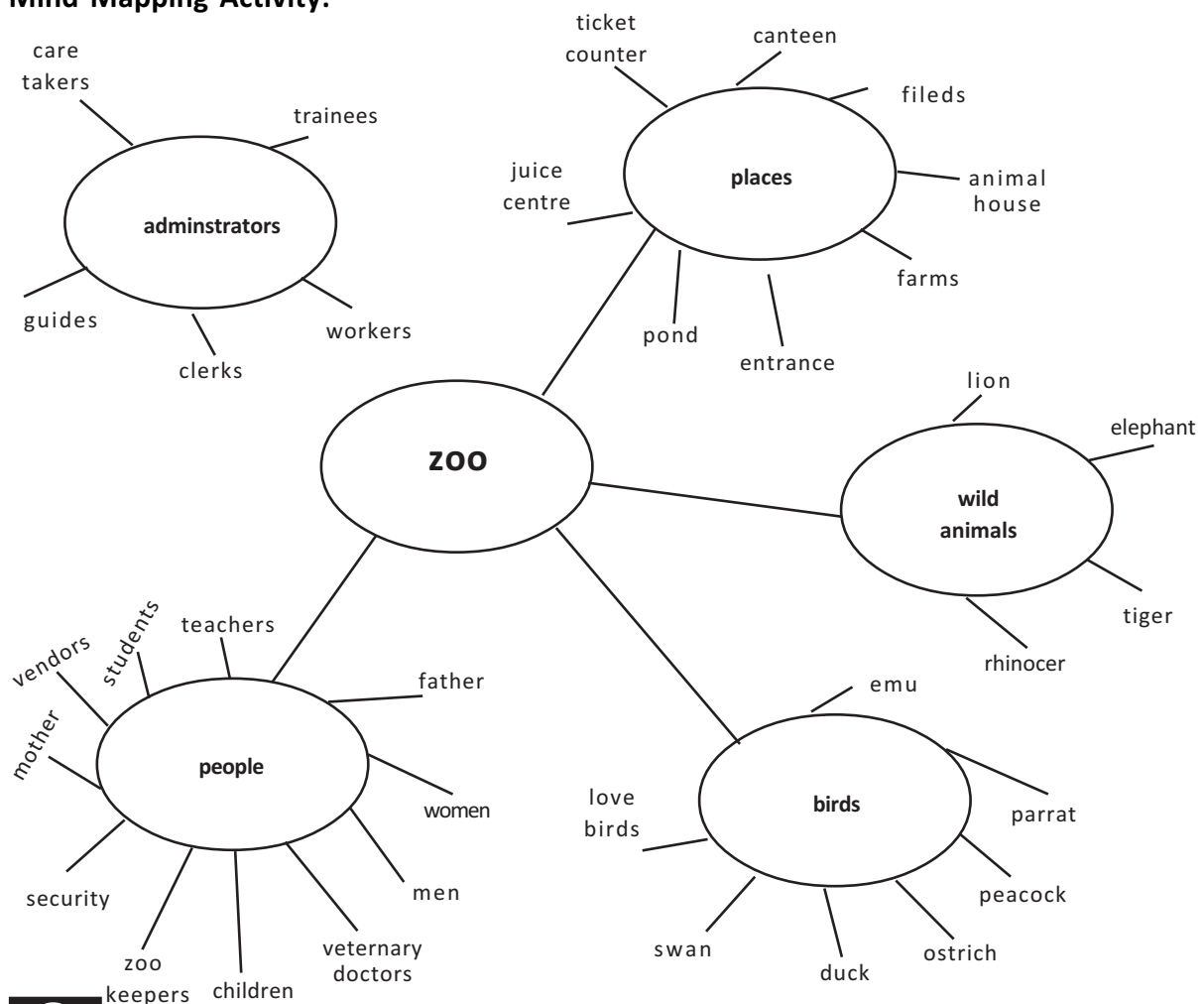
- Which sentence should come first?
- What is the next sentence?

Ask them to write down all the sentences without writing the number (in the form of a paragraph).

They have to write down the title and the date.

We can follow another technique for the above activity.

### Mind Mapping Activity:



## Generating Descriptions in the Whole Class

- Eliciting words/ phrases related to the theme picture and writing them on the board
- Eliciting and writing sentences related to what is seen in the picture
- Eliciting and writing sentences related to the actions depicted in the picture
- Reading the sentences aloud (by small groups)
- Sequencing and numbering the sentences
- Ensuring coherence by using pronouns and linkers
- Writing down the description in the notebooks

## Day 2

### Description: Group Activity

- Use the second picture for producing description in the groups.

### Objectives:

1. Discuss and share their perceptions about the picture in the group.
2. Link the picture with their experience.
3. Compare their perception with other groups and teacher's perception.



*My village VII Telugu TB page no 44*

### Process:

- Ask them to observe the picture carefully.
- A few questions may be asked to elicit certain responses related to the names of things and the actions and write them on the Black Board.
- Let them sit in groups and say similar sentences related to the things they see in it and the actions of the characters depicted in it.

- Let them write these sentences in the notebooks to get a description of the picture. This will be the second description they will be writing.

#### **Refinement of group products (Editing process):**

- While the groups are working you may move around and give them feedback.
- Ask the groups to present their descriptions group-wise.

#### **Teachers' version**

### **My Village**

This is my village. There is a beautiful temple on the hill top. The temple is located outskirts of the village. A beautiful temple is there on the hill-top. It is surrounded by many tall, big and green trees such as palm, neem and banyan. There is a white cow in the cattle shed. It is eating green grass. The boy and the girl are going to their house. They are looking at the cock and hen ..... continued.

### **Day 3**

#### **Editing process (Group product)**

(Ask the following questions and elicit the responses and edit accordingly.)

1. Is there any excess word in this sentence?
2. Is there any missing word in this sentence?
3. Do you want to change any word order?
4. Is there any difference in the word form?
5. Do you want to change it?
6. Do you want to put/ change any punctuation mark?
7. What should be there in the beginning of the sentence?
8. Underline the miss spelt word and ask, is the spelling correct, do you want to change it?

Let each group rewrite their description including ideas from the teacher's version and from other group products.

- Now ask them to write in their notebook.

#### **Generating descriptions in Groups:**

- Giving another picture to groups for writing a description
- Brainstorming on the task
- Giving instructions for writing a description in groups

- Writing the description in groups through consensus
- Monitoring group work
- Writing a copy of the description on a chart
- Presentation by groups
- Feedback on the presentations
- Presenting the teacher's version
- Comparing the teacher's version with the group products
- Editing one of the group products through whole class negotiation
- Editing the remaining products by the groups

## Day 4

### Individual Activity - Description

#### Objectives:

1. The children will be able to think about their perception of the picture individually.
2. Link the picture with their experience.
3. Compare his perception with others.



*Bus stand VI Hindi TB page no.4*

#### Process:

- Display picture 3 and ask them to write words related to names and action words in their notebooks individually.
- Ask the children to write the sentences in their notebooks with the help of the naming words and action words.



- Let them write a description in their notebooks.
- While the individual work is going on the teacher should move to the children and give them feedback.
- You may help them with specific vocabulary if they ask.

## Day 5

### Editing of individual activity

- Ask the children to sit in groups and refine the work.
- Refine the individual work with the help of peers.

### Generating Individual Descriptions:

- Assigning the task of writing a description of the third picture to individuals
- Individual writing of the description
- Random presentation by a few
- Feedback on the individual presentations
- Refining the individual work with the help of peers

## Day 6

### Conversation - Whole Class Activity

#### Objectives:

1. The children will be able to tell about their perception of the picture.
2. Link the picture with their experience.
3. Share their ideas about the picture among them.

#### Process - Interaction:

- Ask the children to sit in 'U' shape in small groups (of 3 or 4).
- Let them observe the picture (1). At the Zoo
- Ask them to identify the persons who are talking with each other.
- Write the responses on the black board.
- Take one situation and build conversation by asking the following questions.

### *Mother and son at the bear cage*

1. What is the boy asking the woman?
2. What is the response of the woman?
3. What does the woman say next?
4. What does the boy say next?

**Mother and son**

- Son : What is this Amma?
- Mother : Don't you know my son? It's bear my son.
- Boy : Why was it kept in the cage?
- Mother : It is a wild animal. Actually it lives in the forest. If it is left free it will harm the People.
- Boy : I want to give banana to it. It looks hungry.
- Mother : No, no don't do such things . Zoo keepers will take care of it.

**Generating a Conversation in the Whole Class**

- Interaction based on the theme picture 1
- Identifying two characters depicted in the picture
- Eliciting and writing the initiation
- Eliciting and writing the response
- Adding a few more exchanges
- Checking discourse features such as short responses, tags and coherence
- Reading aloud by the teacher
- Role-playing the conversation by small groups
- Writing the conversation in notebooks

**Day 7****Editing the conversation - developed in group****Group Activity - Conversation**

Conversation based on the picture 2.

**Objectives:**

1. Children will be able to find solutions for conversations.
2. Children will share their ideas in the group.
3. Children will develop the dialogues between the characters.

**Process - Interaction to develop the conversation:**

- Let the children sit in groups (each group 5 children).
- Ask the children to observe the picture.
- Ask the children to identify a situation in the picture.



- Ask the children to identify two characters from the situation and name the characters.
- Ask them to write a conversation as we did in whole class.
- Move around when they are doing group work and give suggestions accordingly.
- Meanwhile prepare a 'Teacher Conversation'.
- Give sufficient time to prepare and also make all the children to participate in group.
- Ask one group to present the conversation prepared by them.

## Day 8

### Edit one of the group products through whole class negotiation

- Contains dialogues with five to ten exchanges
- Proper sequence of exchanges
- Sustaining the conversation with social norms
- Discourse markers (well, precisely, etc.)
- Dialogues apt to the context
- Appropriate cohesive devices

### Editing the remaining products by the groups

#### Generating a conversation in Groups

- Giving another pair of characters to the groups for writing a description
- Brainstorming on the task
- Giving instructions for writing the conversation in groups
- Writing the conversation in groups through consensus
- Monitoring group work
- Writing a copy of the conversation on a chart
- Role-playing by groups
- Feedback on the role-play
- Presenting the teacher's version
- Comparing the teacher's version with the group products
- Editing one of the group products through whole class negotiation
- Editing the remaining products by the groups

## Day 9

### Individual Work - Conversation

Activity based on the picture 3.



*Bus stand VI Hindi TB page no.4*

#### Objectives:

1. Children will be able to find the situation for conversation.
2. Children will produce the dialogues between the characters.

#### Process - Interaction:

- Ask children to observe the picture.
- Let the children find a situation and write a conversation between the old man and the boy.
- Move around the class, facilitate the children to find the situation and write the conversation.

**Context:** The old man is waiting for the bus. His eye sight is poor. He needs some help. Now write a possible conversation between the old man and the boy.

Ask the following questions to develop conversation.

1. Who begins the conversation?
2. What help did the old man is expecting from the boy?
3. How did the boy respond to the old man?

Continue the interaction till the conversation evolves.

### Teacher's Version

Boy : May I help you?

Old man : Ah! I need your help.

Boy : Where do you want to go?

Old man : I want to go Bhongiri.

Boy : Grand pa I am also going there.

Old man : Is there any bus now?

Boy : Look! There is a bus on the platform.

Continue the conversation.

## Day 10

### Editing the Individual Conversations

Refine the individual work with the help of peers

### Generating Individual Conversations

- Assigning the task of writing the conversation between other characters
- Individual writing
- Random presentation by a few students
- Feedback on the presentations
- Refining the individual work with the help of peers

## Day 11

### Story Writing - Whole Class Activity

#### Objectives:

1. Children will be able to identify the characters and imagine their dialogues.
2. Children will be able to identify the events what happened before and what happens next from the picture.

#### Process - Interaction:

- Divide the black board in three parts.
- Show the picture. Let them identify the characters.

- Ask the classroom what is happening in the picture and write the event on the middle of the black board.
- Let them guess what happened before and then write on the left side of the black board.
- And ask them again what happened next and so on.
- Elicit the responses related to the events and write them on the right side of the black board.
- Let the children guess a dialogue/ self talk between each event.
- Write all the events and dialogues in the middle of the black board.
- Events with dialogues and description will become a story.
- Elicit the responses by asking the questions.
- Write the responses on the black board.

#### Transaction Process:

- Show the picture.
- Draw margins on both sides of the black board.
- Ask the following questions.
  1. What are the characters in the picture?  
[teacher, children]
  2. What is happening in the picture?  
[Children are looking at the birds/teacher is explaining about the birds and animals]
  3. What would be the day and time?  
[It is Sunday morning around 10.00 AM]
  4. Guess what might have happened before this?  
[One school boy named Rajesh found missing/ everyone is worried ]
  5. What happens next?  
[Everyone started searching for Rajesh around the Zoo]
  6. What might the teacher and children thought?  
[They thought to complaint about the missing]
  7. What would police in the zoo say?  
[since how long he was missing.]
  8. What would he say?  
[Tell me the personal details of the child]

9. What must have the children done?  
[They started again searching for Rajesh]
10. What would have happened next?  
[suddenly they heard a screaming for help from the tree top]
11. What happened next?  
[Everybody looked up]
12. What happened next?  
[The police rushed to the spot]
13. After brought down the Rajesh from the tree. Everyone was relaxed.

### Another Process for Developing a Story/ Narratives

Before going to write a narrative, we should focus on

- Plot : What is going to happen? (A child missed during visit to zoo.)
- Setting : Where will the story take place? When will the story take place?
- Characters : Who are the main characters?  
How do they look like?
- Structure : How will the story begin? What will be the problem?  
How is the problem going to be resolved?
- Theme : What is the theme/ message the writer is attempting to communicate?

### Transaction Process:

- Ask the children to select at least two chief characters.  
E.g.: Teacher , children and police.
- Ask them to name the characters [Ex: Mohan, Rajesh, Rahim, Lakshmi etc.]
- Ask them a few questions to cover maximum features of a narrative.
- How do you want to begin a story?
- How do you want to end the story?
- What would happen in between?

### Generating a Narrative/ story in the Whole Class

- Interaction based on the theme picture 1
- Focusing on the two characters whose conversation was worked out
- Eliciting and writing the events that may have taken place before initiation
- Eliciting and writing a description of the place of these events
- Identifying the characters involved in the events

- Eliciting and writing dialogues of these characters
- Eliciting and writing the conflict and emotions
- Checking coherence (logical sequencing, pronouns, linkers, etc.)
- Reading the narrative/ story aloud with voice modulation by the teacher
- Writing the narrative/ story in notebooks

## Day 12

### Story Writing - Group Activity

Story based on the picture 2.

#### Objectives:

1. Children will be able to identify and guess the characters, events and dialogues.
2. Children share the ideas in the group.

#### Process - Interaction:

Follow the process given below (picture 2).



*My Village: Class VII, Telugu TB, Page 44*

- Show them the picture.
- Make the children into groups.
- Ask them identify characters and events.
- Let them discuss in their groups.
- Facilitate them by moving around and ask the following questions.
  1. What is happening in the picture?
  2. What might have happened before this?
  3. What will happen next?
  4. Guess the dialogue between each event and write in sequence.

- Ask them to present their group work one by one.
- Teacher should present his version after the presentation by the groups.

### Teacher Version

## The Little Chick

It was summer vacation. Suddenly Ranjith woke up from his sleep on hearing the shouts from his mother and sister. He ran to his mother and asked “What happened Amma?”

“See outside, a black cat is chasing the chicks”

Ramya and Ranjith both went outside.

The hen sought help of the cock to save its little chicks. The cock flew to the hen, they both together attacked the black cat.

Ramya and Ranjith were shocked to see the chase. They too ran and drove the black cat away. Ramya counted the chicks... “one, two, three....oh! one of the chick is missing .....

“Ranjith ,hey! Ranjith one of the chick is missing” she shouted.

“Oh! God, I think the bad black cat ate it up”

The hen and the cock making the rounds around the tree. Ranjith ran to the tree and looked into the tree hole. He heard the feeble voice of the chick.

“Sister, the missing chick is in the tree hole” Ranjith took out the chick from the tree hole.

The hen, the cock and the chicks went home happily.

Ranjith and Ramya followed them.

**Note:** The groups can develop a story by following the earlier said method in the whole class activity.

## DAY 13

### Editing the Group Stories

- Edit the story of any one of the group work.
- Edit the remaining products by the groups
  - Sequence of events and dialogues
  - Evoking of sensory perceptions and
  - Emotions - images, setting and other details
  - Use characterization
  - Coherence
  - Point of view

## Generating stories/ narrative in Groups

- Brainstorming on the task (i.e., writing the continuation of the narrative by working out the events that have taken place as depicted in the picture and afterwards)
- Giving instructions for writing the narrative/story in groups
- Writing the narrative in groups through consensus
- Monitoring group work
- Writing a copy of the narrative/story on a chart
- Presentation by groups
- Feedback on the presentations
- Presenting the teacher's version
- Comparing the teacher's version with the group products
- Editing one of the group products through whole class negotiation
- Editing the remaining products by the groups

## Day 14

### Individual Activity - Story Writing

#### Objectives:

- Children will be able to identify and guess the characters events and dialogues.
- Children will be able to write a story.

#### Picture



Bus stand VI Hindi TB page no.4



**Process - Interaction:** Follow the process given below.

- Show them the picture which tells a story.
- Ask them to identify the characters and events.
- Let them guess the previous events, post events about the picture.
- Let them guess the dialogues between each event and write in their work sheets.
- Move around the class and facilitate the children.

Ask questions as previous class:

1. What is happening in the picture?
2. Who are the characters?
3. What might have happened before this?
4. What will happen next?
5. Guess the dialogues between each event and write in sequence.

**Note:** The children can follow the second method also which was discussed in the whole class activity.

### **Generating Individual Stories**

- Assigning the task of writing a narrative on any other character in picture 1
- Individual writing
- Random presentation by a few students
- Feedback on the presentations
- Refining the individual work with the help of peers

## **Day 15**

### **Editing Individual Stories/ Narratives**

Encourage and interact with the children to edit their stories on their own.

Give feedback.

## **Day 16**

**Make individual magazines with more numbers of all the three types of discourses.**

Details of the pictures from classes VI to IX language textbooks for discourse construction.

Class	Telugu TB Picture Page No	English TB Picture Page No	Hindi TB Picture Page No
VI	2,12,13,54,76,77,78,79,139	1,25,30,112	1,670,89
VII	10,44,94,151	1,3,58,67,72,87	1,5,2630
VIII	30,78,81,149,151	3,65,136,139	10,28,53,80,97
IX	-	4,5,46,48,49,80,88,92,151,161	8,23,35,74,88

The above list of the pictures can be used in the same class to do The Bridging Gap. The teacher should use the process given in this chapter. These pictures also can be used to assign as Individual and Group work. This will help the low proficient learners to enhance their learning abilities.

@@@@



## Classroom Transaction, Editing

**3**

We are in the second phase of the shift in the curricular areas transaction process and assessment procedures. Transacting the units effectively, plays a key role in implementing a curriculum and achieving the targeted outcomes. In this regard the process of transacting a unit has been discussed in detail, in the previous Handbooks. An example of one or two units has also been provided in them. But pathetically the teaching process has not change in the class rooms.

Present scenario of classroom transaction.

### Case I:

It is class VI English period, the teacher entered the class with a chart of alphabet. The children are silent Mrs. Usha teacher opens the chart of English alphabet and reads out each and every letter of alphabet pointing with a scale. She asks children to repeat after her.

Should we be teaching our students in the same way?

What will the children learn from repetition?

Will learning alphabet facilitate reading at this level?

When we read letters are we able to read the sound it gives in the context of the word?

Thinking that the teacher's in primary class has not taught the children properly the teacher at high school level is again teaching them alphabets . May be she is sharing some of the popular beliefs in the context of teaching English.

### Case II.

Now we are entering another class room. Ravi sir is teaching English.

- Ravi sir shows the picture in pg.3 class VI
- He may supply the question
  1. “What is the name of this animal?”
  2. How many animals are there in the picture?
  3. What is the colour of the tiger?

and supplement with the sentence, “It is a tiger”

- He may continue this strategy with the other animals in the picture.
- Children sit in pairs and practice the sentences by showing the picture,
- The teacher may read out the sentences related to each animal from the text book.
- He may write the sentences on the blackboard.
- Children will copy down the sentences in their notebooks.

There is nothing unusual about this because the teachers of English consider this a useful strategy. This is the misconception that the teachers have about asking more questions based on the picture

- Will the students be able to understand the passage?
- Will the above asked question help the student generate the thought about the animals and their friendship?

### Case III

Let us look into other class room Mrs. Lakshmi has entered the class VII . The teacher shows the picture in page 3 and asks a few questions 2 to 5. Students have actively participated in the class room interaction and answered the questions. Whereas the other students are sitting quiet. Now the teacher is happy with the answers given by those five children in the class. As the teacher poses the question she only looks at the intelligent children to get the answer.

- Are all the children involved in the teaching learning process?
- How can we ensure that low proficient student are listening and understanding?
- Will this class room process bring 100% result?

### Case IV

Vasu is the class teacher of class IX . He has very well framed questions on the picture and elicited the answers. Then he asked them to write a discourse on the picture. Thinking that the students are able to answer. He neglected to write the elicited answers on the board. As

we know that the picture interaction is to be concluded by making the student perform a written/ oral discourse.

- Does the student at this level still need support for constructing the discourse?
- Will the students be able to construct a discourse?
- How should the teacher support the student to construct the discourse?
- What other inputs are to be provided for the students to construct the discourse?

This chapter is an attempt to help the teacher to extend the range of understanding on the transaction process. The second unit of class – X English text book '**Wit and Humour**' has been dealt with in this chapter to suggest an appropriate way of transacting it to attain the academic standards expected from the unit.

## Transaction of class-X, Unit-2

### Wit and Humour

#### Expected outcomes

1. Involvement of children during the transaction of all components.
2. Children should be able to listen and express their views and ideas freely.
3. Children should be able to read and comprehend the given reading text individually and collaboratively.
4. Children should be able to use appropriate vocabulary and grammar in oral and written discourses.

In every Unit, there are three reading texts. All the reading texts should be treated equally and the transaction process also same. In addition to reading texts, there is picture based interaction (style sheet and them picture) exercises and listening passages.

Children should be able to construct oral and written discourses like description, poster of obituary, conversation, wedding invitation, letter, story diary entry and drama script.

Style sheet and Face sheet interaction

You may have noticed that each unit contains a style sheet and a face sheet with theme pictures on it. These are to be used as a trigger for interacting with the learners.

#### Feedback and its importance

##### Objectives of the feedback:

- Feedback should not be in negative way

- Feedback should help the children to introspect themselves
- Feedback should help for children in further learning
- Pointing out of errors is not feedback
- Mere appreciation of learners work is not feedback
- Prescribing dos and don'ts is not feedback
- Giving them a model is not a feedback process specific
- Feedback should be level specific, discourse specific, learner specific and process specific

### Process

Ask the learners to look at the pictures given on the style sheet and face sheet of Unit 2 and interact with the learners by asking a few questions. Most of them are to be analytical. Some questions are suggested below:

Interaction specific to the pic on style sheet

1. What do you observe in the picture?
  2. Do you come across such scenes in your life?
  3. How do you feel when you look at such pictures?
  4. Do you think the picture is funny?
  5. Did you face/ come across any funny situation recently? What was that?
- Continue interaction based on the pic on page 36 (face sheet).
    1. What do you observe in the picture?
    2. What is the rat trying to do?
    3. Why do you think the rat is trying to shoot at the cat?
    4. Does this really happen in reality?
    5. Can you recall anything comic associated with a cat and a rat? What is that?
    6. What is the idea behind such pictures?
    7. Do we find humour in our lives? Give an example/ Explain.
    8. What is the importance of comedy in our lives?
    9. What makes a scene or an incident humorous?
    10. Do you/ people like to watch comedy movies? Why?
  - You may add few more questions

- Elicit responses to the questions taking them one by one. You can write some select responses on a chart.
- It is better to display all the questions on a chart.

**Note**

- 1) One picture may not be sufficient to motivate the learners towards the theme of the unit. So the teacher may provide them with a few more pictures or video clippings related to the theme.
- 2) Relevant responses from the learners may be written on the board /chart. All responses need not be written on the chart; write only those responses (consisting of key expressions and sentences) that are directly relevant to the theme of the reading passage.
- 3) Children will be motivated to answer the questions in their own way based on their own perceptions if we give them freedom to respond to the questions in their own way.
- 4) Allow them to use mother tongue when they are unable to use English. You can put their ideas in English for the sake of the whole class. Allow the learners to speak freely and fearlessly to promote divergent thinking.
- 5) Accept their responses with a smile and encouraging remarks like good, fine etc. go for dialoguing with them using strategies like,
  - Reporting responses
  - Seeking agreement
  - Asking for opinions
  - Giving opinions
  - Seeking confirmation
  - Asking for explanation
  - Seeking interpretations
  - Megaphoning responses
- 6) At this stage let us appreciate their ability to analyze a situation and come out with their own perceptions. Remember, we are facilitating language learning and not teaching the content of the textbook or language elements. After completing the picture interaction it is necessary to take up a targeted discourse. It may be oral or written discourse. It is necessary that the teacher has to elicit the features of the selected discourse and interact with the children before they do the discourse. The teacher should write the relevant points on the board. The children should inculcate the habit of writing down the important/ relevant points in their notes.

**Discourse construction based on Face sheet:****Possible discourses**

After transacting a reading slot, it is good for a written or oral discourse. Based on the context in that particular passage/picture there can be a scope for taking up more than one type of discourse. In this situation there is a scope for taking up a conversation between cat and rat, description of the picture, narrating a humorous incident, role play of a comedy scene, etc.

- Let us now look at one of these discourses in detail.

**Description (Oral discourse)**

**Objective:** The learners are able to describe a comedy scene from a film they have seen  
Process.

Interact with the students in the following way.

The picture you have seen is a funny cartoon given to create some humour and fun. Where else do you find such comedy scenes?

Elicit free responses and come to an understanding that comedy scenes in the movies create a lot of humour. Now interact in the following way.

- You might have seen a lot of comedy scenes from a movie in theatres or on TV. Do you remember any one of them?
  1. What was the scene?
  2. Who were the actors / characters?
  3. What movie was it from?
  4. How did the scene begin?
  5. Describe a few actions / events in the scene.
  6. What made you laugh?
- Ask questions one by one and elicit free responses
- Generate essential vocabulary and write it on the board.
- Ask the children to write down a short description of the comedy scene in their notebooks.
- Ask possible number of students to present their descriptions individually.
- Give feedback in the following manner.



### Discourse-Editing- Feedback on the Description

1. The theme – Does the description communicate the theme?
2. The language – Whether any changes are needed in the sentences presented?
3. What changes would you like to make in your presentation?
4. Were you audible to all the others in the class?
5. Did you use proper phrases to describe the scene?
6. Did you supply sufficient ideas to your team?
7. Did you use any describing words (attributes) while describing the scene?
8. Was your speed in control so that others could follow you easily?
9. Did you modulate your voice while speaking?
10. Did you pause wherever necessary?
  - Let them sit in groups and share the descriptions of the remaining students orally with the other group members.

### Generating oral discourses

- Brainstorming
- Developing concept webs
- Giving instructions for discussion in groups
- Monitoring group work
- Presentation by groups
- Feedback on the presentation
- Consolidation by the teacher

### Case I:

This is class VI where the student are asked to read the text a loud. The student1 reads the word like c..a...r taking the letter as a unit. This means she tries to identify the phonic sequence. The teacher forces her to read the word instead of letters. The teacher asked student 2 to read who could do it in a perfect way. The teacher expects the student 1 to listen and learn to read from the student 2. In this most of the students remain as passive listeners.

- Does this type of reading help the students to improve their reading?
- Does this reading help the students to understand the passage?
- Is this method helpful for the students to clear their doubts in the passage?

**Case II:**

Teacher is reading the text and explaining in their mother tongue. The teacher is in a misconception that the student is not in a position to read and understand the text on his own. This hinders the student to read the text. In the holistic process, the students are suppose to answer the questions related to the context on their own after reading process. The students are suppose to produce discourse after the reading process which is expected to be in English.

- Does the above process serve the purpose of the students to answer the questions on their own?
- Will this reading support the student to construct the discourse?

**Case III**

Now look at the next class the teacher follows the process. The teacher writes the meanings of the hard words and displays it on a chart. The teacher also takes care that all the students do individual reading and collaborative reading. Then the teacher asks the following questions.

1. Who are the main characters of the play?
2. Where is the scene taking place?
3. Who calls Victoria saying “D’ye hear”?
  - How can these question help the student to understand the text in depth?
  - Will these questions help in generating the language?

**Let us think who is right? Who is really helping children in learning language?**

**The suggested transaction process of reading texts.**

A. Reading: “The Dear Departed-I” is divided into 2 segments;

**Text related picture interaction**

Before making children read the passage, sensitise them on the picture given on page-38 and 39 to channelize their thoughts towards the main reading passage.

**Objective:** The learners make intelligent predictions on the passage they are going to read.

**Follow the process of Picture Interaction****Note**

Read the text yourself and identify the main points in each paragraph. Try to capture these ideas in a short expression (if possible in phrases). Frame questions so that the children can come out with these ideas along with their divergent ideas. This makes reading comprehension easier. This is nothing but creating a sub text to help the low proficient learners.

The elicited words and phrases should be written on the black board and registered in the minds of the children.

Here are some questions.

Interaction specific to textual pictures

1. What do you see in the picture?
2. Can you guess and relate the names given on the page with the people in the picture?
3. What do you notice in Mrs. Slater's hand? What is she doing with it?
4. Why do you think she is bringing the clock down?
5. What do you think Henry and Victoria trying to do?

Write the elicited responses on the chart/ BB. (These can be used as a subtext of the targeted reading segment.)

### Reading segment 1

The transaction module of reading needs elaborate treatment because there are a few sub modules to be transacted. Let us begin with the objectives of transacting this segment.

#### Objectives

1. Children make an effort to read individually and track their own reading process.
2. They make sense of the reading passage using a number of strategies such as;
  - a. Checking their predictions on the reading passage;
  - b. Locating information that they were able to pool from the interaction that has taken place;
  - c. Guessing the meaning of words from the context and also using familiar words as stepping stones.
  - d. Using the glossary given to them etc. e. Sharing ideas with others;
3. They make sense of the reading passage through collaboration.
4. They reflect on the passage they have read.
5. They analyze the information given and link it with their personal experience.
6. They generate their own texts from the given passage.

#### Process

##### *Individual Reading:*

Ask children to read individually. They can only read it at their own pace. You may give the following directions to help them track their own progress in reading.

Read from “‘When the curtain rises ..... Come, Henry, lift your end.

1. Try to guess the meaning of the unfamiliar words with the help of words you already know.
2. Please do not consult with anyone at this point. You can put question marks wherever you faced difficulties.
3. Sometimes the glossary may help you.
4. Find out the main point in each paragraph and write it in the margin with a pencil
5. Put a question mark against the lines you did not understand.

Move round the class to monitor whether they are tracking their reading process. If you feel some additional glossary is required, same may be supplied/ displayed. Issues and challenges in facilitating individual reading If you think there are a few low proficient learners you need to work out some strategies to help them get at least some ideas from the reading passage. You can try the following:

Ask the following specific questions:

1. What is the passage about?
2. Who are the main characters of the play?
3. Where is the scene taking place?
4. Describe how Mrs. Slater looks?
5. Who calls Victoria saying “D’ye hear”?
6. Can you locate the sentence? What do you mean by “D’ye hear”?
7. Who are Henry and Mrs. Slater talking about?
8. Are there any other characters in the play? Locate their names in the text?
9. Look at pg.39. What are Victoria and Henry talking about?
10. Look at the bottom of the pg.39. Victoria says-‘Ah! He was drunk this morning’ who is she talking about?

Ask them to relate the points on the BB (points that emerged through brain storming) to the reading passage. Each point covers one or more paragraphs. Help them to locate the points in the text.

#### Note

The objective of this type of interaction is to help the learners generate their own sub texts from the reading passage. The sub texts can be in the form of names of the characters, objects, places, and events. These will provide the learners good support in their efforts to make sense of the reading passage.

The sub text that can be generated from this part of the text may be something like the following:

Mrs. Slater – vigorous, plump, red faced, vulgar woman - Henry and Victoria are at home – waiting for Mr. and Mrs. Jordan – in the hall – talking about the death of Slater’s father – Victoria asks why they are stealing grandfather’s things – Henry shocked – Mrs. Slater and Henry shifting the furniture -

### **Collaborative Reading Process**

- Divide the learners into groups. You have tried to read this first part of the reading text. Now take turns and share with others the points you were able to identify. Share only one point at a time.
- Give them the following directions:
  1. Share in terms of points and your reflections.
  2. Each member can say one striking event about Nick.
  3. You can also say your ideas in mother tongue.
  4. Group can collectively convert the ideas into English.
- If necessary, display a glossary related to the part that has been given for reading; this can supplement the glossary that is already given in the textbook.
- Move round the class and monitor whether they are following the instructions given to them.
  1. Groups, did you complete sharing ideas you understood?
  2. Did you share what you were not able to understand?
  3. Did you share the parts you liked the most?
- Now you can mediate for sharing between the groups in the following manner:
  1. Group 1, are there any words / sentences that you did not understand?
  2. Which group can help group 1? 3. Group 2, what are your problems etc.
- At this stage all learners in the class will have a fairly good understanding of the passage.
- Ask them to discuss the following comprehension questions
  1. Why did Mrs. Slater ask Victoria to change her dress?
  2. “They haven’t been here for ages”. What does Victoria mean here by this?

3. Why does Mrs. Slater decide to shift the bureau from her father's room before the arrival of the Jordans? How does Henry react to the suggestion?
4. Look at pg.39. Victoria says to Henry- 'Are you planning to pinch it'? What did she mean by it?
5. Why was Mr. Henry feel shocked to hear Victoria say 'Are you planning to pinch it?'?
6. What different things does Mrs. Slater steal from her father? Why does she do so?
7. List a few humorous dialogues and events from the reading passage

### Interaction based on textual pictures

- Linking with the theme
- Generating sub texts
- Giving instructions for individual reading
- Monitoring individual reading
- Giving instructions for collaborative reading
- Monitoring collaborative reading
- Addressing issues of low proficient learners
- Checking comprehension
- Extrapolating the text

### Reading aloud

- (a) Reading aloud by the teacher

Give the following directions before going for reading aloud the text

Now, I am going to read the text. Please observe where I pause, how I say certain words, which words I give more importance, what tone I am using while reading the text.

- Read the passage loudly with proper pauses, stress, tone and pitch.

- (b) Reading aloud by the pupils

Give the following instructions for loud reading.

1. Now you are going to read aloud in your groups.
2. Divide the reading passage into various parts according to the number of members in your group.
3. Decide among yourselves who will read which part.

4. Each one of you can take turn and read aloud your part. Others can offer suggestions to make loud reading better.
  - Continue interaction

Which group wants to read aloud for the whole class?
  - After the loud reading by a group, give feedback and interact with them in the following manner:
    1. What changes will you like to make if you read the passage aloud again?
    2. What are the points that come to your mind?
  - Elicit whatever indicators they think are appropriate (You should not impose or prescribe any of them.)
  - Come to an agreement on each of the points they make and write them on the chart (e.g., others can hear our reading, we must stop at some points, etc.)
  - Give chance to the members to reflect on their loud reading based on these agreements.
  - Invite suggestions from others in terms of the indicators that have been agreed upon.
  - You may give your own positive and qualitative feedback so that they can reflect on their present level of performance and go to the next higher level (without being prescriptive).

#### Note

Please remember that we need not work for all the indicators of oral reading such as pause, stress, tone, etc. at this point. There is no hurry. These indicators will be emerging in the class in due course with their ownership. Also indicators are to be written down from the point of view of the learners not from the technical point of view using terms such as stress, pause, pitch, rhythm etc.

#### Extrapolating the text (Scaffolded Reading)

- Display a chart containing a set of analytical, reflective and inferential questions to make the learners think, extrapolate the text and construct their own texts from it.
- Ask these questions and elicit individual responses at random. Write down select responses on the chart.
  1. What would happen if Amelia and her husband come when the things are being shift

2. 'I suppose it's in the family'. Henry says (on pg.38). What does it refer to here? What does Henry mean by this sentence? What is the tone of this expression?
3. What qualities of Mrs. Slater have you noticed?

### Reading aloud

- Reading aloud by the teacher
- Instructions to students for reading aloud
- Eliciting features of voice modulation
- Feedback on reading aloud by the students

### Post Reading - Discourse Construction and Editing

#### Scan and place the copy of Mahatma Gandhi

- Do you think the teacher gave the proper input?
- Did the teacher have proper interaction on construction of the discourse and its features?

#### Case II:

The teacher completes the reading process in class VII without giving input the teacher asks the students to construct a discourse, the teacher says "Now write a conversation between the town mouse and his wife".

- Will the students be able to write the discourse properly?
- Can students write 7 to 8 exchanges?
- How many students have really followed the teacher?
- How many students will be able to write the conversation on their own?

#### Possible discourses:

Certain discourses like role-play of the contents, story (conversion), conversation, letter informing the Jordans about Abel's death, obituary (poster) informing Abel's death, advertisement of a furniture shop, etc.

- Let us look at the process of preparing an advertisement.

#### Discourse – Advertisement of a furniture shop:

##### Process

Interaction based on the situation for producing an Advertisement.



- We have read that Mrs. Slater is fascinated towards acquiring her father’s furniture. Don’t you think she would buy more furniture for her house?
- What do the furniture shop owners do to attract such customers?
- Observe the following advertisements.
- Show to the students, a few advertisements related to different products/shops like the following.

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**JAGO GRAHAK JAGO**



Now interact with the following questions.

1. What are these advertisements about?
2. Do you observe any common features among these posters?
3. What are they?
4. What attracts you the most in these posters?
5. Which poster did you like the most? Why?
6. What are your observations on the length of the sentences?

7. Why do you think they are short and catchy?
8. What are your other observations?
9. Now, let us prepare an advertisement poster for a furniture shop.
  - Continue the interaction in the following manner:
    1. How would it look like?
    2. What would be the headline?
    3. What details are needed to design the advertisement?
    4. Do you want to give a tag line ?
    5. What kind of sentences/expressions are necessary?
    6. Will you insert any pictures?
    7. What kind of pictures would be suitable here?
    8. How should the layout be?
  - Elicit free responses; generate essential vocabulary and write them on the BB. Please do not supply any ideas. You may ask supporting questions and can even interact with the learners using mother tongue.
  - Ask children to design the poster individually based on the responses to the questions posed to them.
  - Allow a few individuals to present the advertisement that they have designed.

### Sharing in groups

- Put them in groups to share their ideas related to the situation.
- Give the following instructions
  1. Take turns and share with others what lay out you will follow for the advertisement.
  2. Come to an agreement on where to insert the pictures and the other relevant information
  3. Decide on an appropriate title.
- Let groups present their advertisement.

### Processing Discourse Construction

- Brainstorming on the targeted discourse
- Individual writing

- Random presentation by a few students
- Feedback on the presentations
- Instructions for Sharing in groups
- Producing the written discourse in groups
- Presentation by groups
- Feedback on the presentations
- Presenting the teacher's version

#### **Discourse-Editing: Advertisement of a furniture shop:**

- Give feedback covering the features of the discourse.
  1. Does it have a title?
  2. Are the ideas organized properly?
  3. Are the sentences well-structured?
  4. Have you used proper word forms?
  5. Have you given the complete information?
  6. Is the layout suitable?
  7. Check whether there are any missing words, excess words or word order problem in the write up.
  8. Check whether proper word forms have been used
  9. Check spelling and punctuation.
  10. What other changes are needed?

#### **Editing and Publishing**

- selecting one of the group products
- discourse level editing
- thematic editing
- syntactic editing
- morphological editing
- editing conventions of writing
- reading the written discourse aloud
- instructions for editing in groups
- monitoring of editing done by groups

- refining the group product
- making a magazine with the group products
- refining the individual version

### Teacher's Version



- Present the “Teacher’s Version” and bring to their attention the points you have written. You may interact in the following manner:  
You have presented your advertisement. Here is mine.  
What differences do you find between your works and mine? What changes would you like to make in your writing?

### 3.2 Interaction at various stages

1. Initial interaction
2. Interaction based on the trigger
3. Interaction leading to individual reading of the text
4. Interaction at various stages of collaborative reading



5. Interaction related to asking analytical questions
6. Interaction leading to individual writing of the discourse
7. Interaction related to the individual presentation of the discourses
8. Interaction while the discourses are refined in groups
9. Interaction related to the presentation of the group product
10. Interaction prior to the presentation of teacher's version
11. Interaction related to thematic editing
12. Interaction related to editing
13. Interaction related to the formation of big books
14. Incidental interaction that might take place at any time

### **Common objectives of interaction**

1. Sharing of ideas
2. Giving rich, authentic listening input
3. Embedding functional aspects of language in natural and authentic contexts
4. Maintaining rapport with the learners
5. For dialoguing with the learners
6. For giving feedback to the learners for taking them to the next higher level of learning
7. Maintaining the continuity of the theme in all the modules of transaction

### **Specific Objectives for interaction at various levels**

#### **1. Interaction based on the trigger**

- Taking out the learners' assumptions on the theme at hand
- Taking out learner's perceptions on what has been watched
- Leading the learners to the theme/ issue
- Making learners predict what they are going to listen to or read

#### **2. Interactions at narrative gaps**

- Triggering divergent thinking
- Eliciting learners perceptions on the theme
- Making predictions on what might follow
- Taking out learners' reflections on what he/ she has listened to

- Checking whether the characters have been emotionally registered
- Analyzing the situation critically

### **3. Interaction leading to individual reading**

- Instilling in learners an urge to read
- Helping learners make prediction on what they are going to read
- Instilling confidence in the learners for undertaking the reading activity

### **4. Interaction during collaborative reading**

- Ensuring that ideas are shared as per the instructions given to the learners
- Assessing the progress of group work
- Extending optimal support to those who need it
- Ensuring cooperation in team work
- Addressing learning issues of children progressing at a slower pace

### **5. Interactions related to scaffolded reading (extrapolating the text with the help of analytical questions)**

- Registering multiple perspectives on the theme
- Identifying a point of view of the writer as well as the learners
- Instilling value systems
- Building up tolerance

### **6. Interaction related to the presentation of teacher's version**

- Giving feedback on what the children have written
- Highlighting some of the features of the discourse that has been targeted
- Providing further input for listening
- Providing a natural extension of the reading activity

### **7. Interaction related to editing**

- Sensitizing the learners on various kinds of errors
- Giving positive feedback to the learners on their writing
- Checking the learner's intuitions on grammaticality
- Building up confidence of the learners in using language

### 3.3 Classroom Transaction – Steps

#### Pre-reading:

1. Interact with the learners based on the trigger picture.
2. Ask questions in additions to what has been given in TB.
3. Use well-framed questions.
4. Allow the learners to respond in mother tongue.
5. Megaphone the children's responses in English.
6. Elicit and accept the divergent responses from the learners.
7. Elicit relevant responses (words and sentences) and write on the BB/ chart.
8. Utter the word holistically and not letter by letter.
9. Ask the learners to read the words and sentences from the BB/ chart.

#### Reading:

1. Specify which part of the reading passage is to be read
2. Ask the learners read individually.
3. Give proper instructions such as the following.
  - Tick the sentences/ words you are able to read.
  - Identify the characters/ location, events/ dialogues in the story.
4. Give further support to low-proficient learners in the following manner.
  - Interact with the low- proficient learners to generate a subtext.
  - Write the sub text on BB/ on chart/ in the notebook of the learner.
  - Ask the learners to associate the sub text with the reading text.
5. Put the learners in groups for sharing their reading experience.
6. Give proper instructions for sharing the reading experience.
7. Monitor the group activity (i.e., check whether the instructions are being followed).
8. Facilitate sharing of reading experience between the groups.
9. Make use of a glossary. (The glossary given in the TB and developed by the teacher additionally)
10. Pose some questions to check comprehension.
11. Ask some analytical questions to extrapolate the text.
12. Make use of a concept mapping activity.
13. Read the text aloud with proper voice modulation.
14. Give chance to the learners to read aloud.
15. Give proper feedback while the learners are reading aloud.
16. Invite feedback from other learners on loud reading.



**Post- reading:**

1. The post-reading activities:
  - Identify a discourse and assign a task to construct it.
  - Write the targeted discourse on BB and ask children to copy it.
  - Write down the questions and answers.
2. Follow the process for the construction of discourse individually.
  - Interact to make the context of the discourse (available from the reading passage).
  - Ask questions to help the learners get ideas such as events, characters, location etc.
  - Ask questions to sensitize the learners on some features of the discourse.
  - Give support to low –proficient learners.
3. Provide opportunity for individual presentation.
4. Give feedback on the presentation.
5. Invite feedback from the other learners.
6. Provide slot for refining the individual work in groups.
7. Give proper instructions regarding the following.
  - How to share the written work
  - What are the things to be taken care of while writing ( checking missing words, excess words, proper word forms, using proper punctuations, other writing conventions)
  - whether all members are writing down the group product in their notebooks on a separate page
  - Who will present the work in the whole class?
8. Monitor the group work to ensure proper collaboration.
9. Provide slot for presentation by the groups.
10. Give feedback.
11. Present your version of the discourse.

**Editing:**

1. Conduct the editing as a whole class activity through interaction.
  - Thematic editing and checking discourse features
  - Editing the well-formedness of the sentence (sentence structure) – word order, excess words, missing words
  - Editing the errors related to word forms (tense forms, prefixes, suffixes, agreement etc.)
  - Editing punctuations
  - Editing spelling errors

2. Check the remaining groups' products undertaken by the groups.
3. Let the learners refine their individual work based on these inputs on a separate page.
4. Compile the refined works together to make the big book.

#### Steps in transaction of textual exercises:

- Whole class interaction
- Elicit responses and write key words/ phrases on a chart
- Let children sit in small groups and let them read the exercises in groups and discuss
- Let them share their ideas in the groups
- Let groups present their answers one by one
- Let other group reflect and suggest changes
- Teacher consolidate the group work.

Picture interaction	Reading	Writing	Editing
Interaction based on the trigger picture	Interaction based on the picture of the reading text	Interaction for constructing a discourse	Selecting a group product through negotiation
↓	↓	↓	↓
processing oral /written discourse	Individual Reading by the students	Individual Writing of the discourse	Interaction for editing the discourse
↓	↓	↓	↓
presentation of the discourse	Creating sub text	Random individual presentation	Thematic editing
↓	↓	↓	↓
editing the discourse	Reading in groups and sharing of ideas	Refining the written discourse in groups	Morphological editing
	↓	↓	↓
	Comprehension questions	Group presentation	Syntactic editing
	↓	↓	↓
	Reading aloud by the teacher	Presentation of the teacher's version	Checking the conventions of writing
	↓		↓
	Reading aloud by the students		Refining their own discourses by the groups
			↓
			Refining the discourses individually

### 3.4 Pedagogical Implications of the change in curriculum

#### 1. Shift from the TBs to Academic Standards

1. Listening and Speaking
2. Reading Comprehension
3. Grammatical Awareness
4. Vocabulary
5. Creative writing (Discourses)
6. Writing Conventions

All these areas are to be covered in Formative Assessment.

In Summative Assessment five areas (other than listening and speaking) are covered under three sections:

- A. Reading Comprehension (of both seen and unseen passages)
- B. Grammar and Vocabulary (as embedded in discourses)
- C. Creative writing (Major and Minor discourses)

#### 2. Shift from teaching de-contextualised grammar items to contextualised grammar sensitisation through editing

Editing Activities that can be taken up

- Each student has to select one paragraph from any of the reading passages.
- Identify occurrences of a/an/the and put a circle around them
- Identify occurrences of words such as on, in, for, of, about, ... etc. and put a tick mark on those words
- Identify sentences containing a single verb and underline the verbal element
- Identify sentences containing more than one verbal element and put a star on the auxiliary verbs
- Identify sentences containing relative pronouns such as that, who, which, etc.
- Make five errors (leaving out an article; inserting an article; leaving out a preposition; changing the verb form; deleting an auxiliary verb, deleting the relative pronoun, change the word order).
- Write the paragraph containing errors in the notebook.
- Let them sit in groups and each day one student can dictate his paragraph to the group.

- The others may write down this in their notebooks.
- All of them have to edit the passage individually.
- Share the changes they have made with the others in the group.
- Let them check their editing with the original paragraph.

The teacher has to monitor the whole sequence of activities.

### **3. Shift from comprehension questions to analytical questions which will make the learners read and re-read the texts**

- Frame 3 to 5 extrapolative questions (analytical; reflective; cause-consequential; linking; inferential etc.) from each reading segment of A,B and C reading passages.
- Write three of them on the BB and ask the students to write their response to the questions as home assignment.
- Let them sit in groups and share their responses in study hours. Ask them to rewrite the answers if necessary.
- Keep a track of the questions covered in your lesson plan/ teacher's diary.
- Monitor the work done by the students; give feedback.

### **4. Shift from extrinsically motivated activities to Intrinsically motivated activities**

- Encourage students to collect pictures /information / data from various sources and write the targeted discourses
- Let them share what they have written with their peers and refine them, if necessary.

### **5. Shift from using TBs as the sole source of reading material to making use of other materials as well**

- watching video-clippings/ films in English and writing reviews
- reading material other than textbook and writing the reflections
- refining written discourses

### **6. Shift from focusing on memorising content of TBs to producing language.**

- Give more space for the oral production of oral discourses.
- Go for interaction (as dialoguing) wherever necessary
- Give space for coming out with divergent ideas; this can be even in mother tongue but ensure that such ideas are put in English through whole class negotiation.

- Ask them to change the stories given in the lower class to drama scripts.
- Let them present the scripts as radio drama (focusing on voice modulation)

### **7. Shift from the display of ready-made TLM to the display of evidences of learning by setting reading corners in the classroom for the display of**

- Edited group products
- Teacher's version of the targeted discourses
- Students CCE notebook
- Creative writing (magazines written by students)

### **8. Shift from writing fragments of language (discrete words and sentences) to writing discourses**

- Select pictures from any source (TBs; newspapers; magazines, etc.)
- Display the picture in the class and ask the learners to write a narrative based on the picture.
- Go for a brainstorming session on the nature of discourses to be written; the features to be taken care of (events, dialogues, sensory perceptions, etc.).
- Let them write the discourse individually.
- Let them sit in groups and refine their individual work in terms of the discourse indicators given in the HB.
- Let them draw necessary illustrations for the narrative and make it an item in their individual magazine.

### **9. Shift from teaching and explaining to dialoguing (interaction)**

- Identify the various slots for interaction
- Frame appropriate questions which will make the learners think and come out with their own perceptions and ideas.
- Build up on each response so that meaningful dialoguing takes place between the teacher and the students.
- Each nuclear question may lead to a set of satellite questions and generate ideas that lead to the webbing of concepts.
- Do sufficient and meaningful BB work using appropriate graphic organizers (concept maps, flow charts, fish bone diagram, etc.)

## 10. Shift from all time Individual academic pursuit to collaborative explorations

- Identify the slots in classroom transaction where collaborative learning is required.
- Give appropriate instructions for carrying out group work
- Monitor the sharing process ensuring participation of all.
- Give feedback for helping the learners think and work at the next higher level of learning.

### 3.5. Editing Process

#### 3.5.1 Why Editing?

Editing is the process of language manifestation. It focuses on the well-formedness of language. During discourse construction, we analyze the language expressions, language accuracy the organization of ideas, thematic unity and the features of the discourse,(what does it look like?).

Before editing, we lay certain parameters for a particular discourse. We expect the learners to make use of the features of the discourse. While evaluating the discourse, we keep the features in our mind and see what has exactly happened. At this point, it is necessary for us to see where the discourse needs to be edited, what type of editing (thematic, syntactic or morphological) can be taken up and how it can be presented in a better way. The process of editing should be done with negotiating with the learners. It needs to be supplemented by the teacher's version, which is considered well- formed and thematically accurate.

The process of editing is done related to three areas- content area, discourse features and well-formedness. The content should be related to the context. It should be based on the reflections and feelings of the presenter. While considering thematic editing, we have to see whether the expressions are contextually relevant. As far as syntactic editing is concerned, we look into the well-formedness of the expressions- word order, PNG (Person, Number and Gender) features, conventions, missing/ excess words, the unity of ideas, coherence- how the main idea is expanded by supporting ideas and cohesion- how connectives are used to link the ideas etc. Morphological editing deals with the use of the correct form/s of the words , tense, aspect, passivization, agreement, case (possessive), affixation (prefixes and suffixes) and conventions of writing (punctuation and spelling).

It is observed that the process of editing is not practiced effectively. In most cases, the inputs are not rich enough. Various areas of editing are not considered. In most of the cases, the suggested procedure for editing is not followed. It is evident from the notebooks of the children that collaborative works is not initiated. Moreover, teacher's versions are not taken up or presented in the classroom. This creates a vacuum for the students.

At present, we are considering a few discourses for this purpose.

1. Conversation
2. Biographical Sketch
3. Diary Entry
4. Invitation

It is hoped that this will help us to take up editing process in an effective manner.

### 3.5.2. Editing Process - Conversation

Let's observe the product of the child in the given context- after seeing the new born baby with no arms and legs, what would be the possible conversation between the mother and the father.

mother:- oh! my god! what is this?

father:- oh! my son, he had no arms and no legs

mother:- how can he live

father:- I expected good baby what a sin

mother:- The god cursed us he has no heart?

father:- It's this my baby or not I can't believe

mother:- It's our baby it true we have to bear this



While analyzing the conversation, we should see the following features.

S.No.	What we expect	What we have observed	Any gaps found	How the gaps can be filled
1	Writing dialogues with five to ten exchanges			
2	Using proper sequence of exchanges			
3	Sustaining the conversation with social norms (being polite, reflecting relationships etc.)			
4	Using discourse markers (well, precisely etc.)			
5	Using short responses (contractions and tags) wherever necessary			
6	Using dialogues apt to the context			
7	Using appropriate cohesive devices			
8	Using well-formed constructions			
9	Maintaining conventions of writing – spelling			
10	Using proper punctuations			

Let's analyze the product of the child considering the features.

It is observed that, the student is able to produce five to ten exchanges of the conversation in a given context. The exchanges are in proper sequence. The social norms are followed – Oh my son! Oh my God, What a sin! etc.) . Discourse markers are not found. Short responses such as 'I can't', 'It's our ', are used. The dialogues are apt to the context. ('What is this?, How can he live?', 'The God cursed us. He has no heart.' etc.). Although the thoughts are connected, no cohesive devices are used. Most of the expressions are well-formed, except 'it true' 'instead of 'it's true'. However, certain conventions are missing.

How can he live – no question marks is used

What a sin- no exclamatory mark is used



### Teacher's Version

Mother	: Oh! My God! What's this?
Father	: Oh! My son! He has no arms and legs!
Mother	: How can he live?
Father	: I expected a good baby. But, why did this happen? What sin did I do?
Mother	: God has cursed us. He has no heart.
Father	: Is this my baby, or someone else's? I can't believe this.
Mother	: Indeed, we took a lot of care. I got good diet during pregnancy.
Father	: Yes, even doctor said the baby was all right. Nothing was abnormal.
Mother	: I was in good condition when I was brought to the hospital.
Father	: Really. We did everything for our baby. But , it's totally opposite.
Mother	: It is our baby. It's true. We have to bear this.

Teacher's version helps the students to make their product better and more accurate.

### 3.5.3. Editing Process - Biographical Sketch

Let's observe the product of the child in a given context- the biographical sketch of Stephen Hawking, which is given as the input.

Points to be covered	Details of the person
Date and place of birth	January 8,1942, Oxford, England.
Information about the family	Eldest one of four sons <b>Mother:</b> Isobel Hawking <b>Father:</b> Frank Hawking, a medical researcher with a specialty in tropical diseases.
Important events in life	<b>Early academic life:</b> recognized as a bright student. <b>High school years:</b> third from the bottom of his class. <b>Pursuits outside of school:</b> loved board games, constructed a computer out of recycled parts at the age of 16, solved rudimentary mathematical equations. <b>Marriage:</b> married Jane Wilde. <b>Health:</b> Suffered Amyotrophic. <b>Lateral Sclerosis Research:</b> on black holes <b>Discovery:</b> Hawking Radiation.
Awards, prizes, honours	Fellow of the Royal Society at the age of 32 Albert Einstein Award. The Pius XI- Gold Medal for Science from Pope Paul VI in 1975.
Contribution to his field and society	Contributed to the advancement of science and research.

## Biographical Sketch of Stephen Hawking

Stephen Hawking was born at Oxford in England on January 8 in 1942.

He was the eldest one of the four sons in his family. His mother is Isobel Hawking. His father Frank Hawking. He worked at medical research with a special in diseases.

He was recognized as a bright student in high school. He was third from the bottom of his class. He loved board games, constructed a computer out of recycle parts at the age of 16. solved, rudimentary, mathematical questions. He married Jane Wilde. He was suffered from amyotrophic lateral sclerosis, He discovered on black holes and Hawking radiation.

He became a fellow of the Royal Society at age 31, Albert Einstein award, The Copley Medal for science from Royal Society in 1975.

While analyzing the biographical sketch, we should see the following features.

S.No.	What we expect	What we have observed	Any gaps found	How the gaps can be filled
1	Presenting the details of the person.			
2	Presenting relevant ideas and information.			
3	Organizing the information and data.			
4	Considering reflections, thoughts and feelings.			
5	Quote anecdotes, events and achievements of the person.			
6	Maintaining coherence.			
7	Using cohesive devices.			
8	Using well formed construction.			
9	Maintaining conventions of writing.			

Let's analyze the product of the child considering the above indicators/features.

It is observed that the details of the person are presented in the biographical sketch. Relevant ideas and information related to the person (family, place of birth, date of birth, etc.) are presented in the product of the student. The information is organized in the proper order. However, the reflections and feelings of the student are not presented. Anecdotes and achievements are quoted. Coherence is maintained although cohesive devices are not used. However, certain expressions are lacking well-formedness (He work at medical research, he discovered on black holes ,he receive fellow of the Royal Society, etc.) Certain conventions of writing are not observed ( stephen hawking – no capitalization ; in 1942 – no full stop, etc.). Personal reflections , thoughts and feelings of the students are not incorporated. Though coherence is followed, cohesive devices are not observed.



## Biographical sketch of Stephen Hawking

Stephen Hawking is a great and known Scientist of the world. He was born on 8 January, 1942 at Oxford in England. He was the eldest of the four sons. His father was Frank Hawking who was a medical researcher with a speciality in tropical diseases. His mother was Isobel Hawking. Stephen William Hawking was recognised as a bright student in his early academics. Out of the high school level he stood third from the bottom of his class. He loved board games outside the school. Out of his interest he constructed a computer out of recycled parts at the age of 16. He solved ordinary mathematical equations.

Stephen Hawking was married to Jane Wilde. He suffered from Amyotrophic Lateral Sclerosis. But he continued his research in physics on black holes. Finally he discovered Hawking Radiation, which helped the in the field of physics.

Hawking has achieved many things in the field of science in spite of his prolonged illness. As a mark of eminence, Prof. Hawking was named a Fellow of the Royal Society at the age of 32. and later earned the prestigious Albert Einstein Award. In 1975, Hawking was honoured with the Pius XI gold medal for science from Pope Paul VI. He contributed a lot to the advancement of science & research.

### 3.5.4. Editing Process- Diary Entry

Let's observe the product of the child in a given context- Nick Vujucic tries to kill himself, which is the input.

S.No.	What we expect	What we have observed	Any gaps found	How the gaps can be filled
1	using expression of personal reflections, thoughts and feelings.			
2	using language appropriate to the mood			
3	self criticism and future plans			
4	coherence			
5	using well-formed structures			

*Diary Entry*

I am a waste fellow, I can't do anything why should I live? why should I trouble my parents? They are helpless. why I have born like this? living is a hell to me. can't live. Everybody is teasing me insulting me. I have to die."

While analyzing the diary entry, we should see the following features.

S.No.	What we expect	What we have observed	Any gaps found	How the gaps can be filled
1	using expression of personal reflections, thoughts and feelings.			
2	using language appropriate to the mood.			
3	self criticism and future plans.			
4	coherence			
5	using well-formed structures			

Let's analyze the product of the child considering the features.

The expressions of personal thoughts, reflections and feelings are observed in the product of the student. Language is used appropriately according to the context. Self-criticism is observed. Coherence is followed. However, in the sentence 'Why I have born like this?' The word order is not observed properly. In the sentence 'I can't live', full stop is not used.

### Teacher's Version

The presentation of the student is up to the mark.

We need not write place in the diary entry, just the date is enough. We need not address 'dear diary' since the diary does not have any intended reader.

### 3.5.5. Editing Process- Notice

Let's observe the product of the child in a given context- about the tour.

S.No.	What we expect	What we have observed	Any gaps found	How the gaps can be filled
1	knowing the context			
2	using appropriate format, layout and design			
3	using persuasive language			
4	organization			
5	using well-formed constructions			

notice \*

Date : 23/1/2015

Place : Rasumamula

our school has decided to go on an educational tour to Hyderabad on 27-01-2015 and the interested should meet our headmaster on or before 25-01-2015 \* pay Rs/5000 to the head master \*

yours

A Shymala

8<sup>th</sup> class

Enr no 110

While analyzing the notice, we should see the following features.

Let's analyze the product of the child considering the features.

The context is stated appropriately. However, we need not write place in notice since it is circulated among the members of an office/ institution. The language used is not persuasive. In the product, just the information is given. The words 'interested' and 'headmaster' are not written properly. Spelling of the word 'the' is written incorrectly.

### Teacher's Version

29.07.2015
<b><u>NOTICE</u></b>
It is decided to organize an educational tour to Hyderabad 12.08.2015.
The interested students are hereby informed that they have to pay Rs. 500.00, which includes transportation, breakfast and lunch and entry fee at zoo park and museum.
Register your names at your class teacher and pay the amount.
<b>Sd/-</b> Headmaster

### Shift from teaching de-contextualised grammar items to contextualised grammar sensitisation through editing

Editing Activities that can be taken up

- Each student has to select one paragraph from any of the reading passages.
- Identify occurrences of a/an/the and put a circle around them
- Identify occurrences of words such as on, in, for, of, about, ... etc. and put a tick mark on those words
- Identify sentences containing a single verb and underline the verbal element
- Identify sentences containing more than one verbal element and put a star on the auxiliary verbs
- Identify sentences containing relative pronouns such as that, who, which, etc.

- Make five errors (leaving out an article; inserting an article; leaving out a preposition; changing the verb form; deleting an auxiliary verb, deleting the relative pronoun, change the word order).
- Write the paragraph containing errors in the notebook.
- Let them sit in groups and each day one student can dictate his paragraph to the group.
- The others may write down this in their notebooks.
- All of them have to edit the passage individually.
- Share the changes they have made with the others in the group.
- Let them check their editing with the original paragraph.
- The teacher has to monitor the whole sequence of activities.

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## Assessment

**4**

Language learning is a continuous process. Assessment is not an activity distinct from learning. Since learning is facilitated through individual responses, pair discussions and group discussions. Assessment operates at the individual level, in peers and in groups. This will help the learners to compare their strengths and weaknesses and make modifications in their learning.

### Continuous Comprehensive Evaluation (CCE)

Continuous means during the classroom process, comprehensive means it should address all the aspects of academic standards, Evaluation means to assess the children's progress in learning. The following are the advantages in CCE.

- It is an attempt to shift from rote-learning to constructing knowledge and applying it as and when required.
- It is an ongoing process and is an integral part of the learning process.
- It has to take care of developing all the innate potential of the learners to the fullest extent.

At every point of classroom transaction, we will have to assess what the child has learnt for which the same activities that are used for teaching/ learning are used. The questions in the examination paper shall not be used based on using the information given in the textbooks but shall create slots for the learner to use language in a meaningful way applying what they have learnt. So 'mugging up' by the student will not be any use for them.

NCF-2005, SCF-2011 and RTE-2009 have emphasized the importance of implementing CCE where all assessments have to take place in a non-threatening atmosphere without causing any burden on the learners.

## Types of Assessment

1. Formative assessment
2. Summative Assessment

*A truly professional teacher needs to be patient, innovative and assess his/her pupils' progress in every period in each class and give proper feedback to each and every pupil so that language acquisition takes place in a smooth, natural and non-conscious manner.*

## Formative Assessment

Formative assessment can be interpreted as an assessment for learning and assessment as learning which is distinct from summative assessment of learning. It is done based on four tools that covers all the academic standards.

### Formative assessment-Tools

1. Read and Reflect
2. Written works
3. Project works
4. Slip test

The first three tools will be conducted for 10 marks each. Slip test will be conducted for 20 marks. But for recording marks and awarding grades each tool marks will be consolidated to 5 marks for a total of 20 marks.

#### 1. Read and Reflect

- The teacher is suggested to provide reading materials such as library books, magazines, articles, newspapers etc. to the learners twice in a formative period (there are four formatives in an academic year).
- The learners should read the reading materials and write their reflections in their notebook. (Student should maintain a separate notebook for writing reflections, project work and slip test)
- They will also be asked to present their reading experience orally (without looking at the notebook) before the class.

### Expectations from children

Mention the details about the text they have read such as title/ name/ nature of text(discourse).

- They have to say or write some of the items related to features of the text (discourse features. Ex: If it is the story-theme, character, events etc. If it is biography, about the person, achievement, contribution to society and message etc.)
- Follow the indicators related to oral and written in general and other features in specific.
- Appropriateness of the language - meaningful sentences, vocabulary, maintenance of coherence etc.

**Teacher checklist to assess the children performance in oral and written aspects of the text.**

- Whether the student understood the text (with details given).
- Whether the student highlighted the features in his/ her presentations (oral/ written).
- How far the student meet the indicators with regard to oral and written aspects.
- Nature of sentence formation (correctness of the sentences) vocabulary, coherence etc.
- Whether the student has given his/ her opinion on the text they read (positive/ negative/suggestive).

**Oral indicators:**

We may use indicators such as, stating the context, sequencing of ideas, well-formed sentences, proper articulation for assessing the oral performance.

- 1 The teacher should check the written notes of the children and award marks for individual writing based on the indicators included the academic standards.

**Written indicators:**

We can go for a few manageable indicators such as: states the context, sequencing of ideas, well-formed sentences, personal opinions, punctuations and spelling at least 100-120 words (10-12 sentences)

- Both oral and written performance carry 5 marks each. The teacher should maintain a cumulative record for recording the individual performance. All the oral targeted discourses can also be considered while awarding 5 marks under oral responses.
- The average marks of all performances should be consolidated to 5 marks under observation/ reflections.

- Don't discourage the learners if they commit some errors in their writing. However, positive feedback may be given.

All the written major targeted discourses can be confined as a material for reading and reflections. The child has to read the different discourses for every Formative Assessment. The teacher can provide the source for reading material or encourage the children to search the material on their own.

1. Stories / Narratives
2. Letters
3. Essays
4. Speeches
5. Biographies
6. Descriptions
7. Skits/dramas

### **Example: A story**

The following questions will help the child to write a reflection on the story.

1. What is the story about?
2. How many characters are there in the text?
3. Make a list of events
4. Make a list of places that appear in the text.
5. Who is the author? When and where is it published? (if available)
6. What do you like most? And why?
7. What you don't like? And why?
8. How would you end the stories if you were writer.....?
9. How would you compare the situation in the text with your real life experience?

### **Story :**

#### **The Tenali Rama and the three dolls**

There was a great king called Krishna Deva Raya. One of his great ministers was Tenali Rama. Though extremely wise, he believed in teaching everything through fun. So he was called Vikata kavi- humorous poet.

One day a wealth merchant came to the court of Krishna Deva Raya. He was from some other country. After saluting the king, he told, “Great king, People tell me that you have lot of wise ministers. If you permit me, I want to test them.” The king became curious and agreed.

The merchant then gave the king three exactly similar looking dolls and told him, “Sir, these dolls look same but are different. Please ask your wise ministers to find out the difference.

I would come back after 30 days. If none of you can find it, I will assume that you do not have any wise minister.” The king agreed and merchant went back.

Then the king called all his ministers except Tenali Rama and gave them each three days time to find out the difference between the dolls. None of them were able to find out. The king started getting worried. Then he called Tenali Rama. When Tenali Rama came, he gave the dolls told him, “Rama, I did not trouble earlier because I thought it must be very simple. But so far none of them have been able to find out the difference. I also tried and I was also not able to find out the difference. The pride of our country now depends on you.” Tenali Rama accepted the dolls and spent three days with the dolls. He was also finding it very difficult. But at last he found out. Next day, he went to the court. The merchant also came that day. Then Tenali Rama told him, “These dolls are different. One is very good, another medium and another bad.” The merchant, the king and all other ministers asked, “could you explain in detail”. Then Tenali Rama showed them a tiny hole in the ears of the dolls. He took the first doll and put a very thin wire through this hole. The wire came out of the doll’s mouth. For the next doll, the wire came out of its other ear. For the third doll, the wire went to his heart and never came out.

Tenali Rama told, “The first doll, where the wire came out of its mouth is bad. It represents people, to whom, if we tell a secret, they will tell it to others. The second doll, where the wire came out of the other ear, represents people who do not understand what you say. They are harmless and are medium. In case of the third, the secret goes to the heart and is preserved there.” The merchant and the king were pleased by Tenali Rama’s finding and gave him lot of presents.

Then Tenali Rama told them that his explanation was wrong. He told them, “There is another explanation. The first doll represents people who hear and teach it to others. So they are good. The second doll represents people who hear and do not understand. So they are medium. The third type of people are those who learn things and do not teach it to any

body and keep everything secret. They are bad people.” Then the king asked, “Is there any other explanation?” Can you reply him?

**Reflection 1:** (Read the story by excluding the last paragraph)

The story is about Tenali Rama and Three dolls. There are three main characters in the story and ministers. In the story I like the character of Tenali Rama Because of his humorous nature and witty answers. I am also impressed with the intelligence of the merchant; he wanted to test the intelligence of the ministers in the court of Krishna Deva Raya. The ministers failed in the test, but Tenali Rama intelligently explained with his witty nature, how three dolls are different from each other. The merchant and the king also pleased about the explanations given by Tenali Rama. In my opinion Tenali rama is the best poet and humorous person in the court of Krishna Deva raya.

**Reflections 2**

The story is about Tenali Rama and Three Dolls, it reveals the Tenali Rama’s wittiness. The merchant asked the King and Tenali Rama to identify the differences among the three dolls, he explained the questions smartly, and here is my perception: In my opinion first doll is bad because it never keeps the secrets with it. It is go on revealing the secrets to others without any purpose, where as the second doll is not showing any interest on others works that’s why it doesn’t want to listen, so it is neither good nor bad.

The third doll is very good because it listens and keeps the secrets with it i.e. never reveals it to anybody, so it is very good.

**2. Written Works**

The written works include

- The discourses written individually as part of classroom process.
- The answers to the analytical questions assigned to the learners as home task.
- The textual exercises such as vocabulary, grammar and study skills.

(Teachers have to ensure that children are writing individually and not by copying from others)

During the duration of a formative if there are two units, award 10 marks each and consolidate them to 5 marks as shown below:

$10+10=20/2=10$ , Now consolidate this to 5 marks (10/2).

While awarding marks check the discourse indicators prioritizing a few distinctive indicators. There are a few indicators that are common for all discourses. These are: coherence (link between sentences), sequencing of ideas, well-formed sentences and writing conventions.

### 3. Project Work

You have noticed that every unit contains a project work to be carried out by the students; these are also thematically related. Projects help the students to evolve themselves as independent users of language. Project work provides a platform for integrating language skills and various study skills; it also involves higher order thinking skills.

The learners have to explore the theme by collecting data, consolidating it using different formats, write reports on them and make presentations in the whole class. There is space for individual work, pair work and also group work. In addition to the projects suggested in the textbook teachers can go for more projects related to the themes.

#### Process:

Projects take place in various stages such as:

1. Brainstorming (the nature of the project)
2. Collection of data
3. Consolidating the data and deciding the structure of the report
4. Writing the report
5. Report presentation.

#### 1. Brainstorming (the nature of the project) (one period)

We have to brainstorm on the nature of the project and evolve the tools required for carrying out the work.

The following process is suggested.

- Interaction on the task suggested
- Brainstorming on the information to be collected, tools required, sources, type of work to be done, formats for consolidation, analysis and report writing.
- Let children decide the tools individually

- Sharing in groups and reaching at consensus on the tools
- Building up consensus in the whole class

At the end of this we expect that all children will have a fairly good idea about the nature of the project work and how it is to be carried out.

## **2. Collection of data**

Once the data is collected we need to go for a classroom process for consolidating the data. This is to be followed by brainstorming on the structure of the report.

## **3. Consolidating the data and deciding the structure of the report**

- Let children sit in groups and share what they have collected;
- They have to record the data using a certain format;
- Brainstorming on the structure of the report. Questions may be asked to elicit the following:

### **Structure of the Report**

1. Name of the project:
2. Tools for data collection:
3. Consolidated data (using various graphic organizers such as table, pie diagrams, bar diagrams, fish bone diagrams etc.)
4. Analysis – interpreting data and capturing the data in descriptive statements, incorporating supportive evidences like photographs and pictures.
5. Findings.
6. Reflections, suggestions on the project.

## **4. Writing the report**

## **5. Report presentation**

## **Evaluation of projects and awarding grades**

Any project involves both individual and group work; therefore, assessment has to take care of both.

### **Assessment Indicators:**

- Preparation of tools- 2 Marks (For well formed structures and relevance)



- Collection of data and analysis- 2 Marks (For Relevance of data, Comprehensiveness, well formed structure)
- Report writing- 2 Marks (For appropriate title, scope, relevance, organizations, analysis, well-formed structures, using cohesive devices, coherence, reflections or point of view)
- Presentation- 4 Marks (For Ideas are properly conveyed, properly articulated, contextually relevant language is used)

### Sample Project Report

Name of the Project: Unity in Diversity in India

Purpose of the project: To Understand the concept of “Unity in Diversity in Indian Context”

Scope of the project: Around the area of .....

Data collection: Group activity

Sample: Data collected from 20 families of different religions

Report:

The survey was conducted by means of a questionnaire prepared by us. The first part of the questionnaire dealt with the type of festivals they celebrate and traditional food items they prepare, clothes they wear during the occasion.

From the table of data, the most significant observations are as follows. The survey data depicts that 81% of the Indian families respect the traditions of other religions and participate in their celebrations. While 19% remain neutral in their behaviour. About 75% of children of Muslim families buy and burn crackers on the occasion of Diwali and also, 25% families remain neutral. 75% Hindu families respect the customs of Muslim festivals and like the dishes prepared on the festival occasions. 76% of Christian and 70% Muslim families respect and participate in Holi festival celebrations. These details show that the people in our locality participate and celebrate all the festivals together irrespective of their religion.

**The data clearly depicts that most of Indian families respect and honour the customs and traditions of other religions i.e. the evidence of Unity in diversity.**

## 4. Slip Tests

Slip test is more or less similar to summative assessment but it is still different from the former in terms of the following:

- There is no prior notice for conducting the slip test.
- It is done in a limited time (say, in a regular period of about 40 minutes).
- There are only limited numbers of tasks.
- The discourses that have been done in the formative period are considered for slip test.
- There is no printed question paper. The teacher can write the tasks on a chart and display it or write the questions on the BB.
- There should be one discourse, one passage for reading comprehension and one item from Vocabulary & Grammar.
- The slip tests should cover the discourses to prepare the students for summative tests.
- The teacher should record the slip test marks in a register and should consolidate the marks during every formative period.
- Ensure that children do the tasks individually.
- Assess the written performance and provide feedback to the learners.
- Award marks based on indicators that are included in the academic standards under written discourses.
- Record marks in the cumulative record. The table given below show the marks awarded to a student for each area covered under formative assessment.

### Components:

- Comprehension passage- 5 marks
  - Vocabulary and Grammar- 5 marks
  - Discourse- 10 marks (Major discourse)
- or
- Comprehension passage- 5 marks
  - Grammar- 5 marks

- Vocabulary- 5marks
- Discourse- 5 marks (Minor discourse)

**Note:**

Major discourses FA1 and FA2; Minor discourses FA2 and FA 4.

Slip test 20 marks should be consolidated to 5 marks.

**Model Slip Test**

Subject: **English**

Marks: **20** Time: **45 minutes**

**I. Read the following passage**

In 1913, Lee De Forest, inventor of the triodes tube, was charged by the district attorney for using fraudulent means to mislead the public into buying stocks of his company by claiming that he could transmit the human voice across the Atlantic. He was publicly humiliated. Can you imagine where we would be without his invention?

A New York Times editorial on December 10, 1903, questioned the wisdom of the Wright Brothers who were trying to invent a machine, heavier than air that would fly.

One week later, at Kitty Hawk, the Wright Brothers took their famous flight. Colonel Sanders, at age 65, with a beat-up car and a \$100 check from social Security, realized he had to do something. He remembered his mother's recipe and went out selling. How many doors did he have to knock on before he got his first order? It is estimated that he had knocked on more than a thousand doors before he got his first order. How many of us quit after three tries, ten tries, a hundred tries, and then we say we tried as hard as we could?

Now, answer the following questions. Each question has four choices. Choose the correct answer and write the option (A), (B), (C) or (D) in your answer booklet.

(3 X1 = 3M)

1. Lee De Forest was humiliated because...
  - A) he cheated the people
  - B) sold his stocks
  - C) claimed that he could transmit the human voice
  - D) invented triodes tube

2. The message from the above passage..
  - A) failures stops the success
  - B) humiliation helps to get success
  - C) we should avoid failures to get success
  - D) we should never give up till we get the success
3. Which of the following is not true about the invention of the Wright Brothers.
  - A) heavier than air
  - B) it would fly
  - C) New York Times appreciated the wisdom
  - D) the first flight was taken at Kitty Hawk

**Answer the following questions in one or two sentences each.      2 x 1 = 2 Marks**

4. What did the New York Times editorial question?
5. Sanders knocked on many doors before he got his first order. What should we learn from this?

## **II. Vocabulary & Grammar**

**Read the passage given below. Five sentences in the passage are numbered (13-17) at the beginning. Each of these sentences has an error. Correct and rewrite them in the answer booklet.      5 x 1 = 5**

(13)In 1913, Lee De Forest, inventor of the triodes tube, was charges by the district attorney for using fraudulent means to mislead the public into buying stocks in his company by claiming that he could transmit the human voice across the Atlantic. (14)He was publicly humiliation. (15) Can you imagine were we would be without his invention?

(16)A New York Times editorial at December 10,1903, questioned a wisdom of the Wright Brothers who were trying to invent a machine, heavier than air that would fly. (17)One week later, at Kitty Hawk, the Wright Brothers takes their famous flight.

## **III. Creative Writing**

**10 Marks**

In 1990 Nick won the Australian Young Citizen award for his bravery and perseverance. At present he became a great motivational speaker.

In view of this write an imaginary interview between a news reporter and Nick.

You can include the following in the interview :

- Nick's childhood
- Problems he faced with his disability
- His effort to become successful in life
- His message to the people.

## SUMMATIVE ASSESSMENT

Instructions for summative Assessment:

- Question paper should be prepared at the class level.
- Do not use Question papers prepared by external agencies.
- Each teacher should prepare own set of different types of questions.
- It should be done in the form of written, oral and practical at the end of each term.
- Oral examination should be conducted at the class/school (VI to VIII) level by the teacher.
- Questions based on rote learning and mechanical reply should not be encouraged.

Section-A: Reading comprehension

Section-B: Vocabulary & Grammar

Section - C: Creative Writing - Written Discourses

This section will contain questions to assess the ability to write discourses. There can be two categories of questions i.e. major discourses and minor discourses

1. Major discourse – writing major discourses with a ceiling of 120 to 150 words (15 to 20 lines). There will be internal choice.
2. Minor discourses with a ceiling of 50 to 80 words (5 to 10 lines). There is no choice under this minor discourse.

### Grouping of Discourses

The written discourses are divided into two groups i.e. Major discourses and Minor discourses. In each group again divided into A and B.

**Major discourses:**

<b>Group A</b>	<b>Group B</b>
Story/Narrative	Biography
Conversation	Essay
Description	Letter
Drama script/ Play	Report/ New report
Interview	Speech (script)
Choreography Script	

**Minor discourses:**

<b>Group A</b>	<b>Group B</b>
Message	Poster
Notice	Invitation
Diary	Profile

## Weightage Table - Classes VI to VIII

Paper	Section	Academic Standards	Question Number	Source	Marks	Objective Type		Very Short Answer	Short Answer	Essay Type Answer	Section-wise Total Marks
						MCQ	Other than MCQ				
	A	Reading Comprehension	1-10(I)	TB based Passage/Poem	15	5	-	-	5x2=10	-	25
			11-16(II)	Study skills TB independent	10	2	-	-	4 x 2 = 8	-	
B	Vocabulary & Grammar	17-21 (III)	As directed [TB independent]	5	-	-	-	5x1=5	-	-	
		22-26(IV)	ClozeTest [TB,independent]	5	-	-	5x1=5	-	-	-	
		27-31 (V)	Editing [TB based]	10	-	-	-	5x2=10	-	-	
C	Conventions of Writing	32 (VI)	Text independent	5	-	-	-	5x1=5	-	05	
D	Creative Writing (Discourses)	33 (VII)	Major Discourses with internal choice.	12	-	-	-	-	12	20	
		34(VIII)	Minor Discourses with internal choice.	8	-	-	-	-	8	-	
		<b>Total Marks</b>			<b>70</b>	<b>7</b>		<b>5</b>	<b>38</b>	<b>20</b>	<b>70</b>

### Note:

1. There is an internal choice for the question numbers 33 and 34 under Section-D i.e. Creative Writing. One question each from Section-A and Section-B are to be considered.
2. Under 'Vocabulary & Grammar' question, a context is taken and no discrete items are to be included, The 'Editing' should be based on textbook and the remaining are optional (either textbooks or textbook independent),
3. Under 'Conventions of Writing', five items should clearly mentioned and the spelling should be one among them"



**WEIGHTAGE TABLES(CLASS IX -X):**

Paper	Section	Academic Standards	Question Number	Source	Marks	MCQ	Other than MCQ	Very Short Answer	Short Answer	Essay / Discourse Type	Total Marks
PAPER-I	A	Reading Comprehension	1-7	TB (A, Reading)	10	4		3x2=6			15
			8-12	TB (B,C, Reading)	5	3	2x1=2				
	B	Vocabulary & Grammar	13-17	Editing-TB	5		5				10
			18-22	Choose the right word	2½		2½				
			23-27	Rewrite as directed, Major Discourses	2½		2½				
C	Creative Writing		28	(Group A) TB context	10				10		15
			29	Minor Discourse	5			5			
<b>PAPER-I TOTAL MARKS</b>					<b>40</b>	<b>7</b>	<b>12</b>	<b>11</b>	<b>10</b>		<b>40</b>
PAPER-II	A	Comprehension	1-5	TB Independent Reading	5	3	2				15
			6-10	TB Independent	5	2	3				
			11-15	TB Independent	5	3	2				
	B	Vocabulary & Grammar	16-18	As directed	5		5				10
			19-22	Cloze Test	2½		2½				
				23-28	Choose the correct	2½		2½			
		29-32	Right form Major Discourses								
C	Creative Writing		33	(Group A) TB Independent	10				10		15
			34	Minor Discourse	5			5			
<b>PAPER-II TOTAL MARKS</b>					<b>40</b>	<b>8</b>	<b>17</b>	<b>5</b>	<b>10</b>		<b>40</b>

**GUIDELINES TO THE QUESTION PAPER SETTERS**

1. The instructions given under MAST-Head should be clear.
2. The question paper should be divided in to sections, A, B and C according to the academic standards.

3. No. of questions in paper –I should be 1-29 and in paper –II should be 1-34.
4. The questions should be text based in Paper –I.
5. The questions should be text independent in Paper –II.
6. There should be clarity in the instructions given under each section and question.
7. Section wise distribution of marks should be proper as per the weightage table. (Paper –I (40) and paper –II (40) )
8. Type of questions should be proper as per the weightage table i.e., essay, short answers and very short answers, MCQs and other than MCQs.
9. The questions should be covered the units across the text book.
10. The questions should be covered the levels, average (50%), above average (30%) & difficulty (20%).
11. There should be no ambiguity in the questions.
12. The questions given under grammar and vocabulary should be based on context.
13. The questions should be framed without grammatical errors, spelling errors following conventions of writing.
14. Q.28 in paper I should be given from Group A major discourse with internal choice.  
Q.29 in paper I should be given from Group -A minor discourses.  
Q.33 in paper II should be given from Group-B major discourses with internal choice.  
Q.34 in paper II should be given from Group-B minor discourses.
15. Input given Q.28 and 29 in paper-I and Q.33 & 34 in paper -II should be adequate and relevant.
16. Q.28 and 29 in paper –I should be extension of the text.
17. The pictures used for setting the questions should possess visible clarity.
18. There is should be no ambiguity in MCQs and given responses.
19. Variety of language items in Paper-I, (Q.13-17) and (Q23-27) and Paper-II (Q.16-18) and (Q.23-28) should be covered.

## ASSESSMENT INDICATORS FOR MAJOR DISCOURSES

Discourse	Discourse specific features	Marks allotted	Language specific features	Marks allotted
<b>Narrative</b>	Sequencing events and dialogues	2 M	Grammaticality (tense, aspect, agreement, PNG features ,etc	2 M
	Setting and sensory perceptions	2 M	Conventions of writing	1 M
	Expressing emotions	2 M	Coherence - use of connectives and pronouns	1 M
<b>Conversation</b>	Writing dialogues contextually (min. 10exchanges)	2 M	Grammaticality (tense, aspect, agreement, PNG features ,etc.	1 M
	Sequencing the dialogues	2 M	Conventions of writing	1 M
	Using social norms and discourse markers	2 M	Coherence – use of connectives and pronouns	2 M
<b>Description</b>	Creating vivid images using attributes and describing words	2 M	Grammaticality (tense, aspect, agreement, PNG features , etc.	2 M
	Using different kinds of sentences (short sentences, question forms, passivization, etc.)	2 M	Conventions of writing	1 M
	Giving personal reflections on event or person	2 M	Coherence - use of connectives and pronouns	1 M
Discourse	Discourse specific indicators	Marks allotted	Language specific indicators	Marks allotted
<b>Interview</b>	Proper introduction and beginning	1 M	Grammaticality (tense, aspect, agreement, PNG features ,etc.	1 M
	Using discourse markers and language appropriate to the context	2 M	Conventions of writing	1 M
	Questions relevant to the context and relevant to the responses	2 M	Coherence - use of connectives and pronouns	1 M
	Appropriate closing/ending to the interview	1 M	-	
<b>Script for drama/play</b>	Maintaining proper beginning, rising actions and ending	2 M	Use of discourse markers and appropriate cohesive devices	2M
	Dialogues relevant to the context	2 M	Well-structured sentences ( description of settings and scenes )	1 M

Discourse	Discourse specific indicators	Marks allotted	Language specific indicators	Marks allotted
	Stage directions ,movements and setting	2 M	Conventions of writing	1 M
<b>Script for Choreography</b>	Identification of main theme and stanza wise themes	2 M	Grammaticality(tense, aspect, agreement, PNG features ,etc.	2 M
	Instances for single/multiple themes	2 M	Conventions of writing	1 M
	Sequence of actions	2 M	Coherence - use of connectives and pronouns	1 M
<b>Script for Speech</b>	Contextual relevance and organization of ideas	2 M	Grammaticality(tense, aspect, agreement, PNG features ,etc.	2 M
	Use of argumentative/persuasive/ interactive language	2 M	Conventions of writing	1 M
	Citation of examples, quotes, etc.	2 M	Coherence - use of connectives and pronouns	1 M
<b>News report</b>	Use of appropriate headline and lead sentence	2 M	Organization of the information	1 M
	Body of the report	2 M	Coherence - use of connectives and pronouns	1 M
	Use of appropriate language	2 M	Grammaticality (tense, aspect, agreement, PNG features ,etc.	1 M
	-		Conventions of writing	1 M
<b>Letter</b>	Appropriate format/layout	2 M	Grammaticality(tense, aspect, agreement, PNG features ,etc.	2 M
	Using language appropriate to the context	2 M	Conventions of writing	1 M
	Expressing relevant ideas sequentially	2 M	Coherence - use of connectives and pronouns	1 M
<b>Essay</b>	Title, introduction /thesis statement	1 M	Grammaticality (tense, aspect, agreement, PNG features ,etc.	2 M
	Providing main ideas and supporting details (examples, quotations ,etc.)	2 M	Conventions of writing	1 M
	Maintaining the logical sequence of ideas	2 M	Coherence - use of connectives and pronouns	1 M

Discourse	Discourse specific indicators	Marks allotted	Language specific indicators	Marks allotted
	Giving appropriate conclusion/ending	2 M	-	-
<b>Biographical Sketch</b>	Presenting relevant details/ information of the person	2 M	Grammaticality(tense, aspect, agreement, PNG features ,etc.	2 M
	Quoting anecdotes, reflections , thoughts and feelings	2 M	Conventions of writing	1 M
	Maintaining the logical sequence of ideas	2 M	Coherence - use of connectives and pronouns.	1 M

## ASSESSMENT INDICATORS FOR MINOR DISCOURSES

Common Indicators for Notice/ Diary/ Message/ Poster/ Invitation...

Discourse specific indicators	Marks allotted	Language specific indicators	Marks allotted
Lay out/design/illustrations	1 M	Contextual relevance and coherence	1 M
		Proper sentence structure / well-formed ness and brevity	1 M
		Conventions of writing (punctuation/spelling)	1 M
		Persuasive language / appeal	1 M

**Note :** For all the minor discourses, 1 mark for discourse specific indicators and 4 marks for language specific indicators

**SUMMATIVE ASSESSMENT MODEL PAPER****Third Language – ENGLISH****VIII CLASS****Max. Marks: 80****Time: 2 Hr 45 Min.**

Academic standards	Responses & discourse (L/SP) Oral Test	Reading Comprehension	Vocabulary & Grammar	Conventions of Writing	Creative Expressions	Total
Question No.s	-	I & II	III, IV & V	VI	VII & VIII	-
Marks Allotted	10	25	20	5	20	80
Marks Secured						
Grade						

**Note:-**

1. This question paper contains FOUR sections (A, B, C and D).
2. 15 minutes time is allotted exclusively for reading the question paper and 2.30 hours for writing the answers.
3. All questions are to be written in the answer booklet only.
4. Students can make use of the last pages of the answer booklet for rough work, while answering the discourses.
5. The oral test can be conducted according to the convenience of the teacher separately.

**Section-A: Reading Comprehension (25 Marks)****I. (Q. No. 1-10) Read the following passage.****15 Marks**

‘Do you know my son, Gopi?’ Amma asked him. ‘He is in Delhi... a Government Officer. He has Kesariyogam.... He draws a salary of two thousand five hundred rupees. Do you know him?’

‘Yes, I know him.’

‘Tell him to send me a blanket. There is a cold mist in the mornings. If I catch cold it doesn’t leave me for a long time. Tell him to send a blanket, won’t you? A red one. I had a blanket, the one he brought for me when he was studying in Madras. It is all tattered now, just a ball of knotted yarn. Tell him to send me a red blanket, will you?’

'I'll tell him,' he nodded.

'Please don't forget to tell him. The mist is not good for me. I think I'll stretch myself out for a bit. I have been sitting too long in the armchair. I have a pain in the neck.'

Gopi's sister put Amma to bed and came back to the veranda.

'You didn't come to see Amma, did you?'

'Delhi is too expensive. You know I have four children to look after now. I can't make both ends meet with my salary. And one has to keep up one's status. It will be a great help if I can raise some money by selling my share of the family property. I came to talk it over with you.'

'You'll sell your land and go away with the money. I know you won't come here anymore after that.'

'Don't say that. I'll come when I get time.'

'Your time!'

He saw the irritation on his sister's face.

'It took you more than five years to find time to come here. Amma is eighty three now. I don't think she will pull on much longer. It took you so long to visit her after the last time.'

'But Amma can't remember who I am', he said smiling feebly.

'But do you remember your Amma?'

**Now, answer the following questions. Each Question has four choices. Choose the correct answer and write (A), (B), (C) or (D) in your answer booklet. 5x1=5M**

**1. Gopi's real purpose of visiting his mother and sister is.....**

- |                            |                                   |
|----------------------------|-----------------------------------|
| A. To meet his sister      | B. To sell property               |
| C. To chat with his mother | D. To blame his sister and mother |

**2. How old is Amma when her son visited?**

- |             |             |             |             |
|-------------|-------------|-------------|-------------|
| A. 80 years | B. 70 years | C. 83 years | D. 73 years |
|-------------|-------------|-------------|-------------|

**3. Amma needs a red blanket because. ....**

- |                                     |  |
|-------------------------------------|--|
| A. she likes red colour much.       | B. old one is torn.                      |
| C. her son is a Government Officer. | D. she wants to give it to her daughter. |

**4. Gopi is residing in Delhi with. ....**

- A. mother, father, sister                      B. wife, mother, sister,  
C. wife, sister, three children                D. wife, two children

**5. “Make both ends meet” is.....**

- A. making two ends                      B. fight                      C. survival                      D. linking

**Answer the following questions in Two or Three sentences.**

**5x2=10 M**

6. If you were Gopi, how would you respond to sister’s questions?
7. Write any two advantages of Nuclear family’s or joint family?
8. Gopi’s mother can’t recognise her own son. Why? Write two reasons.
9. Why does Amma need a new blanket?
10. What do you think of Gopi’s character?

**II. (Q.No.11- 16) Read the following passage:**

**(10 M)**

It was a festival day at a temple in the village. A family consisting of father, mother and their ten years old daughter had come to the festival.

There were several shops selling various things on either side of the pathway to the temple. The girl was attracted by the dolls in a shop.

‘I want that doll, Ma,’ said the girl.’ Please buy it.’

‘No,’ refused the mother.’ ‘Come. We’ll move from here.’

‘How beautiful these dolls are! I want to buy one.’

Father and Mother moved forward.

The girl stayed in the shop for some more time. Her attention was captured by the dolls in another shop. She went to the shop to get a closer look of the dolls. She looked for her parents. They were not seen anywhere near. Fear started mounting up in her mind.

‘Mom ... Dad ... Where are you?’ She cried aloud.

She sat under a tree and started crying. Her little mind was figuring out all possible dangers of being alone. Suddenly, she felt someone touching on her shoulder from behind.

She saw a man standing near her.



‘Why are you crying?’ the man asked.

‘Humm humm . . . I missed my parents, uncle.’

‘What’s your name?’

‘Manasa.’

‘Where are you from?’

‘From Nalgonda’

‘Who are your parents?’

‘Raju and Laxmi.’

The man took the girl to the temple office. The people there made an announcement about the girl.

‘Sit here. We will page your details from here.’

One of the temple officials made an announcement. ‘Your attention, please. This is for Mr. Raju and Mrs. Laxmi from Nalgonda. Your daughter, Manasa is waiting for you at the temple office.’

Her parents heard the announcement. They rushed to the temple office.

Manasa ran to her parents and hugged them.

**Answer the following questions in two or three sentences.**

**4 x 2 = 8 M**

11. Who is responsible for Manasa’s missing? Support your answer.
12. Write the names of girl’s parents.
13. If you missed in such places, what would you do?
14. What precautions should be taken when we go to any fair /festival?

**Now answer the following questions. Each question has four choices. Choose the correct answer and write (A), (B), (C) or (D) in your answer booklet.**

**2 x 1 = 2 M**

**15. Location of the above story is .....**

- A) mosque                      B) temple                      C) church                      D) gurudwara

**16. The girl started crying because.....**

- A) her mother refused to buy a doll.                      B) her brother scolded her.  
C) she felt afraid of being alone.                      D) she did not want to walk anymore.

**Section-B : VOCABULARY & GRAMMAR (20M)**

**III. (Q. No. 17-21) Complete the passage choosing the right word from those given below it. Each blank is numbered and for each blank has four choices (A), (B), (C) and (D) given. Choose the correct answer from these choices and write (A), (B), (C) or (D) in your answer booklet. 5x1=5 M**

Now \_\_\_\_\_ (17) am working at Microsoft, a software company, Hyderabad, as \_\_\_\_\_ (18) Computer Programmer. I am married and we have a child. My wife works at Dell, Hyderabad as a System Analyst. You know city life is quite busy. We start in the morning; leave our child \_\_\_\_\_ (19) the baby care centre \_\_\_\_\_ (20) come back in the evening with faded faces. We hardly find time to sit together. How disgusting! We work with computers, think like computers and live like computers. We have \_\_\_\_\_ (21) our family.

- |                |            |               |                |
|----------------|------------|---------------|----------------|
| 17. (A) I      | (B) she    | (C) they      | (D) he         |
| 18. (A) an     | (B) a      | (C) none      | (D) the        |
| 19. (A) at     | (B) in     | (C) into      | (D) under      |
| 20. (A) and    | (B) so     | (C) that      | (D) but        |
| 21. (A) forget | (B) forgot | (C) forgotten | (D) forgetting |

**IV (Q. No. 22– 26): Read the passage given below focussing on the parts that are underlined and answer the questions given at the end as directed. Write the answers in your answer booklet. 5x1=5 M**

The evening arrived; the boys took their places. The master, in his cook's uniform, stationed himself at the copper; his assistants ranged themselves behind him; the gruel (22) was served out. The gruel disappeared (23); the boys whispered (24) to each other, and winked at Oliver, while his next neighbours nudged him. Child as he was, he was desperate with hunger, and reckless with misery. He rose on (25) the table; and advancing to the master, basin and spoon in hand, said: somewhat alarm (26) at his own courage.

22. Choose the meaning for the underlined word.

- A) a thin liquid food      B) dry fruits      C) raw food      D) biryani

23. What is the synonym of “disappeared”?

- A) looked like      B) vanished      C) poured      D) appeared

24. What is Antonym for “whisper”?

- A) speak in low voice      B) speak loudly      C) speak angrily      D) speak rudely

25. Use the correct Preposition.

- A) at      B) into      C) of      D) from

26. What is the right form of “alarm”?

- A) alarmed      B) alarms      C) alarmingly      D) alarming

#### V. Editing (Q. No. 27-31)

Read the passage given below. Five sentences in the passage are numbered (27-31) at the beginning. Each of these sentences has an error. Correct and rewrite them in the answer booklet. **5x2=10 M**

Child Rights and You (CRY) is an organization that believes that children are citizens and they have their own rights. (27) At CRY, they does not believe in charity. Nor do they run schools or orphanages. Instead, they partner some basic level organisations working for children, their parents and communities. (28) CRY’s role is that of a bridge between child developmental organisations and people working in marginalised children. (29) They gather the support, money or time of the Indians around the world and thousands of field workers across India who struggle to enrich the lives of children.

CRY has freed more than 1 lakh children from hunger, exploitation and illiteracy in more than 13000 villages and slums. (30) The organization has successfully prevent child labour in 648 villages across the nation and liberated 1152 villages from child marriages. It also has 21, 676 out of school children in its account who have now joined schools. (31) This children are into their childhood with all due opportunities of life.

### Section-C: Writing Conventions (5M)

VI. (Q. No. 32): The following paragraph has some errors in Capitalization, Punctuation and wrongly spelt words. Correct them and rewrite the paragraph in the answer script. ( 5 M)

The Giant : What are you doing here

(The children run away)

The Giant : My own garden is my own garden; any one can understand that and i will allow nobody to play in it but myself.

(The old giant points out the younger giant working on a wall, putting up a sign and then listening at the wall)

Old Giant : So I built a high wall all round and put up a notice-board:

TRESPASERS WILL BE PROSECUTED

I heard the children Whispering outside the wall on their way to school

### Section-D: Creative Writing (Discourses) (20 Marks)

VII. 33.(a) Look at the following pictures which reflect some of the social issues in our society. Describe the social issues depicted in the pictures in about 10 to 12 lines. 12 Marks





**While writing use the following details like;**

- Ø Who do you see in the picture?
- Ø Where do you see such scenes?
- Ø The physical features of the children and their conditions.
- Ø The children's inner feelings
- Ø What can we do for their welfare?
- Ø What the government is doing? What should it be done?
- Ø Your opinion and suggestions for improving their conditions....etc

**OR**

**(b) Write a letter to a friend about the benefits of joint family / nuclear family  
Add the following details in your letter.**

- What type of family do you like?
- Why do you think it has benefits?
- How do treat your family members?
- Where can we get much love and affection?
- Compare the two types of families
- How the society should treat the old people?
- Suggest your friend the best ways of making them happily.....etc.

**VIII. 34. Suppose you were there and watched all the happenings of the story “Tattered Blanket”. Write a DAIRY entry on what you have seen on that day. 8 M**

**Add details like;**

- Day and date
- Personal feelings, thoughts and reflections
- How should a son / daughter be towards old aged parents?
- The scene made you sad or happy?
- What do you learn from the story?
- How are you going to treat your parents? .....etc.

**OR**

**Suppose you are the Cultural Secretary of your school, you are going to organize a cultural programme on the occasion of Children’s Day.**

**Design an Invitation Card.**

**Include the details like;**

- Context of the programme
- Venue
- Date and Time.
- Guests of honour
- Details of the programme.

@@@@

**CLASS-X ENGLISH MODEL PAPER**  
**PAPER - I**

**[Time: 2 Hours 45 Minutes**

**Marks: 40]**

**Note :**

1. This paper contains three sections: A,B and C. All the sections are compulsory.
2. 15minutes are allotted exclusively for reading the question paper and 2.30 hours for writing the answers.
3. Answer all the questions on a separate answer booklet.
4. Make use of the last pages of the answer booklet for rough work, if necessary, while answering the questions under Section-C.

**Section-A: Reading Comprehension**

**(Questions 1- 6) Read the following passage given below.**

Father had provided for my education, and I had been able to realize his dreams. My parents were truly proud of me. It was through me that they had earned a greater degree of admiration and respect from the villagers. My father would not like to see me carrying a trunk on my back and would be very hurt if I did so. I concluded that it would be better to let him carry it.

Father was used to carry luggage anyway. He was stronger and more skilled than me in these matters. I had never got used to physical labour having stayed in hostels right from my childhood. So, inspired by my youth and strength, I was physically useless. I continued walking silently with Father. We rested at two places on the way and had our tiffin but we hardly talked. Finally, we reached Dirang.

The bus from Tawang had not yet reached Dirang. So, we had some time in hand. We entered a tea shop and sat facing each other. Father appeared tired. I felt sorry for him but couldn't bring myself to say anything. I asked the waiter to get two cups of tea. Just as I was going to take my first sip, I heard father's voice, "Do you have a pair of old shoes?" "Why", I asked. "The road is uneven and full of pebbles. It hurts while walking."

**Now, answer the following questions. Each question has four choices. Choose the correct answer and write (A), (B), (C) or (D) in your answer booklet. 4 x 1 = 4 Marks**

1. The narrator did not carry his luggage because ...  
(A) He was physically weak

- (B) The luggage was really heavy  
 (C) As an educated man, he shouldn't carry the load  
 (D) He was ashamed to carry the luggage
2. What was father's dream?  
 (A) to help him in his old age  
 (B) to see his son a well-educated man  
 (C) his son should never carry luggage  
 (D) the villagers should admire his education
3. One of the following is an adverse effect of education ...  
 (A) The educated people don't respect their family  
 (B) The educated people don't carry anything  
 (C) The educated people don't usually involve themselves in physical labour  
 (D) The educated people feel it a shame to realise their dreams
4. Find the sentence which is not related to the description of the road ...  
 (A) The road was uneven  
 (B) The road filled with pebbles  
 (C) The looked like motionless rope  
 (D) The road was smooth and soft to walk

**Answer the following question in two or three sentences: 3 x 2 = 6 Marks**

5. According to the context, what do you understand about the nature of the narrator?  
 6. What did his education teach the man?  
 7. If you were the author, how would you react to the father's request?

**(Questions 8-12) Read the following Poem.**

The usual words came and beat  
 their wings against her: the money spent.  
 curses heaped upon her parents  
 who had sent her out  
 to darken other people's doors.

She crouched, as usual, on the floor  
 beside the stove, when the man came home  
 she did not look into his face



nor raised her head; but bent  
her back a little more.  
Nothing gave her the right  
to speak.

**Now, answer the following questions. Each question has four choices. Choose the correct answer and write (A), (B), (C) or (D) in your answer booklet. 3x1=3 Marks**

8. The literary tool used in the expression, “The usual words came and beat their wings ... “ is ...
  - (A) Metaphor
  - (B) Hyperbole
  - (C) Personification
  - (D) Simile
9. The woman’s parents were cursed by ...
  - (A) the woman’s mother-in-law
  - (B) all other people
  - (C) the man
  - (D) the green merchants
10. “When the man came home ... “ The man refers to ...
  - (A) the woman’s father
  - (B) the woman’s husband
  - (C) the woman’s father- in -law
  - (D) the neighbor

**Answer the following question in one to two sentences: 2 x 1 = 2 Marks**

11. Why do you think the woman did not raise her head?
12. What would be your reaction if you were that woman?

### SECTION-B: VOCABULARY & GRAMMAR

**(Questions 13-17) Read the passage given below. Five sentences in the passage are numbered (13-17) at the beginning. Each of these sentences has an error. Correct and rewrite them in the answer booklet. 5 x 1 = 5 Marks**

- (13) At the station, his friends already were there. They were exciting and talking loudly.
- (14) The noise was like the chirping by birds. They were all excited and discussing about

their new hostels, new courses. (15) He was not the part of it. So he stood there silently. One of them noticed and said, (16) “You should have make it”. He did not reply. He only wished all of them. (17) They waved at him as the train slowly leave the platform.

**(Questions 18-22) Complete the passage choosing the right word from the given below box. Each blank is numbered. Write the correct word in your answer booklet.**

**5 x 1/2 = 2 1/2 Marks**

that has went up watched instead of discovered, invented,

In 1914, Thomas Edison, at age 67, lost his factory, ..... (18) was worth a million dollars, on fire. It ..... (19) very little insurance. No longer a young man, Edison ..... (20) his lifetime effort ..... (21) in smoke and said, “There is great value in disaster. All our mistakes are burnt up. Thank God, we can start anew.” In spite of the disaster, three weeks later, he ..... (22) the Phonograph.

**(Q.No23-27) Some words in the given passage are underlined. Re write the underlined words in your answer booklet as directed. 5 x 1/2=2 1/2Marks**

A few years later war broke out among (23) the potter’s country and a much stronger neighbor.

The king immediately gathered (24) a large army. But he realized that it was not strong enough to save his country from defeat.

He needed a hero to lead his army. Where could he find such a bravery (25) man?

The king hurriedly (26) called his ministers together and asked their advice.

One of the minister (27) remembered the story of the brave potter.

23. Replace the underlined word with correct the one.
24. Write the word that is opposite in meaning of the underlined word.
25. Write the correct form of the underlined word.
26. Replace the underlined word with a suitable one.
27. Replace the underlined word with the right form of the word.

### SECTION-C: CREATIVE WRITING (DISCOURSES)

**(Question 28):**

In the lesson “The Journey” suppose the author realized and felt guilty of his attitude towards his father. Now describe about the inner feelings of the author.

Write the description in about 12 to 15 sentences .The description should reflect the

following ideas.

What mistake did he commit?

How did he feel for that?

What was his realisation?

**How would he like to change his attitude towards his father in his future? 10 Marks**

OR

In the lesson “I Will Do It” you have read about Mr. Narayana Murthy who is the icon of the IT industry. Now think that you are a news reporter and got an opportunity to interview him. Now write an imaginary interview between the news reporter and Mr. Murthy.

The interview should include the personal details of Narayana Murthy, his aspirations and hardships he faced to become a successful man in his life.

Write ten to twelve exchanges.

**(Question 29)**

**5 Marks**

**In the lesson “Attitude Is Altitude”. You have read about Nick. Being a differently abled person he was teased, bullied and deeply depressed. One day he tried to kill himself. Now imagine yourself as Nick and write a diary entry of that day.**

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# CLASS-X ENGLISH MODEL PAPER

## PAPER - II

[Time: 2 Hours 45 Minutes

Marks: 40]

**Note:**

1. This paper contains three sections: A, B and C. All the sections are compulsory.
2. 15minutes are allotted exclusively for reading the question paper and 2.30 hours for writing the answers.
3. Answer all the questions on a separate answer booklet.
4. Make use of the last pages of the answer booklet for rough work, if necessary, while answering the questions under Section-c.

### Section - A - Reading Comprehension

**(Questions 1- 5) Read the following passage given below.**

At Hardwar, the first thing that hits the eye, is the presence of the Ganga. It certainly appears to be a big river. But look around and away from the water and the second thing that will strike the eye, is the amount of constructions on the riverside and the ghats. There are bridges, pillars, staircases that seem to lead to nowhere in particular and some of them even seem to stick out of the river water for no discernible reason! The third thing is the ads for vests and briefs. It seems almost mandatory, like a dip in the river.

To take a dip in the river hang on to the chains that have been fixed to the stairs, duck and pray that the slush beneath your feet does not make you lose your balance. That is the holy dip taken by 98% of visitors, in a nutshell.

But I am one of the two percent who travel further upriver and camp on white beaches. I go to sleep in a tent listening to the tinkle of the river. Next morning, along with a few other campers, we prepare to hand over our lives to rubber dinghies, paddle muscles and river guides, in a bid to enjoy the white water rafting sport on the Ganga. White water rafting one of the most religious and extreme sports around, especially when you encounter one of the rapids on the course. Then it seems the river wants to convey a message. She does not respect you too much and seems to tell you that she has complete power over you.

**Now, answer the following questions. Each question as four choices. Choose the correct answer and write (A), (B), (C) or (D) in your answer booklet.**

3 x 1 = 3 Marks

1. At Hardwar which of the following is not visible?
  - (i) The presence of Ganga.
  - (ii) The constructions on the riverside and the ghats.
  - (iii) The advertisements of luxury hotels.
  - (iv) Ghats and bridges.
2. There are chains fixed to the stairs.
  - (i) They protect the visitors from losing their balance while taking a holy dip.
  - (ii) They liberate the visitors from their sins.
  - (iii) They keep the river clean.
  - (iv) They ease the dip.
3. Which word in the passage means “visible or noticeable” -
  - (i) discernible
  - (ii) appears
  - (iii) mandatory
  - (iv) slush

**Answer the following question in one or two sentences:**

**2 x 1 = 2 Marks**

4. What precautions to be taken to take holy dip?
5. “Seems to tell you that she has complete power over you” What does this sentence mean?

**(Questions 6-10) Read the following Poem.**

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;  
Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
  
Though as for that the passing there  
Had worn them really about the same ...  
I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I-

I took the one less traveled by,  
And that has made all the difference.

**Now, answer the following questions. Each question has four choices. Choose the correct answer and write (A), (B), (C) or (D) in your answer booklet.**

**2 x 1 = 2 Marks**

6. "A yellow wood" means
  - (A) yellow coloured wood
  - (B) A forest where trees have yellowing and falling leaves
  - (C) yellow coloured forest
  - (D) An undergrowth in yellow
7. The road that the poet chose was
  - (A) covered with hay
  - (B) full of obstacles
  - (C) less travelled by people
  - (D) narrow

**Answer the following question in one to two sentences:**

**3 x 1 = 3Marks**

8. Why do you think the poet says this, "with a sigh"?
9. What do you think the word 'roads' symbolize?
10. Why did the poet stand there for long?

**(Questions 11- 15) Read the following passage given below.**

Abraham Lincoln writes to the Headmaster of his son's school "He will have to learn, I know, that all men are not just, all men are not true. But teach him also that for every scoundrel, there is a hero and that for every selfish politician, there is a dedicated leader. Steer him away from envy, if you can, teach him the secret of quiet laughter. .. Teach him, if you can, the wonder of books ... but also give him quiet time to ponder over the eternal mystery of birds in the sky, bees in the sun, and flowers on a green hillside."

"In school, teach him that it is far more honorable to fail than to cheat... Teach him to have faith in his own ideas, even if everyone tell him they are wrong ... Teach him to be gentle with gentle people, and tough with the tough. Try to give my son the strength not to follow the crowd when everyone is getting on the bandwagon. Teach him to listen to all men, but teach him also to filter all he has heard on the screen of truth, and take on the good that

comes through it.”

“Teach him, if you can, how to laugh when he is sad ... teach him there is no shame in tears. Teach him to scoff at cynics, and to beware of too much sweetness ... Teach him to sell his brawn and brain to the highest bidders, but never to put a tag on his heart and soul. Teach him to close his ears to the howling mob ... and to stand and fight if he thinks he’s right.”

“Teach him gently, but do not cuddle him, because only the test of fire makes fine steel. Let him have the courage to be impatient... Let him have the patience to be brave. Teach him always to have sublime faith in himself because then he will always have sublime faith in mankind.”

**Now, answer the following questions. Each question has four choices. Choose the correct answer and write (A), (B), (C) or (D) in your answer booklet.**

**3 x 1 = 3 Marks**

11. Abraham Lincoln writes a letter to his son’s headmaster because ...
  - (A) he wants his son to be educated in the best possible manner.
  - (B) he is very apprehensive about his son’s welfare.
  - (C) he wishes to assert his views on education.
  - (D) he does not approve of the way the headmaster runs the school.
12. Reading books is important for students, but it is equally important...
  - (A) for them to be quiet, and to think and introspect.
  - (B) to make them appreciate the mysteries of nature.
  - (C) to make sure they listen to their fellow beings.
  - (D) to make them dedicated leaders.
13. Students must understand it is honorable to fail than to cheat because ...
  - (A) they are being watched by God.
  - (B) by cheating they lose self-respect.
  - (C) they develop the habit of cheating.
  - (D) they will have to live with failure.

**Answer the following question in two or three sentences:**

**2 x 1 = 2 Marks**

14. Everyone is getting on the bandwagon. What does this phrase mean?

15. Abraham Lincoln does not want the headmaster to cuddle his son. Why?

### SECTION-B: Vocabulary & Grammar

**(Questions 16-18) Read the passage given below focusing on the parts that are underlined and answer the questions given at the end as directed. Write the answers in your answer booklet. 3 x 1 = 3 Marks**

Smiling at them, Tenali Raman said, “Thank you, dear friends for watering all the plants in my garden. You have worked very hard indeed. (16) What do you want me to pay you for your labour?”

(17) The thieves were too shocked to say anything. They fell at Tenali Raman’s feet and begged for his forgiveness. Tenali Raman took them to the king’s court and told them to promise that they would never steal again.

(18) When the king came to know how Tenali Raman had caught the thieves, he rewarded him with many gifts.

**Now answer the questions:**

16. Rewrite the sentence beginning from: Tenali Raman asked

17. Rewrite the sentence replacing in the word ‘too’ with ‘so’.

18. Rewrite the sentence beginning it with: Corning

**(Questions 19 - 22): Complete the passage choosing the right word from those given below it. Each blank is numbered and each blank has four choices (A), (B), (C) and (D). Choose the correct answer from these choices and write (A), (B), (C) or (D) in your answer booklet. 4 x 1/2 = 2 Marks**

Father was quiet for some time. He \_\_\_\_\_ (19) looked at the sun for a moment, and then his eyes \_\_\_\_\_ (20) on the can of home-made wine that I was carrying. \_\_\_\_\_ (21) his lips with his tongue he said in a matter-of-fact manner, ‘I am thirsty’. I \_\_\_\_\_ (22) him the can of wine.

19. (A) thought                      (B) thoughtfully                      (C) think                      (D) taught

20. (A) fall                      (B) fallen                      (C) falls                      (D) fell



21. (A) wet (B) watering (C) wetting (D) wetted  
 22. (A) gave (B) give (C) got (D) given

**(Questions 23-28) Read the following passage and fill the blanks choosing the correct words from the brackets and write them in your answer booklet. 6 x 1/2 = 3 Marks**

The human body is like a machine containing \_\_\_\_\_ **23** (several! more) systems . \_\_\_\_\_ **24** (to carry/ carry) out the processes \_\_\_\_\_ **25** (for/with) life. Each system is \_\_\_\_\_ **26** (made/ make) up of organs \_\_\_\_\_ **27** (that/ those) consists of \_\_\_\_\_ **28** (specialised/ specialise) cells and tissues.

**(Questions 29-32) Read the following passage and fill in the blanks with the appropriate form of word given in the brackets. 4 x 1/2 = 2Marks**

The government sent relief teams as early as possible \_\_\_\_\_ **29** (distribute) the emergency relief supplies like food, drinking water and clothing among the flood survivors. The relief teams reached some of the worst-hit areas and \_\_\_\_\_ **30** (find) that the people had \_\_\_\_\_ **31** (lose) their whole lives, their memories, homes and loved ones. Thousands of people were misplaced from their homes. All of them were in need of food and drinking water. They were \_\_\_\_\_ **32** (look) on with wide open eyes for some help to meet their needs.

### **SECTION - C : Creative Writing (Discourses)**

#### **(Question 33)**

You have recently attended a Crafts Mela in Exhibition Grounds, Nampally Hyderabad. There were stalls selling crafts from all over India. There were food stalls, too, selling food from different states. Write a letter in about 120 words to your friend describing the Mela and your experience. Tell her/him why such Fairs and Events are useful.

You may include:-

How many stalls you visited.

Type of handicrafts they were selling.

Various food stalls and what you ate / liked/ disliked.

**10 Marks**

**OR**

**The district Educational officer of your district is organizing an elocution competition on the topic given below and you are representing your school.**

Topic : "The impact of electronic gadgets like mobiles, computers and T.V. on children"

You can use the following input :

- . Advantages
- . Present situation
- . Excessive use and its impact.
- . Measures to be taken up.

Now, write a speech script.

**(Question 34)**

**5 Marks**

Imagine you are Sachin, the son of Mohan . Your father bought a new house. Your family decided to move into the new house at Road No:4, SVN Street, Warangal on 12th October, 2015 at 6.30 a.m. Design an invitation card on behalf of your father to invite your relatives and friends to the house warming ceremony. Include the necessary details.

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## Continuous Professional Development (CPD)

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It is an accepted fact that it is difficult to teach a language even if you are proficient in that language. And one can imagine how difficult it would be to teach a language like English with limited language competence. National Focus Group's Position Paper on English observes that the success of any classroom activity or innovation stems from the teacher's resources in the language. So far the pre-service as well as in-service training programmes are focusing on the teacher's teaching competence, taking for granted their language competence. Making the situation worse, the training programmes are conducted in English to improve the teaching competence of the teachers. Since teaching methodology involves principles of psychology, philosophy, and logic, the content burden and the language burden force the teachers to switch off their minds and sit passively in the programmes. National Focus Group's Position Paper on English says, "*When proficiency is given its due place, there is freedom to provide the ideational or development component of teacher preparation in the teacher's own language, ensuring comprehension as well as debate. Teacher training through English has often found the language of its academic content an obstacle to understanding; this leads to jargonisation of teaching methodology. The Assam experience (Dowerah 2005) shows that academic content can be delivered in the teacher's own language.*" Therefore, the teacher development programmes should aim at both language competence and teaching competence. Language proficiency of teacher is to be addressed embedding it in the context of language pedagogy that will help the learners acquire the language system rather than learn about the content of the textbooks.

## Continuous Professional Development of Teachers

Lifelong learning and continuous professional development are almost the same. Learning throughout one's life is a good aim to have for every teacher, especially for a teacher of English. This is especially important in the context of the changing belief systems in tune with the emergence of new paradigms. But it is very disheartening to know that most of the teachers of English are happy with the way they are going perhaps with the belief that they are doing a reasonably fair job and that they have been well trained. So, they do not want to develop to any further extent. But there are a few teachers who always strive to push their boundaries and actively create challenges for themselves. They learn from their own experiences and add to their skills and their self knowledge, often on their own.

Many of us are somewhere in the middle. We want to develop professionally, but we feel we do not get time for learning within the busy schedule of our work.

Professional development takes place in two ways- one is a narrow way and the second is a broad one.

1. The narrow view is to acquire some specific sets of skills and knowledge in order to deal with some specific new requirements like attending teachers training to handle new textbooks or to use new teaching aids.
2. The broad view conceives CPD as a much deeper, wider and longer-term process, in which the professionals continuously enhance not only their knowledge and skills, but also their thinking, understanding and maturity. They grow not only as professionals, but also as persons; their development is not restricted to their work roles, but may also extend to new roles and responsibilities.

However, some experts on ELT and some experienced English teachers suggest certain ways for the continuous professional development (CPD). They are:

### Experts Help

We can learn a lot from the experienced and expert practitioners in the field of ELT by attending the workshops and seminars on our own. The teachers are lucky for whom the talks are available in their vicinity. But others can read the articles and books written by "experts" and can participate in online events or blogs with invited professionals as an alternative if the experts are not available in the flesh somewhere near them.

## Workshops

The teachers often can get a lot more out of smaller, more intimate workshops where there is more opportunity to discuss and debate ideas and opinions and take away ideas for classroom activities to one's own reflection.

## Online communities

These include an interactive virtual conference such as the annual IATEFL (International Association for Teachers of English as a foreign language) online conferences sponsored by the British Council or the blogs on the 'Teaching English' website or other forums and discussion boards set up to encourage participation around ELT topics by teachers from all over the world. We can get online membership from the British council to post our own blogs or read other's blogs and share our opinions or add our own comments with a better understanding of what language is and how it is learnt. We must also be alert about the increasing spread of linguistic imperialism that is being created and propagated by individuals and agencies within the country and outside it.

## Informal Talks

Staff room is the best place for our informal chitchat. We can join other teachers discussing their next lesson or the material they are using. This is the most effective and one of the easiest ways of developing professionally, especially if you are really serious about borrowing ideas from your colleagues and trying them out in your own English classes.

## Individual Reading

Bacon says reading makes a man, conference a ready man and writing an exact man. Reading is the most important professional requirement of a teacher, especially an English teacher. The teachers can read internet Journals, materials as well as actual text books. Sometimes the reference books may be very expensive, so we may make it a habit to go to the library in our area and read the latest arrivals on ELT.

## Reading groups

While reading is done individually, what is learnt can be formalized in discussion in a reading group? We may read a text to our colleagues or during Cluster Resource Centre (CRC) meetings and we may come together a few weeks later and discuss the contents. We learn so much through sharing of our ideas, impressions and discussing the issues the reading material raise.

## Action research

We may be involved in action research on day today classroom challenges faced by us and find solutions. For example, at the primary level, we may take up research on “why our pupils are not able to read English words? At upper primary level “problems of students in speaking”, etc. The findings can be shared in Teacher Centre meetings. SSA is supporting teachers in doing action research studies.

## Giving Sessions

This may be in school meetings, and teacher centre meetings, where teaching ideas are shared. Local ELTC meetings will provide a platform for giving sessions. Participating in any sessions at any stage is very effective for professional development due to the planning and research which takes place before the session and the discussion and feedback which the session provokes later. We grow professionally before and after the session.

## Writing

According to Bacon, writing makes an exact man. Teacher may write short articles or even books. Keeping a diary and reflecting on our teaching is a very good way to start with. We have to write an article and re-write it many times so that it can be refined considerably. Those who have done a course like P.G.C.T.E. from English and foreign language university or participated in the teacher development programme from Regional Institute of English, South India, know the importance of writing and re-writing the assignments.

A need-based writing programme for the teachers would be to undertake the production of material for children to read. In the revised pedagogy, we have aimed at helping the children to produce a variety of discourses at all levels of their learning. We have also conceived classroom processes to materialise this goal. Teachers also apply these processes in their own enterprise in the domain of creative writing.

## Doing a formal Course

A course like P.G.C.T.E. from English and foreign language university or the teacher development programmes from Regional Institute of English, South India, will be more helpful for teachers.. British council is also offering some courses for in-service teachers.

## Membership in professional bodies

We can be members of professional bodies. There are already some of these in the ELT field. Teachers can also work for building up an academic networking among them by blogging, podcasting or through other internet programmes such as face book, twitter for sharing their field experiences with other teachers across the world.

## Other Ways

There are certain other ways for our professional development.

- Engaging in new professional activities and doing things for the first time
- Peer observation
- Exploring different methods, strategies and techniques within the parameters of the emerging paradigm
- Following reflective and explorative practices
- Participating in projects in a group with fellow professionals
- Forming a local group like English clubs to discuss and take turns to lead sessions

In fact, the possibilities are many. The only decisive criteria for our actions should be our own critical thinking - looking at everything including our actions from multiple perspectives.

1. Most training programmes are aimed at improving the teachers' teaching competence but not their subject competence.
2. There are no effective tools of assessment to measure the entry and exit behaviour of the participants.
3. There is neither teacher support mechanism nor the mechanism to follow-up the training programmes conducted.

The quality of English Language Education can be improved by taking up the following measures. The measures are suggested based on the assumption that 'teachers should be motivated internally and/ or externally to improve their competence and to improve the quality of education they impart.'

1. A set of academic standards as well as professional standards should be prepared for English teachers at three levels viz, primary, upper primary and secondary. At each level, standards can be set for three stages of proficiency viz, basic, advanced, and proficient.

2. Reliable and valid test tools should be developed based on the standards laid out as said above. The testing and certification should be given to a reliable player in 'Testing & Assessment Services' such as ETS, Prometric, etc.
3. Portfolio assessment of teachers and the assessment of children's performance should be a part of the teacher certification.
4. Teachers should have the facility to opt for the test at their convenience. They can be allowed to take tests any number of times allowing 30 days, 60 days, 120 days gap between two consecutive appearances for basic, advanced and proficient tests respectively.
5. The tests should be preferably on-line.
6. Support system involving teachers, teacher educators and other resource persons should be evolved. Forming on-line groups and subject forums, and organizing seminars help teachers develop their competence.
7. Suitable incentive /penal system should be planned to motivate teachers to opt for the tests at various levels/stages.
8. An effective academic supervision and support system involving teachers (who have 'proficient' certification) should be planned to assess the teacher, the learner, and the teaching learning process.
9. Professional development programmes should be planned taking into consideration the needs felt by the participants, the employer(or the teacher educators), and the needs necessitated by new content/methods. They can be conducted in the teachers' own language, where necessary, to ensure comprehension as well as debate.
10. Good teacher handbooks/modules, multimedia materials, on-line resources, self-learning materials/strategies, etc., should be developed/used to compensate transmission losses in cascade mode of teacher development programmes.
11. The programmes should help teachers prepare for the tests and in the process help them become autonomous learners. They should aim at exposing teachers to the wide variety of resources available on-line and in their surroundings.

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## Appendix

### Frequently Asked Questions (FAQs)



FAQS (FREQUENTLY ASKED QUESTIONS) RELATED TO SSC EXAMINATIONS

**1. Are our students able to comprehend the textbook independent texts?**

**Ans:** Yes, this is not a new practice, but the given passage should be appropriate to the level of the class.

**2. How to get good marks in 'Editing part'? Ans:**

**Ans:**

- The teachers should take up discourse editing exercise on a regular basis.
- Besides the textbook, the students should be exposed to a variety of texts.
- An activity, wherein the students write the paragraph/s with errors and exchange them for correction, can be taken up in the class.

**3. What are the areas to be covered in editing?**

**Ans:** This cannot be specified. The information is given on page no. 56 & 57 (Steps 1-3) maybe helpful in this regard.

**4. Should the correction (editing of the errors) be made exactly as given in the textbook?**

**Ans:** Yes. If there is any ambiguity in answers, it will be provided in the key and marks will be awarded accordingly.

**5. How many open-ended questions are to be asked? What are the indicators for such questions?**

**Ans:** More than one. The number of factual questions should be minimum.

**6. Should the poems be taken from the suggested ones or from the external sources?**

**Ans:** Any poem suitable to the level of the class can be taken.

**7. Should the proper layout be followed for minor discourses?**

**Ans:** Yes

**8. Is there any prescribed layout for minor discourses?**

**Ans:** Yes. Please refer Teacher's Handbook.

**9. Is it possible for to get 10/10 in major discourses?**

**Ans:** Yes, of course, if all the indicators are met. Bu in language, it happens very rarely.

**10. Should the answers be written in the sequence as given in the question paper?**

**Ans:** Not necessarily. But all the answers related to each section should be in place.

**11. If the answers are repeated (without being struck off), should only the first one be considered?**

**Ans:** Strictly yes.

**12. Can the passages for reading comprehension (Paper-II) be extracted from the textbooks of the lower classes?**

**Ans:** Yes, if they are not read by the students earlier.

**13. Is colouring necessary for the poster? Should we give weightage for colouring?**

**Ans:** Not necessary. No weightage is given. Relevant illustrations will be considered under format and the way it communicate.

**14. Should the profile be written in the tabular form or in a paragraph?**

**Ans:** Both the ways depending on the question.

**15. What should be the length of the exchangers in a conversation?**

**Ans:** Depending on the context. Minimum 10-12 exchanges should be there which are contextually relevant. (These should be other than formulaic expression in beginning.)

**16. What is the difference between a conversation and an interview?**

**Ans:** Please refer Teacher's Handbook.

**17. In a question with internal choice, can we consider the best answer when both are attempted?**

**Ans:** Yes. Finally, consider the better one (highest scored).

**18. Should the discourses be covered in a graded manner from Class VI onwards?**

**Ans:** No. All the discourses are compulsory for all the classes. The features are class specific. The features of class X is different from class VI.

**19. Can we prescribe specific discourses for SA-I and SA-II?**

**Ans:** No. All the discourses are to be attempted as the students being exposed to these discourses for VI onwards.

**20. Are there any norms for giving picture as an input for major and minor discourses?**

**Ans:** Yes, can be given with the discretion of the paper setter.

**21. What are the indicator for open ended questions?**

**Ans:** Contextual relevance and well formed sentences (If it 1 mark,  $\frac{1}{2}$  mark each. If it is 2 marks, 1 mark each).

**22. What is the difference in Paper-I and II?**

**Ans:** Paper-I is based on the textbooks and Paper-II is based on the textbook independent. The discourses under Paper-I and II are totally different.

**23. Are the discourses in Paper-I from textbooks only?**

**Ans:** Of course, the context would be from the textbook (theme, character etc.). But students have to write beyond the textual information while attempting the discourse.

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## Appendix

# Language Chunks



What are ‘chunks of language’ ?

A reader while reading any text, say, a novel, an article a biography or any passage, comes across few sequence of words. These sequence of words come in single word combination or two or three word combinations. The writers express their ideas in this way. A native speaker also feels in this way only. Thus, sequence of words have become accepted, and it has become a standard expression too. For example ‘*I owe everything to*’, is one example given in IX text. Similarly, ‘**Time will tell**’ is generally found in majority of the writings or texts. Hence, these sequential words have become very popular because these words emit the meaning. Learners mistake them as idioms and phrasal verbs. But linguists have drawn a line and have classified language chunks.

**The classification of language chunks:** it is interesting to note that chunks that seem to be more or less idiomatic, figurative idioms like make ends meet, similes like blind as a bat, and proverbs like the early bird catches the worm. But, there are other classifications of chunks too, such as ones that are common in everyday language (never mind, as soon as possible). Some chunks look like out dated (raining cats and dogs). For instance a word like broadband, this is a newly formed word yet falls under the category of chunks. There is not unanimous agreement upon, considering few word strings as chunks in same form and function. But things like, discourse markers, fixed phrases, regularly used chunks, conditional chunks (clauses) all come under the chunks.

Among the thousands of chunks available in the literature, it is advisable to choose appropriately to incorporate. There is no hard and fast rule that, “By the way “falls only under Discourse markers, but not in regularly used chunks. I personally feel that, a mere classification is only for the benefit of learners. Still there is a scope for more enquiry and exhaustive exercise.

An attempt to list out the language chunks from the text books (State syllabus of Telangana state) has been done. The meaning and the text, and the unit name has been given for students and teachers to master and also to excel in their teaching.

Discourse Markers	Fixed Phrases	Conditional Chunks	Regularly used chunks
'By the way'	Work is in progress	If I study I will pass the exam	All the best
'Let's see'	This morning	If I have enough money I will go to Japan	See you soon
'You know'	Sorry to keep you waiting	If you help me with the dishes, I will help you with your home work.	Mind how you go
To be honest with you	I will see what I can do	If you complete the home work in time, you will watch today's one day international.	How do you do
Mind you	Part time job		You are welcome

### How chunks are useful?

Presence of chunks in English language is not a new phenomena. Authors are familiar with word strings and their multiple benefits. Knowing chunks contributes a lot to ones writing and speaking. It also makes listening and reading easier. This is because each chunk is viewed as a single unit, which in turn helpful to novice readers to devote more time to practice and usage.

In addition, to the above mentioned uses, using chunks makes learners more proficient and idiomatic. If the learner delves into it constantly, they may get the sobriquet as '**islands of accuracy**'. But learners may also produce an unnatural word combination simple because they have never encountered or never managed to remember the natural alternative. Teaching chunks can help students use natural phrasing more often.

S.No.	Language chunks	The Meaning
<b>Class 7 Unit-I</b>		
1	Got off	Get down from a vehicle or a train
2	I am afraid not	Be bold, courageous
3	At the drop of a hat	At the slightest pretext or provocation

S.No.	Language chunks	The Meaning
<b>Unit-II</b>		
4	Red- letter day	The important day
5	In his youth	In his early life
6	The essence of science	The true substance or inner nature of science
7	See through	understand
8	Theory and Practice	Ideas principles and methods, and the action of testing
<b>Unit-III</b>		
9	Your Majesty	Way of addressing a king or a queen
10	Go down in the history	Record , impressions
11	Far and wide	More distant than another
12	To their great surprise	To enjoy or experience something ,which did not thought of
<b>Unit-IV</b>		
13	For one thing	One particular reason
14	You have got the better of me	Overcoming difficulties and enemies
15	To make both the ends meet	to manage to keep one's expenses within one's income
16	To burn the midnight oil	To work late into the night.
17	Put on clothes	wear
18	take off clothes	Remove
<b>Unit-V</b>		
19	See off	To be present at the departure of a person etc
20	Set out	to begin a journey or
21	Glass-bottomed	In Andaman boats were made of glass.
22	bid us farewell,	bid adieu, say good-bye, take leave
23	Set off	To cause to begin an action:
<b>Unit-VI</b>		
24	Face to face,	directly, meeting someone in the same place:
25	wink of sleep	a bit of sleep; the smallest amount of sleep
26	Laughing stock	Someone or something which seems stupid
27	old doubled barreled	Two purposes
<b>Unit-VII</b>		
28	If you are on the look out	If serious on winning
<b>Unit-VIII</b>		
29	Across the country	Throughout or entire nation
30	One to one	Corresponding element by element.
31	White cross-bands	Symptoms or signs of white crosses.
32	Death –dealing quartet	Group of death causing vipers

S.No.	Language chunks	The Meaning
<b>Class 8 Unit-1</b>		
1	Middle aged	Between youth and old age,
2	On my toes	Energetic ; alert; ready:
3	If I catch cold, ... a long time.	Conditional clause
4	Can't make both the ends meet	To have just enough money to pay for the things that you need
5	Hardly find time	Almost not:
<b>Unit-II</b>		
6	Course of his life	Entire or whole life
7	All play and no work.	Dull , lazy and lethargic
8	The boys took their places.	Stand in line
9	I beg your pardon	I'am sorry , forgive me
<b>Unit-III</b>		
10	Put up	Place, specific location.
11	All day long	Throughout the day
<b>Unit IV</b>		
12	If you don't like	Conditional clause
13	I hope so	Expressing the desire and wish that something is so.
14	What's the matter	Is something wrong with you
<b>Unit-V</b>		
15	To bring you up	To cause you to exist
16	Rise to the occasion	To try extra hard to do a task
17	I used to	I used to have this terrible nightmare.
18	State of your mind	A temporary psychological state
19	I t was a cake walk	Something easily accomplished:
20	Go hand in hand	Work in harmony , matching
21	Come across	To arrive, to meet
22	Come to a full circle	To return to the original position or state of affairs.
23	Key discipline	Self discipline
24	Multi faceted	Having many facets or aspects.
<b>Unit-VI</b>		
25	In the midst of the babble	One answer among confusion
25	Hand operated	Operated by hand
26	vice versa	In the reverse order
27	In our tradition	Our cultural practices
28	For a long time	For a long period of time
29	On a par	As good as, equal to
30	Carved a niche	to make my own position" correct and understandable

S.No.	Language chunks	The Meaning
31	Full fledged	Fully developed
32	Many feathers in cap	Many distinctive achievement.
33	Centre stage	the main focus of attention
<b>Unit-VII</b>		
34	Near and dear ones	very important to you
35	Face to face	faces toward each other,
36	Dead tired	Washed out, weary.
37	She will come to nothing	Zero result
38	A scorpion under a slipper	unnoticed
39	Once upon a time	very, very long ago
<b>Unit-VIII</b>		
40	Went on to pursue	To continue his studies
41	Soul -mate	a strong affinity, shared values and tastes,
42	Best -selling	Good amount of selling in a given period
43	To eke out a living	to support (existence) with difficulty and effort
44	Well –to-do	Prosperous; rich.
45	To fall back upon	Nobody to support financially
46	Brought me up	Bring forth
47	To lend some money	Take some money as a hand loan.
<b>Class 9 Unit-I</b>		
1	A full –blooded	strong
2	Came up	occur; happen:
3	Not so white	Not washed
4	Paced up and down the room.	Move up and down in the same route , without any aim
5	A man of flesh and blood	Human nature or physical existence, together with its weaknesses.
6	Run for all I was worth.	Run with all my might
7	Taken with	Liked by
8	Coming up	Coming soon
<b>Unit-II</b>		
9	As high as	Equal to that height.
10	Bird’s –eye view	View of all the aspects of something
11	Hard core	strong
12	Tears of pride	Joy of pride
13	Heartfelt congratulations	A way of greeting
14	To give up	To stop
15	Chicken out	To decide not to do something because of fear
16	Call it a day	To end
17	On the verge of	Close to a point where something new begins
18	On the same wave length	views, feelings, or thoughts



S.No.	Language chunks	The Meaning
19	Now –a-days	During the present times
20	If you perform .....	Conditional clause
21	Turning point	Decisive change takes place; critical point; crisis.
22	Led by example	Always upholding the responsibility
23	I owe everything to ...	Making some one responsible
24	Qualities I look for	Qualities I need
<b>Unit-III</b>		
25	One by one	One after the other
26	Looked away	To turn one's gaze away from someone.
27	Keep away	To not to come
28	Is that so	Is what you said correct?
29	'I don't care	Doesn't matter
<b>Unit -IV</b>		
30	A gospel of the greens.'	Gospel of greens
31	Blood of ancestors	River water is compared to his ancestor blood
32	Merely a strand in it	Man is not entirely the web but only a part of it.
33	Man may one day discover	Man will one day definitely understand
34	Common destiny	All human beings have to be responsible
35	Burst out laughing	to begin to laugh suddenly
36	It was on the tip of the tongue	Unable to remember
37	Beg your pardon	I'am sorry , forgive me
38	Bit of a crow	Accumulating things
<b>Unit -V</b>		
39	had scarcely arrived	After they arrived
40	As a result	because of something that has happened
41	Heart rending	Causing grief
42	Grief struck	Crying ,
43	Bore the burnt	To receive the worst effect of a bad situation.
44	Flee for shelter	Search for shelter
45	Strike any moment	Hit at any time
46	Adverse conditions	Negative conditions
47	Wiped out	removed
<b>Unit -VI</b>		
48	Almost impossible	Cannot happen
49	Earning my keep	Work well enough to deserve what one is paid,
50	Narrow -mindedness	Negative feelings
51	Peace and brother hood	Feelings on non violence and feelings towards fellow citizens
52	Mindful that	Cautious
53	Sooner or later	Quickly, in the near future
54	Sense of dignity	Pride and self - respect

S.No.	Language chunks	The Meaning
55	Profound recognition	Recognizing ones sacrifices, deeply
56	Era of progress	Period of progress
<b>Unit -VII</b>		
57	Called on	Appear, meet by taking appointment
58	At stake	In danger of being lost
59	Good or bad	Evil or right
60	Shepherd lass's tongue.	Stubborn words spoken by
61	Of course	Certainly , definitely
62	I'm sorry	heartfelt apology."
63	Stride in	Move in forcibly
64	Just a moment	Few minutes
<b>Unit -VIII</b>		
65	The most outstanding	Distinguished , marked by superiority
66	This for a living	For life
67	By the way	Incidentally, an enquiry
68	Man made	Made by human being
69	From time to time	definite point in time

@@@



## Appendix



### Discourses from Class VI to X

#### 1. COMPEERING

Read below how Peacock, the organizer, compered the whole programme in the Greenwood Forest.

Dear Mr. Moon, Stars and dear friends,

I welcome you all to the Peace and Harmony Programme organised in the Green wood Forest. As you're aware, we have with us Mr. Moon and Stars as our guests of honour. On behalf of our animal kingdom, and on my behalf, I thank them for sparing some of their valuable time for us. I'd request Mr Moon to say a few words on this occasion.

(Mr. Moon says a few words)

Mr. Moon sir,.....

Thank you sir, for saying very kind words for us.

Now I will begin our cultural programme with a dance item called "Made for Each Other". This will be presented by Elephant and Deer.

(Dance item by Elephant and Deer)

I'm sure you have liked the item. The next item in our programme is a song called "Victory over the Jackal." This will be sung by Parrots and Mynahs.

(A song by Parrots and Mynahs)

How was the song? Did you like it? Now you will see the gymnastic show called 'Health Tips for All Animals'. This will be presented by Tiger and Deer.

(Gymnastic show by Tiger and Deer)

I am sure you have enjoyed the show. Now you will see a skit called 'Fine Fur of Rabbit'. It will be presented by Cuckoo and Friends.

(Skit by Cuckoo and friends)

Now I invite the Wild Buffalo, the President of the animal kingdom to propose a vote of thanks.

(Vote of thanks by Wild Buffalo)

Finally, I invite you all to have a mouthful of juice before you leave.

## 2. SKIT/ PLAY

**Enact the story "What Can a Dollar and Eleven Cents Do?" as a drama. Follow the procedure given below.**

(Group work – Let the students form 3 or 4 groups)

- Read the story once again.
- Identify the characters.
- Pick out the dialogues of the characters.
- Identify the locations of the events.
- Decide scenes and setting accordingly.
- Assign roles to the members of the groups.
- Enact the drama before the whole class.

**Have a discussion in the whole class on how the performance could be improved in terms of delivery of dialogues, costumes, action, settings, etc.**

## 3. DRAMA SCRIPT

Change the story of "A Hero" into a drama and enact it.

(Group work – Let the students form 3 or 4 groups)

- n Read Swami's story once again.
- n Identify the characters.
- n Pick out the dialogues of the characters.
- n Identify the locations of the events.
- n Decide scenes and setting accordingly.
- n Assign roles to the members of the groups.
- n Enact the drama before the whole class.

*(Class VII, Unit-6, Page 95)*

#### 4. CHOREOGRAPHY

Read the poem 'My Mother' again and complete the table.

Questions	Stanza 1	Stanza 2	Stanza 3
Who are the persons involved ?			
Where does the action take place?			
What is the mother associated with?			
What is the theme?			

- \* We all love our mother, don't we? We love her because of certain qualities. Think and write about her qualities.

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How would you choreograph the first stanza? (Group work)

- What settings do you arrange?
- What are the characters and their actions?
- What is the sequence of actions?

Stanza	Action of the main character	Action of the supporting team / characters
1		
2		
3		

Each group may choreograph different stanzas of the song.

*(Class VIII, Unit-1, Page 14)*

#### 5. DIARY

Anne Frank was a little girl of thirteen. She was as lonely as Oliver Twist. When the German army invaded her country, she had to hide in a small building with her family. She suffered a lot. She recorded her feelings and thoughts in her diary.

Friday, 1st October, 1942.

Just for fun, I am going to tell you each person's first wish, when we are allowed to go out again. Mrs. Van says, 'If I go out, I'll eat cream cakes.' Dussel says, 'If I am let free, I'll run to see my wife Lotje.' Mummy says, 'I will have a cup of coffee.' Peter says, 'I will go to the cinema.' I long for so many things. But I long for a home of our own.

1. What did Anne write in her diary?
  - “ personal feelings/thoughts/reflections
  - “ events other than routine
  - “ future plans
2. Did you notice any variety in the sentences?
3. Are all the sentences connected with each other properly?

**After facing the live board, Oliver returned to his bed crying. He sat up to write his diary. Now, imagine you are Oliver Twist. Attempt a diary entry with the above features in mind.**

*(Class VIII, Unit-2, Page 26)*

## 6. BIOGRAPHICAL SKETCH

Based on the details of the famous singer, S.P. Balasubrahmanyam given below, write a biographical sketch of him.

Full name	: Sripathi Panditaradhyula BalaSubrahmanyam
Date of Birth	: 4th June 1946
Place of Birth	: Konetammapeta, Nellore District
State	: Andhra Pradesh
Educational qualifications	: Engineering
Entry into film field	: 1966
First Film	: Sri Sri Sri Maryada Ramanna
Entry into Bollywood	: In 1980
Total number of songs sung	: About 40,000
Other credits	: Noted dubbing artist
Actor	: Acted in a number of Telugu films
TV programmes	: Leading many TV programmes

- Awards:**
1. National Film Award for best male playback singer – 6 times
  2. Nandi Awards from Government of Andhra Pradesh – 25 times
  3. State Award from Tamil Nadu
  4. State Award from Karnataka
  5. Padma Shri Award
  6. Padma Bhushan


*(Class VIII, Unit-6, Page 103)*

## 7. POSTER

Look at the following poster.

### Handicrafts Exhibition Cum Sale

*Innovative and original products by the crafts women from all over Andhra Pradesh*



From 15th to 25th October

<b>Inauguration:</b>	By Hon'ble Home Minister.
<b>Time:</b>	4 p.m. on 15th October
<b>Venue:</b>	People's Plaza, Necklace Road, Hyderabad.

**NO ENTRY FEE**

**ALL ARE WELCOME**

**APDWACRA, Arunodaya building, Nampally, Hyderabad.**

List the features of this poster.

e.g. Who has issued the poster? What is it about?

The date, time, place of the event, layout and nature of the sentences.

I. Now, make a poster based on the information given below.

1. **Issuing authority** : Andhra Pradesh Arts and Crafts Society , Nizamabad.
2. **Event** : Dance performance by Aarthi.
3. **Date** : November 14.
4. **Chief Guest** : Honourable Chief Minister of Andhra Pradesh.
5. **Venue** : Rajiv Gandhi Auditorium, Khaleelwadi, Nizamabad.

*(Class VIII, Unit-7, Page 118-119)*

## 8. ARTICLE

Look at the picture where students are serving in an old age home.



**Discussion points.**

1. Do old people go to old age homes on their own or are they forced to go there?
2. What are the conditions which make people leave their own homes and go to an old age home?
3. In what way are the conditions at an old age home different from those at home?
4. Are there any ways to prevent old people from going to old age homes?

**III. Now write an article based on the following hints.**

- | What are old age homes?
- | Why do old people go there?
- | Facilities at old age homes.
- | Compare facilities at home and old age homes.

*(Class VIII, Unit-8, Page 136-137)*

**9. EDITING**

**Read the following passage and edit (correct) the underlined parts.**

Swami went home and says that the headmaster beats him severely. The parents asked that why the headmaster had beaten him. Swami said that the headmaster beats him yesterday. Swami's father said why the headmaster has beaten him without any cause. Swami replied to his father that the headmaster beats him every day. Swami's mother told to Swami to attend the classes regularly.

*(Class IX, Unit-3, Page 55)*

**10. NARRATIVE**

**Look at the concluding part of the story.**

He restrained the tears that were threatening to rush out, jumped down, and, grasping his books, rushed out, muttering, 'I don't care for your dirty school.'

**Now imagine what happens to Swami after going away from school. Write a narrative which should include dialogues, sensory perceptions etc.**



**You may include things such as the following.**

- Swami rushed out from the class
- His parents asked him what happened at school.
- His mother looked at the scars on his shoulders.
- His father wanted him to go to school.
- Swami did not like to go to school.

*(Class IX, Unit-3, Page 56)*

## 11. DEBATE

**Work in pairs. Organize a debate in class on the following proposition.**

**Women should work in kitchens and men in offices.**

One member of the pair speaks in favour of the proposition, while the other speaks against it.

### **Remember**

- Organize your ideas as main points and sub points.
- Put your ideas in a proper order( sequence).
- Give suitable examples, quotes, etc.
- Use polite expressions.

**You may use some of the following words / phrases to express your views**

- In my opinion .....
- I personally feel .....
- It's my feeling .....
- I think .....

**To agree with your opponents**

- I agree with my worthy opponents.....
- I am in favour of the .....
- I think they / you are right .....
- I support the idea .....

**To disagree with your opponents**

- I'm sorry to differ with you.....
- I disagree with you . . . . .
- It may be your opinion but I'm not happy with this . . . . .
- That's purely your idea but the reality is different . . . . .

**To establish your point of view / stand**

- Since I have evidence I strongly believe this . . . . .
- I'm fully confident with my point as . . . . .
- I've no doubt about this since it is a . . . . .
- Therefore I conclude that . . . . .

*(Class IX, Unit-6, Page 118)***12. DRAMA TO STORY****Convert the play, 'The Dear Departed' into a story.**

To adapt the story to your culture, you may make changes in the following:

- a) The names of the characters
- b) Description of costumes
- c) Things stolen by the daughter
- d) The names of the villages / towns the daughters lived in

*(Class X, Unit-2, Page 63)***13. ESSAY****Discuss in groups and write an essay on the 'Violation of Child Rights in Indian Society' based on your experiences / reading.***The following points may help you.*

- What are the child rights?
- How are they violated?
- Reasons for violation
- Measures to be taken to prevent child rights violation
- Conclusion

**Remember the following points.**

- Collect ideas on the given theme.
- Sequence the ideas.
- Maintain coherence and cohesion.
- Use appropriate linkers.
- Give your point of view.

*(Class X, Unit-8, Page 249-250)*

**14. SPEECH**

Imagine that on the occasion of 'Children's Day' your school is organizing a speech competition on the topic 'Education of girls for women's empowerment'.

**Draft a speech and deliver it in the class.**

**The following points may help you in preparing the speech.**

- Importance of girls' education
- gender bias and other problems in girls' education
- how to end bias towards girls

**Remember the following points while delivering the speech:**

- Maintain appropriate posture
- Modulate your voice using stress, pause and intonation.
- Use appropriate gestures and facial expressions.
- Maintain eye contact with the audience.

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## Appendix



# Classroom Theatre

Theatre as a pedagogic tool for facilitating the development of language proficiency. Most of the lessons in primary classes are stories. These will easily yield classroom theatre.

### *Why Theatre in English Class*

The classroom theatres can yield much pedagogic mileage.

- It creates sustainable linguistic experience.
- It promotes collaboration and cooperation among the learners
- It caters to the development of multiple intelligences.
- It provides space for the spontaneous production of language.
- It paves way for deeper understanding of the lessons.
- It engages all children psychologically as well as emotionally.
- It makes the textbook come alive.
- It helps the learners read the text analytically and critically.

### *Textbook to the Theatre*

For most teachers the sole objective of teaching English has been transmitting information contained in the textbook. However, the new textbooks demand that there is need to be a shift from transmitting information to transacting experience in such a way that from the given text multiple texts are generated by the learners. The theatrical components such as the narrative, choreography and drama help us materialize this shift. Most of the lessons in the textbooks of primary classes are stories. These can be easily transacted as dramas because both of these

discourses have events and dialogues. In narratives, events are presented either orally or in writing whereas in dramas these events get translated into actions that can be performed. Once children get used to performing dramas based on the stories given in the textbook, they can develop dramas from texts that are not stories. For this they have to identify the themes of the lessons. From these themes, plots can be developed which in turn can yield dramas. The transition from Textbook to Theatre will be a pleasant experience for the learners at all levels.

### ***Working on Social Issues and Themes***

Children can also develop plots based on social themes if they given chance. These plots in turn yield dramas.

The following steps are to be followed:

- 1) Identifying a social theme
- 2) Developing a plot that has a beginning, the middle and the end.
- 3) Deciding dramatic events
- 4) Fixing the characters
- 5) Deciding the scenes
- 6) Developing the participants of the theatre workshop to get hands on experience on dialogues and actions
- 7) Deciding position and movement of characters
- 8) Planning the drama without writing the script and performing it.
- 9) Reflecting on the presentation both by the performers and the viewers. Dramas were worked out on themes such as marginalization and child labour.

### ***Role-plays and Dramas***

In classes 1 to 5 all stories are being performed as role-plays and dramas. This liberates the children from the lethargy of reading the text mechanically and reproducing the information given in it. They make sense of the text through collaborative reading and generate multiple texts from a given text through personalizing and localizing it. In the initial stages, children are likely to reproduce the dialogues given in the text. By virtue of the feedback given to them they will be able to reflect on their own performance. This will eventually help them improve their performance in terms of delivering dialogues, showing facial expressions and actions and

maintaining some of the theatrical conventions. The role-plays and dramas performed in the classrooms will provide ample opportunities for children to develop their communication skills.

### ***Choreography, a Multifaceted Tool***

Choreography is a performance art and it makes use of some theatrical components. It is a discourse that can communicate effectively to its views. As a pedagogic tool it can be used to facilitate the development of communication skills. Like the drama it caters to the development of multiple intelligences. Choreographing a poem implies deeper understanding of its theme.

The following process is used for choreographing the poem:

- 1) Identifying the theme/themes of the poem(stanza-wise).
- 2) Identifying instances from real life that manifest the theme.
- 3) Identify the characters and their actions.
- 4) Deciding the location where the actions take place.
- 5) Deciding the actions of the chorus to create the setting.
- 6) Sequencing the actions.
- 7) Setting music to the poem .
- 8) Singing the poem and synchronizing the movements and actions of the characters with the rhythm of the song.

The theme can be interpreted in multiple ways and each interpretation will yield a different choreography of the poem.

### **Step wise process Transaction process - skit/play and choreography**

#### **Transaction of skit / Play**

- Identification of the theme for skit / play
- Developing a plot that has a beginning, the middle and the end
- Deciding dramatic events
- Fixing the characters
- Deciding the scenes

- Developing the participants of the theatre workshop to get hands on the experience on dialogues and actions
- Deciding position and movement of characters
- Planning the skit / play without script
- Performance
- Reflections on the presentation both by the performers and the viewers

### **Transaction of choreography**

- Preliminary interaction by showing the pictures of the poem
- Identification of the theme / themes of the poem (Stanza wise)
- Identification of instances from the real life that manifest the theme
- Identification of characters
- Identification of the actions of the characters
- Deciding the location where the actions take place
- Deciding the actions of the chorus to create the setting
- Sequencing the actions
- Setting music to the poem
- Singing the poem and synchronizing the movements and actions of the characters with the rhythm of the song
- Performance

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## Appendix

### యునిట్ బోధనా విధానము



ఆంగ్లభాషా అభ్యసన (Learning) లో మరింత అభివృద్ధిని సాధించే క్రమంలో 2011-12 విద్యాసంవత్సరం నుండి 6,7 తరగతులకు నూతన పాఠ్యపుస్తకాలు ప్రవేశపెట్టడం జరిగింది. దీనికి కొనసాగింపుగా 2012-13 విద్యా సంవత్సరంలో 8, 9 తరగతుల పుస్తకాలను మరియు 2013-14 సంవత్సరంలో 10వ తరగతి పుస్తకాన్ని రూపొందించి అమలు చేయడం జరిగింది. NCF -2005, APSCF-2011 మరియు RTE -2009లలో నిర్దేశించిన విధంగా నిర్ధారించుకున్న అభ్యసనా లక్ష్యాలను సాధించే క్రమంలో ఈ నూతన పాఠ్యపుస్తకాలు తయారు కాబడ్డాయని ఉపాధ్యాయలోకానికి తెలుసు.

పాఠ్యప్రణాళికా లక్ష్యాలను చేరుకోవడంలో బోధనాభ్యసన విధానం కీలకపాత్ర పోషిస్తుందని మనకందరికి తెలుసు. కనుకనే బోధనాభ్యసన విధానంలో సమూల మార్పులకు శ్రీకారం చుట్టడం జరిగింది. పాత పద్ధతులకు స్వస్తిపలికి, నిర్మాణాత్మక అభ్యసనా విధానం (Constructivism) వైపు అడుగువేయడం జరిగింది. బోధనాభ్యసన ప్రక్రియలో విద్యార్థిని కేంద్రబిందువుగా చేయడం జరిగింది. బోధనాభ్యసన ప్రక్రియకు ప్రధాన స్థానం కల్పించడబడింది.

భయరహితమైన, స్నేహపూరిత వాతావరణంలో పరస్పర, భాగస్వామ్యం, సహకార పద్ధతులలో సృజనాత్మకతను వెలకితీసే విధంగా బోధనాభ్యసనను మలచడానికి గొప్ప ప్రయత్నం జరగాలని భావించడమైనది. ఉపాధ్యాయుని పాత్రను బోధకునిగా కాకుండా బోధనాభ్యసన ప్రక్రియలో సౌకర్యకర్త (facilitator) గా గుర్తించడం జరిగింది. ఉపాధ్యాయుని పాత్ర సమాచారాన్ని అందించడమే కాకుండా విద్యార్థుల్లో అనుభవాలను కల్పించడంలో తోడ్పడటమే.

విద్యార్థుల మానసిక వికాసం, అవగాహనా స్థాయిని దృష్టిలో వుంచుకొని జాతీయ విద్యాప్రణాళికా చట్రం-2005లో పేర్కొనిన ఇతివృత్తాల (themes) ఆధారంగా పాఠ్యాంశాలను తరగతుల వారీగా ఎంపికలో భాషయొక్క ఉనికికి పెద్దపీఠవేయడం జరిగింది.

నూతన ఆంగ్లపాఠ్యపుస్తకాలలోని ముఖ్యాంశాలు:

1. సిలబస్ భారం తగ్గించబడింది. 6-9 తరగతులకు ప్రతి తరగతిలోనూ కేవలం 8 పాఠ్యాంశాలను మాత్రమే ఇవ్వటం జరిగింది.
2. ఆంగ్ల, తెలుగు మాధ్యమాలకు ఒకే ఆంగ్ల పాఠ్యపుస్తకం రూపొందించబడింది.
3. పాఠ్యపుస్తకాలలో చిత్రాలకు తగిన ప్రాధాన్యత ఇవ్వడం జరిగింది.



4. అన్ని అభ్యాసాలు ఇతివృత్తంతో అనుసంధానం చేయబడ్డాయి.
5. ప్రతి పాఠం చివరలో విద్యార్థుల స్వయం మూల్యాంకనం ఇవ్వబడింది.
6. స్వయం మూల్యాంకనం ఉపాధ్యాయులకు కూడా తదుపరి ప్రణాళికకు ఉపయోగపడుతుంది.

#### పాఠాంశాలలోని విషయాలు:

ప్రతి పాఠ్యాంశంలోనూ సాధారణంగా ఈ క్రింది విషయాలు మనకు కనిపిస్తాయి.

1. Face sheet/ Pre-reading/ Picture interaction/ Theme based picture
2. A. Reading
3. Vocabulary
4. Grammar
5. Writing
6. Study Skills
7. Listening & Speaking/ Oral activity
8. B. Reading
9. C. Reading
10. Project work

#### బోధనాభ్యసన ప్రక్రియ:

ప్రతి యూనిట్లోనూ ఉన్న అంశాలను ఎలా భోదించాలో తెలుసుకుందాం.

### Pre-reading Activity

#### 1. Picture interaction (Theme based picture)

ప్రతి యూనిట్ మొదటిపేజీలో యూనిట్లోని ఇతివృత్తానికి సంబంధించిన చిత్రం కనిపిస్తుంది. ఈ చిత్రాన్ని విద్యార్థులు నేర్చుకొనబోయే ఇతివృత్తం గురించి పరిచయం చేయడానికి ఉపాధ్యాయుడు ఉపయోగించాలి. దీనికోసం చిత్రం కింద ఇవ్వబడిన ప్రశ్నలతోపాటు ఉపాధ్యాయుడు తయారుచేసుకున్న ఇతర ప్రశ్నలను ఉపయోగించవచ్చు.

#### లక్ష్యాలు:

- విద్యార్థులు చిత్రమును చూసి, దానిపై తమ స్వీయ అవగాహనను వ్యక్తీకరింపజేయడం.
- చిత్రంపై వారి యొక్క అవగాహనను వారి మాటలలో వెలిబుచ్చేట్లు చేయడం.
- తదుపరి చదువబోయే / నేర్చుకొనబోయే అంశాల గురించి వివిధ రకాలుగా ఊహించడం.

#### భోదనా ప్రక్రియ:

- పాఠ్యపుస్తకంలోని చిత్రమును విద్యార్థులను బాగా గమనించమని అడగండి.
- చిత్రంలోని ఇతివృత్తంపై కొన్ని విశ్లేషణాత్మక మరియు ఇతర ప్రశ్నలను అడగండి.

- ప్రశ్నలకు సమాధానాలను రాబట్టి, వాటిని Black board లేదా Chart పై వ్రాయండి.
- చిత్రంపై విద్యార్థుల అవగాహనను తెలుసుకొనే సందర్భంలో విస్తృతంగా చర్చించడం ద్వారా Reading passage ని మెరుగ్గా అవగాహన చేసుకొనేలా చేయాలి.

సూచనలు:

- విద్యార్థుల అన్ని ప్రతిస్పందనలను చార్ట్ పై వ్రాయనవసరం లేదు. మెరుగైన సామాధానాలను మాత్రమే రాయండి.
- విద్యార్థులు స్వయంగా రూపొందించే విధంగా స్వేచ్ఛనిచ్చి ప్రోత్సహించాలి.
- English ను ఉపయోగిస్తూ సమాధానాలు చెప్పడాన్ని ప్రోత్సహించాలి. English ను ఉపయోగించలేని సందర్భంలో మాతృభాషను ఉపయోగించడాన్ని అభ్యంతర పెట్టరాదు. మాతృభాషలో విద్యార్థులు చెప్పిన అంశాలను ఉపాధ్యాయుడు ఇంగ్లీషులో చెప్పాలి.
- నవ్వుతూ, మెచ్చుకుంటూ విద్యార్థుల సమాధానాలను అంగీకరించండి.
- Picture interaction తరవాత picture ఆధారంగా Description / dialogue / narrative or story ని develop చేయగలగాలి.

## 2. Reading

Reading అనగా Reading for comprehension అని అర్థంచేసుకోవాలి. సౌలభ్యంకోసం Reading text ను సాధారణంగా 3 / 4 భాగాలు (slots) గా విభజించుకోవాలి. ఇలా చేసే విభజన నాటకీయంగా (dramatic) ముగిసేవిధంగా ఉండాలి. విద్యార్థులు ఆలోచించే విధంగా ఉండాలి. దీన్ని ఆధారంగా discourses లను develop చేయాలి, ప్రతి భాగము (slots)ను ఈ కింద సూచించిన పద్ధతిలో ముందుకు తీసుకువెళ్ళాలి.

### (i) Individual Reading:

Readingలో ఇది మొదటి స్టేజి అని చెప్పవచ్చు. ఈ దశలో విద్యార్థిని వ్యక్తిగతంగా / తనంతటతాను చదివి అర్థంచేసుకోమని చెప్పాలి.

- విద్యార్థిని తనకు బాగా అవగాహనయైన అంశాలను పెన్సిల్ తో (✓) మార్కు పెట్టమని సూచించాలి.
- అర్థంకాని / అవగాహనకాని అంశాలను Question mark (?) సూచించమని చెప్పాలి.
- తనకు బాగా నచ్చిన / ఇష్టమైన విషయాలను (★) మార్కుతో సూచించమని అడగాలి.
- Textలోని ముఖ్యాంశాలను గుర్తించమని చెప్పాలి.
- విద్యార్థి individual reading చేస్తున్న సమయంలో ఉపాధ్యాయుడు ఈ ప్రక్రియను గమనిస్తూ వుండాలి. పలు ప్రశ్నలు అడుగుతూ వుండాలి.
- text మొత్తాన్ని అవగాహన చేసుకోలేకపోయిన సందర్భాలలో చింతించనవసరంలేదని చెప్పాలి.
- text ను అర్థంచేసుకొనే క్రమంలో glossary ని dictionary ని ఉపయోగించమని చెప్పండి. ఆ పేరాలకు సంబంధించిన additional meanings ను teacher chart మీద రాసి display చేయవచ్చు.
- తెలిసిన పదాల సహాయంతో తెలియని పదాలకు అర్థాలను గ్రహించే ప్రయత్నం చేయమని చెప్పాలి.

## (ii) Collaborative Reading - Group Reading

Individual reading తరువాత విద్యార్థులకు పరస్పరం సహకార భాగస్వామ్య పద్ధతులతో text ను అవగాహన చేసుకునేందుకు అవకాశం కల్పించాలి.

- విద్యార్థులను జట్లుగా (groups) విభజించాలి. (3 లేదా 4 సభ్యులను ఒక జట్టుగా)
- విద్యార్థులను విడివిడిగా (ఒక్కొక్కరు) చదివినపుడు తమకు కలిగిన అవగాహనను తమ జట్టులోని ఇతరులతో పంచుకోమని చెప్పాలి.
- Text లోని అన్నీ అంశాలను ఒక్కొక్కటిగా అర్థంచేసుకోవడానికి ప్రయత్నించమని చెప్పాలి.
- Slot లోని text కు సంబంధించిన glossary ని ఉపాధ్యాయుడు తయారుచేసి ప్రదర్శించాలి.
- విద్యార్థులు జట్లుగా text ను అవగాహన చేసుకొనే ప్రయత్నం చేసే సమయంలో, ఉపాధ్యాయుడు వారి మధ్యలో తిరుగుతూ వారికి సహాయపడాలి.
- reading text పై కొన్ని ప్రశ్నలను అడిగి, విద్యార్థుల అవగాహన గురించి తెలుసుకోవాలి.
- ఉపాధ్యాయుడు తగిన ఉచ్చారణతో అర్థవంతంగా text slot ను బిగ్గరగా చదివి వినిపించాలి.
- విద్యార్థులు తమ జట్లతో బిగ్గరగా చదవమని చెప్పాలి. జట్టులోని ఇతరులు, చదివే విద్యార్థికి సూచనలు చేయవచ్చు.
- Reading passage ను భాగాలుగా విభజించి గ్రూపులోని సంఖ్య ఆధారంగా allot చేయాలి. ఒక్కో గ్రూపునుండి ఒక్కో విద్యార్థి ఒక్కో లైను చదవాలి. ఒక గ్రూపువారు చదివిన తరువాత మిగతా గ్రూపులవారు చదివే విధానంపై సలహాలు సూచనలు ఇవ్వవచ్చు.
- ఉపాధ్యాయుడు groups వారీగా జరిగిన loud reading పై positive మరియు qualitative feedback ఇవ్వాలి.
- మరింత సమాచారం కోసం పేజీ నంబరు 52 లో What are the points that come to your mind లోని అంశాలు చదవండి

## (iii) Scaffold Reading (Extrapolating the text):

- ఈ దశలో ఉపాధ్యాయుడు కొన్ని విశ్లేషణాత్మకైన, ప్రశ్నల (analytical / extrapolating / cause consequences) జాబితాను ఒక చార్టుపై ప్రదర్శించాలి.
- chart లోని ప్రశ్నలను విద్యార్థులను అడుగుతూ వారి సమాధానాలను ఒక చార్టుపై వ్రాయాలి.
- Mind-mapping technique ద్వారా groups వారీగా concept mapping ను తయారుచేయించి, group వారీగా ప్రదర్శింపజేయాలి.
- విద్యార్థులనుండి collect చేసిన concept maps ను bigbook లో భద్రపరచాలి.

## Post - Reading (Discourse Construction)

ఒక reading slot పూర్తి అయిన తరువాత అందులోని అంశాలతో సందర్భానుసారంగా ఆ తరగతికి సంబంధించిన (targeted discourses- oral and written) లను (discription / conversation / narrative, letter diary, drama, poster, notice etc., ) ను విద్యార్థులతో వ్రాయించాలి. చెప్పించాలి. భాషను ఉత్పన్నం చేయడానికి అవసరమైన మరిన్ని అవకాశాలను విద్యార్థులకు ఉపాధ్యాయుడు కల్పించాలి.

ఎంపిక చేసుకొన్న discourse యొక్క features మరియు discourse content కు సంబంధించిన అంశాలపై గురించి విద్యార్థులతో చర్చించాలి. పలు ప్రశ్నలను ఉపయోగించి విద్యార్థుల నుండి సమాధానాలు రాబట్టాలి. వారి సమాధానాలను క్రమమైన పద్ధతిలో blackboard / chart పై వ్రాయాలి. ఈ ప్రక్రియ విద్యార్థుల discourse రాయడంలో మరియు మాట్లాడడంలో బోర్డుపైన రాసిన అంశాలు ఎంతగానో ఉపయోగపడతాయి. అంతేకాక ఎంపిక చేసిన discourse కు సంబంధించిన కొన్ని నమూనాలను కూడా విద్యార్థులకు గ్రూపులలో ఇచ్చి వారిని చదవమని, అందులో ఉన్న features మరియు content items కి సంబంధించిన అంశాలపై చర్చించాలి.

ఈ విధంగా discourses లను వ్రాయడానికి / చెప్పడానికి విద్యార్థులను సిద్ధపరిచి, తదుపరి విద్యార్థులను discourses లను వ్రాయమని అడగాలి. రాసే క్రమంలో మొదట వ్యక్తిగతంగాను తరువాత గ్రూపులలో విద్యార్థులను చేయమనాలి. పిల్లలు గ్రూపులలో రాసిన అంశాలను తరగతిలో ప్రదర్శించమనాలి. తరువాత ఉపాధ్యాయుడు అదే అంశంపై తాను రాసిన (teacher's version) విషయాలను ప్రదర్శించాలి. విద్యార్థులు రాసిన (ఒక గ్రూపు) విషయాలను edit చేయాలి. చివరిగా ఇచ్చిన feedback ఆధారంగా పిల్లలు వ్యక్తిగతంగా రాసినవి సరిచేసుకోమనాలి.

నోట్: పైన సూచించిన విధంగా మిగిలిన అన్ని slots ను పూర్తిచేయాలి.

### 3. Vocabulary

ఈ విభాగమును ఇతివృత్తంతో జోడించి, సందర్భానుసారంగా భోదించాలి. జీవితంలోని వివిధసందర్భాలలో తగిన విధంగా పదజాలాన్ని విద్యార్థి ఉపయోగించేటట్లు చేయడం, నిఘంటువును ఉపయోగించడాన్ని అలవాటు చేయడం, స్వతంత్ర అభ్యాసకునిగా విద్యార్థిని తీర్చిదిద్దడం ఈ విభాగం ముఖ్య ఉద్దేశ్యాలు.

- ప్రతి విద్యార్థిచేత విడివిడిగా అభ్యాసాలను చదివించండి. తదుపరి జట్లలో చదివించండి.
- అభ్యాసాలపై విద్యార్థుల అవగాహనను సమీక్షించండి.
- విద్యార్థుల అవగాహనపై feedback యివ్వాలి.
- తగిన సందర్భం లేకుండా పదజాలాన్ని భోదించవద్దు. పదాలను, వాక్యాలను బట్టి పట్టించవద్దు.
- నిఘంటువును ఉపయోగించడాన్ని ప్రోత్సహించండి.
- Vocabulary activities ను సరిగా చేయలేని విద్యార్థులను నిందించవద్దు.

#### 4. Grammar

- గ్రామర్‌ను సందర్భానుసారంగా అప్రయత్నంగా ఉపయోగించేవిధంగా విద్యార్థులను తయారుచేయాలి.
- గ్రామర్‌పాయింట్‌పై విద్యార్థులకు గల అవగాహనపై చర్చించండి.
- విద్యార్థులను జట్లుగా చేసి గ్రామర్ కృత్యాలు చేయించండి.
- గ్రామర్ నేర్చుకోవడం వలన భాషా పరిజ్ఞానం పెరగదని గుర్తుంచుకోండి.
- గ్రామర్ పరిజ్ఞానం writing మరియు editing లో ఉపకరిస్తుంది.
- గ్రామర్ అనేది ఎవరికి ఒకేసారి రాదు. ఇది క్రమంగా నేర్చుకునేది.
- గ్రామర్ అంశాలపై విద్యార్థుల పనిపూర్తి అయిన తరువాత ఉపాధ్యాయుడు తన feedback ను ఇవ్వాలి.

#### 5. Writing (Written discourses)

విద్యార్థులు నేర్చుకున్న అంశాలపై తమ అవగాహనను జోడించి స్వేచ్ఛగా వ్యక్తీకరించడానికి ఇందులో అంశాలు తోడ్పడాలి. విద్యార్థులందరూ ఒకే రకంగా రాయకుండా వారి వ్యక్తిగత అనుభవాలు వ్యక్తపరచడానికి ఎక్కువ ప్రాధాన్యత ఇవ్వాలి. దీనిలో perfection ఆశించరాదు.

- విద్యార్థులను స్వతంత్రంగా వ్రాయగలిగే విధంగా ప్రోత్సహించాలి.
- కొన్ని supporting ప్రశ్నలు వేయడం ద్వారా వ్రాయవలసిన విషయంపై ఆలోచింపజేయండి.
- Writing లో సందర్భానుకూలంగా వుండవలసిన విషయాలపై విద్యార్థులతో చర్చించండి.
- ఇచ్చిన అంశంపై మొదట వ్యక్తిగతంగాను, తరువాత గ్రూపుల వారీగా వారి written scripts రాసి present చేసేలా చూడాలి.
- ఉపాధ్యాయుడు తన feedback ను ఇవ్వాలి.
- ఉపాధ్యాయుని సూచనలకనుగుణంగా విద్యార్థులు తాము రాసిన అంశాలను సరిచేసుకుంటారు.
- ఇదే అధ్యాయంలోని 'Post-Reading' అంశం కింద ఇవ్వబడిన సూచనలు కూడా ఇక్కడ వర్తిస్తాయి.

#### 6. Study Skills

విద్యార్థులు నిత్యజీవిత అంశాలకు సంబంధించిన అంశాలు పొందుపర్చడమైంది.

- Paragraph రూపంలో కాకుండా tables, diagrams, charts రూపంలో వుండే సమాచారాన్ని అర్థంచేసుకోవడంపై ఈ విభాగంలో దృష్టిపెట్టాలి.
- విద్యార్థులను groups గా విభజించి పనిచేయించడం.
- తగిన ప్రశ్నల ద్వారా వివిధ రూపాలలో ఉన్న సమాచారాన్ని అర్థం చేసుకొనేలా చేయండి.
- నిత్యజీవితంలో ఈ రకమైన సమాచారం యొక్క ప్రాముఖ్యత, ఉపయోగాల గురించి చర్చించాలి.

- గ్రూపులవారీగా అభ్యాసాలను పూర్తిచేయించండి.
- గ్రూపుల వారీగా విద్యార్థుల సమాధానాలను present చేయించండి.
- ఉపాధ్యాయుడు విద్యార్థుల presentation తరువాత తన feedback ను ఇవ్వాలి.

## 7. Listening (Oral Discourses)

- వినడం, అర్థంచేసుకోవడం, మాట్లాడడం అనే అంశాలకు ఈ విభాగం ప్రాధాన్యతనిస్తుంది.
- Listening passage పరిమాణం పెద్దదిగా వున్న సందర్భాలలో దానిని రెండు slots గా విభజించండి.
- దీనికి సంబంధించిన చిత్రం textbook లో ఉన్నట్లయితే దానిని పరిశీలించమని విద్యార్థులను అడగండి. దీనిపై తగిన విధంగా విద్యార్థులతో చర్చించండి.
- దీనిని కనీసం రెండుసార్లు అర్థవంతంగా చదివి వినిపించాలి. ఉపాధ్యాయుడు చదివి వినిపించేటప్పుడు విద్యార్థులు textbook చూడరాదు.
- కొన్ని analytical, global, extrapolative మరియు inferential ప్రశ్నల ద్వారా విద్యార్థుల అవగాహన చేసుకొనేందుకు చర్చించండి.
- విద్యార్థుల నుండి సామాధానాలను ఆహ్వానించండి.
- Speaking oral activity విషయంలో ప్రతి విద్యార్థి తన గ్రూపులో తప్పనిసరిగా మాట్లాడు విధంగా జాగ్రత్త వహించాలి.
- విద్యార్థులు మాట్లాడుతున్న సమయంలో ఉపాధ్యాయుడు అడ్డుకోరాదు. విద్యార్థి చేస్తున్న తప్పులను సవరించే ప్రయత్నం చేయరాదు.
- విద్యార్థులను ప్రోత్సహిస్తూ, అభినందిస్తూ ఎక్కువ మంది మాట్లాడేలా ప్రోత్సహించండి.
- విద్యార్థులు మాట్లాడిన తరువాత, అదే అంశంపై మెరుగ్గా చెప్పాలంటే ఇంకా ఏ అంశాలను పరిగణనలోకి తీసుకోవాలనేది పిల్లలతో చర్చించండి. చెప్పిన అంశాలను chart / board పై రాయండి. ఇదే ఉపాధ్యాయుని feedback అవుతుంది.
- ఇలాంటి feedback తదుపరి అంశాలలో మాట్లాడడానికి ఉపయోగపడాలి.

## 8. B. Reading (Poem)

- Poemకు సంబంధించిన Title ను మరియు చిత్రాన్ని పరిశీలించమని విద్యార్థులను అడగాలి.
- Title చిత్రాన్ని పరిశీలించినపుడు విద్యార్థులకు కలిగిన అవగాహనపై వారితో ఉపాధ్యాయుడు చర్చించాలి. తద్వారా Poem లో చదువబోయే అంశాన్ని గురించి అవగాహన కల్పించాలి.

Suggested Questions for interaction:

1. What are the ideas do you get from the title?
2. Do you understand the meaning of the title?
3. What are the ideas do you get from the picture?



4. What event / events do you notice in the picture?
5. What are the characters you notice in the poem?

*Note: Teacher shall frame more questions on the picture*

- తదుపరి poem పరిమాణాన్నిబట్టి / అవసరాన్నిబట్టి రెండు slots గా విభజించండి.
- ప్రతి slots ను A. Reading లో సూచించిన పద్ధతిలో (individual reading / collaborative reading / scaffolded reading) పూర్తిచేయండి.
- అవకాశం ఉన్న poems ను teacher's handbook లో చెప్పిన విధంగా choreography చేయించండి.

### 9. C. Reading (Extensive Reading)

- A. Reading లో సూచించిన పద్ధతినే ఇక్కడకూడ పాటించాలి.
- 6,7 తరగతుల్లో ఇది extensive reading గా ఇవ్వబడింది. కావున 6,7 తరగతులలో ఇవ్వబడిన text ను విద్యార్థులు స్వయంగా చదివి అర్థంచేసుకోవాలి.
- ఈ అంశంపై విద్యార్థులను ఎక్కువ ప్రశ్నలు అడగనవసరంలేదు.
- Story / text చదివి వివరించవద్దు.
- విద్యార్థుల వ్యక్తిగత / స్వీయ పఠనానుభవాన్ని, తరగతిగదిలో పంచుకొనేట్లుగాచేయాలి.
- ఉపాధ్యాయుడు తన feedback ను ఇవ్వాలి.

### 10. Proect Work

- పలు అంశాలకు సంబంధించి విషయ, సమాచార సేకరణ, విశ్లేషణ సామర్థ్యాలను పెంపొందించేందుకు ఈ విభాగం ఉద్దేశించబడినది. దీని ద్వారా భాషకు సంబంధించిన అన్ని నైపుణ్యాలు (Reading, writing, speaking and listening) మిళితం కావాలి .
- చేపట్టవలసిన project గురించి ఉపాధ్యాయుడు విద్యార్థుల అవగాహనపై చర్చించాలి.
- పలు ప్రశ్నలను ఉపయోగించి విద్యార్థుల అవగాహనా స్థాయిని పెంచే ప్రయత్నం చేయాలి.
- విద్యార్థులకు చేయవలసిన పనిపై అవగాహన కల్పించిన పిమ్మట project work చేయించాలి.
- విషయ, సమాచార సేకరణ తరువాత విద్యార్థులచే దానిని విశ్లేషింపజేయాలి.
- సమాచార విశ్లేషణలో వారు గ్రహించిన విషయాలను విద్యార్థులచేత వ్రాయించి తరగతిగదిలో present చేయాలి. ఇతర groups తో పంచుకోవాలి. ఉపాధ్యాయుడు feedback ను ఇవ్వవచ్చు.
- చివరగా విద్యార్థులు వారికి లభించిన feedback ఆధారంగా మార్పులు చేర్పులు చేసి తుది అంశాలను display చేయాలి.

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