The Four Pillars of Education

Learning to know

Learning to do

Learning to live together

Learning to be

Learning to know

Learning to do

Learning to live together

Learning to be

Telangana, Hyderabad

Vidya Volunteer
English Handbook

Classes VI to X
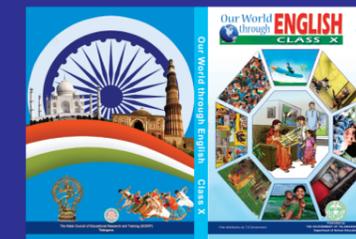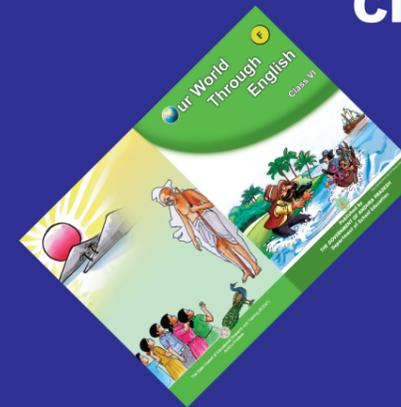
State Council of Educational Research and Training

Telangana, Hyderabad.

The Ten Plus Commandments for Teachers

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4. A meticulous process for classroom transaction has been suggested. If the processes are not followed it is quite unlikely that children will be able to achieve the targeted academic standards.

5. The textbook is only one of the materials available to the teacher and the students. We have to go beyond the textbook by exploring other materials such as newspapers, journals, story books etc. in order to widen their world of English.

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Dept. of School Education
SCERT
3-day orientation to Vidya Volunteers – Primary Schools
from 17-10-2015 to 19-10-2015

Day	Session I 09.00 to 10.15	Session II 10.15 to 11.30	Session III 11.45 to 01.00	Lunch (01.00 to 02.00)	Session IV 02.00 to 03.30	Session V 03.45 to 05.00	Remarks/ Home work
1	• Registration • Introduction • Course objectives	• Nature of the child • Child context and background • Assumptions and realities	• Primary School - School purpose • Curricular goals at primary levels		• Subject wise objectives and Academic Standards- Telugu/Urdu	• Understanding textbooks – Telugu - Implications for teaching	Academic Standards - in textbook report
2	• How to teach Telugu / Urdu? Steps for teaching, children engagement with meaningful tasks / activities, Lesson Plan	• Subject wise objectives and Academic Standards- English	• Understanding textbooks - English - Implications for teaching		• How to teach English? Steps for teaching, Children engagement with meaningful tasks / activities, Lesson Plan	• Subject wise objectives and Academic Standards - Maths	Lesson Plan
3	• Understanding textbooks - Maths - Implications for teaching	• How to teach Maths? Steps for teaching, Children engagement with meaningful tasks / activities	• CCE Concepts • Purpose • Formative Assessment- Tools		• CCE - Summative Assessment • Records and Registers	• How to improve reading, writing and arithmetic abilities - Remedial teaching	Course evaluation & Valedictory

Note: The daily sessions need to be completed on the same day, going beyond 05.00 PM

English Handbook – Classes VI to X
for
Vidya Volunteers

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Preface

Providing quality education to all children who are studying in government schools is the priority item to the Govt. of Telangana to achieve this, the Govt. of Telangana has taken initiation in appointing Vidya Volunteers. Government has decided to provide academic support to these newly appointed Vidya Volunteers. This enables them to teach effectively in their respective subjects and for achieving quality education to all children.

The present curriculum and textbooks will address in all aspects of the 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.

We hope this Handbook will help the Vidya Volunteers in acquiring necessary inputs in teaching English. The Vidya Volunteers have to work hard in achieing the expected Academic Standards among the children so that they can 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.

October, 2015   Director, SCERT,
Hyderabad.   Telangana

CONTENTS

Happy Teaching!

I. Introduction

Dear teachers,

You have been teaching English probably for a long time. You may have been following certain methods for teaching the language. At the end of the course most children may have secured pass, sometimes even good grades. Of course there may be a few unsuccessful students also. Since the examination was the target, all classroom process was revolving around how to make children come out successfully, memorizing lots of information given in the textbook. Whether the successful students are capable of using English in their life has never been put to acid test. Since the textbook itself constituted the syllabus, a teacher can complete teaching the whole textbook and make a claim on the completion of syllabus.

Now the situation has changed. Our state has progressed with the curriculum change with a drastically different conceptualization of language and language learning. A new set of textbooks has reached the hands of the learners. These textbooks are different from the earlier ones in several ways which you will come to know when you go through the units in it and the instructions given to teachers. What is most important is that the new textbook does not make the syllabus by itself. The State Curriculum framework 2011 has defined the academic standards for each level which cover areas such as listening and responding, reading comprehension, vocabulary and grammar and oral and written discourses. What is conceived as the syllabus is the academic standards. The textbook is only one of the tools that helps the teacher to achieve the targeted academic standards.

In this backdrop 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

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.

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Objectives of Teaching English - Classes VI - X

The two fold objectives of teaching English is:

- to prepare the children an independent users of language by setting their own learning goals and evaluate their own progress, edit, revise, review their own work through collaborative learning.

- to understand, enjoy and appreciate a wide range of texts representing different cultures, ways of living and genres of language.

To help the children in developing competencies:

- to listen to and understand conversations, informative passages, stories, anecdotes, etc., and respond appropriately

- to read and understand a wide variety of reading texts like stories, dramas, informative passages, tables, pictures, charts, ads, posters, etc., and respond orally or in writing.

- to articulate individual/personal responses effectively in oral and written discourses.

- to convert the texts into theatre activities and sustain linguistic experience.

- to use language and vocabulary appropriately in different discourses and social context.

- to use grammatical awareness while writing and editing.

- to write simple messages, notices, invitations, essays, letters (formal and informal) simple narrative and descriptive pieces,skit/play, compeering, choreography, discussions/dialogues, etc.

- to use language as a tool for knowledge acquisition and its sharing

- to use self-assessment tools appropriately, to be tolerant and receptive to his/her group's assessment, and to improve his/her linguistic competence in a collaborative learning environment

- to use language creatively, to refine their literary sensibility, and to enrich their aesthetic life through different literary genres

- to use language as a tool for knowledge acquisition and its sharing and set their own goals

- to use dictionary suitable to their needs

- to edit the given passage in terms of discourse features, grammar and writing conventions

- to undertake small projects on a regular basis

- to think independently and use English creatively and spontaneously as needed in the real life situations

Salient Features of the new High School Textbooks – Classes VI-X

1. Previously, we had separate textbooks, supplementary readers and workbooks. The new English readers are designed in an integrated manner. Now, we have a single book that is a combination of the main reader, listening material, workbook at the unit level.

2. The present textbooks are brought out in multicolours. Earlier, we had textbooks in single colour.

3. The previous textbooks were skill - based. Development of language skills was given priority. The content was isolated. It had no relevance to each other. The present text books are based on certain themes. Every unit is based on a theme that is familiar to the learners. The theme recurs throughout the unit: in all the activities of the unit. The thematic approach facilitates construction of knowledge along with development of language skills.

4. Holistic treatment of language is taken care of in the present textbooks. Grammar and vocabulary have relevance to the content. Whereas in the earlier textbooks, the treatment of grammar and vocabulary have no relation to the content.

5. In the present textbooks, authentic (real) communication in writing and speaking is attempted. In the previous textbooks, writing activity was either controlled or guided; speaking was also not authentic.

6. The earlier text books were developed by experts. There was not much to address the problems of teachers and learners, whereas the present textbooks were the outcome of combined efforts of experts in the ELT, linguists and the textbook development committees that include teacher trainers and teachers.

7. Present text books include activities that result in the production of language in the name of 'Project'. The learners literally use language in solving real life problems. This helps the learners in internalizing the language.

8. In the earlier textbooks, each unit began with a listening activity. Experience proved that, by doing so the learners were receiving the reading input a bit late. To put it in other words, listening texts were lengthy. By the time the teacher completed reading, the learners were exhausted and lost interest.

9. The earlier textbooks had listening passages that have no contextual relevance. The present books have contextually relevant listening texts. They are reasonably long. Hence, they will be interesting to the learners.

10. Earlier we were using two series of textbooks; one for the English medium stream and the other for the non-English medium. Now, there is a common book for these two streams.

The new textbooks have a few features which make it different from the ones that we used earlier.

- Units are thematically organized with passages meant for listening and reading. Activities focus on reading comprehension, vocabulary, grammar and study skills.

- Measures have been taken to help learners get the rules familiarised with different genres such as narratives, essays, biographical sketches, plays, poems, etc. and construct them in oral as well as written forms.

- Though the components in a unit have been organised as listening, speaking (oral activity), reading and writing, an integrated treatment of these skills has been worked out.

- Vocabulary and grammar exercises have been contextually designed.

- A few questions and activities, given under comprehension, do not target any fixed responses; instead, they demand the learners to use language authentically both orally and in writing. These comprehension questions and the language activities are merely stepping stones for the learners to gain proficiency in the language and as such are not goals by themselves.

Unit Structure

The following are the components of the each unit:

Face Sheet / Trigger: Each unit starts with a picture / quotation / poem followed by some interactive questions. This is to warm-up the students and to generate genuine interest towards the theme and the reading texts in the unit. The teacher can put more number of questions that demand divergent responses from children in order to encourage them to interact more effectively.

Reading Texts: Every unit consists of three reading texts (Reading A, B and C). The reading texts include different genres such as stories, narratives, biographical sketches, short plays, speeches, monologues, letters, interviews and essays related to the theme of the unit. All texts are followed by glossary, and a few comprehension questions. You will find the questions that help students think critically, reflect on what they have read, and interpret the text in their own words. Teachers should follow the suggested transaction process in the classroom.

Language Activities

Vocabulary: This section contains some vocabulary tasks/activities/exercises. You will find matching questions, finding synonyms / antonyms, phrasal verbs, multiple shades of meanings, collocations, homonyms, homophones, homographs, idioms, word-formation activities, etc.

Grammar: This section contains some grammar tasks/activities/exercises. You will find tasks that make the students explore the language. You will also find activities that help students identify grammatical errors and edit them.

Writing: This section contains some written discourses that help students write conversations, descriptions, narratives / stories, messages, e-mails, SMSes, diary entries, letters, paragraph, an essays, biographical sketches, songs / poems and some other discourses. You will also find some tasks that need group discussion, collation of information from various sources, and then writing a piece collaboratively.

Study Skills: This section contains some tasks/activities/exercises to improve study skills. You will find some verbal and nonverbal activities like pie charts, bar diagrams, tables, advertisements, dictionary entries, route maps, etc. These activities help children interpret, analyze and transfer the data, and use the language appropriately.

Listening: This section contains a listening text (given in Appendix-I) and a few tasks/ activities/exercises to improve speaking and listening competencies. You will find some listening comprehension questions, and questions that call for the students' reflection on what they have listened to.

Oral Activity: This section contains some oral discourses to improve speaking competencies. In this section you will find some oral activities that encourage the children to participate in the conversations, discussions, debates, compering, presenting reports, speeches, etc.

Project: This section contains one or two projects related to the theme of the unit. They require students to find resources, to work out the task i.e. collection, analysis and interpretation of data, to prepare a report and to present their findings before the class.

Self -Assessment Checklist: The checklist given at the end of each unit helps the learner to assess his / her own learning. The self-assessment tools reflect all the sections in a unit. This check list also helps the teacher to assess the learning levels of children.

Academic Standards

We are familiar with performance indicators stated under the ideal domains of grammar vocabulary and the domains of skills, and discourses. In a holistic approach to language none of these can be given undue prominence without putting the others at stake the others. Since assessment is inseparable from learning it is something that has to take place at every stage of transaction. Grammar, vocabulary and language skills can be assessed only by embedding them in discourses targeted at a certain level of transaction. We can put the language competencies in six broad categories;

The six broad categories of the Academic Standards

1. Listening and Speaking

2. Reading comprehension

3. Conventions of writing

4. Vocabulary

5. Grammatical awareness

6. Creative expression (Oral and Written discourses)

The class-wise indicators for these academic standards are:

The Details of Academic Standards and Indicators

In English there are six academic standards : 1. Listening and Speaking, 2. Reading Comprehension, 3. Conventions of Writing, 4. Vocabulary, 5. Grammatical Awareness and 6. Creative Expression (a) oral and (b) written.

The details of Academic Standard wise Indicators/ features for classes I to X

Table 1: Listening and Speaking

	I	II	III	IV	V	VI	VII	VIII	IX	X
1	Listens to simple instructions, directions and interactions and responds accordingly	■	■	■	■	■	■	■	■	■
2	Listens to a variety of discourses and responds accordingly in the classroom situations	■	■	■	■	■	■	■	■	■
3	*Recites rhymes/ songs and poems	■	■	■	■	■	■	■	■	■
4	*Tells stories, narrates experience and produces a variety of level-specific oral discourses	■	■	■	■	■	■	■	■	■
5	*Role-plays, enact drama /skit,	■	■	■	■	■	■	■	■	■
6	Pause	■	■	■	■	■	■	■	■	■
7	Stress	■	■	■		■	■	■	■	■
8	Pitch	■	■	■	■	■			■	■
9	Tone	■	■	■	■			■	■	■
10	Rhythm	■	■			■	■	■	■	■
11	Reflections of emotions (wherever relevant)	■							■	■
12	Tempo								■	■

*Note: There are level-specific indicators for each of these discourses (songs, rhymes, stories, etc.) which have been stated under Table5.

This table is meant for the aspects of spoken language.

Table 2: Indicators for Reading Comprehension

		I	II	III	IV	V	VI	VII	VIII	IX	X
1	Reads level specific pictures, cartoons, graphs, tables, etc. and decodes the ideas	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
2	Reads a variety of discourses with comprehension	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
3	Reads discourses analytically and identifies the themes and sub themes						▓	▓	▓	▓	▓
4	Reads and develops one's own perceptions	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
5	Reads critically by agreeing or disagreeing with the author								▓	▓	▓
6	Reads a text from multiple perspectives								▓	▓	▓
7	Refers dictionary, thesaurus, and other reference materials					▓	▓	▓	▓	▓	▓

*Note: The level of reading material will be decided considering the discourse features.

Table 3: Indicators for conventions of writing

Indicators	I	II	III	IV	V	VI	VII	VIII	IX	X
I Capitalization										
1 Approximation of use with beginning of the names and sentences	■	■	■	■	■	■	■	■	■	■
2 Uses wherever it is applicable										
II Punctuation Marks										
3 Full stop	■	■	■	■	■	■	■	■	■	■
4 Comma	■	■	■	■	■	■	■	■	■	■
5 Question mark			■	■	■	■	■	■	■	■
6 Quotation marks				■	■	■	■	■	■	■
7 Exclamatory					■	■	■	■	■	■
8 Apostrophe						■	■	■	■	■
9 Hyphen								■	■	■
10 Colon								■	■	■
11 Semi-colon								■	■	■
12 Parenthesis								■	■	■
13 Space between words and sentences		■	■	■	■	■		■	■	■
14 Spelling						■	■	■	■	■
15 Abbreviations, acronyms								■	■	■
16 Ellipsis								■	■	■
17 *Write a variety of discourses maintaining the conventions of writing and Layout										

*Note: There are level-specific indicators for each of these discourses (songs, rhymes, stories, etc.) which have been stated under Table 5.

13

Table 4: Indicators for Vocabulary and Grammatical awareness

	Indicators	I	II	III	IV	V	VI	VII	VIII	IX	X
1	**Vocabulary and Word level structure (Morphology)**										
1	Prefixes			▓	▓	▓	▓	▓	▓	▓	▓
2	Suffixes			▓	▓	▓	▓	▓	▓	▓	▓
3	Tense forms			▓	▓	▓	▓	▓	▓	▓	▓
4	Auxiliaries and modals (be, have, do, will, shall, etc			▓	▓	▓	▓	▓	▓	▓	▓
5	aspects-progressive, perfective and passive			▓	▓		▓	▓	▓	▓	▓
6	Agreement (Person, number, gender)			▓	▓	▓	▓	▓	▓	▓	▓
7	Reflexives and reciprocals (myself, each other …)			▓	▓		▓	▓	▓	▓	▓
8	Gerunds (verbal nouns)						▓	▓	▓	▓	▓
9	Compounding						▓	▓	▓	▓	▓
10	Phrasal verbs						▓	▓	▓	▓	▓
11	Collocations						▓	▓	▓	▓	▓

Indicators	I	II	III	IV	V	VI	VII	VIII	IX	X
II Syntax and word level grammar										
12 The structure of simple sentences	▓		▓	▓	▓	▓	▓	▓	▓	▓
13 Subordination (adverbial connectives with when, if, as, because, since, etc.)				▓	▓	▓	▓	▓	▓	▓
14 Complementation (I think that ...)				▓	▓	▓	▓	▓	▓	▓
15 Conjunctions (and , or)								▓	▓	▓
16 Elliptical constructions (leaving out some parts)								▓	▓	▓
17 Clefts (It is true that ...								▓	▓	▓
18 Relativization (the book that I bought)							▓	▓	▓	▓
19 Embedding (the book on the table ...; the dog that chased the cat that ...							▓	▓	▓	▓
20 Passivization								▓	▓	▓
21 Parenthesis (Inserting units of language into a structure)								▓	▓	▓
III Awareness of the structure of Phrasal categories										
22 Noun phrase						▓	▓	▓	▓	▓
23 Prepositional phrase						▓	▓	▓	▓	▓
24 Adverbial phrase						▓	▓	▓	▓	▓
25 Verb phrase						▓	▓	▓	▓	▓

*Note: The competencies related to grammar and vocabulary can be assessed only in the context of oral and written discourses for which the indicators related to discourse features are also to be taken care of.

Table 5: Creative Expressions - Class wise Targeted Oral and Written Discourses

	Discourses	Classes									
		I	II	III	IV	V	VI	VII	VIII	IX	X
1.	Conversations	■	■	■	■	■	■	■	■	■	■
2.	Descriptions	■	■	■	■	■	■	■	■	■	■
3.	Rhymes /Songs /Poems	■	■	■	■	■	■	■	■	■	■
4.	Narrative/ Story	■	■	■	■	■	■	■	■	■	■
5.	Diary				■	■	■	■	■	■	■
6.	Letter				■	■	■	■	■	■	■
7.	Message/e-mail/SMS			■	■	■	■	■	■	■	■
8.	Notice/Poster/Invitation/Ads			■	■	■	■	■	■	■	■
9.	Slogans/Placards			■	■	■	■	■	■	■	■
10.	Skit/Drama/Play				■	■	■	■	■	■	■
11.	Compeering					■	■	■	■	■	■
12.	Choreography				■	■	■	■	■	■	■
13.	Essay (All types)					■	■	■	■	■	■
14.	News Report/Report					■	■	■	■	■	■
15.	Speech						■	■	■	■	■
16.	Review							■	■	■	■
17.	Debate /Discussion						■	■	■	■	■
18.	Biographical sketches/Profile/Autobiography								■	■	■
19.	Interview								■	■	■

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

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.

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II. Teacher Preparation and Planning

Introduction

Failing to plan is planning to fail. For successful transaction in the classroom, the teacher has to plan and prepare for it. Before going for transaction of a unit, the teacher should read the entire unit thoroughly and identify the possible discourses. He /she should prepare a detailed unit cum period plan in the suggested format. He /she should prepare period wise interactive questions in advance. Children's responses should be elicited and written on the board. This activity should help the children in generating the language. Hence the teacher has to prepare ample questions for each period. After completion of teaching, he / she shall note the reflections in the plan. The reflections should include the performance of the children, the suitability of the process followed in the class.

Planning

Development of a plan for instruction of entire unit is a professional exercise. Lot of thinking and reference of source books is required. It is a developmental exercise and the output can be improved year after year based on the experience and reflection. Following are the steps for developing annual/year Plan and Unit cum Period Plan for High school classes. SCF envisions the planning of a lesson as detailed below:

Year Plan

Class: VI   **Subject:** English

Total Periods: 220

TLP Periods: 180

Expected outcomes at thes end of the year including Discourses targeted:

1. Involvement of children during the transaction of all components of all units.

2. Children should be able to listen and express their views and ideas freely during the interaction in different stages of classroom transaction.

3. Children should be able to read and comprehend the reading texts given in the English textbook and outside the textbook individually and collaboratively.

4. Children should able to use appropriate vocabulary and grammar in oral and written discourses.

5. Children should be able to produce oral and written discourses i.e., conversation, description, songs/poems, narrative/story, diary, letter, message/e-mail/SMS, notice/ poster/ invitation/ads, slogans / placards, skit / play, compeering, choreography,

essay, newsreport/report, speech, debate/discussion, bio-sketch/profile/ autobiography.

Month wise Action Plan

Unit No.	Theme of the Unit	No. of Periods Required	Strategy	TLM/ Resources	Month	Programmes/ Activities
7	Games and Sports	24	Interacation Whole class Activity Individual Acativity Group Activity Feed back	Textbook Charts Blackboard Newspaper clippings	Feb	

Teacher Reflections

H.M Suggestioins/review

*Note:

The number of periods mentioned in a month are only suggestive. Teacher may plan for more than a month for completion of a unit in the begining.

Unit cum Period Plan

Class: VI   **Subject:** English

I. Unit details and number of periods:

1. Name of the unit: Peace and Harmony

2. No. of periods required: 24 (this includes no. of periods required to trans act all the reading passages and the activities given till the end of the unit)

II. 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 able to use appropriate vocabulary and grammar in oral and written discourses.

5. Creative expression through construction of written discourses i.e., description, narrative, conversation, letter, paragraph.

III. Period wise Details of a Unit:

Period No	Content/activity/discourse	Strategy	Resources/TLM required
1	Face-sheet	Picture interaction Whole Class Acativity	Text book,Black Board
2	A. Reading : P.T.Usha, the Golden Girl Segment 1: Para 1 to 3; "P.T.Usha, ……. history	Individual,Group and Teacher reading,	Text Book,Charts
3	Discourse: Construction of a Conversation between Balakrishnan and P.T.Usha.	Interaction,	Charts
4	Discourse-Editing - Conversation	Group Activity	Charts
5	Reading segment 2:Para 4 to 6; In 1975 …. Madhavan Nambiar	Individual, Group and Teacher reading	Text Book
6	Discourse: Construction of Interview P. T. Usha and the Prinicpal of the School	Interaction, Individual, Group Activity	Charts
7	Discourse: Editing-Interview	Interaction, Negotiation, Individual, Group Presentation	Charts

Period Number	Content/Activity/Discourses	Strategy	Resources/ TLM required
8	Reading - Segment 3: Para 5 to 10: By1977 .... home town	Individual, Group and Teacher reading	Textbook
9	Discourse : Speech of P.T. Usha expressing her gratitude to Madhavan Nambiar.	Interaction, Individual, group Activity	Charts
10	Discourse-Editing - Speech	Interaction, Negotiation, Individual, Group Presentation	Charts
11	Transaction of components-vocabulary	Interaction, Individual, Group Activity	Textbook
12	Transaction of components-Grammar	Interaction, Individual, Group Activity	Charts
13	Writing :Short Profile of P.T. Usha	Interaction, Individual, Group Activity	Textbook, Blackboard, Charts
14	Editing the Profile	Interaction, Negotiation, Individual, Group Pre-sentation	Textbook Blackboard
15	Letter to India Sports	Interaction, Negotiation, Individual, Group Pre-sentation	Textbook, Blackboard
16	Preparing a Notice	Interaction, Negotiation, Individual, Group Pre-sentation	Textbook, Blackboard
17	Transaction of Listening	Teacher and whole class activity	Textbook
18	Transaction of components-Study Skills	Interaction, Individual, Group Activity	Textbook, Blackboard, Charts

Period Number	Content/Activity/Discourses	Strategy	Resources/TLM required
19	B. Reading - Poem: Indian Cricket Team	Individual, Group and Teacher reading	Text book, Black Board
20	Discourse: Writing the script of choreography	Interaction, Negotiation, Individual, Group Presentation	Charts, Note books
21	Discourse-Editing: Script of choreography	Interaction, Negotiation, Group Presentation	Charts, Note books
22	C. Reading: Ranji's Wonderful Bat	Individual, Group and Teacher reading	Text book, Black Board
23	Discourse: Letter writing. A letter describing your ideas on lucky bat.	Individual, Group Activity	Charts, Note books
24	Discourse-Editing The Letter	Interaction, Negotiation, Group Presentation	Charts, Note books

IV. Period wise notes and interactive questions:

In this part of the plan the teacher can write down the questions that are required for interaction at various stages of classroom transaction such as picture interaction, oral performance of the learners, reading, discourse construction and editing.

The teacher has to refer the handbook for detail transaction process and frame relevant questions to help the students in generating language. The notes must be added on things to the existing information given in the textbooks. At no point teacher should copy the questions from the textbooks. Teacher should develop thought provoking questions and questions on higher order thinking skills well in advance to enable the children think and participate in the classroom interaction. The required information pertaining to the topic must be collected from various sources and shall be written under teacher notes. The teacher has to keep a bound notebook and allot about 15 to 20 pages for a unit and maintain for 2 or 3 years continuously with additions of important notes every year. The teacher has to focus on the recent developments in the subject specific areas and update the notes and discuss the same in the classrooms. Teacher professionalism and professional development will be

reflected by the nature of his/ her planning. Teacher can also collect and note - quotations, riddles, articles, humorous incidents etc. to make the class lively.

V. Period wise notes on children's performance:

This part of the plan is intended for continuous assessment. The teacher can note down the names of students whose performance is at the desired level. This notes will help the teacher to assess the children performance for awarding marks and grades in Formative Assessment.

VI. Period wise notes on Teacher's Reflections:

Teacher has to reflect on the effectiveness of the teaching and learning. What steps went well and the extent of children participation and their attainment of language competencies for future transaction. The teachers should share their experiences in staff meetings and in other meetings.

Understanding the variety in the process

The teachers are expected to refer Teacher Handbooks / Modules and other reference books. Based on this, teacher shall select appropriate transaction process for various activities and discourses for effective transaction.

Strategy

The strategy refers to the nature of teaching learning process to transact each component of a unit. The method must enable interactive teaching where children participate in the learning processes. A variety of questions like analytical, extrapolative, etc. to facilitate whole class discussion. Children understand concepts not by listening but by giving responses, through individual and collaborative activities. Therefore, adequate scope must be given to the children to think, question and respond in the classroom. Teacher has to develop appropriate tasks which are challenging in nature so that they will be engaged in TLP actively.

Resources/ TLM

Every teacher should identify appropriate resource material required to teach the subject and collect the same and keep for ready access. Teacher should think about the English around us and collect relevant material. They can also encourage students to bring different material they come across in their day to day life like news paper cuttings, different types of wrappers, pamphlets, posters, etc. The language around of the child should be made a part of the TLP.

Programmes and Activites

Teacher has to conduct different activites/programmes based on the theme of the unit. The activities should reflect the national festivals and important days in academic year

- like International literacy day, International Woman's day, International Mother Tongue day etc., The activities include- quiz, essay writing, compering, debate/ discussing, writing slogans, preparing posters, mock parliament etc. The activities /programmes should help the children in using English language fearlessly. The teacher shold plan in advance for effective implimentation of these activities and programmes and reflect in his/her year plan.

యునిట్ బోధనా విధానము

ఆంగ్లభాషా అభ్యసన (Learning) లో మరింత అభివృద్ధిని సాదించే క్రమంలో2011–12 విద్యాసంవత్సరం నుండి 6,7 తరగతులకు నూతన పాఠ్యపుసతకాలను ప్రవేశపెట్టడం జరిగింది. దీనికి కొనసాగింపుగా 2012–13 విద్యాసంవత్సరంలో 8 మరియు 9వ తరగతులకు కూడా నూతన పాఠ్యప్రణాళిక అమలుకానుంది. NCF –2005, APSCF-2011 మరియు RTE –2009లో నిర్దేశించిన విధంగా నిర్ధారించుకున్న అభ్యసనా లక్ష్యాలను సాధించే క్రమంలో ఈ నూతన పాఠ్యపుస్తకాలు తయారుకాబడ్డాయని 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 విద్యార్ధిని కేంద్రబిందువుగా చేయడం జరిగింది. బోధనాభ్యసన ప్రక్రియకు ప్రధాన స్థానం కల్పించడబడింది.

భయరహితమైన, స్నేహపూరిత వాతావరణంలో పరస్పర, భాగస్వామ్యం, సహకార పద్ధతులలో సృజనాత్మకతను వెలికితీసే 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 ఉంచుకొని జాతీయ విద్యాప్రణాళికా చట్రం–2005లో పేర్కొనిన ఇతివృత్తాల (themes) ఆధారంగా పాఠ్యాంశాలను తరగతుల వారీగా ఎంపికలో భాషయొక్క ఉనికికి పెద్దపీటవేయడం జరిగింది.

నూతన ఆంగ్లపాఠ్యపుస్తకాలలోని ముఖ్యాంశాలు:

1. సిలబస్ భారం తగ్గించబడింది. 6–9 తరగతులకు ప్రతి తరగతిలోనూ కేవలం 8 పాఠ్యాంశాలను మాత్రమే ఇవ్వటం జరిగింది.

2. ఆంగ్ల, తెలుగు మధ్యమాలకు 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 నేర్చుకోనబోయే 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 / నేర్చుకోనబోయే 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 చార్ట్‌పై 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 పెన్సిల్‌తో (✓) మార్క్ 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 అన్ని 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 పేజి 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 విశ్లేషణాత్మకమైన, 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 గురించి విద్యార్థులతో చర్చించాలి. పలు ప్రశ్నలను ఉపయోగించి విద్యార్థుల నుండి సమాధానాలు రాబట్టాలి. వారి సమాధానాలను క్రమమైన పద్ధతిలో blackboard / chart పై వ్రాయాలి.

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. తరవాత ఉపాధ్యాయుడు అదే అంశంపై తాను రాసిన (teacher's version) విషయాలను ప్రదర్శించాలి. విద్యార్థులు రాసిన (ఒక గ్రూప్) 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 బట్టీ 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 వ్యక్తికరించడానికి ఇందులో అంశాలు తోడ్పడాలి. విద్యార్థులందరూ ఒకే రకంగా రాయకుండ వారి వ్యక్తిగత అనుభవాలు వ్యక్తపరచడానికి ఎక్కువ ప్రాధాన్యత ఇవ్వాలి. దీనిలో perfection ఆశించరాదు.

- విద్యార్థులను స్వతంత్ర్యంగా 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 పొందుపర్చబడ్డమైంది.

- 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 చేసుకోనేలా చేయండి.

- నిత్యజీవితంలో ఈ రకమైన సమాచారం యొక్క ప్రాముఖ్యత, ఉపయోగాల గురించి చర్చించాలి.

- గ్రూపులవారీగాఅభ్యాసాలను 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 చేసుకోనేందుకు 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 లోసూచించిన 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, విశ్లేషణా సామర్థ్యాలను పెంపొందించేందుకు ఈ విభాగం ఉద్దేశింపబడినది. 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.

Class VII: The Town Mouse and the Country Mouse

Transaction of Reading

The ultimate aim is not to transmit the information given in the reading passage, but to transact a reading experience that will help the learners construct their own texts from the reading passage by personalising and localising it. We have to help the learners read the passage analytically and critically and reflect on their reading experience.

Pre-reading

You may have noticed that each unit contains a face sheet with a picture on it. This is to be used as a trigger for interacting with the learners.

Objectives of interaction based on the picture:

The learners to

1. come out with their perception (i.e. what they think about the picture) of the picture.

2. talk about their understanding of the theme that is inbuilt in the picture as well as in various components of the unit.

3. make intelligent predictions on the passage they are going to read.

Process

- Show the two pictures given on page 1 of the reader and interact with the learners by asking a few questions most of which are to be analytical. Some questions are suggested below:

   1. What do you see in the two pictures?

   2. Where would you like to live?

   3. Where do you think life is peaceful? Why?

   4. Do animals feel the same like you?

- Elicit responses to the questions taking them one by one. You can write some select responses on a chart.

- Ask any one of the children to describe orally.

- Give feedback.

Note:

- 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.

- The 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.

Suggestions:

- 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.

- Accept their responses with a smile and encouraging remarks like good, fine etc.

- 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.

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

- Children make an effort to read individually and track their own reading process.

- They make sense of the reading passage using a number of strategies such as

  o checking their predictions on the reading passage.

  o locating information that they were able to pool from the interaction that has taken place.

  o guessing the meaning of words from the context and also using familiar words as stepping stones.

- o using the glossary given to them, etc.
- o sharing ideas with others.
- They make sense of the reading passage through collaboration.
- They reflect on the passage they have read.
- They analyze the information given and link it with their personal experience.
- They generate their own texts from the given text.

Picture Interaction

- *You may interact with children based on the picture.*
- *Elicit words related to the picture and write them in the margin of the BB. You may ask the following questions one after the other.*

    1. Look at the picture given on page 3. What do you see in it?
    2. Name the things you see in the picture.

        o *Now you may elicit answers to the following questions and write on the BB*

    1. There are two mice in it? What are the differences you notice between them?
    2. Which mouse has come by the train? Why has he come?

Reading - 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.*

    1. Read the story 'The Town Mouse and the Country Mouse' given on the pages 3 and 4 silently.
    2. Identify the events and the characters in this part of the story.
    3. Identify the location of the events?
    4. Identify the dialogues of each character.

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

- *If more than half of the class strength is low proficient learners you can use this as a whole class activity.*

- *If there are around 6 or 7 students who are low proficient, you may put them in one group and interact with them as a team.*

- *If there are only 3 or four of them, you can interact with one learner. When he /she starts following your instructions go to the next student.*

- *The sub text that can be generated from this part of the story will be something like the following:*

The images of ice-cream, orange juice, lemonade, sugarcane, the quite life of a village, the busy and crowded life in a town

- In the case of CWSN (children with special needs) the sub texts can be orally generated and the children may be asked to represent it visually (through drawing) as we do in a picture story and label the picture.

- If the general proficiency level of the whole class is very low, generate sub texts through whole class negotiation with the help of pictures depicting the sub text. This is to be displayed on a chart and the learners may be asked to associate this with the reading passage.

- In the case of the learners whose level of proficiency is extremely low, generate the sub text orally and write in their notebooks; this can be read graphically and then associated with the reading passage.

Collaborative Reading

- *Divide the learners into groups.*
- *Give them the following directions:*
- You have tried to read the first part of the story. Now take turn and share with others the events you were able to identify. Share only one event at a time.

- When one member says the idea others can identify the sentence that contains this idea.

- Continue sharing till you complete all the events.

- Share with the others the different locations where the events were taking place.

- Now take turn and share with others the dialogues related to each event. Share only the dialogue of one of the characters at a time.

- Take turn and share with others the parts of the passage you liked the most.

- Finally, share with others what you were not able to understand.

Display the glossary related only to those paragraphs that have been given for reading; this can supplement the glossary that is already given in the textbook.

Move around the class and monitor whether they are collaborating as per the instructions given to them. You may ask:

Groups, did you complete sharing the events and dialogues?

Did you share the parts you liked the most?

Did you share what you were not able to understand?

Etc.

- *Now you can mediate the groups for sharing in the following manner.*

Group 1, what is the first event?

Group 2, which is the next event?

Are there any words / sentences that you did not understand? etc.

At this stage all learners in the class will have a fairly good understanding of the passage.

- Ask a few comprehension questions relevant to this part of reading passage:

Loud Reading

- *Read the passage aloud with proper pause, stress, tone and pitch.*

- *Give the following instructions for loud reading.*

  o Now you are going to read aloud in your groups.

  o Divide the reading passage into various parts according to the number of members in your group.

  o Decide who will read which part among yourselves.

  o 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:*

What changes will you like to make if you read the passage aloud again?

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 differences do you find between a country life and a town life?

  2. Where do you want to live?

3. Have you ever been to a village or a town?

4. What interesting things and places do you find in a town?

5. Why do you think the town mouse did not enjoy the dinner hosted by the country mouse?

6. Why do you think the town mouse was surprised?

7. What do you think the town mouse has forgotten?

Mind Mapping (Optional)

Take up the mind mapping with the help of the learners.

- Ask them to say a few words or sentences which they remember from the story. Associate them with their own experiences. E.g., the learners say some words / sentences from the story such as 'I Don't eat raw food like sugarcane', 'cars,' lorries', 'sleep on the ground'. Ask them to recall more ideas (words, sentences, expressions, etc.) and make inter connections to develop a concept map of ideas, words, events, etc. all picked up from their individual reading experience. The learners can do this work in their notebooks. They can begin mapping with anything that comes first to their mind (which will be different from learner to learner). Since individual perceptions are different, how they interconnect the ideas may also vary.

- They may be asked to add their reflections (like their likes and dislikes, their associations, etc.) also into the concept map.

- One or two students can present their concept map before the whole class.

- They may be put in small groups – each group can consolidate their concept maps on a chart. They can also draw pictures to represent certain ideas (this will be a task that even CWSN and children with low proficiency level can do).

- Let groups present their concept maps.

- All these can be compiled together to make a Big Book of concept maps. This can be displayed at the reading corner.

Note: You need not go for concept mapping after reading each passage because it might take a whole period – However, it is a good tool that can be used to check reading comprehension and proficiency in analytical reading.

Post Reading: (Construction of a conversation)

It is better to go for some discourse tasks after completing the transaction of a certain segment of the reading passage. Since this is a story, there is a lot of scope for assigning roles to the learners and asking them to develop conversations. Remember, the more opportunities we provide for the learners to produce language, the more will be their growth in language proficiency. This cannot be substituted by the several tasks related to language elements that are assigned to them.

Objectives

- Produce conversations suitable for a given context.
- Gain confidence in oral communication.

Process

Look at the first part of the story which you have just completed reading. There are two mice belonging to a village and a town respectively. In the same way you may think of two boys belonging to a village and a town respectively meet and talk to each other.

- *Children may be asked to sit in pairs and each pair may be assigned roles from the above.*
- *Let the pairs plan the conversation.*
- *Ask any two pairs to present the conversation between the town boy and the country boy. Tell them they can present the idea even by mixing English and mother tongue if they find it difficult to say only in English.*
- *Conduct a session for giving feedback in the following manner:*
  1. What modifications will you make in the role-play if you have to do again in terms of the following?
  2. The theme – does the role play communicate the theme?
  3. The language – whether changes needed in the sentences presented.
  4. Oral aspects of presentation – audibility, pause, stress, pitch and tone.
  5. Body language – postures, stress, gestures, facial expressions

- *Write these points on the same chart containing roles and themes.*
- *Invite reflections from the performers first.*
- *Invite suggestions from the other pairs who planned the same roles.*
- *Invite suggestions from the whole class.*
- *Give positive and qualitative feedback which will make them think and go to the next higher level of learning (neither mere appreciation nor disapproval by pointing out faults will do good).*
- *Put them in groups by clubbing two or three pairs together.*

Refining the conversation in groups

- *Put children in small groups. Ask them to share their conversation with others. The following process may be carried out.*
- *Give instructions to the learners before they are moving into the groups.*
  1. Take turn and present the initiation (i.e., the beginning).
  2. If you cannot say the idea in English, you may say it in fragments or even in mother tongue. Together you can decide how to say the idea in English.
  3. Select the sentence which you think will make a good beginning. All of you write this in your notebook.
  4. Take turn and respond to this beginning.
  5. Select the best response.
  6. Write this also in the notebook.
  7. Continue the same process till you think there are no more ideas to be shared and written.
  8. Write the whole conversation on a chart.
- *Now you can ask the groups to present their refined conversations and display the chart in front of the class.*
- *A feedback session can be conducted by inviting suggestions from the whole class and by giving your own feedback on the presentations.*

Note: Whatever you do and say in the class should not harm the confidence of the learners and make them feel insecure.

Now we go on to process the next segment of reading. Begin with picture interaction.

Picture Interaction

- *Use the second picture as a trigger.*

- *Elicit the ideas they get from the picture. Write relevant responses on the BB*

Reading Segment 2 – The remaining part of the story

- *Follow all the processes for reading suggested earlier.*

- *Ask a few comprehension questions after collaborative reading.*

- *You may ask the following analytical questions for extrapolating the text.*

  1. What does the writer mean by the sentence "We may not get much food there, but at least we can eat in peace?"

  2. What would happen if the person who opened the cupboard found any one of the mice?

  3. Do you believe that there is more peace in the country than in the town? Can you give your reasons?

  4. Why are most of the villagers migrating to towns from villages even though there is no peace?

  5. Why do you think that the country mouse and the town mouse did not visit each other again?

  6. What is the central idea of the story you have read ?

  7. What do you think is the most striking sentence in the story?

  8. You might have read the sentence "They had to run for safety when somebody opened the cupboard door." Why do you think they had to run for safety frequently?

Construction of a Narrative: Process

- *Ask children to narrate the country mouse's experience in the town. Ask the following questions for helping them to develop the narrative.*

  1. Can you imagine the thoughts of the country mouse while staying with the town mouse?

  2. What could the country mouse have thought about town life before going there?

3. What were the experiences of the country mouse when he came to the town for the first time?

4. What opinions could he have formed about town life?

5. What were his feelings about the life of the town mouse?

- *The questions should be asked in the whole class. Let them write the narrative individually first.*

- *Later let them sit in groups and refined their work.*

- *The groups can present what they have written.*

- *Give feedback.*

Writing Letters:

The Process

1. *Let children write the letter independently.*

2. *Let one or two children say how they began the letter.*

3. *Let a few children say what they wrote in the first part of the letter.*

4. *Let a few of them take turn and present what they wrote in the last part of the letter.*

5. *Let a few of them say how they concluded the letter.*

6. *Let them sit in groups and share how they began the letter.*

7. *Let the members come to an agreement on how to begin the letter.*

8. *Let them share what they wrote in the first part of the letter.*

9. *Let the group collectively select the best idea.*

10. *Let them share what they wrote next and come to an agreement on the best idea.*

11. *Let them decide on the other ideas they want to write.*

12. *Let them come to an agreement on how to finish the letter.*

13. *Ask them to look at the letters given in the textbook to study the format used for writing letters.*

14. *They can write the letter on a chart paper for presentation in the whole class.*

15. *Take one group product and edit it.*

Poem

The Town Child and The Country Child

Reading: Process

Follow the same processes (i.e., individual reading, sharing ideas in groups, etc.)

- Ask specific questions to get the sub text for helping the low-proficient readers:
    1. Who does I refer to?
    2. Where does he/ she live?
    3. How is life there?
    4. What does the poet want to have in the town?
    5. Why does he think so?
- The sub text that can be generated from this part of the story will be something like the following:

The images of a boy living in a street of a town crowded traffic with buses, motors and tramps, crowded houses, smoke, the cloudy sky etc...

The boy living in a village- lonely, sounded by tall trees, birds on the branches and the flowers 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 do you mean by the line "The houses all wait in a row"?
    2. Why is there smoke everywhere?
    3. What happens if smoke is everywhere?
    4. What causes noises in the town?
    5. What is the central theme of the poem?
    6. Why does the child want to go to the town in the second poem?
    7. Can you say why the town child wants to go to the village and the country child wants to go to the town?
    8. Why are they not satisfied with their lives?

9. What do the two poems tell us?

10. Where is the population high? What problems will we face if the population increases?

11. Can you find any similarity between the reading passage " The Town Mouse and the Country Mouse" and these two poems? What is it?

Post Reading: Construction of an Essay

It is better to go for some discourse tasks after completing the transaction of reading a poem. Since these are two poems, there is a lot of scope for asking the pupils to write an analytical essay based on the two poems.

Objectives

- Produce an essay suitable for a given context.

- Gain confidence in written communication.

Process

- *Initiate a discussion on the life in a town and in a village.*

   1. What are the problems of life in a town?

   2. What are the problems in a village?

   3. How can you make the life better in both a town and a village?

- *Let the learners write the essay individually.*

- *Let them share their ideas and enrich their essay.*

- *Elicit indicators for refining the essay*

   1. The main points in the first paragraph, second and the third

   2. The linkers used

   3. Sentence structure

   4. Word forms used

- *Let the learners write the essay individually based on the feedback.*

- *Let them sit in groups and refine the essay gathering ideas from the groups.*

- *Give feedback based on the indicators developed given above.*

Project

- *Initiate a discussion.*

- *Ask them to do the project as directed.*

- *Let the groups make presentations on the project.*

- *Give feedback.*

Extensive Reading

Suggestions:

- Don't ask too many questions on the story.

- Don't translate the story into mother language.

- Don't explain the story. Let the learners read and understand on their own.

- Encourage the learners to read the stories extensively.

- Ask them to share their individual reading experience

Note: Regarding the transaction of components such as vocabulary, grammar, study skills, etc. assign the task individually. After completing the individual work, children can sit in groups and share their work with others. Teachers may give feedback on the work done. Avoid explicit teaching of these components.

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III. The Assessment

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 menas all the time during the classroom process, comprehensive means it should address all the aspects of academic standards, Evaluation means to access the children 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.

Guidelines for Formative Assessment

We propose four tools for formative assessment.

1) Reflections

2) Written works

3) Project works

4) Slip test

Each tool carries 5 marks.

1. Reflections

Reading is one of the major inputs for language development. If we do not go for some kind of focused interventions to facilitate reading skills, students will be reading their textbooks only. (Earlier, it so happened that students did not read even the text books, but depended upon question banks).There should be a mechanism to ensure that students are reading materials other than textbook, develop their own perceptions on such materials and come out with their own reflections on the reading experience both orally and in writing. Since there is also a question of social auditing, we need to have evidences for the performance of the students in this regard. For the oral performance, what the teacher records in her diary/ notebook alone will provide the evidence. In the case of written work the evidence will be available in the notebooks of the students.

How to facilitate reading:

- 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.

Oral indicators:

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

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

General Questions for Reflections: A story

- Expectation from child
- Checklist for teacher in awarding marks/ grade.
- Example/ model:

    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?

* 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).

* 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.
  • Appropriatness of the language - meaningful sentences, vocabulary, maintenance of coherence etc.

Here is an example of how we could extract the reading reflection from the given news paper clipping.

News Report

By: Press Trust of India | Dehradun | Updated: June 4, 2015 12:02 pm.

Uttarakhand has joined the list of states to ban the sale of Maggi with samples of the popular food product failing laboratory tests.

"A decision to ban the sale of Maggi was taken late last night in public interest by the Food Security Department as 2 of a 300 odd samples of the food product failed laboratory tests," Principal Secretary Health Om Prakash said.

The decision was prompted by the presence of monosodium glutamate (MSG) in the samples sent for laboratory tests to Rudrapur in Udhamsingh Nagar district, he said. "As the matter concerns public health we lost no time in imposing a ban on the popular food product in Uttarakhand. An order pronouncing the ban and seeking immediate withdrawal of the product from market places is being formally issued today," he said. However, no lead content was found in the samples tested, the official said, adding that out of the 300 samples sent to Rudrapur laboratory, test results of a majority of them are still awaited. After test results of all the samples collected from different places across the state arrive they will be sent to Kolkata for the final laboratory tests, the Principal Secretary Health said. Big retailers like Big Bazar have already withdrawn Maggi packets from their outlets in the city, he said, adding small retailers may take some more time to do so.

Reflection 1

This news is about government decision to ban the Maggie product in UttaraKhand, the decision was taken by food security department with public interest. A sample was taken and tested in the Kolkata laboratory and found the presence of monosodium glutamate in 2 out 300 samples and no lead was found, even though the ban was imposed on Maggie product from the Uttarakhand. This may be due to BJP government policy to minimize the foreign products from Indian market. Personally I support the government action. The news report also create an awareness among the people about how the Multi National Companies marketing their products in poor countries.

Reflection 2

The news I read was about the ban of Maggie product. I was so sad when I read this because this is my favorite breakfast. But I also felt happy because the government is taking care about our health personally. I also felt that the government has taken a hasty decision by banning the product, when only 2 out of 3 samples are found to be positive. Not only that many other test samples send to Rudrapur laboratory are still awaited. The government should have waited till all the samples show the result and then take a decision if more than 50% show positive result of monosodium glutamate presence. This might also be a false propaganda because of the good market reputation that Maggi had. This also may cause a great loss for the big and small retailers. This also effects the house wives who have less time to prepare breakfast.

Reflection 3

Today when I read the news on the ban of Maggie product. I was astonished to know that we are taking monosodium glutamate without knowing. It is so good that government has taken immediate action against the product without waiting for the results to come. But now that we have to think of the people who are addicted to its taste and flavor which is liked by almost all the people of India. The government should also take steps to promote a good product before launching it in the market. Though most of the packets from Big Bazar and other market places are with drawn. This product was in such a use that the drug entered the bodies. Now the government also should take steps to see that it would be harmless by giving medical support.

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. Tin case of the third, the secret goes to the heart and is preserved there."The merchant and the king were pleased by Tenali Raman'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 fist 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 3rd 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.

Reflections 3

The story I read was about Tenali Rama and Three dolls. In this story I read about three main characters Tenali Rama, Krishna Deva Raya and merchant. I felt that Krishnadvearaya was a great king and was very confidence on the intelligence of his ministers. The merchant is very clever that he went to the king and chanllenged him on the work he has done this also

shows that he is very proud of his art of making dolls. The merchant was also very confident that the ministers won't be able to identify the difference between the dolls and he also gave the king 30 days time. A merchant giving that ample of time shows that he is a daring person.

However the king took the issue so light that he kept it away from his most intelligent minister Tenali Rama. In the nick of the time he handed over the puzzle to Tenali Rama this is not right on the part of the king. But at the same time the agreement of the king that he also is unable to solve the puzzle along with the other ministers shows that he is humble. Here I also want to say about Tenali Rama who is ready to take up any job without blaming the king or the ministers though it is in the flag end. This shows his respect towards king and dedication towards the work.

The way Tenali Rama explained about the two dolls was great in the first explanation he showed that doll where the wire came out of the mouth is bad but the same doll was proved to be good in his second explanation. I think that Tenali Rama wanted to show that though we all look at the same thing we understand in different way. May be he gave two explanations to show how people look at one thing in two different ways. This also may be the reason that he wanted to satisfy the merchant at every point and prove that the ministers are extremely wise then what he thought.

> From the above given explanations, I like the second one more and I believe people should be like the doll who hear and teach others because when we share knowledge with others it increases.

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, study skills and also consider self assessment check list. Teachers have to ensure that children are writing individually and not by copying from others.

We can go for 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

Transaction of classroom projects

Why project in English?

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.

Nature of projects in English: Projects included in class X cover a wide range of themes that are socially relevant. 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 more projects related to the themes that are dealt with.

Process

Projects take place in various stages such as:

- Brainstorming on the nature of the project,
- Designing tools for the collection of data,
- Collecting the data,
- Consolidating the data using different formats,
- Analysis and Interpretation of the data,
- Report writing,
- Presentation.

Please remember that sufficient brain storming is extremely important for doing the project as the students have to understand the purpose of the project, its scope and significance without which they will not be psychologically ready to carry it out. At various stages the teacher has to monitor the progress of the work, the involvement of the learners, and should take care of guiding them whenever necessary. Teacher is not supposed to prescribe any tools or formats but should interact with the learners in such a way that these will be evolved in a democratic manner. The interaction will also lead the learners to decide which stage of the project needs to be done individually, in pairs or in groups. We have to be clear about the time that each project work might take. Make sure that the work is manageable within a stipulated time.

Please do not leave out these crucial questions while brain storming:

1. How will you pool information (Tools such as questionnaire, checklist, observation schedule, interview, referencing etc.)

2. Where will you get the information from? (Resources such as people, books, journals, magazines, newspapers, institutions, internet etc.)

3. Who will collect the information? (Individuals/ pairs/ groups)

4. How will you consolidate the information? (Sharing in groups and recording using appropriate formats)

5. What analysis can be made based on the data?

6. How to write the report (the structure of the report: name of the project, purpose, scope and relevance of the project, tools developed, mode of collection of data, consolidation and analysis, findings with supportive evidences such as photographs etc.)

7. How will you present the findings before others? (presenting the report- each member can present one part of the report)

Classroom Process

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.

Stage I: Brainstorming (One period)

- 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.

Stage II: Data Collection (3 to 4 days/ one week – homework)

- *Collecting data (Home task which may take one week)*

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.

Stage III: Consolidating the data and deciding the structure of the Report (one period)

- *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:*

Steps in Report Writing

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.

- *Write the structure on the chart/ BB*

Stage IV: Writing the report (2 days – home work)

Stage V: Refining and Presenting the Report (2 periods)

- Let one or two students present what they have written

- Let them sit in groups and refine the report

- Monitoring the group work by the teacher

- Presentation by the groups

(The report will have various parts in it. Groups can divide these among the members so that each member can present one part of it.)

Total four (4) periods are needed for processing the project in addition to homework.

Evaluation of projects and awarding grades

Any project involves both individual and group work; therefore, assessment has to take care of both. Let us see what is the nature of work done by the individuals at various stages:

Individual Writing

1. The tools developed by the individual after the brain storming session.

2. The data collected and how it is entered in the notebook.

3. Individual report.

Individual oral performance

- during the brain storming stages;
- sharing in the group;
- presentation of one part of the report;

We can use the following indicators for the written work.

1. Tools: relevance, well-formed structures
2. Data collected: relevance of the data, comprehensiveness, well-formed structures
3. Report: the same indicators mentioned in the academic standards (appropriate title, objective, scope, relevance- organization-analysis- using well-formed structures- using cohesive devices – coherence – reflections or point of view)

We can use the following indicators oral presentation

- ideas are conveyed
- properly articulated
- contextually relevant language used

Criteria for awarding marks

The project carries 6 marks for the written work (preparation of tools 2; collection of data and analysis-2, report writing-2) and 4 marks for oral responses during the process and presentation of the report. Consider the indicators (written and oral) holistically and award marks accordingly.

Sample project

Topic: Festivals celebrating in one's neighborhood. (Refer Pg.No: 230 in class 10 text book for table)

Tool for the Project work: Questionnaire

1. Head of the family:
2. What is your religion?
3. What are the different festivals do you celebrate in your locality?
4. How do you celebrate ....? (Ex: Diwali etc)
5. Why do you celebrate?
6. What are the special foods do you prepare on the occasion of.............?
7. What are the special clothes do you wear on the occasion of........?
8. What do you do on this special occasion?

Step-I

➢ Brainstorming of the project

Brainstorming Questions:

- Why do you want to do the project?
- What materials or resources will you need? (e.g., card, pencils, the internet)
- How will you divide up to work on the project? (e.g. individual, pairs, groups)
- How long will you need to complete it?
- What do you want to produce at the end of the project? (e.g. a poster, a presentation for the rest of the class, a video)

➢ Designing the tools (Formal Questionnaire, Tabular form, informal questionnaire)

➢ Collection of data: Data can be collected from different resources like News papers, Magazines, Articles, Meeting with the people, Biographies, Internet, Home visits.

Step-II

➢ Consolidating the data

- Let the children sit in groups and share their ideas what they have collected.
- The children have to record the date in different formats like Bar graphs, pie charts, Line graphs and tabular form.

➢ Analysis and interpretation of data: Children analyze the data and prepare a rough draft with the help of consolidated data, there after he removes and unnecessary information and go for final draft for report writing.

Step-III

➢ Report-writing: Children write the report based on the data prepared during interpretation of final draft in the previous step with the help of proper discourse markers to construct well formed sentences.

➢ Self-Assessment/ Peer Assessment

- For my next project I will try to... (say what you are going to do)
- I will do this by ... (say how you will do it)
- I will be able to decide if the project was successful because... (say what evidence will show if it worked)

➢ Presentation: Students presents the prepared project report in group or individually based on their availability of time.

- ➤ 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)

Project Report

Sample 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 the stu-dents. The first part of the questionnaire dealt with the type of festivals they celebrate and traditional food items, clothes they wear during the occasion.

From the table of data, the most significant items are as follows. The survey data depicts that 81% of the Indian families respect the tradition of other religion and participate in the religion processions irrespective of their religion customs. While 19% remain neutral in their behavior. The following comments can be made about 75% of families celebrate Diwali and also children of Muslim families buy and burn crackers on the occasion, 25% families remain neutral. 75% Hindu families respect customs of Muslim festivals and like to the dished prepared on the occasion. 76% of Christian and 70% Muslim families respect and participate in Holi festival celebrations. On the other hand, 24% of Christians and 30% Muslims remain neutral.

Not surprisingly, 90% Hindu families celebrate Moharam without hesitation.

If any conclusions may be drawn from the data, they are, perhaps, as fol-lows. The date clearly depicts that most of Indian families respect and honor 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.

Test items for slip test:

- 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 FA3; Minor discourses FA2 and FA4. This is the only suggestive model and the teacher may follow their own test items for FA's. Can must be taken children should expose to all types of discourses reading comprehension and vocabulary grammar during the Formative Assessment.

Summative Assessment

Instructions for summative Assessment:

1. Question paper should be prepared at the class level.

2. Do not use Question papers prepared by external agencies.

3. Each teacher should prepare own set of different types of questions.

4. It should be done in the form of written, oral and practical at the end of each term.

5. Oral examination should be conducted at the class/school(VI to VIII) level by the teacher.

6. 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 (15 Marks in each paper)

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 in each question.

2. Questions carrying 5 marks – writing 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:

SI. No.	Paper I (13 E)	Paper II (14 E)
	Group A	Group B
1	Story/ Narrative	Biography
2	Conversation	Essay
3	Description	Letter
4	Drama script/ Play	Report/ New report
5	Interview	Speech (script)
6	Choreography script	-

Minor discourses:

Sl. No.	Paer I (13 E)	Paer II (14 E)
	Group A	Group B
1	Message	Poster
2	Notice	Invitation
3	Diary	Profile

Note

1. The Summative Test is administered for 80 marks whereas 70 marks are for written test and 10 marks are for oral test. The remaining 20 marks are for Formative test.

2. The oral test focuses on the performance related to oral discourses. This should be considered for the entire period of the summative, but not on the examination day. For this, the teachers should organize English club activities every fortnight. She/ he has to announce the topics well in advance and the performance of the children should be assessed accordingly.

Weightage Table - Classes VI to VIII

Paper	Section	Academic Standards	Question Number	Source	Marks	MCQ	Other than MCQ	Very Short Answer	Short Answer	Essay Type	Section-wise Total Marks
	A	Reading Comprhension	1 - 10 (I)	TB based	15	5	-	-	5x2=10	-	25
			11-16 (II)	Passage/Poem/ Study skills TB independent	10	2	-	-	4x2=8	-	
	B	Vocabulary & Grammar	17-21 (III)	As directed [TB independent]	5	-	-	5x1=5	-	-	20
			22-26 (IV)	Cloze Test [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	-	
		Total Marks			**40**	**7**	**5**	**10**	**36**	**12**	**70**

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 considerd.

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.

4. Class VI Summative, consider two items only under 'Grammar'. Editing for 10 marks and other question for 10 marks (5 questions @2 marks each).

Weightage Table - Classes IX and X

Paper	Section	Academic Standards	Question Number	Source	Marks	MCQ	Other than MCQ	Very Short Answer	Short Answer	Essay Type	Section-wise Total Marks
Paper I (13 E)	A	Reading Comprhension	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	-	-	5x1=5	-	-	10
			18 - 22	Choose the right word	2 ½	-	5x ½=2½	-	-	-	
			23 - 27	Rewrite as directed	2 ½	-	5x ½=2½	-	-	-	
	C	Creative Writing (Discourses)	28	Major Discourses (Group A) TB Context	10	-	-	-	-	10	15
			29	Minor Discourses (Group A) TB Context	5	-	-	-	5	-	
		Paper-I Total			**40**	**7**	**5**	**7**	**11**	**10**	**40**
Paper II (14 E)	A	Reading Comprhension	1 - 5	TB Independent	5	3	-	2x1=2	-	-	15
			6 - 10	TB Independent (Poem)	5	2	-	3x1=3	-	-	
			11 - 15	TB Independent	5	3	-	2x1=2	-	-	
	B	Vocabulary & Grammar	16 - 18	As directed [TB independent]	3	-	-	3x1=3	-	-	10
			19 - 22	Cloze Test [TB independent]	2	-	4x ½=2	-	-	-	
			23 - 28	Choose the correct one [TB independent]	3	-	6x ½=3	-	-	-	
			29 - 32	Right form [TB independent]	2	-	4x ½=2	-	-	-	
	C	Creative Writing (Discourses)	33	Major Discourses (Group B) [TB independent]	10	-	-	-	-	10	15
			34	Minor Discourses (Group B) TB independent	5	-	-	-	5	-	
		Paper-II Total			**40**	**8**	**7**	**10**	**5**	**10**	**40**

Note

There is an internal choice for the question number 28 in Pape-I and 33 in Paper-II under Section-C. The Paper-I is based on Textbook and Paper-II is based on Text independent.

Revision of English Question Paper - Classes IX and X

1. The number of MCQs are reduced in Paper-I and Paper-II.

2. Paper-I 'Creative Writing', the textual context is used for writing essay type discourses (Major Discourse) and other Minor Discourses.

3. Under 'Vocabulary & Grammar', number of MCQs are reduced and other objective type questions are included.

4. The number of questions under 'Grammar & Vocabulary' in Paper-I and II is increased without changing the total number of marks allotted for that section.

5. In Paper-II, instead of two (2) reading passages three reading passages are given [un familiar/ textbook independent]. One of these is a poem. There is no change in the total number of marks allotted to that section.

6. In place of MCQs, a variety of other than MCQs are included. These are 1. completion of statement/ sentence, 2. choosing the right word from many options, 3. re-writing as directed, 4. choose the correct one from the given options.

7. For all 'Vocabulary & Grammar' question, a context is taken and no discrete items are included.

Note

1. There is no change in domain of assessment and allotted marks for each domain.

2. Under 'Vocabulary & Grammar', except the editing in Paper-I the remaining objective questions both in Paper-I and Paper-II are not in fixed type. Hence, a variety of objective questions may be considered and the questions should be based on a context.

3. The context for discourses from classes VI to VIII should be textbook based.

4. The same weightage and the model should be followed for class IX also.

Assessment indicators for written discourses

Minor discourses:

Discourse	Discourse Specific Features	Marks allotted	Language Specific Features	Marks allotted
Narrative	Sequencing events and dialogues	2 Marks	Grammaticality (tense, aspect, agreement, PNG features, etc.	2 Marks
	Setting and sensory perceptions	2 Marks	Conventions of writing	1 Mark
	Expressing emotions	2 Marks	Coherence - use of connectives and pronouns	1 Mark
Conversation	Writing dialogues contextually (min. 10 exchanges)	2 Marks	Grammaticality(tense, aspect, agreement, PNG features ,etc.	1 Mark
	Sequencing the dialogues	2 Marks	Conventions of writing	1 Mark
	Using social norms and discourse markers	2 Marks	Coherence - use of connectives and pronouns	2 Marks
Description	Creating vivid images using attributes and describing words	2 Marks	Grammaticality(tense, aspect, agreement, PNG features, etc.	2 Marks
	Using different kinds of sentences (short sentences, question forms, passivization, etc.)	2 Marks	Conventions of writing	1 Mark
	Giving personal reflections on event or person	2 Marks	Coherence - use of connectives and pronouns	1 Mark
Interview	Proper introduction and beginning	1 Mark	Grammaticality(tense, aspect, agreement, PNG features ,etc.	1 Mark
	Using discourse markers and language appropriate to the context	2 Marks	Conventions of writing	1 Mark
	Questions relevant to the context and relevant to the responses	2 Marks	Coherence - use of connectives and pronouns	2 Marks
	Appropriate closing/ ending to the interview	1 Mark	--	--

Discourse	Discourse Specific Features	Marks allotted	Language Specific Features	Marks allotted
Script for drama/ play	Maintaining proper beginning, rising actions and ending	2Marks	Use of discourse markers and appropriate cohesivedevices	2Marks
	Dialogues relevant to the context	2Marks	Well-structured sentences (description of settings and scenes)	1 Mark
	Stage directions ,movements and setting	2Marks	Conventions of writing	1 Mark
Script for choreography	Identification of main theme and stanza wise themes	2Marks	Grammaticality (tense, aspect, agreement, PNG features,etc.	2 Marks
	Instances for single/multiple themes	2 Marks	Conventions of writing	1 Mark
	Sequence of actions	2 Marks	Coherence - use of connectives and pronouns	1 Mark
Script for speech	Contextual relevance and organization of ideas	2 Marks	Grammaticality(tense, aspect, agreement, PNG features ,etc.	2 Marks
	Use of argumentative/persuasive/ interactive language	2 Marks	Conventions of writing	1 Mark
	Citation of examples, quotes, etc.	2 Marks	Coherence – use of connectives and pronouns	1 Mark
News report	Use of appropriate headline and lead sentence	2 Marks	Organization of the information	1 Mark
	Body of the report	2 Marks	Coherence – use of connectives and pronouns	1 Mark
	Use of appropriate language	2 Marks	Grammaticality (tense, aspect, agreement, PNG features, etc.	1 Mark
	--	--	Conventions of writing	1 Mark

Discourse	Discourse Specific Features	Marks allotted	Language Specific Features	Marks allotted
Letter	Appropriate format/ layout	2 Marks	Grammaticality (tense, aspect, agreement, PNG features, etc.	2 Marks
	Using language appropriate to the context	2 Marks	Conventions of writing	1 Mark
	Expressing relevant ideas sequentially	2 Marks	Coherence – use of connectives and pronouns	1 Mark
Essay	Title, introduction/ thesis statement	1 Mark	Grammaticality(tense, aspect, agreement, PNG features, etc.	2 Marks
	Providing main ideas and supporting details (examples, quotations, etc.)	2 Marks	Conventions of writing	1 Mark
	Maintaining the logical sequence of ideas	2Marks	Coherence – use of connectives and pronouns	1 Mark
	Giving appropriate conclusion/ ending	2 Marks	--	--
Biographical sketch	Presenting relevant details/ information of the person	2 Marks	Grammaticality (tense, aspect, agreement, PNG features, etc.	2 Marks
	Quoting anecdotes, reflections , thoughts and feelings	2 Marks	Conventions of writing	1 Mark
	Maintaining the logical sequence of ideas	2 Marks	Coherence – use of connectives and pronouns	1 Mark

Minor discourses:

Common Features (for Notice/ Diary/ Message/ Poster/ Invitation)

Discourse Specific	: layout/ design/ illustrations	1 Mark
Language Specific	: Contextual relevance and coherence	1 Mark
Proper sentence structure/ well-formedness, Brevity		1 Mark
Conventions of writing (Punctuation/ spelling)		1 Mark

Contextual relevance indicators under each discourse

1. Notice   persuasive language/ exhortation/ invitation/ appeal

2. Diary   emotional reflections

3. Message element of emotive (personal)

4. Poster   brevity, emotive language, conveying the message/ conception

(For all the minor discourses, 1 mark for discourse specific indicators and 4 marks for language specific indicators)

For other minor discourses, the features are common.

Indicators for open ended questions

Contextual relevance and well formed sentences (If it 1 mark ½ mark each: If it is 2 marks 1 mark each).

SUMMATIVE ASSESSMENT MODEL PAPER

Third Language – ENGLISH

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?

I I. (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)

I I I. (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 issuess 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 goernment 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.

<div align="center">OR</div>

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.

<div align="center"><i>@@@@</i></div>

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.

The detail process of working out class room theatre is given below :

Process

Elicit responses to questions like the following:

1. Where is the story taking place?

2. Who are the characters?

3. What are the events / actions narrated in the story?

4. What are the characters saying or thinking?

Let children sit in groups and plan the drama.

Ask one group to enact the drama.

Initiate a discussion on the drama

Did the actors include all the dialogues in the story?

Did they add any dialogues of their own?

Did the group act out all the events in the story?

Did they add any events?

Could the audience understand where the events were taking place?

All the groups have already planned the drama.

Doyou want to make any changes in theplan before presenting the drama?

Let the groups rework on the drama if necessary.

Ask one more group to act out the drama.

Initiate further discussion.

What are your observations on the present performance?

How many scenes will be required? Why?

Do you want to include some actions in the drama?

What are the slots where you can include them?

How will you state the mood of a character at a certain moment in the drama?

How can we improve the presentation?

Initiate a discussion on the indicators for the performance of the drama.

Consolidate the indicators on a flip chart.

Ask the remaining groups to present the drama.

Give positive feedback.

The Theoretical aspects of Narrative

The narrative allows a holistic treatment of second language.It accommodates different discourses. We can incorporate descriptions, conversations and rhymes into the text of a narrative. Unlike the other discourse forms (for example, essay, poem, letter, etc.) a narrative as a discourse can accommodate all these types of sentences quite naturally. It incorporates all possible prosodic features such as stress, intonation, modulation. The "narrative gaps" created by the teacher can be filled in by the learners by constructing target discourses. Narratives capitalize on the emotive aspect of the language.This is of vital importance in the language class because experience is sustained in human minds asemotional gestalts. It can channel the thoughts of the listeners so that they can perform the tasks assigned to them in a better way.

The focus is not on transmitting information but transacting experience. We are addressing the inner language of the listeners which is generated through thinking. Comprehension takes place by virtue of the context, familiar words, voice modulation, facial expressions and optimal gestures.

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 forthe 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

Bridging the Gap

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

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 actvity
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	Making individual magazines	Display

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

Page No 36 &37 Hindi TB class VI

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:
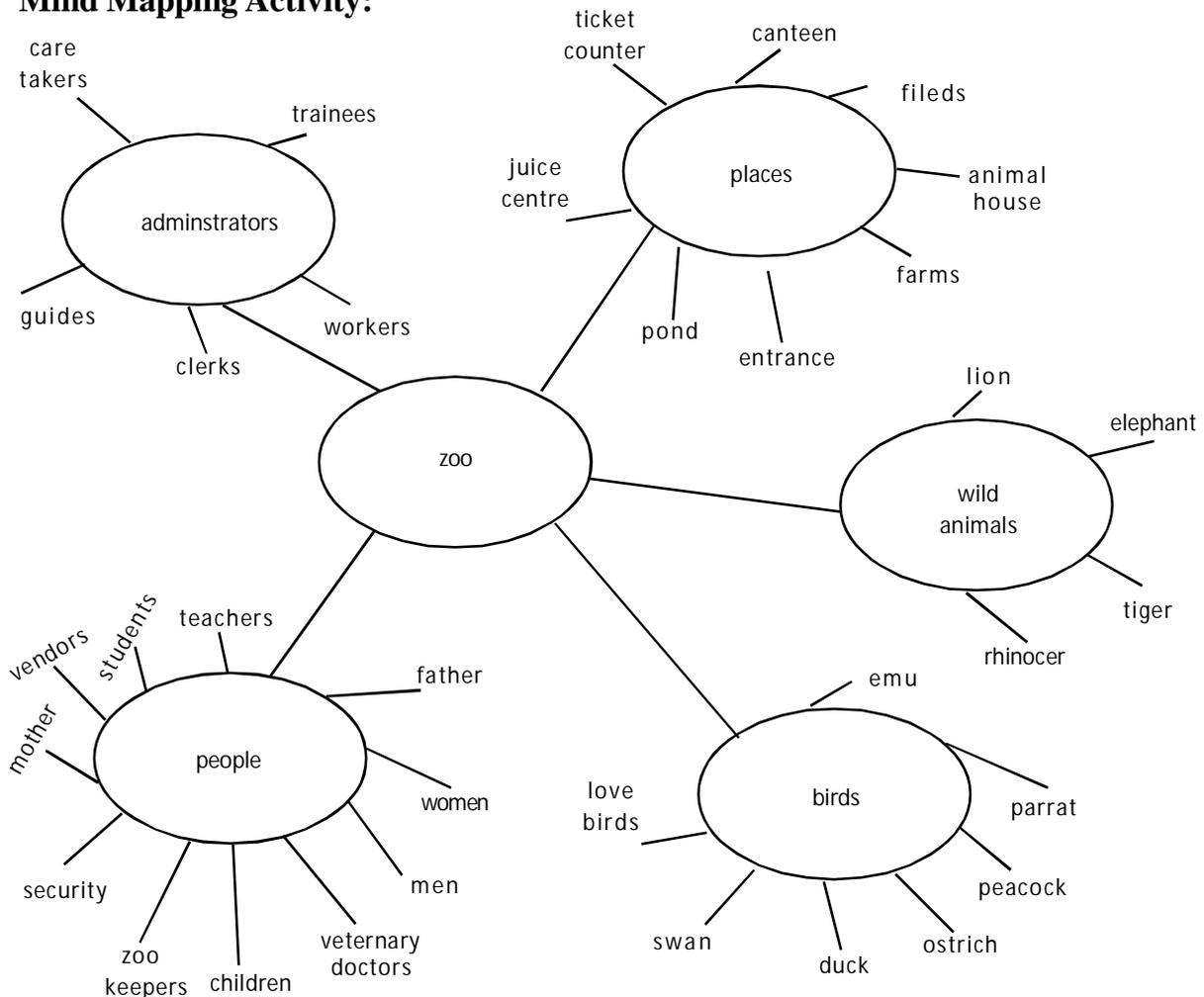
Generating Descriptions in the Whole Class

- 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 he 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 devises

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
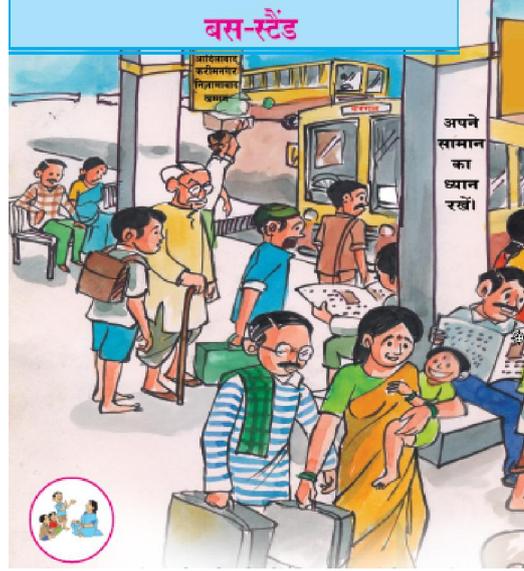
Bus stand VI Hindi TB page no.4

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 TBPicture Page No	English TBPicture 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.

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Processing of other Discourses

In the unit transaction we have learnt transaction process of some discourses. In this unit processing of the other discourses are given

1. Conversation:

Objectives:

1. To produce conversations suitable for a given context.
2. To gain confidence in oral communication through role – play.
3. Get sensitized on some articulating features like pause, stress, tone, pitch etc.)
4. To familiarize the features of a conversation.

Process:

Interaction:

Decide a slot in a reading passage or a picture where there is a scope to generate conversation between two persons or characters. Initiate a discussion with the learners with the help of a few questions to-

- *Elicit the idea that the characters are about to say something to each other.*

  e.g.:

  1) What would A say now?

  2) What would be B's reply? etc.

  3) What would they talk about?

- *Elicit the theme of the conversation.*

  e.g.:
  o sharing information
  o seeking information
  o talking about someone
  o asking and giving opinion etc.

- Children may be asked to sit in pairs and each pair may be assigned a role from the two characters of the conversation.

- Let the pairs plan the conversation.

- Ask any two pairs to present the conversation. Tell them they can present the ideas even by mixing English and mother tongue if they find it difficult to say only in English.

- *Conduct a session for giving feedback in the following manner:*

  o What modifications will you make in the role-play if you have to do again?

  o 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 in the whole class on each of the points they make and write them on the chart (e.g., more ideas needed, some sentences are to be changed, others can hear our reading, we must stop at some points, some actions can be shown, etc.)*

- *Give chance to the performers to reflect on their role-play 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 role-play at this point. Indicators are to be evolved with their ownership. Also, indicators are to be written down in their language without using jargons. In due course we can introduce technical terms.

1) The theme – does the role play communicate the theme?

2) The language – whether changes needed in the sentences presented

3) Oral aspects of presentation – audibility, pause, stress, pitch and tone

4) Body language – postures, stress, gestures, facial expressions

- *Invite reflections from the performers first on what they think the refinement areas are.*

- *Invite suggestions from the other pairs who planned the same roles*

- *Invite suggestions from the whole class.*

- *Give positive and qualitative feedback which will make them think and go to the next higher level of learning (neither mere appreciation nor disapproval by pointing out faults will do good).*
- *Put them in groups by clubbing two or three pairs together*

Refining the conversation in groups

- *Put children in small groups. Ask them to share their conversation with others. The following process may be carried out.*
- *Give instructions to the learners before they are moving into the groups*

  1. Take turn and present the initiation (i.e., the beginning).
  2. If you cannot say the idea in English, you may say it in fragments or even in mother tongue. Together you can decide how to say the idea in English.
  3. Select the sentence which you think will make a good beginning. All of you write this in your notebook.
  4. Take turn and respond to this beginning.
  5. Select the best response.
  6. Write this also in the notebook.
  7. Continue the same process till you think there are no more ideas to be shared and written.
  8. Write the whole conversation on a chart.

- *Now you can ask the groups to present their refined conversations and display the chart in front of the class.*
- *A feedback session can be conducted by inviting suggestions from the whole class and by giving your own feedback on the presentations.*

What is not a feedback?

- Pointing out errors is not a feed back
- Mere appreciation of the learner's work is not a feedback
- Grading their work is not a feedback
- Prescribing do's and don'ts is not a feedback
- Giving them a model to follow is not a feedback

Then what exactly is a feedback? Feedback should help the learners reflect on their own performance and develop further. How can we make a

feedback effective? What are the points to be taken care of while giving a feedback? Please read the session on feedback given in Chapter IV.

Note: Whatever you do and say in the class should not harm the confidence of the learners and make them feel insecure.

2. Drama

Objectives:

Children will be able to

1. Identify themes for developing plots.
2. Enact drama based on the plot.
3. Identify the features of a drama script.
4. Develop multiple intelligences in them.

Process:

Just like a role play or a conversation, the drama also needs a theme. In addition to it, it needs a plot. The initial interaction should focus on the theme and the plot of the drama.

Interaction:

Ask the following questions to generate interest and interaction.

- Let us now convert this story into live actions. (drama)
- How can we do it?
- What does the story tell about?
- What could be the central idea of the story?
  - o *Elicit expressions like -*
    - Bravery and generosity of the main character.
    - How friends became enemies.
    - Planning for the future.
    - Adventures to win a situation etc.
- There are a few sequences of events that happened in the story. Shall we identify them?
- *Elicit the sequence of events by asking questions such as*
  1. How did the story begin?

2. What happened then?

3. What did 'A' do?

4. What did 'B' and 'C' do?

5. What happened next?

6. How did the story end?

- *Write the events on a chart as they are elicited.*

- *Interact with the learners as follows:*

  o We can develop a drama based on these events.

  o How can we do it?

  o What do we need to perform a drama?

- *Elicit points such as:*

  o Space for performing the drama

  o Actors to take the role of characters.

  o Dialogues and actions.

- *Now, you may give the following instructions to perform the drama.*

  1. Decide the characters. (List out the characters required, from the story)

  2. Decide who will enact these roles. (Ensure that all of you should have a role)

  3. Plan the sequences of actions and dialogues.

  4. Write the above details as a script for the drama.

  5. Try it out as a rehearsal.

  6. Perform the drama.

- *Invite one group to perform the drama.*

Feedback on the drama performance:

- *Conduct a session for giving feedback in the following manner:*

  o What changes would you make in the drama if you have to act it again?

  o What are the points that come to your mind?

- *Generate indicators for assessing drama performance with the help of some questions:*

1. Are all events included?

2. Are there sufficient dialogues?

3. Do you want any changes in the dialogues?

4. Was the whole class able to hear your dialogues?

5. Did you say dialogues with emotions like – joy, anger, sorrow, hatred surprise, doubt, fear etc.?

6. Do you think your face and actions revealed these emotions?

7. Were the actors standing in the same positions throughout the performance?

8. Were all the actors on the stage present from the beginning to end?

9. What did you do to help the audience identify the characters?

10. Did all members of your group take part in the drama?

- *Invite reflections from the performers on what they think are the refinement areas.*

- *Invite suggestions from the other children based on the indicators.*

- *Give positive and qualitative feedback which will make them think and go to the next level of learning.*

3. Diary

Objectives:

Children will be able to

1. Understand the powerful expression of thoughts and feelings.

2. Keep a track of key events/ thoughts and feelings in their daily life.

3. Express their likes and dislikes in short and powerful sentences.

4. Use language appropriate to the mood of the situation.

Process:

A diary is a tool for expressing thoughts and feelings of a person. The language and format of diary is different from the other discourses. The learners should be sensitized on the features of a diary.

Interaction:

Pick out a character from the reading text, who would reveal his thoughts and feelings.

Ask questions as follows:

- What are his/her feelings at this point?
- How is his/her mood?(Happy/ sad/ angry/ anxious/ curious etc)
- What events/feelings would he/she express in his/her diary?
- Attempt a diary entry of that person.
- *Let the children attempt the diary entry individually.*
- *Ask a few questions on the features of a diary.*
    - Did you write the personal feelings/thoughts?
    - Are the events other than routine?
    - Did you use a variety of sentences? etc.,
- *Let the children share their work in groups.*
- *Ask 2 – 3 groups to present their group work.*
- *Invite suggestions on refinement from the presenters and the others.*

Feedback

- *Conduct a session for giving the feedback in the following manner.*
    - What modifications/changes will you make in the diary entry if you have to write it again?
    - What are the points that come to your mind?
- *Generate indicators for assessing diary entry with the help of some questions.*
    1. Did you write all the necessary events?
    2. Are they other than routine?
    3. Do the events lead to the expression of inner thoughts and feelings?
    4. Did you use a variety of sentences to reveal the mood of the situation?
    5. Are there any ideas of self criticism and future plans?

6. Did you connect the ideas using linkers [but, even though , while, unfortunate, surprisingly, luckily.......etc]?

- *Invite reflections from the presenters and the others.*

- *Give positive and qualitative feedback which will make them think and go to the next level of learning.*

4. Narrative/ Story

A narrative has events and dialogues. They are filled with series of emotions and sensual perceptions (What we see, hear, smell, feel etc)

Objectives:

Children will be able to

1. Use a variety of sentences.

2. Bring out emotions and feelings.

3. Express sensual perceptions based on the situation.

4. Understand a series of events and dialogues.

Process:

- Remember that just like drama; narrative also needs events and dialogues.

- How can we locate/ identify events and dialogues from a reading text?

- Go back to any meaningful part of text. Locate an event or situation that took place in the text. (It is better to rewrite the ideas found in the text)

- Interact in the following manner.

  Now for example:

- Read the last two lines of the passage 1 of the second unit of class 6 - "The Lost Casket"

  o *To elicit the idea, ask the following questions.*

    1. What was John's plan?

    2. What did John and his companion do many days later?

    3. What did they see there? What did they talk to each other?

    4. What did they try to do after seeing the bullock carts?

5. Did they try to get the stolen goods back? How?

6. What did they say to the soldiers?

7. What was the soldiers' reply?

8. What happened then?

- *Write the responses of the children on a chart.*

- *Let the children make a note of all the key ideas/ events and dialogues*

- *Ask them to use those events, ideas and dialogues to write a small narrative individually.*

- *Let them share in groups what they have written.*

- *To better their narratives, you may ask the following questions.*

  1. How did you begin the narrative?

  2. Did you include all the necessary ideas and events in the text?

  3. Are all the events and ideas sequenced properly?

  4. Are the dialogues used appropriate/ relevant to it?

  5. Did you use formulaic expressions such as

     Hey John, there goes the bullock cart!

     Look! Let us be careful etc.

  6. Did you make/ include predictions on what happens next?

  7. Did the dialogues used, reveal character's emotions, feelings and thoughts?

  8. Did the narrative create any mental images?[such as train of bullock carts overtaking]

  9. Did you use variety of sentences?

  10. How did you end the narrative?

5. Description:

Objectives:

Children will be able to

1. Use attributes to describe a picture/ person/ thing.

2. Uses language to create images.

3. Write ideas in a proper sequence.

4. Write connected sentences without digression.

Process:

The main aim of writing descriptions is to create mental images about the thing described. Plain sentences may not fulfill this idea. We should encourage children to use attributes and connected sentences.

Interaction:

- *Generate interaction with the learners based on a picture, person or thing you want them to describe.*

- *Ask questions of the following type:*
  - What do you see in the picture?
  - Where are they? How are they?
  - What time of the day is it? etc.

- *Elicit words or phrases related to the picture and write them on a chart. This will not be enough for describing a picture.*

  The pictures depict some actions. Elicit sentences related to the actions of the characters in it. Ask –
  - What is the man/ woman doing? (He/ She is teaching in the classroom)
  - What is he/she writing?
  - What is the boy in the last row doing? etc.,

- *Please do not supply any ideas. You may ask supporting questions and can even interact with the learners using mother tongue.*

- *Elicit four or five sentences in this manner in the whole class.*

- *Write those sentences on the chart/ board.*

- *Ask the children to write them down in their notebooks.*

- *Ask them to describe the picture/ person individually taking the help of the above ideas.*

- *Ask a few basic questions.*
  - How did you start the description?

- o Did you use any describing words like big, long, beautiful, yellow, black etc?
- o Did you arrange the ideas in a proper order?
- o How did you end the description?
- *Ask the learners to share their work in groups.*
- *Ask one or two groups to present.*
- *Give necessary feedback by asking questions.*
  - o What changes would you make if you have to write the description again?
  - o Have you used any describing words?
  - o Are all the ideas in a proper order?
  - o Which sentences in your description or phrases create mental images?
  - o Have you used proper pronouns like he, she, it, they etc. to avoid repeating the names?
  - o Are all the sentences relevant to the context (description)?
  - o Are there any additional/ unnecessary sentences in the description? etc
- You may present the 'teacher's version' at this point.
- Ask the children to refine their description based on the indicators evolved.

6. Poem

Objectives:

Children will be able to:

1. Express their thoughts and feelings by creating images.
2. Come up with the language suitable to the theme.
3. Add lines to the poem as per music and theme.
4. Use figurative expressions appropriate to the context.

Process:

Interaction:

Select a situation from the text which would lead to writing a poem. Interact with the learners by asking the following questions:

- o What is the central idea of the situation/ context?
- o What emotions or feelings does the situation generate in you?

- *Elicit expressions like:*
  - o Sorrows of poor children
  - o Effects of war
  - o Describing the nature and its beauty ……..etc.

- *Interact further by asking the following questions?*
  - o How would you write a poem based on the theme?
  - o What ideas or feeling would you put in the lines?
  - o What mental images do you want to create in the reader's mind?
  - o What words and phrases would help you do so?
  - o What words and phrases would make your poem musical?

- *Ask them to attempt a poem individually.*

- *Let two or three children present the poem.*

- *Ask the children to share their work in groups.*

Feedback:

- *Give positive and qualitative feedback by evolving necessary indicators for a poem.*

- *Ask the following questions to generate interactions.*
  1. What is the first line of the poem?
  2. What idea does it express?
  3. What is the second line?
  4. Does the structure pattern of second line follow the first line?
  5. How do you proceed with other lines of the stanza?
  6. Did you use any figurative expressions like – shining like stars, red like rose, flowing like a river…….etc.
  7. Could you put all necessary feelings/ ideas/ emotions into the poem?
  8. Are they all in sequence? etc.

- *Follow the similar process for the remaining stanzas.*

- *Ask the children to refine the work based on the given feedback.*

7. Notice / Poster

Objectives:

1. To help the children in writing a poster/notice
2. To familiarize them with features.

Musical Concert

Organized By All the Depts of Language – Eng

Date and time: 24.4.2013 – 6.00 P.M.

Venue: Ravindra Bharathi – Hyderabad

Purpose: To help the physically challenged

Performed By

Dr. M. Bala Murali Krishna

Central University, Hyderabad.

Interaction

How do we write a notice/poster?

Features:

- Have a clear picture of the programme.
- Notices/ posters should contain venue, date , time, salutation, invitation, programme.
- Have the clear idea about organization, layout and design.
- Write notice/posters for special purposes with persuasive language.
- Maintain sequential order.
- Use proper connectives.
- Use illustrations
- Maintain brevity
- Maintain rhythm

Generate a discussion on what they are going to do.

1. To whom are we addressing?

2. For what purpose are we writing a notice/ preparing a poster.

3. Who are the people to be given notice/ invited?

4. Who are the chief guests for the programme?

5. Have you mentioned date, time and venue for the programme?

- *Build up a consensus on notice/ poster and write on a chart.*

- *Let the children note down the points in their notes.*

- *Let them share what they have written in terms of the following and reach at an agreement on how to say.*

    1. How do you begin the notice/ poster?

    2. How will you present the notice/ poster?

    3. Have you identified the venue, date , time of programme?

    4. Who are the organizers for the programme?

- *Select the three children to present notice / poster.*

- *Ask the groups to present, what they have worked out.*

- *Invite suggestions on refinement from the presenters*

- *Give your feedback*

- *Let them write notice / poster individually based on the feedback.*

8. SMS

Process:

1. *You may interact with the learners in the following manner:*

How do we write an SMS?

Do we have to write all the words with all the letters in them?

What are the features of an SMS?

- *Show specimens of SMS and ask the learners to identify the features*

Specimens of SMS

Send auto imtly;   Hov R U; ThanQ 4 U VZT; Wtng 4 U; LIV long!; Hap B'day;

Now; B bold!

Features:

   o   Message should contain ideas relevant to the context.

   o   Use persuasive language and exhortations.

   o   Maintain brevity

   o   Use conventions, layout and format.

   o   Use connectives contextually.

   o   Maintain sequential order.

- *Let the learners write a few messages using SMS conventions.*

- *Let them sit in groups and share what they have written with others Elicit children responses and give your own feedback.*

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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 todays 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
Class 7 Unit-I		
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
Unit-II		
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
Unit-III		
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
Unit -IV		
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
Unit-V		
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:
Unit-VI		
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
Unit-VII		
28	If you are on the look out	If serious on winning
Unit-VIII		
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
Class 8 Unit-1		
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:
Unit-II		
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
Unit-III		
10	Put up	Place, specific location.
11	All day long	Throughout the day
Unit IV		
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
Unit-V		
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.
Unit-VI		
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
Unit-VII		
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
Unit-VIII		
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.
Class 9 Unit-I		
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
Unit-II		
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	Chiken 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
Unit-III		
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
Unit -IV		
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
Unit -V		
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 reaceive 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
Unit -VI		
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
Unit -VII		
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
Unit -VIII		
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

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Continuous Professional Development (CPD)

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.

7.1 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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Syllabus Grid - Classes VI-X

Class - VI

Unit	Theme	Reading Text	Reading Text	Genre	Source / Author's Name	Language Competencies			
						Vocabulary	Grammar	Written Discourses	Oral Discourses
1	Peace and Harmony	A Reading B Reading C Reading	Peace and Harmony I Want Peace Grand Contest in the Forest	Story Poem Story	Young World, The Hindu - -	Forms of Adjectives Antonyms and Synonyms Homophones	Adjectives; Adverbs of frequency	Invitation Card; Script for Compeering	Compeering; Discussion
2	Heritage and Culture	A Reading B Reading C Reading	The Lost Casket In the Bazaars of Hyderabad Tyagaraja, the Immortal Musician	Incident Poem Biography	- Sarojini Naidu -	Suffixes	Collective nouns; adverbs of manner	Description of character; Script for a Speech	Description; Speech
3	Faith	A Reading B Reading C Reading	What Can a Dollar and Eleven Cents Do? A Nation's Strength Wilma Rudolph	Story Poem Biography	- Ralph Waldo Emerson	Mind mapping; Spelling	Possessive forms and contractions; regular and irregular verbs; quantifiers	Diary Entry; Letter; Story	Drama; Conversation
4	Adventure and Imagination	A Reading B Reading C Reading	An Adventure The Naughty Boy Robinson Crusoe	Story Poem Narrative	John Keats Daniel Defoe	Collective Nouns; Verb to Noun;	Direct and Indirect Speech	Narrative; Poster	Discussion

Unit	Theme	Reading Texts			Genre	Source / Author's Name	Language Competencies			
							Vocabulary	Grammar	Written Discourses	Oral Discourses
5	Environment	A Reading	Plant a Tree		Essay	-	Mind map	if Clause	Notice; Short essay;	Description
		B Reading	If a Tree Could Talk		Poem	-				
		C Reading	Children, Speak Up!		Speech	www.criticaldotwordpress.com				
6	Travel-ogue	A Reading	Rip Van Winkle		Story	washington Irving	Contextual meanings; compound adjectives	Passive voice; Adverbs of Frequency	Narration; Description	Conversation; Skit
		B Reading	My Shadow		Poem	RobertLouis Stevenson				
		C Reading	Gulliver's Travels		Story	-				
7	Games and Sports	A Reading	P.T.Usha, the Golden Girl		Story	-	Synonyms	Order of Adjectives; To infinitive	Profile; Letter; Notice	Discussion and Conversation
		B Reading	Indian Cricket Team		Poem	-				
		C Reading	Ranji's Wonderful Bat		Biography	Ruskinbond				
8	Wit and Humour	A Reading	Half the Price		Story	-	Synonyms and Antonyms; suffixes; forming verb ing forms	Usage of 'must'; Present continuous tense; 'wh' questions.	Letter	Narrative
		B Reading	The Sheik's White Donkey		Story	-				

Class - VII

Unit	Theme	Reading Text		Genre	Source / Author's Name	Language Competencies			
						Vocabulary	Grammar	Written Discourses	Oral Discourses
1	Neighbourhood	A Reading B Reading C Reading	The Town Mouse and the Country Mouse The Town Child & The Country Child The New Blue Dress	Story Poem Story	- Irene Thompson -	Contextual meanings; phrases; compound nouns;	Formation of Degrees of comparison; usage of 'may'; Expressing unreal past	Description Personal Letter Script for a Play	Discussion Conversation Play
2	Science and Technology	A Reading B Reading C Reading	C.V.Raman, the Pride of India It's Change… Susruta, an Ancient Plastic Surgeon	Biography Poem Biography	Scientists of India-CBT Emma Gorrie Scientists of India-CBT	Contextual meanings Verbs - Nouns Abbreviations	Prepositions of time and place; Articles	Biographical Sketch; Editing	Debate; Conversation
3	Nation and Diversity	A Reading B Reading C Reading	Puru, the Brave Home They Brought Her Warrior Dead The Magic of Silk	Play Poem Story	- Alfred Lord Tennyson -	Antonyms; vocabulary in context	Use of 'should and must'; Degrees of Comparison	Short Story	Narration
4	Wit and Humour	A Reading B Reading C Reading	Tenali Paints a Horse Dear Mum The Emperor's New Clothes	Play Poem Folk tale	- Brian Patten -	Vocabulary in content; phrasal verbs; idioms; proverbs	Contractions; short forms; Adverbs of manner	Description	Enacting a play Narration

Unit	Theme	Reading Text		Genre	Source / Author's Name	Language Competencies			
						Vocabulary	Grammar	Written Discourses	Oral Discourses
5	Travel and Tourism	A Reading B Reading C Reading	A Trip to Andaman My Trip to the Moon Sindbad, the Sailor	Narrative Poem Story	- - -	Antonyms; Same word in different parts of speech; phrasal verbs	Simple past tense; Past Continuous tense	Description; Letter	Description
6	Adventure	A Reading B Reading C Reading	A Hero My Nasty Adventure Learn How to Climb Trees	Story Poem Narrative	R.K. Narayan - Jim corbet	Synonyms; vocabulary in context; word ladder	Simple past tense; Past Continuous tense	Story, Description, Letter, Script for a drama	Story
7	Games and Sports	A Reading B Reading C Reading	The Wonderful World of Chess Chess Koneru Humpy	Essay Poem Biography	- Nathan J.Gildberg -	hypernyms; hyponyms; suffixes; knowing unfamiliar words	If Clauses; writing sentences using 'when'	Essay, Review(Summary)	Conversation
8	Environment	A Reading B Reading C Reading	Snakes in India Trees A Letter from Mother Earth	Essay Poem Letter	- Harry Behn -	Prefixes ; suffixes; vocabulary in context	Conjunctions; subject and predicate;	Poem; Poster	Conversation

Class -VIII

Unit	Theme	Reading Text	Genre	Source / Author's Name	Language Competencies			
					Vocabulary	Grammar	Written Discourses	Oral Discourses
1	Family	A. The Tattered Blanket B. My Mother C.A Letter to a Friend	Story Poem Letter	kamala Das Rabindranath Tagore ---	Synonyms Contextual use of words	Noun/Verb/ Prepositional Phrases	Short Essay	Choreography
2	Social Issues	A. Oliver Asks for More B. The Cry of Children C. Reaching the Unreached	Story Poem Essay	Charles Dickens E.B.Browning ---	Compound Adjectives	Framing Questions; using Helping verbs; Question Tags	Profile; Diary	Discussion
3	Humanity	A. The Selfish Giant I (One act play) B. The Selfish Giant II (One act play) C. The Garden Within	Play Play Poem	Oscar Wilde -DO Celia Berrell	Phrasal Verbs Antonyms Sound Words	Progressive forms and gerunds of verbs	Notice	Description
4	Science and Technology	A. The Fun They Had B. Preteen Pretext C. The Computer Game (One act play)	Science-Fiction Poem Play	Issac Asimov L A Nickerson Steven Otfinoski	Antonyms Contextual use of words Order of Adjectives	Using Adverbs and Relative Clauses	Conversation; Letter; Short Essay	Role play

Unit	Theme	Reading Text	Genre	Source / Author's Name	Language Competencies			
					Vocabulary	Grammar	Written Discourses	Oral Discourses
5	Education and Career	A. The Treasure Within (Part I) B. The Treasure Within (Part II) C. They Literally Build the Nation	Interview Career Interview Essay	Sparsh News Letter -Do- The Hindu	Related Meanings Collocations Same word as a verb and a noun	Talking about habitual actions in the past using 'used to'	Script for Compeering Short Essay	Compeering
6	Art & Culture	A. The Story of Ikat B. The Earthen Goblet C. Maestro with a Mission	Description Poem Biography	B. Syama Sundari Harindranath Chattopadhya ---	Homographs Homophones	Tense and Time, Reported Speech	Profile Biographical Sketch Report	Presenting a Report
7	Woman Empowerment	A. Bonsai Life (Part I) B. Bonsai Life (Part II) C. I Can Take Care of Myself	Story Story Story	Abburi Chayadevi ---	Phrasal Verbs Similes idioms	Subject and Predicate, Types of Sentences	Short Essay Poster	Discussion Interview Debate
8	Social Service	A. Dr. Dwarakanath Kotnis B. Be Thankful C. The Dead Rat	Biography Poem Story	- - P.C.Roy	Identifying vocabulary of semantic relation Idiomatic Expressions with 'heart'	Coordinating Conjunctions, Coordinating Clauses	News Report	Speech

Class - IX

Unit	Theme	Reading Text	Genre	Source / Author's Name	Language Competencies			
					Vocabulary	Grammar	Written Discourses	Oral Discourses
1	Humour	A. The Snake and the Mirror B. The Duck and the Kangaroo C. Little Bobby	Narrative Poem Letter	V M Basheer Edward Lear Ritcha Rao	Interpretation of meaning Sound words of instruments Linkers	Phrasal Verbs Combination of Simple Past and Past Perfect Tense	Descriptive Essay Letter Poster	Story Choreography
2	Games & Sports	A. True Height B. What Is a Player ? C. V.V.S. Laxman, Very Very Special	Story Poem Interview	David Naster Jessica Taylor Sportstar	Synonyms Suffixes Collocations	Adverbial Clauses	Biographical sketch Profile, Short Essay	Conversation
3	School Life	A. Swami Is Expelled from School B. Not Just a Teacher, but a Friend C. Homework	Story Poem Essay	R. K. Naryan --- ----	synonyms Phrasal Verbs	Direct and Indirect Speech, Noun Clauses	Short Essay Narrative	Speech Compeering
4	Environment	A. What Is Man Without the Beasts? B. The River C. Can't Climb Trees Any More	Speech Poem Story	Chief Seattle C. A. Bowles Ruskin Bond	Collocations Words related to movement	The Verb Phrase	Report Speech	Discussion Speech

Unit	Theme	Reading Text	Genre		Language Competencies			
					Vocabulary	Grammar	Written Discourses	Oral Discourses
5	Disasters	A. A Havoc of Flood B. Grabbing Everything on the Land C. The Ham Radio	Report Poem Essay	- Lily Usher www.hamradio.in	Same word in different contexts Concept mapping	Inversion of Adverbial Clauses using 'No sooner - than, scarcely - when'	Interview Speech Letter Short Essay	interview
6	Freedom	A. A Long Walk to Freedom B. Freedom C. An Icon of Civil Rights	Speech Poem Speech	Nelson Mandela Rabindranath Tagore Martin Luther King	Identifying meanings in context Appropriate forms of words figurative expressions	Adjectival Clauses	Essay Speech	Debate, Speech
7	Theatre	A. The Trial B. Antony's Speech C. Mahatma Gandhi, Pushed out of Train	Play Poem Incident	George Bernard Shaw William Shakespeare Richard Briley	Idioms related to 'tongue'	If - Clauses	Character Sketch	Description of an Event Debate
8	Travel & Tourism	A. The Accidental Tourist B. Father Returning Home C. Kathmandu	Narrative Poem Description	Bill Bryson Dilip Chitre Vikram Seth	Compound Words Homonyms Human made Sound words	Passive Voice	Letter	Describing Travel Experience

Class - X

Unit	Theme	Reading Text	Genre	Source / Author's Name	Language Competencies			
					Vocabulary	Grammar	Written Discourses	Oral Discourses
1	Personality Development	A. Attitude is Altitude B. Every Success Story Is Also a Story of Great Failures Essay C. I will Do It	Biography Biography	www.dailymail.co.uk Shiv Khera Sudha Murthy	Adjectives; synonyms; one-word substitutes	Defining and non-defining relative clauses	Biographical sketch;essay	Debate
2	Wit and Humour	A. The Dear Departed (Part - I) B. The Dear Departed (Part - II) C. The Brave Potter	Play Play Folk Tale	W.S. Houghton W.S. Houghton Marguerite Siek	Irregular plurals; exclamations/ interjections; compound adjectives; idioms	Articles; compound prepositional phrases; its time +simple past verb	Letter; story	Funny incident/ jokes
3	Human Relations	A. The Journey B. Another Woman C. The Never-Never Nest	Narrative Poem Play	Y.D. Thongchi Ms. Imtiaz Dharker Cedric Mount	Compound words-hyphenated and reduplicate words	Simple past and past perfect tense	Essay,report;	Debate;
4	Films and Theatre	A. Rendezvous with Ray B. Maya Bazaar C. A Tribute	Essay Review Essay	Frontline The Hindu _____	Collocations; One word substitution; suffixes and prefixes; binomials	Linkers; adjectives; prepositions; verb forms-past perfect, simple past; modals	Review on a film or TV programme ; reply letter; skit	Speech

Unit	Theme	Reading Text	Genre	Source / Author's Name	Language Competencies			
					Vocabulary	Grammar	Written Discourses	Oral Discourses
5	Social Issues / Agrarian Issues	A. The Storeyed House (Part - I) B. The Storeyed House (Part - II) C. Abandoned	Story Story Poem	Waman G. Hoval Waman G. Hoval Suraya Nasim	Compound adjectives; Phrasal verbs; Idioms;	Contractions; adverbial clauses;	Letter ; news report; essay.	Speech; debate
6	Bio-diversity	A. Environment B. Or will the Dreamer Wake? C. A Tale of Three Villages	Interview Poem Essay	www.gbmna.com M. Chevalier ____	Synonyms; appropriate forms of the words;	Non-finite clauses, reported speech, adjectives,	Interview, conversation	Group discussion
7	Nation and Diversity	A. My Childhood B. A Plea for India C. Unity in Diversity in India	Auto biography Poem Essay	Abdul Kalam ____ ____	Synonyms;	Linkers ,passive voice without agent,	Diary entry, reply letter,	Role play, group discussion
8	Human Rights	A. Jamaican Fragment B. Once upon a Time C. What Is My Name?	Narrative Poem Story	A.L. Hendricks Gabriel Okara P.Satyavathi	Similes and metaphors; prefixes and suffixes.	Simple past and the present perfect.	Essay; translation; report	Speech;

Note: Wherever the source is not mentioned against the text, those texts are collected and edited by the textbook committee members.