

**ENGLISH**

- Communicative
- Language & Literature



*Teachers' Manual*  
*on*  
**Formative  
Assessment**

**CLASS-X**



**CENTRAL BOARD OF SECONDARY EDUCATION**

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110 092 India

**FORMATIVE ASSESSMENT**

# नया आगाज़

आज समय की माँग पर  
आगाज़ नया इक होगा  
निरंतर योग्यता के निर्णय से  
परिणाम आकलन होगा।

परिवर्तन नियम जीवन का  
नियम अब नया बनेगा  
अब परिणामों के भय से  
नहीं बालक कोई डरेगा  
निरंतर योग्यता के निर्णय से  
परिणाम आकलन होगा।

बदले शिक्षा का स्वरूप  
नई खिले आशा की धूप  
अब किसी कोमल-से मन पर  
कोई बोझ न होगा

निरंतर योग्यता के निर्णय से  
परिणाम आकलन होगा।  
नई राह पर चलकर मंज़िल को हमें पाना है  
इस नए प्रयास को हमने सफल बनाना है  
बेहतर शिक्षा से बदले देश, ऐसे इसे अपनाए  
शिक्षक, शिक्षा और शिक्षित  
बस आगे बढ़ते जाएँ  
बस आगे बढ़ते जाएँ  
बस आगे बढ़ते जाएँ.....





# FORMATIVE ASSESSMENT

ENGLISH COURSE

Communicative

Language & Literature

CLASS X



**CENTRAL BOARD OF SECONDARY EDUCATION**

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110 092 India

Teacher's Manual on Formative Assessment English Comm. and Language  
& Literature Class X

**PRICE : Rs.**

**FIRST EDITION 2010 CBSE, India**

**COPIES:**



**"This book or part thereof may not be reproduced by  
any person or agency in any manner."**

**PUBLISHED BY** : The Secretary, Central Board of Secondary  
Education, Shiksha Kendra, 2, Community Centre, Preet Vihar,  
Delhi-110092

**DESIGN, LAYOUT** : Multi Graphics, 5745/81, Reghar Pura, Karol Bagh,  
New Delhi-110005, Phone : 25783846

**PRINTED BY** :

# भारत का संविधान

## उद्देशिका

हम, भारत के लोग, भारत को एक ' [ म्पणं प्रभुत्व-संपन समाजव द पथतिरेपक्ष लेकेतंत्रात्मक ग ाराज्य ऽबन न के लिे , तथा उएके स समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनतिक न्याय,

विचार, अभिव्यक्ति, विश्वास, धर्म

और उ सना ष्ठी स्वतंत्रता,

पतिष्ठा और अव र की स्मता

प्राप्त कराने के लिए, तथा उ सब में, व्यक्ति की गरिमा और [ ाष्ट्राकीरएकता और अ ाण्डा ] सुनिश्चित करे न वाली बंधुता बढ़ाने के लिए ददसंकल्प होकर अपनी इस संविधान सभा में अ ज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संवि ान को ध अंगीकृत, अ धनियमित और आत्मार्पित करते हैं।

1. संविधान ( यालीस्त्रां संशोधन ) अधिनियम, 1976 की धारा 2 द्वारा ( .1.1973 ) से " भुत्व स्मन लोकतंत्रात्मक गणराज्य " के स्थान प पतिस्त्रामि । त
2. संविधान ( यालीस्त्रां संशोधन अ धनियम, 1976 की धारा 2 द्वारा ( .1.1973 से ) " ाष्ट्र कीरएकता " के स्थान प पतिस्त्रामि । त

## भाग 4 क

### मूल कर्तव्य ।

5 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य हेग कि ष्व -

- (क) संविधान का पालन करे और उसके आद ाँ, संस्त्राओं, ाष्ट्रध्वज और ाष्ट्रगान का आद करे; र
- (ख) स्त्रतंत्रता के लिए ह ारे ाष्ट्रीय आंदेलन को प्रेरित करने वाले उच्च आद ाँ को हृद में संजोए रखे और उसका पाल करे; न
- (ग) भारत की प्रभुता, एकता और अखंड ा की रक्ष करे आर ँसे अक्षुण्ण रखे; ा
- (घ) दश की रक्ष करे और आह्वान किए जाने पर ाष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निमाण करे जो धर्म, भा ा और प्रदश या वेग पर आधारित सभी भेद ा व सेध परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरु हं; ङ
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का मह व समझे और उसका परीक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नद , और विन्य जीव हं, रक्ष करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति द ाभाव य रखे; ा
- (ज) वैज्ञानिक दष्टिकोण, मानववाद और ज्ञ नार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और द्विसा से दरं रह; ू
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे ाष्ट्र निरंतर बढ़ते हए प्रयलु और उपलब्धि की नई उंचाइयों को छू ले।

# THE CONSTITUTION OF INDIA

## PREAMBLE

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens :

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the <sup>2</sup> [unity and integrity of the Nation];

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949, do **HEREBY TO OURSELVES THIS CONSTITUTION.**

1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic (w.e.f. 3.1.1977)
2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation (w.e.f. 3.1.1977)

# THE CONSTITUTION OF INDIA

## Chapter IV A

### Fundamental Duties

#### ARTICLE 51A

#### **Fundamental Duties - It shall be the duty of every citizen of India-**

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

# CONTENTS

	Page No.
Preface	I
Continuous & Comprehensive Evaluation	III
School based Continuous & Comprehensive Evaluation	X
<b>Language Skills</b>	<b>1</b>
Suggested Annual Planner	1
Learning Outcomes	3
Unit 1 - Listening	5
Unit 2 - Speaking	17
Unit 3 - Reading	33
Unit 4 - Writing	63
Unit 5 - Grammar	81
<b>English Communicative</b>	<b>95</b>
Suggested Annual Planner	97
<b>Literature Reader</b>	<b>99</b>
Unit 1 - The Frog and the Nightingale	99
Unit 2 - The Letter	115
Unit 3 - A Christmas Carol	130
Unit 4 - Julius Caesar	143
<b>Communicative Literature Reader</b>	<b>147</b>
<b>English Language &amp; Literature</b>	<b>148</b>
Suggested Annual Planner	149
<b>First Flight</b>	<b>151</b>
Unit 1 - A Letter to God	151
Unit 2 - Dust of Snow	156
Unit 3 - Fire and Ice	158
Unit 4 - Nelson Mandela : Long Walk to Freedom	160
Unit 5 - A Tiger in the Zoo	166

Unit 6 - His First Flight	168
Unit 7 - Black Aeroplane	174
Unit 8 - How to Tell Wild Animals	179
Unit 9 - The Ball Poem	183
Unit 10 - From the Diary of Anne Frank	186
Unit 11 - Amanda	193
Unit 12 - The Hundred Dresses (Part 1 & 2)	195
Unit 13 - Animals	206
Unit 14 - A Baker from Goa	209
Unit 15 - Coorg	215
Unit 16 - Tea from Assam	223
Unit 17 - The Trees	230
Unit 18 - Mijbil the Otter	233
Unit 19 - Fog	239
Unit 20 - Madam Rides the Bus	240
Unit 21 - The Tale of Custard The Dragon	246
Unit 22 - The Sermon At Benares	249
Unit 23 - For Anne Gregory	257
Unit 24 - The Proposal	261

### **Footprints Without Feet** 269

Unit 1 - A Triumph of Surgery	269
Unit 2 - The Thief's Story	280
Unit 3 - The Midnight Visitor	283
Unit 4 - A Question of Trust	290
Unit 5 - Footprints without Feet	296
Unit 6 - The Making of a Scientist	300
Unit 7 - The Necklace	308
Unit 8 - The Hack Driver	313
Unit 9 - Bholi	320
Unit 10 - The Book that Saved the Earth	330



# ACKNOWLEDGEMENTS

## ADVISORY BODY

- Shri Vineet Joshi, Chairman - CBSE
- Smt. Chitrlekha Gurumurthy, Director - Academics
- Dr. Sadhana Parashar, Head - I & R

## MONITORING & EDITING COMMITTEE

- Mr. P. Mani, Education Officer, CBSE
- Mrs. Renu Anand, ELT, Consultant

## MATERIAL PRODUCTION GROUP

- Mrs. Renu Anand, ELT, Consultant
- Mrs. Vimmy Singh, KVS, R.K. Puram, Sec 8, New Delhi
- Mrs. Kavita Rakhra, KV, Masjid Moth, Sadiq Nagar, New Delhi
- Mrs. Mridula Aggarwal, Springdales Public School, Pusa Road, New Delhi
- Ms. Manvinder Kaur, Delhi Public School, Site-3, Meerut Road, Ghaziabad
- Mrs. Rajni Sharma, Delhi Public School, Sec 9 Vasundhara, Ghaziabad
- Mrs. Gayatri Khanna, ELT, Consultant



# ***PREFACE***

*A*t the centre of the transformation that School Education is undergoing presently is the new perspective to assessment and its relationship to the teaching-learning process. It is widely agreed that assessment influences what is taught and how teaching and learning are delivered. There is also a widespread belief among educational researchers and practitioners that assessment can and often does constrain rather than enhance learning outcomes. If we restrict our choices of teaching and learning activities to exercises that simply rehearse for examinations, then we run the risk of failing our learners during the teaching and learning process as a whole. Another pitfall in working towards assessment is that learners may concentrate simply on doing the bare minimum needed in order to guarantee a pass.

Hence the challenge of changing the traditional system of examination and evaluation has emerged as a major focus. By introducing Continuous and Comprehensive Evaluation at the secondary level in all its affiliated schools, CBSE has sent out a clear message that assessment must take into account all the aspects of the personality development of the learner and that since learning is a continuous process, assessment also has to be continuous. CCE fundamentally shifts the focus from testing to learning by perceiving assessment as an integral part of the overall framework of teaching and learning. It follows from this that when incorporated into classroom practice, assessment tends to lose its individual identity, getting subsumed into the instructional process.

Such a conceptualization necessitates a greater thrust on formative assessment. It must be said, at this stage, that though many schools have been practicing CCE and as a consequence, formative assessment procedures for classes I - VIII for many years, the overall thrust still continues to be to use assessment for 'measuring' rather than 'enhancing' learning. In other words, there has been a general lack of conceptual clarity with regard to the formative assessment practices among stakeholders as a result of which, many apparently formative assessment tools and procedures have, in effect, been summative in nature, ie, exercises to gauge, at a particular point in time, student learning relative to content standards. Although the information gleaned from this type of assessment is important, it can only help in evaluating certain aspects of the learning process.

It brings us to the vital need of strengthening formative assessment because our overall aim is to facilitate learning by improving the teaching- learning process on the basis of information gathered from assessment.



In this sense formative assessment is a part of the instructional process, underpinning the importance of student involvement. Students need to be involved both as assessors of their own learning and as resources to other students bringing into focus the importance of self and peer assessment besides teacher assessment. Research shows that the involvement in and ownership of their work increases students' motivation to learn. The most significant advantage of formative assessment is that it makes learning an enjoyable experience because of student involvement, enhanced learning and unobtrusive techniques of assessment.

Summative assessment constitutes a public recognition of achievement and we are fairly familiar with most of the tools and procedures of summative assessment. However, many teachers may find it a challenge to develop effective formative assessment tools; they may also experience some difficulties in integrating them with classroom instruction. In order to provide conceptual clarity in this regard and to place some illustrative examples of formative assessment tasks in the hands of the teachers, the Board is bringing out a series of Manuals for classes IX and X in all the major subjects. This manual on English - Communicative and English - Language and Literature for Class IX is one of them. The tasks exemplified in this Manual are of different types such as Role Plays, Debates, Matching Items, Sentence Completion, Flow charts and Multiple Choice Questions. It also contains sustained writing tasks to be attempted by students. The tasks provided are varied and cater to the different multiple intelligences.

It is fervently hoped that teachers and students will derive maximum benefit from these publications. By studying the contents carefully and by using the tasks in classroom teaching, teachers would be able to build their capacity not only for enhanced learning to take place but also for preparing their own materials to add value to curriculum delivery. Certain practical guidelines have been included in the manuals to enable schools and teachers to implement formative assessment within the CCE framework as proposed by the Board for classes IX and X.

This document has been prepared by a group of English teachers and I record the sincere appreciation of the Board to each of these contributors. I also convey my appreciation to Mr. P. Mani, Education Officer for conceptualizing and coordinating the task of deciding the content and bringing out the manual.

I sincerely hope that with the availability of rich materials, teachers will be able to implement the CCE scheme in the right spirit in all the schools affiliated to CBSE. Comments for improvement of the manual are always welcome.

**(VINEET JOSHI)**  
Chairman



# *Continuous and Comprehensive Evaluation*

Education aims at making children capable of becoming responsible, productive and useful members of a society. Knowledge, skills and attitudes are built through learning experiences and opportunities created for learners in school. It is in the classroom that learners can analyse and evaluate their experiences, learn to doubt, to question, to investigate and to think independently. The aim of education simultaneously reflects the current needs and aspirations of a society as well as its lasting values and human ideals. At any given time and place they can be called the contemporary and contextual articulations of broad and lasting human aspirations and values.

An understanding of learners, educational aims, the nature of knowledge, and the nature of the school as a social space can help us arrive at principles to guide classroom practices. Conceptual development is thus a continuous process of deepening and enriching connections and acquiring new layers of meaning. Alongside is the development of theories that children have about the natural and social worlds, including themselves in relation to others, which provide them with explanations for why things are the way they are and the relationship between cause and effect. Attitudes, emotions and values are thus an integral part of cognitive development, and are linked to the development of language, mental representations, concepts and reasoning. As children's metacognitive capabilities develop, they become more aware of their own beliefs and capable of regulating their own learning.

## **Characteristics of learning**

- All children are naturally motivated to learn and are capable of learning.
- Understanding and developing the capacity for abstract thinking, reflection and work are the most important aspects of learning.
- Children learn in a variety of ways-through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting, and expressing themselves in speech or writing-both individually and with others. They require opportunities of all these kinds in the course of their development.
- Teaching something before the child is cognitively ready takes away real learning. Children may 'remember' many facts but they may not understand them or be able to relate them to the world around them.
- Learning takes place both within school and outside school. Learning is enriched if the two arenas interact with each other. Art and work provide opportunities for holistic learning that is rich in tacit and aesthetic components. Such experiences are essentially to be learnt through direct experience and integrated into life.



- Learning must be paced so that it allows learners to engage with concepts and deepen understanding rather than remembering only to forget after examinations. At the same time learning must provide variety and challenge, and be interesting and engaging. Boredom is a sign that the task may have become mechanically repetitive for the child and of little cognitive value.
- Learning can take place with or without mediation. In the case of the latter, the social context and interactions, especially with those who are capable, provide avenues for learners to work at cognitive levels above their own.

### Place of Evaluation in the Curriculum

A curriculum is what constitutes a total teaching-learning program composed of overall aims, syllabus, materials, methods and assessment. In short it provides a framework of knowledge and capabilities, seen as appropriate to a particular level. Evaluation not only measures the progress and achievement of the learners but also the effectiveness of the teaching materials and methods used for transaction. Hence evaluation should be viewed as a component of curriculum with the twin purpose of effective delivery and further improvement in the teaching learning process.

If properly understood, evaluation or assessment will not be perceived as something administered by the teachers and taken by the learners on the conclusion of a period of learning. When evaluation is seen as an end of the learning exercise, both the teachers and the learners will tend to keep it outside the teaching-learning process, rendering assessment broadly irrelevant and alien to the curriculum. Further such a perception associates anxiety and stress with evaluation for learners. On the contrary, if evaluation is seen as an integral part built into the teaching learning process; it will become continuous like both teaching and learning. When evaluation is subsumed into teaching-learning, learners will not perceive tests and examinations with fear. It will lead to diagnosis, remediation and enhancement of learning.

The scope of evaluation in schools extends to almost all the areas of learners' personality development. It should include both scholastic and co-scholastic areas, i.e. it should be comprehensive in nature. This is in line with the goals of education. Evaluation is continuous and reveals the strengths and weaknesses of learners more frequently, so that the learners have better opportunity to understand and improve themselves. It also provides feedback to the teachers for modifying their teaching strategies.

**In view of getting a complete picture of the child's learning, assessment should focus on the learner's ability to -**

- learn and acquire desired skills related to different subject areas.
- acquire a level of achievement in different subject areas in the requisite measure
- develop child's individual skills, interests, attitudes and motivation
- understand and lead a healthy and a productive life.
- monitor the changes taking place in a child's learning, behaviour and progress over time.





- respond to different situations and opportunities both in and out of school.
- apply what is learned in a variety of environments, circumstances and situations
- work independently, collaboratively and harmoniously.
- analyze and evaluate.
- be aware of social and environmental issues
- participate in social and environmental projects and causes.
- retain what is learned over a period of time.

Thus assessment is a useful, desirable and an enabling process. To realize this one needs to keep the following parameters in mind -

**The need to:**

- assess the learner.
- use a variety of ways to collect information about the learner's learning and progress in subjects and cross curricular boundaries.
- collect information continuously and record the same.
- give importance to each learner's way of responding and learning and the time it takes to do so.
- report on an ongoing continuous basis and be sensitive to every learner's responses.
- provide feedback that will lead to positive action and help the learner to do better

**In the assessment process, one should be careful NOT to:**

- label learners as slow, poor, intelligent etc.
- make comparisons between them.
- make negative statements.

### **Continuous and Comprehensive Evaluation**

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of a students' development. It is a developmental process of a child which emphasizes on two fold objectives. These objectives are continuity in evaluation on one hand and assessment of broad based learning and behavioural outcomes on the other.

The term '*continuous*' is meant to emphasise that evaluation of identified aspects of students '*growth and development*' is a continuous process rather than an event, built into the total



teaching-learning process and spread over the entire span of academic session. It means *regularity of assessment, diagnosis of learning gaps, use of corrective measures and feedback of evidence to teachers and students for their self evaluation.*

The second term '*comprehensive*' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of students' growth and development. *Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to application of a variety of tools and techniques (both testing and non-testing) and aims at assessing a learner's development in areas of learning like :*

- Knowledge
- Understanding/Comprehension
- Application
- Analysis
- Evaluation
- Creativity

#### **Objectives of CCE are:**

- To help develop cognitive, psychomotor and affective skills.
- To lay emphasis on thought process and de-emphasise memorization
- To make evaluation an integral part of teaching-learning process
- To use evaluation for improvement of students' achievement and teaching - learning strategies on the basis of regular diagnosis followed by remedial instruction
- To use evaluation as a quality control device to maintain desired standard of performance
- To determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learning environment
- To make the process of teaching and learning a learner-centered activity.

#### **Features of CCE are:**

- The '*continuous*' aspect of CCE takes care of '*continual*' and '*periodicity*' aspect of evaluation.
- Continual means assessment of students in the beginning of instruction (*placement evaluation*) and assessment during the instructional process (*formative evaluation*) done informally using multiple techniques of evaluation.
- Periodicity means assessment of performance done frequently at the end of unit/term (*summative*)





- The '*comprehensive*' component of CCE takes care of assessment of all round development of the child's personality. It includes assessment in Scholastic as well as Co-Scholastic aspects of the pupil's growth.
- Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects include Life Skills, Co-Curricular Activities, Attitudes, and Values.
- Assessment in scholastic areas is done informally and formally using multiple techniques of evaluation continually and periodically. The diagnostic evaluation takes place at the end of a unit/term test. The causes of poor performance in some units are diagnosed using diagnostic tests. These are followed up with appropriate interventions followed by retesting.
- Assessment in Co-Scholastic areas is done using multiple techniques on the basis of identified criteria, while assessment in Life Skills is done on the basis of Indicators of Assessment and checklists.

Source - Examination Reforms, NCERT

#### **The functions of CCE are:**

- It helps the teacher to organize effective teaching strategies.
- Continuous evaluation helps in regular assessment to the extent and degree of learner's progress (ability and achievement with reference to specific scholastic and co-scholastic areas).
- Continuous evaluation serves to diagnose weaknesses and permits the teacher to ascertain an individual learner's strengths and weaknesses and her needs. It provides immediate feedback to the teacher, who can then decide whether a particular unit or concept needs re-teaching in the whole class or whether a few individuals are in need of remedial instruction.
- By continuous evaluation, children can know their strengths and weaknesses. It provides the child a realistic self assessment of how he/she studies. It can motivate children to develop good study habits, to correct errors, and to direct their activities towards the achievement of desired goals. It helps a learner to determine the areas of instruction in which more emphasis is required.
- Continuous and comprehensive evaluation identifies areas of aptitude and interest. It helps in identifying changes in attitudes, and value systems.
- It helps in making decisions for the future, regarding choice of subjects, courses and careers.
- It provides information/reports on the progress of students in scholastic and co-scholastic areas and thus helps in predicting the future successes of the learner.

Continuous evaluation helps in bringing awareness of the achievement to the child, teachers and parents from time to time. They can look into the probable cause of the fall in achievement



if any, and may take remedial measures of instruction in which more emphasis is required. Many times, because of some personal reasons, family problems or adjustment problems, the children start neglecting their studies, resulting in a sudden drop in their achievement. If the teacher, child and parents do not come to know about this sudden drop in the achievement and the neglect in studies by the child continues for a longer period then it will result in poor achievement and a permanent deficiency in learning for the child.

The major emphasis of CCE is on the continuous growth of students ensuring their intellectual, emotional, physical, cultural and social development and therefore will not be merely limited to assessment of learner's scholastic attainments. It uses assessment as a means of motivating learners in further programmes to provide information for arranging feedback and follow up work to improve upon the learning in the classroom and to present a comprehensive picture of a learner's profile.

It is this that has led to the emergence of the concept of School Based Continuous and Comprehensive Evaluation.



Source : Ncert



## Scholastic and Co-scholastic Assessment

In order to have Continuous and Comprehensive evaluation, both scholastic and co-scholastic aspects need to be given due recognition. Such a holistic assessment requires maintaining an ongoing, changing and comprehensive profile for each learner that is honest, encouraging and discreet. While teachers daily reflect, plan and implement remedial strategies, the child's ability to retain and articulate what has been learned over a period of time also requires periodic assessment. These assessments can take many forms but all of them should be as comprehensive and discreet as possible. Weekly, fortnightly, or quarterly reviews (depending on the learning area), that do not openly compare one learner with another and are positive and constructive experiences are generally recommended to promote and enhance not just learning and retention among children but their soft skills as well.



# *School Based Continuous & Comprehensive Evaluation*

There has been a consistent move towards reducing the load on the student by making public or board examination stress free. Over the decade there has been a high pitched race towards more marks and thus more competitiveness among students and schools.

The move of the CBSE to replace marks with grades is a step in the right direction. The paradigm shift is to empower schools by creating a workable school based continuous and comprehensive scheme.

**School Based Continuous and Comprehensive Evaluation system should be established to:**

- reduce stress on children
- make evaluation comprehensive and regular
- provide space for the teacher for creative teaching
- provide a tool of diagnosis and remediation
- produce learners with greater skills

*Position Paper on Aims of Education - NCF 2005, NCERT*

## **Aims of School Based CCE**

- Elimination of chance element and subjectivity (as far as possible), de-emphasis of memorization, encouraging Comprehensive evaluation incorporating both scholastic and co-scholastic aspects of learners development.
- Continuous evaluation spread over the total span of the instructional time as an integral built-in aspect of the total teaching-learning process.
- Functional and meaningful declaration of results for effective use by teachers, students, parents and the society.
- Wider uses of test results for purposes not merely of the assessment of levels of pupils' achievements and proficiencies, but mainly for its improvement, through diagnosis and remedial/enrichment programmes.
- Improvement in the mechanics of conducting examinations for realizing a number of other allied purposes
- Introduction of concomitant changes in instructional materials and methodology.
- Introduction of the semester system from the secondary stage onwards.
- The use of grades in place of marks in determining and declaring the level of pupil performance and proficiency.

The above goals are relevant for both external examination and evaluation in schools

**Characteristics of School Based Evaluation :**

- Broader, more comprehensive and continuous than traditional system.
- Aims primarily to help learners for systematic learning and development.
- Takes care of the needs of the learner as responsible citizens of the future.
- Is more transparent, futuristic and provides more scope for association among learners , teachers and parents.

School based evaluation provides opportunities to teachers **to know the following about their learners:**

- What they learn
- How they learn
- What type of difficulties / limitations they face in realising learning objectives together
- What the children think
- What the children feel
- What their interests and dispositions are.

The focus has shifted to developing a deep learning environment. There is a paradigm shift in the pedagogy and competencies of ‘controlling’ to ‘enriching’ to ‘empowering’ schools.

Traditional Schooling	Enriching Schooling	Empowering Schooling
<ul style="list-style-type: none"> <li>● Teacher centred</li> <li>● Subjects and classes</li> <li>● Sorting and ranking individuals</li> </ul> <p><b>Competency:</b></p> <ul style="list-style-type: none"> <li>● Memory</li> <li>● Competitive</li> </ul>	<ul style="list-style-type: none"> <li>● Student centred</li> <li>● Self Directed</li> <li>● Continuous assessment</li> </ul> <p><b>Competency:</b></p> <ul style="list-style-type: none"> <li>● Critical thinking</li> <li>● Collaborative</li> <li>● Creative</li> </ul>	<ul style="list-style-type: none"> <li>● Experience centred</li> <li>● Virtual authenticity</li> <li>● Multi literacies</li> </ul> <p><b>Competency:</b></p> <ul style="list-style-type: none"> <li>● Risk taking</li> <li>● Ethical</li> <li>● Interactive</li> </ul>

**There are four Assessment Paradigms**

**Assessment of Learning**

Most commonly, assessment is defined as a process whereby someone attempts to describe and quantify the knowledge, attitudes or skills possessed by another. Teacher directedness is paramount and the student has little involvement in the design or implement of the assessment process in these circumstances -



- Summative
- Teacher designs learning
- Teacher collects evidence
- Teacher judges what has been learnt (and what has not)

### Assessment for Learning

The assessment for learning involves increased levels of student autonomy, but not without teacher guidance and collaboration. The assessment for learning is sometimes seen as being akin to ‘formative assessment’ and can be seen as informing teaching. There is more emphasis towards giving of useful advice to the student and less emphasis on the giving of marks and the grading function -

- Teacher designs learning
- Teacher designs assessment with feedback to student
- Teacher assesses what has been learnt (student develops insight into what has not)

### Assessment as Learning

‘Assessment as learning’ is perhaps more connected with diagnostic assessment and can be constructed with more of an emphasis on informing learning. Assessment as learning generates opportunities for self assessment and for peer assessment. Students take on increased responsibility to generate quality information about their learning and that of others -

- Teacher and student co-construct learning
- Teacher and student co-construct assessment
- Teacher and student co-construct learning progress map

Assessment for learning and assessment as learning activities should be deeply embedded in teaching and learning and be the source of iterative feedback, allowing students to adjust, re-think and re-learn.

### Assessment in Learning

The assessment in learning places the question at the centre of teaching and learning. It deflects the teaching from its focus on a ‘correct answer’ to focus on ‘a fertile question’. Through the inquiry, students engage in processes that generate feedback about their learning, which come from multiple sources, and activities. It contributes to the construction of other learning activities, lines of enquiry and the generation of other questions -

- Student at the centre of learning
- Student monitors, assesses and reflects on learning
- Student initiates demonstration of learning (to self and others)
- Teacher as coach and mentor





Teachers and students need to understand the purpose of each assessment strategy so that the overall assessment 'package' being used by learners and teachers accurately captures, generates and uses meaningful learning information to generate deep learning and understanding.

### **Purpose of Assessment**

- To ascertain what learning, change and progress takes place in the child over a period of time in different subjects of study and other aspects of the child's personality.
- To find out the needs and learning style of every learner.
- To devise a teaching-learning plan that is responsive to the individual needs and learning styles.
- To improve the teaching-learning materials by adding value.
- To help every learner find out their interests, aptitudes, strengths and weaknesses so that the learner can evolve effective learning strategies.
- To measure the extent to which curricular objectives have been realized.
- To enhance the effectiveness of the teaching-learning process.
- To record the progress of every learner and communicate it to parents and other stakeholders.
- To maintain a dialogue between the teacher and the student and also the parents as a collaborative endeavor for overall improvement of the system.
- To involve the learners in the process through peer and self assessment.

### **Different stages in Assessment**

Examination is not assessment; it is only one of the tools of assessment. As we have seen above, assessment is an integral part of the teaching-learning process and hence cannot be seen as the final stage in isolation. The overall aim of assessment is to gather information to improve the teaching-learning process. So it has certain distinct stages.

#### **Stage - 1: Gathering information about and evidence of the extent of effectiveness of teaching and learning**

We gather information in a variety of ways, using a number of tools. Observation, conversation and discussion, assignments, projects, different types of tests etc are some of the methods and tools we use for collecting information.

#### **Stage - 2: Recording of Information**

The information gathered has to be systematically recorded because it constitutes not only rich inputs that have to be used for improving teaching and learning but also evidence to support the conclusion we come to about the progress made by the students. In order to make



the recording effective, we must use different recording devices such as learner profile, anecdotal records, case studies, report books etc. It is essential that the information is recorded in both quantitative and qualitative terms along with well thought out and objective observations by the teacher. It is also necessary to keep samples of students' work as evidence to support the report of the teacher. The most important aspect of good recording and reporting is that it shows the progress of the learner in different domains over a period of time.

### **Stage - 3: Analysing and Reporting the Information Collected**

The recorded information constitutes valuable feedback that the teacher, the student and the parents should use to enhance the learning process. To do this, the gathered information has to be analysed periodically so that the teacher can draw conclusions about how a child is learning and progressing. Such analysis and the grading that is done is actually a mapping of the progress of students in a learning environment. Analysis and review also leads to unambiguous statements about the strengths of every child and the aspects requiring further improvement. The report has to be communicated to the learners and their parents so that they are able to collaborate with the teacher to take the necessary steps for improving learning. It is essential that the child is encouraged to compete with self rather than with others. One of the key components of engaging students in the assessment of their own learning is providing them with descriptive feedback as they learn. Research shows descriptive feedback to be the most effective instructional strategy to move students forward in their learning. Descriptive feedback provides students with an understanding of what they are doing well, links to classroom learning and specific input on how to reach the next step.

### **Stage - 4: Using the Information for Improvement**

Assessment should result in improvement. Though the student, the teacher and the parents are all stakeholders in this paradigm, it is the teacher who has to take the initiative to use the analysis of information on each learner to enhance learning. This calls for reflective practices. Some questions that the teacher could ask himself/ herself are:

1. Are all the learners involved in the activities of the class?
2. Are there learners who face problems in coping with the pace and flow of the teaching - learning process?
3. What are their problems and how should I help them?
4. Is there something in my teaching strategy that has to be modified to make the class learn better? How should I go about it?
5. Are there some learners who are not challenged by the materials and methods and hence lose motivation quickly? How should I respond to their special needs?
6. Are there some lessons/ chapters/ units that pose difficulties to many learners? How should I add value to these portions of the syllabus?
7. Have I identified certain common errors, mistakes and instances of lack of conceptual clarity from the information collected and analysed? How should I go about an effective programme of remediation?





8. Is my classroom time management effective? What are the changes that I could introduce to make it more learner and learning oriented?
9. Am I getting adequate support from the school management, my colleagues, the parents and the community? How can I involve all the stakeholders more actively in what I am doing for the benefit of my learners?
10. What are my own needs of professional development? How can I fulfil them in a continuous manner?

Such reflective questions will help the teacher modify and refine the programme of teaching to achieve the learning objectives as well as to enhance his/ her professional competence continuously.

By now it is well established that learning is a continuous process and it involves informal, formal and non-formal modes. It is also widely acknowledged that children learn by constructing their knowledge and it makes learning a process that takes place within the children rather than without. In this paradigm of constructivism, the teacher ought to recognize the importance of different stages of learning i.e., the initial stage where the existing knowledge of the learner is seen as the entry level, the second stage where new knowledge is understood and accommodated with the existing knowledge and the third stage where the constructed knowledge as a 'whole' is tested by the learner by applying it to real life situations for making sense of the world and the self and for drawing conclusions, problem solving, decision making etc. What constitutes knowledge at the third stage automatically becomes the learner's existing knowledge for further learning and thus it is a cyclical process.

The main purpose of assessment is to enhance the effectiveness of the learning process and hence it has to be integrated appropriately with every stage of learning. Since learning is continuous, assessment also must be continuous. Otherwise the learner will not be able to know whether she/ he is proceeding along the right lines, what is the stage at which he experiences difficulties, what are the new inputs and strategies that are required to successfully continue the process of construction of knowledge and what is the help that is expected from the teacher.

Similarly the teacher also has to know at what stage of learning each learner is at a particular point of time, what are the changes that are to be made to the teaching strategies to make every child learn effectively and what further help can be provided. For instance, when a child in class I comes to school, it is probable that the child has not had any formal schooling earlier. It does not mean that the child has no prior knowledge because learning, as has been pointed out earlier, can be through informal and non formal modes too. So the teacher's duty is to identify the prior knowledge of the child while dealing with a particular concept or skill. It is only then that the teacher can facilitate the process of construction of knowledge by each learner.



To ascertain the prior knowledge of the learner, the teacher has to adopt many tools and techniques, including questions. In the same manner, during the process of learning as well as at the subsequent stage of application of knowledge to real life, the teacher has to continuously assess the learner to facilitate a smooth process of accommodation, assimilation and extension.

From the above, it may be apparent that assessment, which is in essence formative, has to be integrated with the teaching-learning process. Formative assessment by definition, is the process of finding out the felicity with which a learner is able to 'form' concepts and skills and hence it is process rather than product oriented. When assessment is divorced from the process of construction of knowledge, it ceases to be an effective learning-enhancing procedure. Hence teachers, principals, students and other stakeholders are to read this manual keeping in mind the broader prospective of the entire teaching- learning process instead of limiting it to assessment even though the manual is on formative assessment.

It is to be understood then that all assessments, if they are to be effective, ought to be formative. However, there are subtle differences between formative and summative assessments which are more procedural than absolute. We can safely say that the broad frame work of formative assessment consists of a larger sub set of formative and a smaller sub set of summative assessments. Even a summative assessment could be used formatively when the information gathered from the summative assessment is used to improve the pedagogy, the materials and the assessment tools. When assessment is seen predominantly as formative, learners will be able to enjoy learning and they will not experience undue stress. On the other hand, when we give importance to only year-end or term-end summative tests or examinations, as has been the practice in many schools till recently, the system will throw up situations like the following:

- The examination time table was announced yesterday. When I went home and showed a copy of the time table to my mother, she got very excited. She gave me a lot of instructions about what I should and should not do. TV was out as was chatting with friends. Examination jitters and nerves suddenly gripped the entire household. When my father returned from office, he too joined the frenzied discussions which were all about preparation, hard work, marks and the frightening consequences of poor performance. I didn't sleep that night.

- Shruti

- When I started writing the answer, my mind went completely blank. On the answer sheet in front of me I saw my father's face. He was telling me how important it was that I should do much better than my elder sister who he called a 'wash out'. In this trance like state I also heard my grandfather saying that if I didn't do well, his dreams would be shattered. Infact they all said that this was the foundation of my life.

- Deepak



- I am under a lot of stress ever since the time table for the examination was announced. If the Board results are not upto to the expectations, my performance will be assessed and I will be given junior classes from next session. I feel very frustrated and hassled. I should take some special classes and make the dull students practice many sample question papers. Let them also learn answers to important questions by heart. I should somehow make them get good marks. Otherwise I will not hear the end of it.

- Kavita, a teacher.

Aren't we all familiar with such outpourings? Education ought to liberate children from fear, anxiety, stress, insecurity and humiliation and lead them to enlightenment. But, over the years we have turned this sublime process into a mundane instrument for material gains. When scoring marks, gaining admission, landing a job and creating wealth come to constitute the main purpose of education, it creates intense competition and consequently, enormous pressure on children. If we want to make learning an enjoyable experience for every child, the challenge of changing the traditional system of examination should be accorded top priority.

**MINDSET:** We have got so used to the examination driven education system that any attempt to put alternatives in place is received with doubt and even skepticism. The examination - oriented education has created a well-defined paradigm whose main features could be identified as the following:

- Learning is geared towards appearing in an examination that usually comes at the end of the academic session.
- So, teachers and students see assessment as something that comes after the stage of learning, i.e., first children learn and then they will be examined.
- Since formal examinations are based on prescribed syllabi, teaching and learning becomes text book based where the teacher's job is only to transact the information included in the text book.
- Learning becomes synonymous with storage and retrieval of information with very little scope for individual thinking, originality and creativity.
- Since examinations are conducted in the remote future, teachers and students tend to be relaxed initially and get increasingly anxious towards the end.
- The build-up of stress becomes scary to students and they hardly ever look forward to examinations (unless of course they see them as the final obstacle before the release of tension and anxiety).
- In this paradigm the teacher does not necessarily focus on the process of teaching - learning since it is only the final product that is going to be assessed as the student's performance in the examination.



- The student can and often does postpone learning till the last minute. On the one hand learning ceases to be continuous and on the other it becomes unrealistically daunting due to the accumulated volume of learning to be attempted within a limited period.
- Students who have mastered the knack of cramming within a short period do well and those who lack this ability fare badly.

The above features, among all others that are often discussed and well known to all the stakeholders, have created a mindset that stems from the following beliefs.

- If there is no examination, teachers will not teach and students will not learn.
- Examination system is very comfortable for teachers because mostly they have only to teach the text books and prepare the students for the examinations at some distant future.
- If teachers have to take up continuous and comprehensive assessment, they have to put in more work. Hence status - quo is more comfortable.
- Assessment, if restricted to only the scholastic subjects, is a lot simpler than when it includes all the aspects of the student's personality.
- When assessment comes only at the end, teachers do not have the need to reflect on their practices and review them for causing better learning. It also means that no value addition is imperative to the materials and methods.
- **The Changing Scenario:** Now the mindset has to change because, the world over, the child is seen as the centre of the teaching-learning process. Assessment should take into account individual differences in terms of socio-cultural and economic background, learning strategies, styles and aptitudes. While the belief that 'one size fits all' has to be discarded, there is a need to individualise the teaching-learning process that is constantly improved to help every child learn, albeit in his/ her own way. It means that assessment should go hand in hand with the teaching-learning process, providing rich inputs to the teacher and the students to continuously enhance the effectiveness of the process. This can be achieved if
  - ❖ assessment is integrated with teaching-learning
  - ❖ the teacher uses assessment for ascertaining the strengths and weaknesses of the materials, the methods and the learners
  - ❖ the teacher makes use of assessment to improve his own teaching and the learning of every student
  - ❖ the learner gains an insight into his learning style and strategies and uses this insight to improve his learning.



## Scholastic Assessment

The desirable behaviour related to the learner's knowledge, understanding, application, evaluation, analysis, and creativity in subjects and the ability to apply it in an unfamiliar situation are some of the objectives in scholastic domain.

In order to improve the teaching learning process, Assessment should be both Formative and Summative.

## Formative and Summative Assessment

Formative Assessment is a tool used by the teacher to continuously monitor student progress in a non threatening, supportive environment. It involves regular descriptive feedback, a chance for the students to reflect on their performance, take advice and improve upon it. It involves students' being an essential part of assessment from designing criteria to assessing self or peers. If used effectively it can improve student performance tremendously while raising the self esteem of the child and reducing the work load of the teacher.

## Features of Formative Assessment

- is diagnostic and remedial
- makes the provision for effective feedback
- provides the platform for the active involvement of students in their own learning.
- enables teachers to adjust teaching to take into account the results of assessment
- recognizes the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning
- recognizes the need for students to be able to assess themselves and understand how to improve
- builds on students' prior knowledge and experience in designing what is taught.
- incorporates varied learning styles into deciding how and what to teach.
- encourages students to understand the criteria that will be used to judge their work
- offers an opportunity to students to improve their work after feedback,
- helps students to support their peers, and expect to be supported by them.

Formative Assessment is thus carried out during a course of instruction for providing continuous feedback to both the teachers and the learners for taking decisions regarding appropriate modifications in the transactional procedures and learning activities.

- '... often means no more than that the assessment is carried out frequently and is planned at the same time as teaching.' (Black and Wiliam, 1999)
- '... provides feedback which leads to students recognizing the (learning) gap and closing it ... it is forward looking ...' (Harlen, 1998)





- '... includes both feedback and self-monitoring.' (Sadler, 1989)
- '... is used essentially to feed back into the teaching and learning process.' (Tunstall and Gipps, 1996)

**Summative Assessment** is carried out at the end of a course of learning. It measures or 'sums-up' how much a student has learned from the course. It is usually a graded test, i.e., it is marked according to a scale or set of grades. Assessment that is predominantly of summative nature will not by itself be able to yield a valid measure of the growth and development of the child. It, at best, certifies the level of achievement only at a given point of time. The paper pencil tests are basically a one-time mode of assessment and to exclusively rely on them to decide about the development of a child is not only unfair but also unscientific. Over emphasis on examination marks focusing on only scholastic aspects makes children assume that assessment is different from learning, resulting in the 'learn and forget' syndrome. Besides encouraging unhealthy competition, the overemphasis on Summative Assessment system also produces enormous stress and anxiety among the learners.

#### Features of Summative Assessment

- Assessment of learning
- Generally taken by students at the end of a unit or semester to demonstrate the "sum" of what they have or have not learned.
- Summative assessment methods are the most traditional way of evaluating student work.

#### Summative Assessment

- "Good summative assessments--tests and other graded evaluations--must be demonstrably reliable, valid, and free of bias" (Angelo and Cross, 1993).
- '...assessment (that) has increasingly been used to sum up learning...' (Black and Wiliam, 1999)
- '... looks at past achievements ... adds procedures or tests to existing work ... involves only marking and feedback grades to student ... is separated from teaching ... is carried out at intervals when achievement has to be summarized and reported.' (Harlen, 1998)



<b>Scholastic Assessment (Part I A)</b>		
<b>Formative Assessment (Flexible Timing)</b>		<b>Summative Assessment (Written-End of term)</b>
<b>Tools</b>	<b>Techniques</b>	
<ul style="list-style-type: none"> <li>● Objective type</li> <li>● Short Answer</li> <li>● Long Answers</li> <li>● Questions</li> <li>● Observation schedule</li> <li>● Interview schedule</li> <li>● Checklist</li> <li>● Rating scale</li> <li>● Anecdotal records</li> <li>● Document Analysis</li> <li>● Tests and inventories</li> <li>● Portfolio analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Tests</li> <li>● Assignments</li> <li>● Quizzes and Competitions</li> <li>● Projects</li> <li>● Debates</li> <li>● Elocution</li> <li>● Group discussions</li> <li>● Club activities</li> </ul>	<ul style="list-style-type: none"> <li>● Objective type</li> <li>● Short Answer</li> <li>● Long Answers</li> </ul>

### **Implications for the Teaching Community**

The on going process of transformation of school education in general and evaluation practices in particular has re-defined the teacher's role. Some of the major implications are as follows:

- Teaching practices can no longer be a mechanical routine. Since formative assessment is an integral part of the classroom teaching, the teacher has to devise ways and means to use the feedback for improving curriculum transaction.
- Teaching the text book will not be the main mode of classroom practices. Value addition in terms of interactive tasks, co-operative assignments and projects and integration of new content will be required to involve all the learners in the teaching-learning process.
- Since formative assessment requires the teacher to devise appropriate tools and procedures that are specific to a unit or lesson taught, it will become imperative for the teacher to constantly add new materials and strategies to his/ her repertoire. It will also mean that the lesson plan becomes dynamic and constantly changing according to the needs of the lesson and the learners.
- The teacher has to become a true knowledge worker, referring to sources, reading new materials, discussing curriculum-related issues with colleagues and experts, writing materials and taking up research.



- Teaching can no longer be a six or seven hour job. It is a profession and the practitioner has to prepare himself/ herself every day not only in the school but also outside the school.
- Recording and reporting will necessarily become more detailed because a number of parameters sometimes ignored or only weakly attempted have to be included effectively. Teachers will be required to devote adequate time on a regular basis for formative assessment and its recording. It also means that teachers should develop tolerance for complexity and ambiguity.

In short, the mindset has to change and the teaching community should develop a greater sense of accountability.

### The Changing Paradigm

Introduction of Continuous and Comprehensive Evaluation has brought about a sea-change in the classroom. The main aspect of this change is the fact that assessment is becoming an integral part of the teaching-learning process. CCE and formative assessment are not new concepts and many schools have been practicing them for a long time now. However, assessment of scholastic and co-scholastic areas using a range of tools and indicators has provided the evaluation process a firmer scientific base as well as credibility. Similarly, though formative assessment has been part of the evaluation practices followed by schools, it has not been systematically used to identify learning gaps and for remediation. In a sense the system of unit tests, assignments and projects being used to reflect continuous assessment of learning has become more 'summative' in nature because the feedback is hardly used for improving the teaching-learning practices. It is necessary hence, to understand the concepts of formative assessment and summative assessment in proper perspective so that we are able to not only construct tools accordingly but also use them for the purposes for which we construct them.

### What is Formative Assessment?

Let us look at a task:

**Subject: Social Science**

**Class: VIII**

**Topic: Women, Caste and Reform**

**Task: Dramatization**

#### Procedure:

1. Students will be divided into groups. They will in their groups, discuss and prepare a short skit on any of the social ills prevalent in the Indian Society at different periods of time.
2. The social ills may include Sati, Child Marriage, Female Infanticide, Denial of Education to Women and Gender Disparity.
3. Each group will prepare a small skit and perform it. Each student will be asked to speak some dialogue.
4. After the presentation, students will have a discussion.





### Learning Objectives:

- To enable the learners to gain an insight into the social evils prevalent in India at different periods of time.
- To provide an opportunity to the learners to reflect on social evils and verbalize their feelings.

### Skills:

To develop in the students the ability to

- Write scripts
- Deliver dialogue
- Act
- Work in teams

### Assessment

The performance of the groups will be assessed on the basis of content, dialogue-delivery and clarity of concept.

### Time:

- Discussion and script writing: 2 periods;
- Presentation: 1 period

### Follow up:

The presentations could be discussed by the class. Wherever the concept is not clear, teacher could encourage students to give their comments. The teacher could also revisit any part of the lesson that has not been clearly understood by the students.

**Is this a formative or summative assessment task?**

### It has the following features:

- The main objective is to enable the learners to gain an understanding of the concept of social evils perpetrated against the girl child and the woman in India at different periods of time.
- The task is part of the teaching-learning of the topic of women, caste and reform.
- The task involves students in group interaction and presentation.
- After the task is completed, the teacher gives feedback for improvement. Also, if needed, the lesson may be reviewed.
- Assessment is done on the basis of well-defined criteria.
- The task is done in the classroom as part of the lesson.
- The main purpose is not to measure the knowledge of the learners. The task aims to provide conceptual clarity to the learners through experiential learning.
- It also encourages further learning.



**These attributes are at the heart of Formative Assessment.**

**Let us now look at the following questions given in a test:**

*What are the different social evils prevalent in Indian society at different times? How have they affected girl children and women? Write your answer in about 200 words.*

This is a typical question that figures in a summative test or examination. Here the main aim is to measure the extent of knowledge of the learners in the lesson tested. The answers of the learners will be marked or graded on the basis of value points and a marking scheme. The information collected by the teacher may not be used to diagnose the problems faced by learners or for remediation since the test is usually conducted after completing the unit or lesson.

However, if a short quiz or test is conducted on the topic when the lesson is in progress to ascertain the learning gaps for the purpose of providing further help to learners, it will be formative in nature. **So, by and large the way in which a tool is used, i.e. for enhancing learning or for ascertaining and measuring the extent of learning, decides whether it is for formative or summative purpose.**

For our own conceptual clarity let us look at the attributes of Formative and Summative Assessment in detail.

## **Formative Assessment**

- Formative Assessment is the assessment that takes place during a course or programme of study.
- It is an integral part of the learning process.
- It is often informal, i.e., it is carried out by teachers while teaching.
- It provides feedback to both teacher and learner about how the course is going and how learning can be improved during the course.
- It helps teacher and learner answer the following questions:
  - Are the learners doing what they need to do?
  - Are the teaching and learning strategies chosen by the teacher in need of modification?

When the cook tastes the soup, that's formative;  
when the guests taste the soup, that's summative.”

- Robert Stakes.



## Summative Assessment

- Summative Assessments are given periodically to determine at a particular point in time what students know and do not know.
- Summative Assessments are usually associated with standardized tests such as Board Examination, Half-yearly and Annual Examination and even Unit Tests.
- They are spread out and occur after instruction every few weeks, months or once a year.
- Hence they are tools to help evaluate the effectiveness of programmes, school improvement goals, alignment of curriculum and student placement.
- Since they are used to 'sum up' learning they are called Summative Assessments.
- They are always formal in nature.
- These assessments happen too far down the learning path to provide information at the classroom level and to make instructional adjustments and interventions during the learning process.

● Formative Assessment is assessment  
*for*  
**LEARNING.**

● Summative Assessment is assessment  
*of*  
**LEARNING.**

● Formative Assessment is  
**PEDAGOGY.**

● Summative Assessment is essentially  
**EVALUATION.**

● Formative Assessment can be  
thought of as  
**'PRACTICE'.**

● Summative Assessment can be  
seen as  
**PERFORMANCE AFTER PRACTICE.**

● A good comprehensive assessment programme balances formative and summative assessments.



## What is NOT Formative Assessment?

It is seen that under the guise of continuous evaluation schools conduct a series of 'tests'. There are tests for almost every day of the week or every month of the academic session. The argument put forth is that only by conducting frequent tests continuous assessment can be ensured. However, such practices can hardly be called formative assessments because they are not integrated with the teaching-learning process. Nor is the information collected by the teachers from such tests effectively and systematically used for improving the teaching-learning process.

### Case Study

Students of class IX are given the following project in science:

#### Project on Communicable Diseases

- Collect information about communicable diseases by referring to books and journals and surfing the internet.
- Present the information in a folder with illustrations, pictures and photographs.

- The folders should be submitted for evaluation within 15 days.
- The folders will be evaluated on the following criteria:  
Content, Neatness of Presentation and Illustration

Students complete the task individually and submit the folders by the dead line. Teacher grades the work of the students as per the assessment criteria.

#### Question:

- Is it a good formative task?
  - How are the students helped by the teacher and peer groups in doing the task?
  - What are the objectives of the project?
    - To assess the student's ability to collect information and present them?
- Or
- To enable the students to deepen their learning?

If the purpose is to help the learners acquire a deeper understanding of the topic of the project then the project should be organized differently.

- Teacher should discuss the project with the learners.
- They will explore ways in which information could be gathered, understood and adapted.
- Provide scope for group work so that learners study the topic collaboratively and help and support each other.



- Teacher monitors the entire process at regular intervals, giving feedback for correction, modification and refinement.
- Besides submitting a folder, the learners are also required to make a presentation to the class or take a viva voce.
- Assessment is done by involving the learners in peer assessment.
- The information gathered by the teacher and the learners is used to improve and further the teaching-learning process.

One major concern with regard to such projects and assignments is that the teacher has very little scope to ensure that they are done by the students themselves. It is now common knowledge that projects and assignments can be 'bought' from shops. Instances of parents doing the projects are also not uncommon. Furthermore, downloading information from the internet also leads to very little learning.

Hence, to use projects and assignments as effective tools of formative assessment, the teacher should take certain precautions:

- Make the learners do the task **as far as possible** in the school itself under the direct supervision of the teacher.
- Discuss the project with the learners and monitor their progress at every stage.
- Involve them in the assessment process through self and peer assessment.
- Give descriptive feedback as an instructional strategy to move students forward in their learning.
- Help students link their classroom learning with the task and their experience.
- Follow it up with activities like revisiting some of the concepts, explanations etc.

## What does this Manual contain?

After the introduction of CCE in schools affiliated to CBSE in class IX during 2009-10, the Board felt it necessary to provide a holistic picture of CCE to all the stakeholders, particularly the teachers. Hence a Teacher's Manual on Continuous and Comprehensive Evaluation - Class IX & X was brought out. Besides giving detailed information about the scheme of CCE, fundamentals of assessment of co-scholastic and scholastic areas, dimensions of school-based assessment and tools and techniques of evaluation for formative and summative purposes have also been included in the manual. The term-wise split up of weightage for formative and summative assessments has also been provided in the manual.

As a sequel to this publication, the Board decided to bring out a series of manuals to provide exemplar and illustrative materials on Formative Assessment in Languages, Mathematics, Science and Social Science for classes IX and X. Detailed guidelines with specifications for Summative Assessment have already been provided to schools. It is the formative assessment that needs to be strengthened and hence these manuals.



## Objectives of the Manual on Formative Assessment

1. To clarify the concept of formative assessment within the broad framework of CCE.
2. To integrate formative assessments (FA 1, FA 2, FA 3 & FA 4) with the materials prescribed and classroom procedures.
3. To help teachers and learners use formative assessment for enhancing the teaching-learning process.
4. To provide a rich source of formative assessment tasks for the units/ lessons in Languages, Mathematics, Science and Social Science for classes IX and X.
5. To help teachers use the Formative Assessment tasks given in the manuals for generating further tasks on their own.
6. To enable teachers to gain conceptual clarity with regard to Formative and Summative Assessments.
7. To motivate teachers to build their capacity to add value to materials and methods.
8. To help teachers plan and manage time effectively.
9. To provide guidelines to schools to record formative and summative assessments in a systematic manner.
10. To provide scope for teacher development in the area of assessment as well as for consultations and enrichment.
11. To initiate a healthy and meaningful interaction between different stakeholders on CCE and the place of formative assessment in this scheme.
12. To make the teaching - learning process enjoyable for both the teachers and the learners.

## Content:

The manual contains the following broad areas.

1. Formative Assessment & Summative Assessment: Concept and distinction.
2. What are NOT good formative assessment practices.
3. Overall framework of Formative Assessment with split up of units, time frame, periodicity, number of tasks for each formative assessment, calculation of weightage and recording, analysis and follow-up.
4. Formative Assessment Tasks for different units/ lessons in Languages, Mathematics, Science and Social Science for classes IX & X.





## Overall Framework of Formative Assessment in Classes IX & X - Scholastic Areas.

### Scholastic Part 1 (A)

#### Evaluation of Academic Subjects in Class IX & Class X.

Six assessments are proposed. These are valid for most schools, however they can be varied or adapted with written communication to the Board.

Type of assessment	Percentage of weightage in academic session	Month	Term wise weightage
<b>FIRST TERM</b>			
Formative Assessment-1	10%	April-May	FA 1+2= 20%
Formative Assessment-2	10%	July-August	
Summative Assessment-1	20%	September	SA 1= 20%
<b>SECOND TERM</b>			
Formative Assessment-3	10%	October-November	FA 3+4= 20%
Formative Assessment-4	10%	January- February	
Summative Assessment-2	40%	March	SA 2= 40%
<p>Total Formative Assessments = FA 1 + FA 2 + FA 3 + FA 4= 40%</p> <p>Smmative Assessments = SA 1 + SA 2= 60%</p>			

The following points have to be noted by teachers and students (For Classes IX & X).

- There are two formative assessments each in the first and second term.
- Each Formative Assessment is again divided into smaller assessments (class assignments, quiz, projects, written tests) which can carry different marks.
- Each formative assessment has a weightage of 10% which can be arrived at by taking an average of all tasks or the best three or four.
- The total weightage of all the four formative assessments is 40%.
- The time-frame, split up of syllabus as per the four formative assessments, and the minimum number of suggested tasks for each formative assessment have been given in the



annual planner for each subject. The annual planner is only suggestive and schools can adapt it as per their needs.

## Formative Assessment and Classroom Teaching.

The formative assessment tasks have been designed keeping the following principles in mind:

- Formative assessment is an integral part of classroom practices. So they have been related to the syllabus to be transacted.
- The tasks generally specify the following:
  - Unit/ Lesson
  - When to conduct the task.
  - Approximate time required for each task.
  - Objectives of the task.
  - Task specifications.
  - Procedure for conducting the task including preparation, if any.
  - Criteria for assessment
  - Feedback and follow-up.

Teachers, however, have the freedom to make minor modifications in the overall design of the task to suit their requirements.

The most important aspect to be kept in mind is that these tasks are meant to be integrated with the teaching-learning process, i.e. **while** teaching a unit/ lesson (**and NOT after**). Also the follow up in terms of providing further help to clear doubts, remove problems faced by learners and make modifications in teaching methods and strategies has to be given utmost importance. Hence FA tasks will figure in the teaching plans developed by teachers.

### Split-up of Syllabi

To facilitate smooth implementation of CCE, CBSE has already provided split-up of syllabi for all the subjects term-wise. This manual has further sub-divided the syllabi reflecting the name and number of units/ lessons covered for FA 1, FA 2, SA 1, FA 3, FA 4 and SA 2. Though the weightage for each of the four Formative Assessments is 10%, the number of units/ lessons may vary for each of these depending on the time available in the annual academic calendar. Teachers are advised to study the suggested annual calendar at the beginning of the academic session and collaboratively design their own annual plan making any minor modifications they feel necessary to suit their specific needs. However it is necessary that the overall scheme is





retained to ensure that continuous and comprehensive evaluation is carried out in its true spirit.

## Summative and Formative Assessments

In the first term the weightage given to formative assessment (FA 1 + FA 2) is 20%. The weightage given to SA 1 is 20%. Schools should assess the students in the entire syllabus meant for the first term in SA 1. What it means is that there may be one or two units that are transacted after FA 2. These units will be included for assessment in SA 1. Similarly, in the second term, the rest of the syllabus will be assessed in SA 2. It implies that teachers need not be unduly concerned about assessment of the units/ lessons that are taught after conducting FA 4. These units/ lessons along with the others meant for second term will be covered by SA 2 for 40%. It is also to be noted that if any unit/ lesson has not been formatively assessed due to time constraint, it will be assessed summatively at the end of each term.

### Procedure for Formative Assessments

- The suggested split up of syllabi will be followed by teachers for formative assessment.
- The minimum number of formative assessment tasks as suggested in the annual plan have to be conducted. However, teachers can give more than the minimum number of tasks depending on the need and time available.
- The performance of students in each task will be assessed on the basis of assessment criteria given.
- The total of marks obtained by each student in the formative tasks will be calculated and reduced to 10 marks. For instance, if three tasks of 5 marks each have been given for FA 1 and a student obtains 3, 3 and 2 in these tasks, the total obtained by the student will be 8 out of 15. The weightage for 10 will be  $(8 \div 15) \times 10 = 5.33 = 5 = \text{Grade C}$  (The total will be rounded off to the next whole number if the decimal is 0.5 or more. If less, it will be ignored). Similarly the mark will be calculated for FA 2, FA 3 and FA 4 and the total will yield the marks in formative assessment out of 40% marks for the whole academic session.

### Record Keeping

It is absolutely essential that teachers maintain a clear record of the formative assessments conducted because they will be verified by CBSE from time to time. The following points have to be kept in mind while recording FA.

- Individual report book as suggested by CBSE has to be maintained in addition to student report form.
- A separate consolidated marks register must be maintained reflecting the following for each student.
  - Tools of Formative Assessment (quiz, MCQs, debate, group discussion, creative writing, presentation etc) must be recorded.



- Maximum marks, marks obtained and weightage for 10 marks for each of the four formative assessments must be maintained.
- Cumulative total in FA must be calculated and recorded.

Schools may devise a suitable format for the marks register. Many schools are computerising the entire process of recording the assessments. While evolving such a programme, care may be taken to ensure that all the relevant particulars are included in the programme.

- Recorded evidence of student performance and teacher/ self/ peer assessment has to be collated and maintained so that queries of parents may be answered based on such evidence. In this context the importance of student portfolio gains significance. It is suggested that every student maintain a portfolio consisting of the best of their written work in each subject. These should include the work submitted as draft as well as the edited and improved versions to demonstrate the progression of learning over a period of time. Teacher will find it convenient to open individual student portfolio folders at the beginning of an academic session, discussing with students the importance of and the procedure for maintaining the portfolios.
- It is to be noted that the assessment has to be reflected in the report book only as grades. The grades will be on the 9 point grading scale as given below.

91 - 100	A1
81 - 90	A2
71 - 80	B1
61 - 70	B2
51 - 60	C1
41 - 50	C2
33 - 40	D
21 - 32	E1
00 - 20	E2

- The marks in the consolidated marks register will be calculated to arrive at the weightages for different FAs & SAs and the equivalent grades will be entered in the Report Book. What it means is that the assessment of each task in FA and each SA test will be carried out in terms of marks which will be entered in the consolidated Marks Register. Grades to be entered in the Report Book once in each term will be calculated accordingly from the consolidated Marks Register.
- Apart from the above records, schools will also maintain a Results Register for each section which could be consolidated for primary and secondary classes at the end of the academic session.



## Task Types Appropriate for Formative Assessment

The Teacher's Manual on CCE throws much light on the types of assessment tools available to the teacher. It also mentions that all the tools are not appropriate for formative assessment. In this manual an attempt has been made to clarify what is NOT formative assessment. Since the purposes of formative and summative assessments differ, the tools have to be chosen carefully. However, as a general rule, the following will help teachers in making a decision in this regard:

- Formal Paper Pencil tests are not always suitable for formative assessment because schools tend to make use of them more for summative rather than for formative purpose.
- Similarly, Projects and Assignments that need much work outside the school and class hours also may not be ideal for formative assessment. The reasons are obvious:
  - Without proper monitoring, these tasks may lose their validity and credibility. (Students may just copy or download from the internet. Parents and others may actually do the projects and assignments. Now a days projects and assignments could be bought from 'Education Shops'!)
  - **To be formative, the tasks should involve collaboration, discussion, reflection and improvement.**

On account of these reasons, projects and assignments should be very carefully used as tools of formative assessment. However, in the hands of imaginative and resourceful teachers, they may become effective formative assessment tools.

- What can be effectively assessed through formative assessment cannot be assessed through summative assessment. Speaking and listening skills, presentation skills and practical skills and all the co-scholastic areas have to be assessed formatively.
- By combining formative and summative assessments all the aspects of a learner's personality development can be comprehensively covered.

### Some of the Precautions that can be taken

- a). Give realistic projects and assignments. Don't give topics like:  
'Survey of Moghul Architecture.

It will invariably lead to 'Cut & Paste' practices. On the other hand, it will be realistic to expect students to attempt the following on their own:

Choose any one example of Moghul Architecture. Collect information and pictures on the monument. Write a brief report in about 2 pages giving the following details:

- Name of the Monument.
- Period when built.
- Who built it.
- The purpose (History of the Monument)
- Salient Architectural features.
- Its present state.



- b) It is not enough if we make the project or assignment simple and realistic. In order to ensure that further learning has taken place and that the students are able to link new knowledge with what they have learnt in the class, the teacher could interview each student on the project. The interview, if conducted imaginatively, could be very brief but at the same time give proof of the student's own research and presentation.
  - c) Make projects a group activity so that it can be done in the classroom itself. Groups will decide, with the teacher's help, what projects they will work on, division of the project into smaller units, allotment of smaller units among members etc. It means that project work should be discussed in the class to make it work.
  - d). Fix a time frame and interact with groups to see where they are at different stages, what they are doing and whether they need any help. This will instill seriousness of purpose, besides motivating the students to take up their work with keen interest.
5. As pointed out earlier, the formative and summative tools are determined by the purpose for which they are used.
- a. If the purpose is to formally ascertain at a given point in time what students know and do not know, then it is summative.
  - b. If the purpose is to informally get information regarding how the course is going, how learning can be improved during the course itself, what are the challenges faced by individual learners and how the teacher should address them, then it is formative.

So it is the purpose of the tools that usually determines whether it is for formative or summative assessment. Having said this, we can still make an attempt to identify assessment tools that are more suitable for formative assessment than for summative assessment. Since summative assessment is formal and is usually a paper-pen test, what cannot be assessed by such means can be assessed only through formative assessment tools.

## Suggested Tools for Formative Assessment.

### Language

- Listening Comprehension
- Reading Comprehension
- Debate/ speech/ Group Discussion/ Role Play /Presentation
- Dramatization/ Dialogue/ Conversation/ Commentary
- MCQs/ Quiz
- Grammar Exercises.
- Writing/ Completing a poem, story, script, play, diary entry etc.
- Web Charts, Concept Mapping
- Visual Representation
- Letter, E-mail, data interpretation, article, bio sketch and dialogue completion

It is suggested that at least one out of four tasks should be used for assessing conversation skills in the form of listening comprehension or conversation.



## Mathematics

- Data handling and analysis.
- Group projects
- Problem solving
- Maths Lab Activities
- Quiz/ oral questions
- Experiments
- Presentations
- Chart, model making
- Visual Representation
- Simple and interesting assignments
- Mathematical puzzles based on various theorems.

It is suggested that for Mathematics at least one activity out of four should be used for assessing performances in maths lab activities.

## Science

- Experiments
- Information gathering and deducing
- Presentations on science concepts/ experiments
- Investigations for stated problems
- MCQs and Science Quiz
- Simple and interesting assignments
- Group assignments and projects.
- Model Making
- Science symposium/ seminar.
- Preparation of various compounds/ salts
- explanation of different natural phenomenon using scientific principles.

It is suggested that for science, at least one out of four formative assessments in the year are experiments.

## Social Science

- Written assignments involving inference, interpretation and evaluation
- Commentaries
- Simple projects (group & individual)
- Presentations (group & individual)
- Quiz and MCQ's
- Models and charts.
- Debates
- Symposium/ Seminar
- Conducting intervenes of historical figures
- Role plays
- Dramatization of historical events

It is suggested that in social Science at least one out of four activities should be based on project.





In addition to the tools listed above teachers can devise other informal ways in which formative assessment can be done. For instance observation of student's performance in the class (participation, answering questions etc) can also be used effectively for formative assessment. Written tests have not been included in the above list because they tend to become formal and hence are more suitable for summative assessment. Moreover, if written tests are also used for formative purposes, there will be a tendency to use them more often as they are relatively easy to construct and administer. This will lead to an increase in the stress level of students. They are better used for summative assessment. This, however, does not prevent teachers from holding one minute tests, open book tests and concept-based questions expecting written answers during the course of teaching a unit or lesson. The answers have to be analysed and discussed to provide conceptual clarity and address gaps in learning. Some of the formative assessment tasks included in this manual involve a fair bit of writing. However, they are all to be attempted in the class with scope for feedback.

### How to use this Manual

As already mentioned, this manual contains a number of formative assessment tasks for classes IX & X in all the main scholastic subjects. Teachers can make use of them in a planned manner not only to assess learning but also to enhance the effectiveness of their own teaching. Some suggestions for the effective use of the formative tasks are given below:

#### a. Planning

At the beginning of the academic session teachers of the same subject can consult each other and draw out a plan of formative assessment for the entire session. A suggested annual planner is given for each subject in the manual. The annual plan drawn up by each school should include the following details:

- How many formative tasks will be used for FA 1, FA 2, FA 3 and FA 4. (The number of tasks should not be less than the minimum suggested)
- The identified tasks from the manual (Teachers are, however, free to add their own tasks to the ones given in the manual)
- While deciding/ choosing the tasks, care should be taken to select a variety so that knowledge and skills are covered comprehensively and there is no scope for monotony to set in. For example, in languages, the different skills like reading, writing, speaking and listening and language areas like literature and grammar have to be covered in formative assessment. The plan could distribute tasks over the four formative assignments in such a way that all these aspects are assessed at least twice or thrice in a session. Similarly the tasks may be chosen in other subjects in such a way that they assess different skills and competencies using a variety of modes of assessment.

#### b. Classroom Strategies

Since the tasks are to be integrated with classroom instruction, teachers have to embed them in their lesson plans.

Task specification as given in the manual may be used by teachers in the following manner:





**Objectives:** These specify the learning outcomes for each task and hence help teachers and learners in developing a focus. They are also meant to be kept in mind at the time of assessment.

**Procedure:** A task may need some preparations on the part of the teacher. These are included under 'Procedure'. The different steps to be followed, precautions to be taken and suggestions for collecting information are also provided under this heading.

### Criteria for Assessment

In order to make the assessment objective and systematic, specific criteria have been provided for each task along with suggested marks. It is essential that the teachers put up these criteria or read them out to the class before commencing a task. Learners should know on what basis they will be assessed. It will also give them task clarity. The scores obtained by students in each of the tasks conducted must be recorded. The record of assessment should also be maintained. Wherever a written product emerges, it may be made part of the student portfolio.

### Feedback/ Follow Up

This is a crucial stage in formative assessment. The performance of students gives valuable information about their understanding, conceptual clarity, problems faced and gaps in learning. Based on this information, teachers could give feedback and undertake follow up activities for remediation and enrichment. The information will also enable teachers to modify their practices for enhanced effectiveness of learning.

### Some Challenges

Teachers may face certain challenges in integrating formative assessment with teaching. This may be due to

- Large class size
- Scarcity of time
- Constraints imposed by logistics
- Strategy to assess group/ pair tasks.

With the help of proper planning these challenges could be overcome. Some suggestions are given below:

### Large Class Size

- Choose tasks that involve group work and pair work.
- Tasks that require written answers from the learners could be peer assessed.
- Answers to MCQs and other objective type questions could be marked by students themselves by exchanging their work sheets as the teacher calls out the answers.



- All the students in a class need not be assessed in one period. It means that the tasks may be distributed among groups of students so that the teacher is able to assess them in different periods. The implication is that in large classrooms all the students need not be assessed in all the tasks. By planning the tasks carefully, all the skills can however be covered by rotating the tasks among groups of students.
- It follows from this that all the students need not be involved in the same task at a time. In order to cater to multiple intelligence, teachers could adopt a flexible approach with regard to giving tasks to students. For instance, students good in written work may be given tasks different from students good at practical work.
- While framing the time table some double periods could be provided in each subject. Tasks involving debates, presentations, group discussions, dramatization, role plays etc could be conducted during the double periods.

## Time Management

Since the number of teaching periods for each subject is pre-determined, teachers may feel that conducting formative assessment tasks within the allotted periods may prove to be difficult. However, it is to be borne in mind that formative assessment is to be built into the teaching-learning process and it only represents a change in the methods to be adopted for curriculum transaction. By reducing explanations and frontal teaching, adequate time could be found for tasks and activities. Some other suggestions are:

- Proper planning will result in efficient time management.
- Complete the preparations for each task well before the class begins so that there is no wastage of time.
- Use self and peer assessment strategically.
- Train learners in the initial part of the term to collaborate with each other and the teacher. Over a period of time they will be able to maintain efficiency and brisk pace.
- It is essential that the scoring sheet with names of students is prepared at the beginning of the academic session as per the annual plan. Columns for FA 1, FA 2, FA 3, FA 4 may be provided along with details of the tasks selected for each assessment and the maximum marks so that recording of scores does not take much time.
- Train the students in maintaining their portfolios. A folder may be maintained for every subject in which the best written products could be filed by each student. When students are helped to take responsibility for record keeping, it will ease some burden on the teachers besides leading to better time management.

## Logistics

Photocopying of worksheets may not be feasible in all the schools. Teachers have to adopt a few strategies to overcome this problem.



## Suggestions

- Only elaborate worksheets and those with diagrams and pictures need to be photocopied.
- Wherever possible, the worksheet can be put up on the blackboard.
- If technology is accessible, worksheets could be projected with the help of an LCD projector.
- MCQ's and objective type questions could be read out and students instructed to write only the answers on a sheet of paper.
- Instructions for pair work, group work and whole class work could be read out once or twice.
- Share with the Principal and school administration the requirement of photocopies in advance so that the school makes adequate arrangements.
- Always use both the sides of the sheet of paper for photocopying. It may mean that more than one task is photocopied on a single sheet. After the students complete one task the sheets may be collected and redistributed for the next task.
- Whenever possible, worksheets could be shared by two or more students.
- Train the students to observe economy in the use of paper/ worksheet.

## Strategy to assess group/ pair tasks.

Initially teachers may find it a little difficult to assess group/ pair tasks because the product is usually from more than one student. Some suggestions are given below to help the teachers in this regard:

- Wherever possible group and pair tasks could be broken down into smaller areas and each member of the group could be assigned an area.
- Where the above is not feasible, the contribution of each student to group work has to be observed and monitored.
- Usually after group discussion a presentation is to be made by each group. Care may be taken to rotate the presentation among all the students so that over a period of time all are given an opportunity to present the group's views.
- Group tasks may be assessed for the entire group/ pair. It means that members of each group may get the same mark/ grade. However, in pair tasks it is easier to assess the performance individually.
- Since formative assessment is informal, group tasks may be assessed on broad parameters such as participation, contribution and effectiveness of each member of the group.
- It is necessary that the teacher monitors group tasks properly to ensure that every student is participating and no student dominates.



## Conclusion

This document has laid emphasis on teacher-preparedness, planning and co-ordination. It is suggested that at the time of drawing out an annual plan, the principal interacts with each subject committee and helps the teachers prepare a plan of action ensuring that assessment is integrated with the teaching-learning process.

It may be necessary to prepare detailed lesson plans for each unit/ lesson besides the overall plan for the first and second term. While the lesson plan should essentially be an innovative tool evolved by each teacher depending on the concepts to be taught, the needs of the learners and other socio-cultural factors, it is perhaps advisable to include certain broad areas in the lesson plan to make it reflect the integration of continuous and comprehensive evaluation. While these broad areas, along with the format of the lesson plan could be decided by each school, the following components could be included to ensure holistic planning:

- Content/ topic/ lesson.
- Concepts/ skills
- Instructional Objectives.
- Levels - entry, process, integration, exit.
- Tools of assessment with specific questions
- Remediation.

It is also suggested that the formative tasks may be assessed for ten marks or multiples of ten to facilitate easy calculation of weightage. Similarly, self evaluation by students could be encouraged by integrating ICT and developing student self-access tools. While it will provide ample scope for learner autonomy, it will also reduce the burden on the teachers. Finally a word about projects. This document specifies that projects should, as far as possible, be done in the school itself. But certain projects that call for extensive research and work involving hands and using different materials may be difficult to be carried out within school hours. Since the main concern is about the genuineness and credibility of the work submitted for assessment by the students, if adequate care is taken by the teacher in monitoring the project work, students may be allowed to do some part of it outside the schools. Detailed guidelines on the precautions to be taken in this regard have been provided in this manual. By making the projects realistic and simple, teachers can ensure authenticity of the work of students.

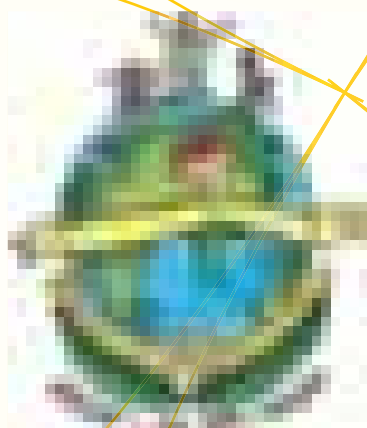


The background features several large, thin yellow circles that overlap each other. A yellow four-petaled flower is positioned in the upper right quadrant.

# ***LANGUAGE SKILLS***



**COMMON FOR BOTH  
ENGLISH COMMUNICATIVE AND  
ENGLISH LANGUAGE & LITERATURE**





# Learning Outcomes

## 1. Listening

The learners will

- ✦ listen to a wide range of oral texts, summarize, record and respond to them.
- ✦ be able to listen for information and enjoyment and respond appropriately and critically in a wide range of situations.
- ✦ listen to and share ideas , viewpoints and reflect an understanding of concepts .
- ✦ initiate ideas and continue communication in response to listening to a text.
- ✦ exhibit comprehension of oral texts by recording main or supporting ideas.
- ✦ listen critically for specific information.
- ✦ follow instructions and directions.
- ✦ distinguish between facts and opinions.
- ✦ make inferences and judgements.

## 2. Speaking

The learners will

- ✦ be able to communicate confidently and effectively in spoken language in a wide range of situations.
- ✦ speak confidently in public and participate appropriately and effectively with others in a conversation.
- ✦ exhibit skills of making oral presentations.
- ✦ be able to prepare, organize and deliver an engaging oral presentation.
- ✦ identify and use appropriate vocabulary.
- ✦ use the appropriate tone, posture, gestures, pause and maintain eye contact while speaking.

## 3. Reading

The learners will

- ✦ read a variety of print texts including drama, poetry, fiction and non-fiction.
- ✦ seek meaning in reading using a variety of strategies such as prior knowledge, inferring, predicting and confirming.



- ❖ become accomplished and active readers who appreciate ambiguity and complexity.
- ❖ be able to articulate their own interpretations with an awareness and curiosity for other perspectives.
- ❖ be able to read fluently and view the given text for information and enjoyment.
- ❖ respond critically to the aesthetic, cultural and emotional values in texts.
- ❖ ask questions and make predictions.
- ❖ skim the reading text to identify main ideas by reading titles, introductions and topic sentences.
- ❖ scan texts for specific supporting details.
- ❖ identify rhetorical devices, figures of speech and explain them.
- ❖ infer meaning of the ideas presented and of difficult /unfamiliar vocabulary from the context by using word attack skills.
- ❖ summarize main and supporting ideas in the form of notes/points and make connections between them.
- ❖ recognize the socio-political and cultural background of texts.
- ❖ deduce the meaning of graphic texts.
- ❖ evaluate ideas and information.

#### 4. Writing

The learners will

- ❖ be able to write different kinds of factual and imaginative texts for a wide range of purposes.
- ❖ demonstrate planning skills for writing for a specific purpose, audience and context.
- ❖ write in the appropriate style and format.
- ❖ locate, access, select, organize and integrate relevant data from various sources.
- ❖ interpret information presented in one form and transcribe it into written form.
- ❖ develop coherent ideas and organize them into main and supporting ideas.
- ❖ use a variety of sentence types and sentences of different lengths and structures appropriately.
- ❖ present the written output coherently using a suitable introduction, logical progression and conclusion.
- ❖ reflect on, analyse and evaluate own work and check it for spelling, stylistic or content - related errors.
- ❖ prepare a final draft by proof-reading and editing.
- ❖ present the final product in an appropriate style, free of grammatical and syntactical errors.

## LISTENING

### Important Note:

Sections under listening, speaking, reading, writing and grammar are common for English Communicative and English Language and Literature.

### CONVERSATION SKILLS ASSESSMENT SCALE (C.B.S.E.)

LISTENING	SPEAKING
<b>The learner</b>	<b>The learner</b>
1 has general ability to understand words and phrases in a familiar context but cannot follow connected speech	1 shows ability to use only isolated words and phrases but cannot operate on connected speech level
3 has ability to follow short connected utterances in a familiar context	3 in familiar situations, uses only short connected utterances with limited accuracy
5 has ability to understand explicitly stated information in both familiar and unfamiliar contexts	5 shows ability to use more complex utterances with some fluency in longer discourse; still makes some errors which impede communication
7 understands a range of longer spoken texts with reasonable accuracy and is able to draw inferences	7 organises and presents thoughts in a reasonably logical and fluent manner in unfamiliar situations; makes errors which do not interfere with communication
9 shows ability to interpret complex discourses in terms of points of view; adapts listening strategies to suit purposes	9 can spontaneously adapt style appropriate to purpose and audience; makes only negligible errors

### NOTE

This scale is for 10 marks. However the band is provided for 1, 3, 5, 7 & 9. So, any assessment that falls between, say 1 and 3 will be marked as 2 and so on.



# LISTENING ACTIVITIES

## Objectives

### To enable the students to

- ◇ process utterances spoken at different speeds
- ◇ be aware of cohesive devices used in speech
- ◇ distinguish between literal and implied meaning
- ◇ use different strategies to decipher meanings

## Procedure

- ◇ The teacher can select a passage from the collection given in this book.
- ◇ The corresponding worksheet for the selected passage is to be photocopied in accordance with the class strength.
- ◇ On the day of the listening activity, the teacher can first inform students about what they are going to listen to. e.g. she may say *"Today you are going to listen to a passage about Mob-Fury. As you listen to the passage, complete the following sentences by ticking the correct option."*
- ◇ The teacher can read the passage once.
- ◇ Thereafter, she can distribute the worksheets to the students.
- ◇ She can then read out the passage again.
- ◇ Students can be instructed to complete the worksheet while listening to the passage.
- ◇ If required, the passage can be read a third time by the teacher.
- ◇ Once the students complete the worksheet, they can be asked to exchange it with their partner. The teacher can read aloud the answers and peer correction can be done.

## LISTENING PASSAGE 1

**You will listen to a passage on Mob Fury. As you listen, complete the worksheet by choosing the correct options.**

### Mob Fury

The crowd surged forward through the narrow streets of Paris. There was a clatter of shutters being closed hastily by trembling hands - the citizens of Paris knew that once the fury of the people was excited there was no telling what they might do. They came to an old house which had a workshop on the ground floor. A head popped out of the door to see what it was all about. "Get him! Get Thimonier! Smash his devilish machines!" yelled the crowd.

They found the workshop without its owner. M. Thimonier had escaped by the back door. Now the fury of the demonstrators turned against the machines that were standing in the shop, ready to be delivered to buyers. They were systematically broken up and destroyed- dozens of them.



Only when the last wheel and the spindle had been trampled under the foot did the infuriated crowd recover their senses.

"That is the end of M'sieur Thimonier and his sewing machines", they said to one another and went home satisfied. Perhaps now they would find work, for they were all unemployed tailors and seamstresses who believed that their livelihood was threatened by that new invention.

### PASSAGE 1: ANSWERS

1. how a well-meant invention can be misunderstood
2. the newly invented sewing machine
3. kill Thimonier
4. Thimonier was depriving them of their livelihood
5. were scared that their shops would be destroyed

### LISTENING PASSAGE 2

You will listen to a passage on Parachute Jumping. As you listen, complete the worksheet as directed.

#### Parachute Jumping

It requires a cool head rather than great skill to make a successful parachute jump. When you leave the plane you have to remain cool enough to remember not to pull the ripcord till you have counted three quite slowly. Then, during the descent, it is no use getting into a panic when the parachute develops a rapid pendulum motion. You must remain calm and pull a few of the cords to let out some of the air. Even in landing, it is a cool head that will enable you to think quickly and act quickly so that no accident may occur, for none need occur as it is only like jumping from a thirteen feet wall.

### PASSAGE 2: ANSWERS

1. Skill is more important than a cool head in parachute jumping. False
2. Wait till you've counted till three before pulling the ripcord.
3. There is excess air in the parachute.
4. You can let out air from the parachute by pulling a few cords. (True)
5. While descending, you may land on a thirteen feet wall. (False)

### LISTENING PASSAGE 3

You will listen to an extract from the novel "Born Free". As you listen, complete the worksheet by choosing the correct option.

#### Born Free

It was both an exciting and an anxious moment when the lion cub met her first elephant, for poor Elsa had no mother to warn her against these elephants who regard lions as the only enemies of their young and therefore, sometimes, kill them. One day, Nuru, who had taken her out for her morning walk came back panting to say that Elsa was "playing with an elephant". We took our





rifles and he guided us to the scene. There we saw a great old elephant, his head buried in a bush, enjoying his breakfast. Suddenly, Elsa, who had crept up from behind, took a playful swipe at one of his hind legs. A scream of shocked surprise and injured dignity followed this piece of impertinence. Then, the elephant backed from the bush and charged. Elsa hopped nimbly out of his way and quite unimpressed, began to stalk him. It was a very funny but alarming sight and we could only hope that we should not need to use our guns. Luckily, after a time, both became bored with the game, the old elephant went back to his meal and Elsa lay down, close by and went to sleep.

### PASSAGE 3 : ANSWERS

1. Elsa was a lion cub
2. Elsa should have been afraid of the elephant because elephants regard lions as enemies of their young.
3. The author and his friends picked up their rifles and rushed out as they were afraid the elephant would harm Elsa.
4. The elephant screamed because its dignity was hurt.
5. The encounter between Elsa and the elephant ended when both the elephant and Elsa became bored with the game.

### LISTENING PASSAGE 4

**You will listen to the story of an inventor called Griffin. Listen carefully to the story and as you listen, answer the questions by ticking the correct option.**

#### The Story of Griffin

The two boys started in surprise at the fresh muddy imprints of a pair of bare feet. What was a barefooted man doing on the steps of a house, in the middle of London? And where was the man?

As they gazed, a remarkable sight met their eyes. A fresh footmark appeared from nowhere!

Further footprints followed, one after another, descending the steps and progressing down the street.

The explanation of the mystery was really simple enough. The bewildered boys had been following a scientist who had just discovered how to make the human body transparent.

Griffin, the scientist, had carried out experiment after experiment to prove that the human body could become invisible. Finally, he swallowed certain rare drugs and his body became as transparent as a sheet of glass - though it also remained as solid as glass.

He escaped easily enough from the boys who followed his footprints in London. But he had chosen a bad time of the year to wander about London without clothes. It was mid-winter. The air was bitterly cold and he could not do without clothes. So he decided to slip into a big London store for warmth. He soon found a suitable shop. He made his way, invisible, upstairs and came out a little later, wearing bandages round his forehead, dark glasses, false nose, big bushy side-whiskers and a large hat. To escape without being seen, he callously attacked the shopkeeper from behind, after which he robbed him of all the money he could find.





**PASSAGE 4 : ANSWERS**

1. The boys were surprised as they looked at the footsteps because the boys could not see the man who was making the footprints.
2. Griffin decided to get clothes as it was bitterly cold in London.
3. Griffin got some money by robbing the shopkeeper.
4. Griffin revealed himself as a dishonest person.
5. The boys realized the footprints were being made by an invisible man as fresh footmarks appeared, one after another and they could see the person who was leaving the footprints. (False).

**LISTENING PASSAGE 5**

**You will listen to a passage on the organisation Child Relief and You or CRY which works for child rights. As you listen to the passage, answer the questions in the worksheet by ticking the correct option.**

In a country as vast as ours, keeping a tab on every child is a Herculean task. Many children are still employed in factories while their childhood goes unnoticed. They wash utensils when they should be playing with dolls and get married even before they reach adolescence. Most children don't know they are entitled to certain rights - child rights.

To spread awareness, Child Relief and You (CRY) has organized its annual street theatre festival, Bal Natya Utsav, at Dilli Haat. The three days festival will end on November 14, in the form of short skits and plays performed by children attached to CRY projects, schools, colleges and different NGOs such as Kutumb and Manzil. The skits will focus on the different aspects of child rights, its importance and gross violation in the country.

A two-day theatre workshop for the children of CRY donors was also organized. The workshop that ended on Sunday saw the participation of about 50 children of all ages. The workshop was conducted by Walter Peter of Theatre in Education (TIE) India Trust. The Trust works with schools conducting workshops for teachers. "In these workshops, we stress on personality development. Children learn how to be more confident through exercises of the body and mind," said Peter, who has had a long association with the National School of Drama.

CRY has also launched a new 'CRY Child Rights Band.' Priced at Rs 65, proceeds from the sale of the band will go towards supporting child rights. The band is available at all Archies galleries.

**PASSAGE 5: ANSWERS**

1. they are found employed in factories and getting married before adolescence.
2. to spread awareness about the different aspects of child rights among people.
3. the participation of 50 children of all ages.
4. to stress on personality development of children.
5. CRY Child Rights Bands.



**LISTENING PASSAGE 6**

You will listen to a passage on cycling as a way of remaining fit. As you listen to the passage, complete the worksheet by ticking the correct option.

**Cycling**

The good thing about staying fit is that there are countless ways to do it. Cycling tones up all parts of your body from ankle to neck. Cycling exercises your entire body. Resting your body weight on your hands with the front bent forward builds up your biceps, shoulders, chest and strengthens your backbone. A cycling coach draws a parallel between cycling and swimming as both sports demand total mobilisation of the body. These games require heavy use of ankles, legs, abdomen, hips and arm muscles, thereby tightening them up and streamlining the body.

Not only does cycling take care of the extra flesh, but it also strengthens the heart. A cycling coach explains how it happens. "To begin with, cycle at a constant speed, to stabilise the heart's pumping rate. Once you are through with this stage, sprint or cycle fast over short distances as this quickens the heart's functioning and makes it stronger."

Cycling stimulates you mentally. As the coach says, "Cycling early in the morning refreshes you. Although cycling does not involve too many technicalities, it's important to get the basics right."

**PASSAGE 6: ANSWERS**

1. Cycling is a good way of exercising one's entire body.
2. The biceps, shoulders, chest and backbone are strengthened as one cycles with the front bent forward and resting on the hands. (True)
3. Unlike swimming, cycling as a sport does not demand total mobilisation of only the lower body. (False)
4. Cycling quickens the heart's functioning by strengthening the heart muscles.
5. Cycling stimulates you mentally as it involves many technicalities. (False)



# Listening Tasks

## LISTENING PASSAGE 1: WORKSHEET

You will listen to a passage about mob-fury. As you listen to the passage, complete the following sentences by ticking the correct option.

- The passage throws light on \_\_\_\_\_.
  - why inventions should be avoided altogether
  - how a well-meant invention can be misunderstood
  - how dangerous an invention can prove to be
  - the reaction of a crowd to every new invention
- The crowd was protesting against \_\_\_\_\_.
  - the closing of the workshops
  - the misdoings of Thimonier
  - the newly invented sewing machine
  - Thimonier's destruction of wheels and spindles
- The aim of the crowd was to \_\_\_\_\_.
  - kill Thimonier
  - drive Thimonier away
  - bring discredit to Thimonier
  - break all wheels and spindles in the city
- The people thought that \_\_\_\_\_.
  - Thimonier's sewing machine was exciting
  - Thimonier was mad
  - the sewing machine was dangerous
  - Thimonier was depriving them of their livelihood
- Shutters were being closed hastily because the shopkeepers \_\_\_\_\_.
  - wanted to join the mob attacking Thimonier
  - wanted to attack the crowd
  - wanted to protect Thimonier
  - were scared that their shops would be destroyed



## LISTENING PASSAGE 2: WORKSHEET

You will listen to a passage on Parachute Jumping. As you listen, complete the following tasks as directed.

1. Skill is more important than a cool head in parachute jumping. (True/ False)
2. After leaving the plane, you must remember to \_\_\_\_\_.  
(Tick the correct option)
  - a) pull the ripcord as soon as you leave the plane
  - b) wait till you've counted till three before pulling the ripcord
  - c) descend slowly without opening the parachute
  - d) get into a panic as you leave the plane
3. The parachute moves in a rapid pendulum motion if \_\_\_\_\_.  
(Tick the correct option)
  - a) the air in the parachute has been let out
  - b) you pulled the ripcord too soon
  - c) you did not pull the ripcord soon enough
  - d) there is excess air in the parachute
4. You can let out air from the parachute by pulling a few cords. (True/ False)
5. While descending, you may land on a thirteen feet wall. (True/ False)



## LISTENING PASSAGE 3: WORKSHEET

Based on your listening of the passage *Born Free*, complete the following sentences by choosing the correct option.

1. Elsa was \_\_\_\_\_
  - a) a lion cub
  - b) a lioness
  - c) a baby elephant
  - d) an adult elephant
  
2. Elsa should have been afraid of the elephant because \_\_\_\_\_
  - a) an elephant can easily trample over a lion.
  - b) elephants regard lions as enemies of their young.
  - c) elephants do not like lions as they are playful.
  - d) an elephant is very playful and could take a swipe at Elsa.
  
3. The author and his friends picked up their rifles and rushed out as \_\_\_\_\_
  - a) they were afraid Elsa would kill the elephant.
  - b) they wanted to kill the elephant.
  - c) they were afraid the elephant would harm Elsa.
  - d) they wanted to hunt the lion.
  
4. The elephant screamed because \_\_\_\_\_
  - a) Elsa had hurt it.
  - b) its dignity was hurt.
  - c) it was angry.
  - d) it was scared.
  
5. The encounter between Elsa and the elephant ended when \_\_\_\_\_
  - a) Elsa was hurt by the elephant and so went away.
  - b) the elephant was scared of the author and his friends.
  - c) Elsa was feeling sleepy and she went off to sleep.
  - d) both the elephant and Elsa became bored with the game.



## LISTENING PASSAGE 4 : WORKSHEET

Based on your listening of the passage *The Story of Griffin*, complete the following sentences by choosing the correct option.

- The boys were surprised as they looked at the footsteps because \_\_\_\_\_.
  - the footprints were muddy
  - the footprints were imprints of a pair of bare feet
  - the boys could not see the man who was making the footprints
  - the boys had not seen a man roaming barefoot in London
- Griffin decided to get clothes as \_\_\_\_\_.
  - some boys were following him
  - it was bitterly cold in London
  - his body was transparent
  - he could not run away without clothes
- Griffin got some money by \_\_\_\_\_.
  - robbing the store
  - selling his inventions
  - becoming invisible
  - robbing the shopkeeper
- Griffin revealed himself as a /an \_\_\_\_\_ person.
  - ingenious
  - upright
  - dishonest
  - sensible
- The boys realized the footprints were being made by an invisible man as fresh footmarks appeared, one after another and they could see the person who was leaving the footprints. (*True/ False*)





## LISTENING PASSAGE 5: WORKSHEET

Based on your listening of the passage **Child Relief and You**, complete the following sentences by choosing the correct option.

- The poor plight of the children is evident as \_\_\_\_\_.
  - they are not entitled to any child rights
  - they are found employed in factories and getting married before adolescence
  - they are found getting all the facilities and doing well in their lives
  - they are allowed to play with dolls till they reach adolescence
- The purpose of CRY for organizing the annual street theatre festival is \_\_\_\_\_.
  - to enable children to earn money to attend schools and colleges
  - to promote gross violation of children in the country
  - to make people understand their responsibilities towards children
  - to spread awareness about the different aspects of child rights among people
- The two day theatre workshop conducted by Walter of Theatre in Education (TIE) India Trust was a success as it encouraged \_\_\_\_\_.
  - the participation of all teachers
  - the participation of 50 children of all ages
  - the participation of all people from all walks of life
  - activities for the development of personality
- The aim of conducting workshops for the teachers is \_\_\_\_\_ in order to make them more confident.
  - to stress on personality development of children
  - to stress on physical and mental development of children
  - to make them work for it by contributing funds for the children's welfare
  - to teach them to be more confident
- CRY launched \_\_\_\_\_ priced at Rs 65 to support child rights.
  - CRY Child Rights Ribbons
  - CRY Child Rights Galleries
  - CRY Child Rights Belts
  - CRY Child Rights Bands



## LISTENING PASSAGE 6 : WORKSHEET

You will listen to a passage on cycling as a way of remaining fit. As you listen to the passage, complete the following tasks as directed.

1. Cycling is a good way of exercising one's \_\_\_\_\_.  
(Tick the correct option)
  - a) ankles
  - b) neck
  - c) entire body
  - d) hands
2. The biceps, shoulders, chest and backbone are strengthened as one cycles with the front bent forward and resting on the hands. (*True/False*)
3. Unlike swimming, cycling as a sport does not demand total mobilisation of only the lower body. (*True/False*)
4. Cycling quickens the heart's functioning by \_\_\_\_\_.  
(Tick the correct option)
  - a) getting the heart to maintain a constant pace
  - b) stabilising the heart's pumping rate
  - c) straining the heart muscles
  - d) strengthening the heart muscles
5. Cycling stimulates you mentally as it involves many technicalities. (*True/False*)



# SPEAKING

## Assessment Scale For Spoken English

Based on the Test of Spoken English Band Descriptors for Overall Features  
(ETS, 2001b: 30)

0	No effective communication: no evidence of ability to perform task	Extreme speaker effort is evident; speaker may repeat prompt, give up on task, or be silent.		Attempts to perform task, and in failure	Only isolated words or phrases intelligible, even with much listener effort.	Function cannot be identified
1	Communication generally not effective: task generally performed poorly.	Speaker responds with much effort; provides limited speech sample and often runs out of time. Repair strategies excessive, very distracting, and ineffective		Difficult to tell if task is fully performed because of linguistic weaknesses	Function can be identified	Much listener effort required.
2	Communication somewhat effective: task performed somewhat competently.	Speaker responds with effort; sometimes provides limited speech sample and sometimes runs out of time	Sometimes excessive, distracting, and ineffective repair strategies used	Linguistic weaknesses (e.g. vocabulary and/or grammar)	Adequate content	Some listener effort required



3	Communication generally effective: task performed competently.	Speaker volunteers information, sometimes with effort; usually does not run out of time.	Linguistic weaknesses may necessitate some repair strategies that may be slightly distracting	Expressions sometimes awkward	Generally strong content	Little listener effort required
4	Communication almost always effective: task performed very competently.	Speaker volunteers information freely, with little or no effort and may go beyond the task by using additional appropriate functions.	Native-like repair strategies	Sophisticated expressions.	Very strong content.	Almost no listener effort required

**Note:**

- ❖ The first column gives the numerical index of the five bands.
- ❖ The second column describes the overall effectiveness of communication in English.
- ❖ This can be identified by ascertaining the indicators in the other columns for each of the five bands.



# Speaking Activities

## Objectives

### To provide opportunities to students

- ✦ to use language effectively
- ✦ to develop confidence in spoken skills
- ✦ to express their ideas/opinions coherently
- ✦ to understand and produce basic pronunciation patterns
- ✦ to understand and report the main ideas in short listening tasks
- ✦ to present information/instructions about defined topics to others in a clear, organized way
- ✦ to participate constructively in complete conversations in different circumstances
- ✦ to participate constructively in group discussion
- ✦ to give clear oral presentations in front of the class
- ✦ to demonstrate understandable pronunciation

### Note:

The speaking activities have been categorized under the following heads so as to provide a variety of tasks that can be taken in the class. However, the list is not exhaustive and further topics, pictures, prompts can be used by the teacher.

1. Descriptions
2. Picture Description Prompts
3. Story Prompts
4. Speaking Prompts
5. Role Play
6. Enacting Advertisements
7. Just -a-Minute
8. Group Discussions
9. Turncoat
10. Speech

## 1. Task-Descriptions

### Procedure

- ✦ The topics may be written on slips of papers .



# Unit 2

- ❖ Students may be asked to pick up any one slip and describe what is stated.

### Approximate Time: 2-3 Minutes

- An interesting neighbour you have had.
- Something you could never give away.
- A place you will never forget.
- A sporting event you attended recently.
- Someone you respect deeply.
- A disastrous family outing
- A time when you lost something.
- One of your fondest childhood memories.
- A time when you lied to your parents.
- A time when you were treated unfairly.
- A movie you saw recently.
- Something you wish had never happened.

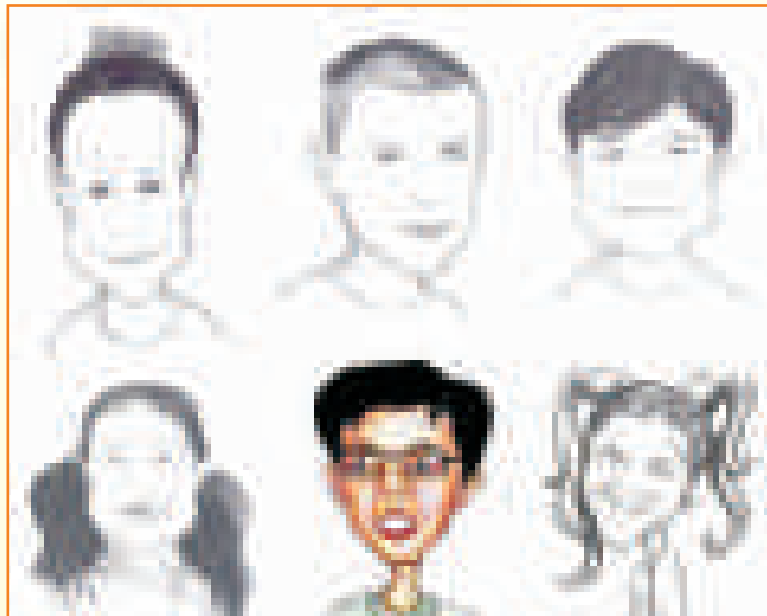
## 2. Task-Picture Description Prompts

### Procedure

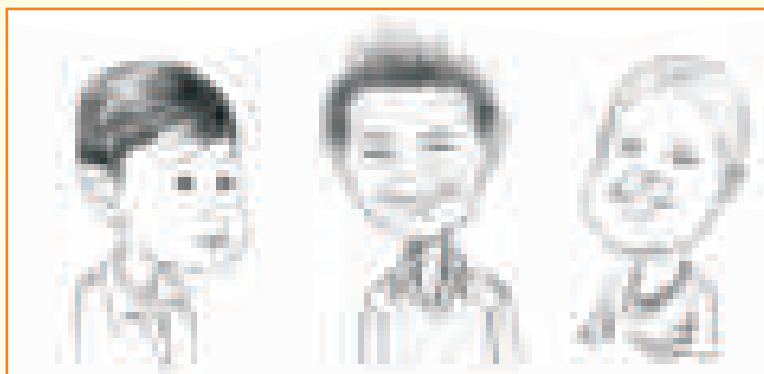
- ❖ Show the following pictures to the students.
- ❖ Ask them to pick up any one face/person/ and describe it- shape of the face, expression, hair, features.

### Approximate Time: 2-3 Minutes

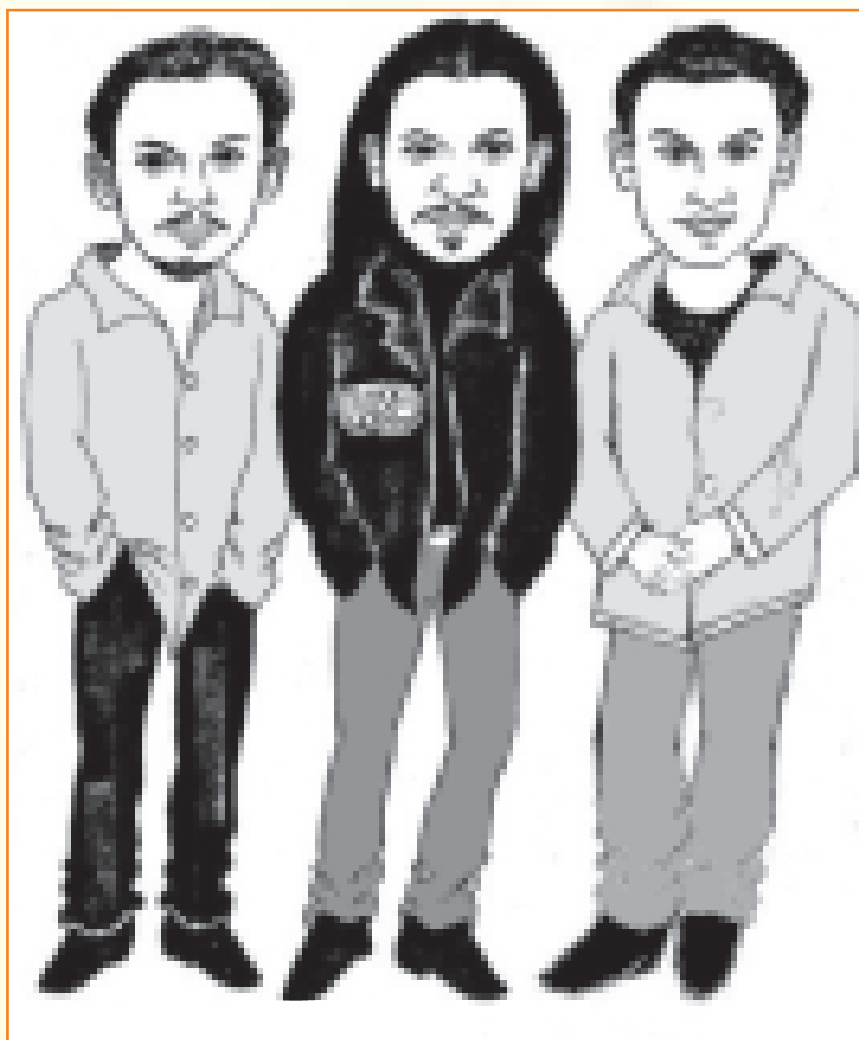
#### A. Picture Description







**B. Picture Description**



# Unit 2

## C. Picture Description



## D. I'd rather be...

Approximate Time: 2-3 Minutes

### Procedure

The following pictures may be shown to the students and they can choose any one frame and speak about it. For e.g. I'd rather be a cat than a dog because ... (Give reasons)

I'd rather be a ..... than a ..... because.....





# Unit 2

## E. Picture Composition Prompts

### Procedure

- ◆ The following pictures may be shown to the students.
- ◆ They can choose any one and build a story around it.

### Approximate Time

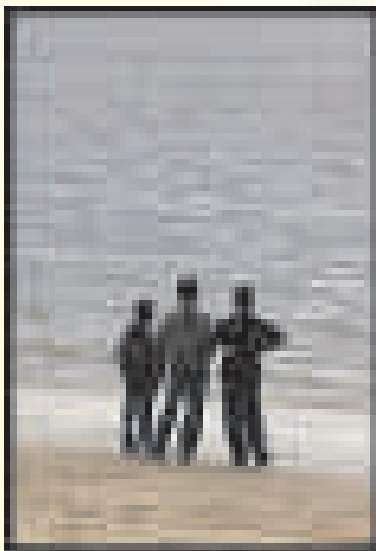
Preparation Time : 6-8 Minutes

Speaking Time : 2-3 Minutes

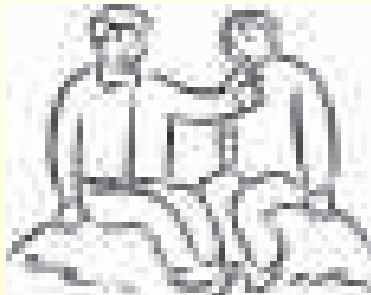
Picture 1



Picture 2



Picture 3



Picture 4



### 3. Task - Story Prompts

#### Procedure

- ✦ The teacher can write the prompts on slips of papers.
- ✦ She can then ask students to pick up any one of the slips.
- ✦ The students can be instructed to use the beginning to create a short story.
- ✦ Time may be given to students to note down their thoughts before they start speaking.
- ✦ All kinds of stories should be accepted.

#### Approximate speaking time: 1-2 minutes

- a) I thought I saw...
- b) I used to think...
- c) She touched the little box in her pocket and smiled...
- d) Shadows quivered on the wall as the candle flickered, then fizzled to nothing.
- e) It was the strangest thing I had ever seen...
- f) The lane was night-dark, even at noon.
- g) She hesitated at the post box, not knowing if she should really send the letter.
- h) It was one of those days when everything seemed to go wrong.
- i) My hand trembled as I punched the number on the phone.
- j) It was a day when everything seemed to go wrong.
- k) The chattering birds made her smile, until she heard a growl.
- l) The dream last night had seemed so real, but it was just a dream, right?
- m) The storm whipped the trees outside and she huddled into her quilt.
- n) It wasn't going to be easy, but somehow she had to confront her mother.
- o) He felt he was being watched.

### 4. Task - Speaking Prompts

#### Procedure

- ✦ Write the prompts on slips of paper.
- ✦ Ask students to pick up any one.
- ✦ Instruct the students to continue the sentence/imagine the situation, collect their thoughts and express their views.



# Unit 2

## Approximate speaking time: 1-2 minutes

- a) If I were a hanger/wallet/broken plate...
- b) If you could invent something that would help humanity, what would it be?
- c) Flip through the pages of a magazine and build a story around any picture that you like.
- d) A task or a job that you dislike.
- e) I went for a haircut and the worst happened...
- f) It was a strange night, there seemed to be a chill in the air...
- g) As soon as I arrived, I could sense that something was out of place...
- h) One night, I looked out of the window and saw the neighbour...
- i) I was reading a book when I looked up. There in the window, I saw...
- j) I decided to go for an evening stroll. I walked about three blocks when I felt it...
- k) They would have been fine if they hadn't stopped for the stranger...
- l) Everyone avoided the big old mansion. It was believed to have...
- m) They said she was able to utter a few words before she died...
- n) Something is drastically wrong! Every time I pick up the telephone...
- o) Sometimes I think my friend has strange powers. Everytime he's around...

## 5. Task-Role Play Situations

### Procedure

- ✦ Ask the students to assume the role of various characters mentioned in the situation.
- ✦ Students will construct relevant dialogues.
- ✦ They will then enact the situation.

### Approximate Time: 15 Minutes

(Preparation Time: 10 minutes; Performance Time: 3-4 minutes)

- a) Tell the students that there is a hot air balloon with six people in the sky. This hot air balloon is falling down at full speed and they have the chance to save three people from the hot air balloon. These are the passengers: a housewife, a doctor, a teacher, a priest, a little boy, a celebrity.
- b) Your friend comes to you with a problem you don't know how to handle. You know your



friend has a counsellor whom she likes and you recommend that she talk to her, but your friend keeps asking you what she should do.

- c) You are walking home with a friend and realize it is getting late. A car pulls up and asks if you want a ride. Your friend is tired and wants to take the ride but you think it is too risky.
- d) A counsellor at the school you want to join is interviewing you. The counsellor notices that your grades till last year were very promising but thereafter, there has been a decline in your performance. He asks you to explain.
- e) Your best friend asks you for the homework note book, after the teacher has specifically told the class that the assignment should be done without any help. Impress upon him that why you can't give the note book and why he should do the work himself.
- f) You are stuck in an elevator between 8th and 9th floors. There are five people in the elevator-a person getting late for an interview, a boy taking his dog for a stroll, a delivery man with Pizza cartons, a blind person, an old lady. No one is allowed to play the dog. Enact the panic.

- g) Three friends holidaying together arrive at the destination.

Student A would like to find a cheap hotel to stay in. Try and convince your friends that this is the best option.

Student B wants to start his holiday in style and stay in a nice hotel. Try and convince your friends that this is the best idea.

Student C listens to both the friends' ideas about where they would like to stay. He/She listens to them and decides who he/she agrees with.

- h) Strangers on a train

Get the students to imagine they are strangers in a train compartment - get them sitting opposite each other in groups of four. Elicit what people usually talk about on the train - the weather, where they are going/coming from etc. and tell them to construct a dialogue and enact it.

## 6. Task- Enact an Advertisement

### Procedure

- ✦ Imagine yourself as one of the listed products.
- ✦ Make a conversation with a prospective buyer.
- ✦ Try to sell yourself as best as possible /convince the buyer why he should buy you.



# Unit 2

## Approximate Time: 15 Minutes

(Preparation Time: 10 minutes; Performance Time: 3 - 4 minutes)

### Suggested Topics for advertisements

- a) A luxury soap
- b) A shampoo
- c) A talcum powder
- d) A pen
- e) A tiffin box
- f) A school bag
- g) A washing machine
- h) A cell phone
- i) A toothpaste
- j) A fairness cream

## 7. Task- Just a Minute (J.A.M.) - (Individual Activity)

This task requires the students to think quickly and organize their thoughts in the most concise manner so as to put their ideas across in a minute.

### Procedure

- ✦ The students could be asked to choose one topic or the teacher could draw lots.
- ✦ Each student will be given a minute to speak on the topic.

### Approximate Time

**Preparation Time : 5 Minutes**

**Speaking Time : 1 Minute**

- a) You have a minute to convince people to:
  - ✦ Start us

## 8. Task - Group Discussion

### Procedure

- ✦ Divide the class into groups of 5-6 students each.



- ✧ Give them one of the topics from the list given below.
- ✧ Explain that each of them should note the topic.
- ✧ Ask them to build up their arguments/opinion.
- ✧ Ask them to start a discussion. Each member should participate in the discussion.

**Approximate Time :** 1 Period

### Suggested Topics

- a) Will the grading system and CCE remove stress from a student's life?
- b) Are social networking sites good?
- c) Should students start carrying mobile phones to school?
- d) Should there be uniform in schools?
- e) Parents' time or expensive gizmos -What do children want?
- f) A good school teacher should have the following qualities:

- ✧ Enthusiasm for teaching
- ✧ Pleasant appearance
- ✧ Intelligence
- ✧ Fairness
- ✧ Sense of humour
- ✧ Ability to create interest
- ✧ Honesty
- ✧ Affectionate and caring attitude
- ✧ Knowledge of subject
- ✧ Correct accent and audibility
- ✧ Flexibility

Can your group agree together in what order of priority you would put them? Give reasons for your choice.

## 9. Task - Turncoat (Individual Activity)

This is a form of debate where the speaker literally debates against himself. The speaker starts by taking a stance on the topic and switches sides after a specific duration of time.



# Unit 2

## Procedure

- ✧ Write the suggested topics on slips of paper.
- ✧ Ask the students to pick up any one.
- ✧ Give five minutes each to the students to prepare the topic.
- ✧ Each student will speak for three minutes on the given topic.
- ✧ A sample of the activity can be presented by the teacher for clarity.

## Approximate Time

**Preparation Time: 5 minutes**

**Speaking Time: 3 minutes**

- ✧ 1 minute --for the motion
- ✧ 1 minute --against the motion
- ✧ 1 minute-- summing up

## Suggested Topics

- a) TV Viewing is harmful.
- b) Homework should be abolished.
- c) Examinations should be done away with.
- d) Children should be encouraged to participate in reality shows.
- e) Coaching institutes support school teaching.
- f) Boys should learn to cook.
- g) Life for us is better than it was for our forefathers.
- h) Electricity in the service of mankind.
- i) We have achieved a lot in sixty years of independence.
- j) Television is an entertainment centre.
- k) Peer pressure acts as a morale booster.
- l) Morning sports in school activities enhance sports abilities.
- m) Laptops should be there for children in schools.
- n) Working mothers are better mothers.
- o) Grading system is better than marks.



- p) Sports are closely linked to money these days.
- q) Reality TV is more about money and personality and less about knowledge.

## 10. Task : Speech (Individual Activity)

### Procedure

- ✦ The student may be asked to pick up a topic and prepare in advance (one or two days prior to the activity)
- ✦ A day may be fixed for the delivery of the speech.

### Approximate Time

**Speaking Time: 2-3 minutes.**

**Preparation Time: Topic can be given a day in advance.**

- ✦ Prepare a draft of the speech to be delivered in the morning Assembly or at an event organized.

### Suggested Topics

- a) Urging students to say no to plastics.
- b) Urging students to volunteer their services for a cleanliness drive.
- c) Sensitizing the students towards the importance of healthy eating.
- d) Urging students to save electricity/water.
- e) AS a VSS volunteer, urging parents to send their daughters to school.
- f) Urging students to say no to crackers.
- g) Urging students to volunteer their services for the integrity club.
- h) Urging students to donate for the victims of a natural calamity.
- i) Urging students to help their parents at home.
- j) Advantages of living with grand parents.
- k) Advertisements are misleading.
- l) Reality shows are becoming too reel.
- m) The adverse impact of television.
- n) Strengthening the joint family system.



- o) Pollution - an ever-growing menace.
- p) Obsession for the fair complexion.
- q) Hockey - a dying sport.
- r) Students as harbingers of peace.
- s) Save The Tiger campaign.
- t) Education for all.
- u) Generation gap.
- v) The importance of having breakfast.
- w) Employing children below fourteen years is a violation of Fundamental Rights.
- x) The need to promote tourism in India.
- y) The importance of life skills.





# READING

## Reading Tasks

### Objectives

- ◇ To enable the learners to read independently.
- ◇ To develop the skill to scan for specific information.
- ◇ To test the students' ability to comprehend.

### Task

- ◇ Individual work - Reading Comprehension

### Procedure

- ◇ The teacher will distribute a printout / copy of the worksheet to every student.
- ◇ Students are instructed to complete the task in 15 minutes.
- ◇ Then the students exchange the completed worksheets.
- ◇ The teacher reads out the correct answers and students mark the worksheets.
- ◇ 1 mark to be awarded for each correct answer.

## ANSWERS

### READING COMPREHENSION: WORKSHEET 1

- 1) he had lost too much blood
- 2) he could no longer enjoy Lionel's company
- 3) Lionel played with them while they waited for the bus.
- 4) touched
- 5) sympathy

### READING COMPREHENSION: WORKSHEET 2

- 1) they are showing an inclination towards adventure tourism
- 2) satellite television has exposed the people to adventure sports
- 3) adventure seekers
- 4) to be cautious
- 5) in a big way



## READING COMPREHENSION: WORKSHEET 3

- 1) he had to whitewash a fence
- 2) of the large area of the unwhitewashed fence
- 3) he prefers fetching water to whitewashing
- 4) he was too lazy to work
- 5) if he let Tom fetch the water, Aunt Polly would have hit him with her slipper

## READING COMPREHENSION: WORKSHEET 4

- 1) love
- 2) portrayed
- 3) up
- 4) sighted
- 5) up
- 6) flew
- 7) fluttered
- 8) hidden
- 9) assumed
- 10) listening

## READING COMPREHENSION: WORKSHEET 5

- 1) awe-struck
- 2) men looking for treasure
- 3) the Egyptians worshipped the setting sun
- 4) distance from the desert
- 5) collapse

## READING COMPREHENSION: WORKSHEET 6

- 1) she is unable to face the reality of aging
- 2) simile & personification
- 3) hair
- 4) she is ageless like spring
- 5) night



## READING COMPREHENSION: WORKSHEET 7

- 1) the village
- 2) learned & strict
- 3) the mood of the master
- 4) arguing
- 5) "...they gazed, and still the wonder grew."

## READING COMPREHENSION: WORKSHEET 8

- 1) do all the above mentioned
- 2) these forests were the main support system
- 3) to save water resources
- 4) wire made from waste of dozens of flower farms
- 5) endangered

## READING COMPREHENSION: WORKSHEET 9

- 1) they are not biodegradable
- 2) environment
- 3) it has high resistance to chemicals
- 4) sand & lime stone
- 5) it remains pure

## READING COMPREHENSION: WORKSHEET 10

- 1) all the above
- 2) her happiness is infectious
- 3) we need to be surrounded by happy people
- 4) the kind of social bonding that we have
- 5) lead an exemplary life

## READING COMPREHENSION: WORKSHEET 11

- 1) he felt that the bike was a part of him.
- 2) he would make a display of his parental skills on seeing the narrator.
- 3) yearning for something exciting to occur.
- 4) an adult reflecting on his boyhood.
- 5) still



## READING COMPREHENSION: WORKSHEET 12

- 1) qualities acquired from parents.
- 2) personification
- 3) deciding
- 4) entertain us with humorous viewpoints on 'heredity.'
- 5) deciding all of the above

## READING COMPREHENSION: WORKSHEET 13

- 1) infectious.
- 2) a symbol created for easy and definite recognition
- 3) hitting the bull's eye
- 4) technology expanded the scope of smilies much more than what the original designers ever imagined.
- 5) smilies have no definite origin, but even today are used to spread positive feelings.

## READING COMPREHENSION: WORKSHEET 14

- 1) elementary protections against fire hazards are being ignored.
- 2) the fire broke out in the afternoon and the wooden beams and staircases did not catch fire.
- 3) the staff is negligent and not particular about safety measures.
- 4) architects
- 5) disgraceful



**READING COMPREHENSION: WORKSHEET 1****LIONEL**

Lionel was in bad shape. He was bloodied and beaten. He was too weak to haul his poor, broken little body inside the house. By the time Nola saw him; his battered body had already lost too much blood. Lionel the duck, died a few minutes later.

When Nola broke the news to her customers, they were devastated. One elderly gentleman was especially heart-broken. He used to feed Lionel a slice of bread or a biscuit which he kept in his pocket especially for the occasion. They would spend an hour every weeks like that, enjoying each other's company. When he heard about Lionel's death, the old man sat down on the same bench and let the tears run freely down his cheeks. Two weeks later, he was dead.

Nola also had to tell the children who used to play with Lionel on their way to school. Lionel waddled around them, muttering and letting them feel his soft white feathers while they waited for the bus. Some of the children made sympathy cards for Nola. She also received many condolences-a few from friends and many from strangers. It was only then that we realized how many friends Lionel had made; how many hearts he had touched. It seemed as if the whole town was mourning his death.

**On the basis of your reading of the above passage, complete the following statements by choosing the correct option from those given below:**

- 1) Lionel could not be saved as \_\_\_\_\_ .
  - a) he was too weak to haul his poor broken body inside
  - b) he was bloodied and beaten.
  - c) he had lost too much blood
  - d) he was in bad shape
  
- 2) One elderly gentleman was especially heart-broken because \_\_\_\_\_ .
  - a) he could no longer enjoy Lionel's company
  - b) he could not longer feed Lionel a slice of bread or a biscuit
  - c) he could not longer spend an hour every week with him
  - d) two weeks later, he was dead



- 3) The school children were devastated because \_\_\_\_\_.
- a) Lionel waddled along with them to school
  - b) Lionel waited for the bus along with them
  - c) Lionel played with them while they waited for the bus
  - d) Lionel allowed them to feel his soft white feathers
- 4) Nola received many condolences from friends and strangers. She felt \_\_\_\_\_.
- a) proud
  - b) sympathetic
  - c) angry
  - d) touched
- 5) The word closest in meaning to condolence is \_\_\_\_\_.
- a) memorable
  - b) valuable
  - c) sympathy
  - d) personal





## READING COMPREHENSION: WORKSHEET 2

### ADVENTURE SPORTS

Indian thrill seekers are rushing into adventure sports full throttle. Mountain biking, kayaking on the Beas river, hot air ballooning in Jaipur and Delhi, camel safari in Jaisalmer...these are just a few of the exciting activities to offer. According to Alok Bajpai, CEO, The Explorers, an organization that specializes in catering to adventure and nature travel needs, the rising popularity of adventure tourism is a direct result of satellite television beaming in exciting activities into people's homes. "The Indian tendency to lie safe has changed over the last 10 years. When we started in 1995, adventure travel was considered something that only the tourists indulged in. Today, people have a higher disposable income to spend on such activities. Besides, adventure travel is now considered glamorous and every one wants to talk about their experiences," he observes.

Capt. Saurabh Mahajan of Colonel's Camps & Tours, which offers adventure travel options in and around Rishikesh agrees: "Since we started in 2000, there has been a steady increase in the number of adventure seekers. The adventurous streak is not limited to one group of people. Students, executives, housewives, senior citizens, everyone enjoys river rafting, rock climbing etc. and several corporates send their executives to us for team building, adventure-oriented activities." He attributes the escalating numbers to people getting adventure-oriented and schools realizing the importance of adventure sports and love for flora and fauna. Explains psychoanalyst Dr. Harish Shetty: "A passion for adventure stems from the need to experiment, to enjoy the thrills of difficult encounters. Also, these activities are easily available for the youth today. Earlier, those who would go to the clubs and play games, now engage in adventure sports."

**On the basis of your reading of the above passage, complete the following statements by choosing the correct option from those given below:**

- 1) The recent change in the attitude of Indians is that \_\_\_\_\_.
  - a) they are showing an inclination towards adventure tourism
  - b) schools have realized the importance of adventure sports
  - c) corporates are using adventure sports for team building
  - d) they enjoy mountain biking, kayaking, hot air, camel safari



# Unit 3

## Formative Assessment – Reading Tasks

- 2) This change is due to the fact that \_\_\_\_\_.
- a) they have more free time
  - b) they have a higher disposable income
  - c) satellite television has exposed the people to adventure sports
  - d) they are looking for glamour
- 3) The people interested in these sports are \_\_\_\_\_.
- a) tourists
  - b) students
  - c) adventure seekers
  - d) everyone
- 4) *To lie safe* means \_\_\_\_\_.
- a) to lie in a safe place
  - b) to safely tell a lie
  - c) to be cautious
  - d) to remain safe
- 5) The phrase '*full throttle*' means \_\_\_\_\_.
- a) in a big way
  - b) with complete power
  - c) in full gear
  - d) whole-heartedly



## READING COMPREHENSION: WORKSHEET 3

### WHITEWASHING A FENCE

Tom appeared with a bucket of whitewash and a long-handled brush. He surveyed the fence. All gladness left him and a deep melancholy settled down upon his spirit. Thirty yards of board fence, nine feet high. Life to him seemed hollow and existence but a burden. Sighing, he dipped his brush and passed it along the topmost plank; repeated the operation; compared the insignificant whitewashed streak with the far-reaching continent of unwhitewashed fence and sat down on a tree-box, discouraged.

Jim came skipping out at the gate carrying a pail and singing. Bringing water from the town pump had always been a hateful work in Tom's eyes before, but now it did not strike him so. He remembered that there was company at the pump. Boys and girls were always there waiting their turns, resting, trading playthings, quarrelling, fighting. And he remembered that although the pump was only a hundred and fifty yards off, Jim never got back with a bucket of water before an hour-and even then somebody generally had to go after him. Tom said: "Say, Jim, I'll fetch the water if you'll whitewash some. I'll give you a marble." Jim shook his head fearing Aunt Polly's slipper.

**On the basis of your reading of the above passage, complete the following statements by choosing the correct option from those given below:**

- 1) All gladness had left Tom because \_\_\_\_\_
  - a) a deep melancholy had settled down upon his spirit.
  - b) life to him seemed hollow.
  - c) he had to whitewash a fence.
  - d) he had to repeat the operation again.
  
- 2) Tom sighed because \_\_\_\_\_
  - a) he had dipped his brush and passed it along the topmost plank.
  - b) he had to repeat the operation.
  - c) the fence had an insignificant whitewashed streak on it.
  - d) of the large area of the unwhitewashed fence.
  
- 3) Tom offers Jim a marble because \_\_\_\_\_
  - a) he wants Jim to whitewash the fence.
  - b) he wants to go and fetch the water.
  - c) he wants to meet the other children.
  - d) he prefers fetching water to whitewashing.



- 4) Bringing water had always been a hateful work in Tom's eyes because \_\_\_\_\_
- a) there was always company at the pump.
  - b) boys and girls had to wait their turn.
  - c) the pump was a hundred an fifty yards off.
  - d) he was too lazy to work.
- 5) *Jim shook his head fearing Aunt Polly's slipper* because \_\_\_\_\_
- a) he could see Aunt Polly running behind him with her slipper.
  - b) he had run away with her slipper.
  - c) if he gave in to Tom, Aunt Polly would have been very angry with him.
  - d) if he let Tom fetch the water, Aunt Polly would have hit him with her slipper.



## READING COMPREHENSION: WORKSHEET 4

## A GREEN CORNFIELD

The earth was green, the sky was blue;  
I saw and heard one sunny morn  
A skylark hang between the two,  
A singing speck above the corn.

A stage below in gay accord,  
White butterflies danced on wing,  
And still the singing skylark soared,  
And silent sank and soared to sing.

The cornfield stretched a tender green  
To right and left between my walks;  
I knew he had a nest unseen  
Somewhere among the million stalks.

And as I paused to hear his song  
While swift the sunny moments slid,  
Perhaps his mate sat listening long,  
And listened longer than I did.

**On the basis of your reading of the poem, complete the given summary by writing the correct word from the options provided.**

The poet's intense (1) \_\_\_\_\_ (love, liking, indifference, feeling) for nature is (2) \_\_\_\_\_ (described, explained, shown, portrayed) in the poem. She looked (3) \_\_\_\_\_ (below, down, up, left) from a cornfield and (4) \_\_\_\_\_ (located, sighted, found, placed) a skylark (5) \_\_\_\_\_ (up, hanging, floating, falling) in the sky. It was singing happily as it (6) \_\_\_\_\_ (flu, flew, flew, flowed). The butterflies (7) \_\_\_\_\_ (fluttered, floated, glided, slid) about in the cornfield. The poet knew that the skylark's nest was (8) \_\_\_\_\_ (located, safe, hidden, placed) among the stalks. She (9) \_\_\_\_\_ (imagined, assumed, thought, knew) that its companion too was (10) \_\_\_\_\_ (hearing, singing, listening, feeling) intently to the song.



**READING COMPREHENSION: WORKSHEET 5****THE PYRAMIDS OF EGYPT**

The oldest stone buildings in the world are the pyramids of Egypt. They have stood for nearly 5000 years, and it seems likely that they will continue to stand for thousands of years yet. They are over eighty of them scattered along the bank of the Nile, some of which are different in shape from the true pyramids. The most famous of these are the 'Step' pyramid and the 'Bent' pyramid.

Some of the pyramids still look much as they must have done when they were built thousands of years ago. Most of the damage suffered by the others has been at the hands of men who were looking for treasure or, more often, for stone to use in modern buildings. The dry climate of Egypt has helped to preserve the pyramids and their very shape has made them less likely to fall into ruins. These are good reasons why they can still be seen today, but perhaps the most important is that they were planned to last forever.

One thing is certain: there must have been months of careful planning before they could begin to build. The first thing they had to do was to choose a suitable place. You may think that this was an easy task, with miles and miles of empty desert around, but a pyramid could not be built just anywhere. Certain rules had to be followed strictly and certain problems overcome.

The pyramid had to be on the west side of the Nile; the side on which the sun sets. This was for religious reasons. The pyramid also had to stand well above the level of the river to protect it against the regular floods. The pyramid could not be too far from the Nile, however, as the stones to build it needed to be carried in boats down the river to the nearest point. Water transport was, of course, much easier than land transport. The builders also had to find rock, which was not likely to crack under the great weight of the pyramid. Finally, the pyramid had to be near the capital, or better still, near the king's palace so that he could visit it easily and personally check the progress being made on the final resting place for his body.

**On the basis of your reading of the above passage, complete the following statements by choosing the correct option from those given below:**

- 1) The writer says 'The pyramids have stood for nearly 5000 years, and it seems likely that they will continue to stand for thousands of years yet.' His tone is \_\_\_\_\_
  - a) shocked
  - b) fascinated
  - c) disbelieving
  - d) awe-struck
  
- 2) The maximum damage caused to the pyramids was due to \_\_\_\_\_
  - a) men looking for treasure.
  - b) their being thousands of years old.
  - c) the dry climate.
  - d) their shape and structure





- 3) The pyramid had to be on the west side of the Nile as \_\_\_\_\_
- a) the Egyptians worshipped the setting sun.
  - b) the eastern bank was regularly flooded.
  - c) stones needed to build the pyramids were available on the western bank.
  - d) water transportation was much easier on the western bank.
- 4) While building/ choosing a site for the pyramids, the factor not so important was \_\_\_\_\_
- a) flooding of the Nile.
  - b) closeness to the palace.
  - c) proximity to the Nile.
  - d) distance from the desert.
- 5) The phrase 'fall into ruin' means \_\_\_\_\_
- a) fall down
  - b) collapse
  - c) decay
  - d) breakdown



## READING COMPREHENSION: WORKSHEET 6

## A LADY WHO THINKS SHE IS THIRTY

Unwillingly Miranda wakes,  
Feels the sun with terror,  
One unwilling step she takes,  
Shuddering to the mirror.  
Miranda in Miranda's sight  
Is old and gray and dirty;  
Twenty-nine she was last night;  
This morning she is thirty.  
Shining like the morning star,  
Like the twilight shining,  
Haunted by a calendar,  
Miranda is a-pining.  
Silly girl, silver girl,

Draw the mirror toward you;  
Time who makes the years to whirl  
Adorned as he adored you.  
Time is timelessness for you;  
Calendars for the human;  
What's a year, or thirty, to  
Loveliness made woman?

Oh, Night will not see thirty again,  
Yet soft her wing, Miranda;  
Pick up your glass and tell me, then--  
How old is Spring, Miranda?



On the basis of your reading of the above poem, complete the statements that follow by choosing the correct option from those given below:

- 1) Miranda is unhappy on waking up as \_\_\_\_\_
  - a) she fears the sun.
  - b) she is scared of the mirror.
  - c) she hates her birthday.
  - d) she is unable to face the reality of aging.
  
- 2) The poetic device used in the poem is \_\_\_\_\_
  - a) simile & metaphor
  - b) simile & personification
  - c) metaphor & alliteration
  - d) imagery & symbolism
  
- 3) The word *silver* in line 13 refers to her \_\_\_\_\_
  - a) colour
  - b) age
  - c) hair
  - d) dress
  
- 4) The poet consoles Miranda by saying that \_\_\_\_\_
  - a) she is ageless like spring
  - b) she is ageless like the night
  - c) she is like a calendar
  - d) she is lovely
  
- 5) 'Her wings' refer to the wings of \_\_\_\_\_
  - a) Time
  - b) Night
  - c) Miranda
  - d) Spring



## READING COMPREHENSION: WORKSHEET 7

## THE VILLAGE SCHOOLMASTER

A man severe he was, and stern to view,  
I knew him well, and every truant knew;  
Well had the boding tremblers learn'd to trace  
The days disasters in his morning face;  
Full well they laugh'd with counterfeited glee,  
At all his jokes, for many a joke had he:  
Full well the busy whisper, circling round,  
Convey'd the dismal tidings when he frown'd:  
Yet he was kind; or if severe in aught,  
The love he bore to learning was in fault.  
The village all declar'd how much he knew;  
'Twas certain he could write, and cipher too:  
Lands he could measure, terms and tides presage,  
And e'en the story ran that he could gauge.  
In arguing too, the parson own'd his skill,  
For e'en though vanquish'd he could argue still;  
While words of learned length and thund'ring sound  
Amazed the gazing rustics rang'd around;  
And still they gaz'd and still the wonder grew,  
That one small head could carry all he knew.  
But past is all his fame. The very spot  
Where many a time he triumph'd is forgot.

**On the basis of your reading of the above poem, complete the statements that follow by choosing the correct option from those given below:**

- 1) The school master ran his school in \_\_\_\_\_
  - a) a palace
  - b) a garden
  - c) a village
  - d) a fort



- 2) The school master can be best described as \_\_\_\_\_
- a) autocratic and grumpy
  - b) learned and strict
  - c) knowledgeable and funny
  - d) stubborn and unhappy
- 3) "The day's disaster" refers to \_\_\_\_\_
- a) a natural calamity
  - b) a mischief played by students
  - c) the mood of the master
  - d) the wishes of the master
- 4) The only skill where he could be defeated was \_\_\_\_\_
- a) numerical
  - b) written
  - c) arguing
  - d) reasoning
- 5) Which line suggests that the schoolmaster was respected \_\_\_\_\_
- a) "...they laughed, with counterfeited glee,"
  - b) "...they gazed, and still the wonder grew"
  - c) "...all declared how much he knew"
  - d) "...he bore to learning was in fault"



**READING COMPREHENSION: WORKSHEET 8**

After just over two decades, 250 miles (402km) and \$9m (£5.9m) later, the last post on one of the longest fences ever built in Africa has been hammered in.

The electrified barrier, which rings the Aberdare mountain range, in west central Kenya, was initially intended to keep people out in order to save the few endangered black rhino within, but has become a model for countries struggling to protect scarce water resources.

Colin Church, the chair of the Kenya-based Rhino Ark conservation group and a leading expert on African wildlife, said the fence, which took 21 years for local communities to complete, had failed to save the rhino in the uplands it surrounds.

However, it had succeeded in protecting a large forest area and the sources of four of seven of Kenya's largest rivers, all of which rise in the Aberdares and provide electricity and water to major cities including Nairobi.

"In the early days, the motivation was to protect the black rhino, but then we all woke up to the fact that the farmers [who lived near the fence] were celebrating, and the reality is that this forested mountain area was the lifeblood for millions of people. We realised the whole ecosystem was at stake," he said.

"Our thinking had to change. The Aberdares are now the most secure mountain ecosystem in the whole of Kenya and maybe Africa."

Kenya's wildlife service is now studying whether to put electric fences around Mount Kenya, the Mau forest, Mount Elgon and the Cherangani Hills, most of which have been invaded by thousands of poor people who threaten the country's water supplies, Julius Kipng'etich, the director of the wildlife service, said.

The fence, which has 8,000 miles of wire, was built largely from recycled plastic stakes made from the waste of dozens of flower farms at nearby Lake Naivasha.

Local people are allowed through it to collect wood and water.

John Vidal  
(Environment Editor)  
The Hindu

**On the basis of your reading of the above passage, complete the following statements by choosing the correct option from those given below:**

- 1) The fence around Aberdare mountain was expected to \_\_\_\_\_
  - a) save endangered species of animals.
  - b) protect water resources.
  - c) keep people out of the protected area.
  - d) do all the above mentioned.
  
- 2) "Our thinking had to change" because \_\_\_\_\_
  - a) these forests were the main support system.





- b) the rhinos were still disappearing.  
 c) the river water is being used to produce electricity.  
 d) the farmers were enjoying themselves.
- 3) The fencing of mountain range is important to \_\_\_\_\_  
 a) save water resources.  
 b) save the forests.  
 c) save animals from poachers.  
 d) protect the farmers.
- 4) That people in the mountains are nature lovers is evident from the fact that \_\_\_\_\_  
 a) wire made from waste of dozens of flower farms was used.  
 b) fencing took 21 years to complete.  
 c) the fence has saved a large forest area.  
 d) the water supplies are being protected.
- 5) In the above context, *at stake* refers to \_\_\_\_\_  
 a) at random  
 b) endangered  
 c) at an advantage  
 d) at a loss



## READING COMPREHENSION: WORKSHEET 9

A glass bottle that is sent to a landfill can take up to a million years to break down. By contrast, it takes as little as 30 days for a recycled glass bottle to leave your kitchen recycling bin and appear on a store shelf as a new glass container.

Glass containers are 100 percent recyclable, which means they can be recycled repeatedly, again and again, with no loss of purity or quality in the glass. Recovered glass from glass recycling is the primary ingredient in all new glass containers. A typical glass container is made of as much as 70 percent recycled glass. According to industry estimates, 80 percent of all recycled glass eventually ends up as new glass containers. Every ton of glass that is recycled saves more than a ton of the raw materials needed to create new glass, including: 1,300 pounds of sand; 410 pounds of soda ash; and 380 pounds of limestone.

Because glass is made from natural materials such as sand and limestone, glass containers have a low rate of chemical interaction with their contents. As a result, glass can be safely reused. Besides serving as the primary ingredient in new glass containers, recycled glass also has many other commercial uses—from creating decorative tiles and landscaping material to rebuilding eroded beaches.

**On the basis of your reading of the above passage, complete the following statements by choosing the correct option from those given below:**

- 1) It is important to send used glass bottles to a recycle plant because \_\_\_\_\_
  - a) they are not biodegradable.
  - b) they can be reused.
  - c) they can be sold.
  - d) they can be used for decoration.
  
- 2) Recycling glass will help the \_\_\_\_\_
  - a) industrialists.
  - b) government
  - c) environment
  - d) bureaucrats
  
- 3) Glass is safe to use as it \_\_\_\_\_
 

a) has high resistance to chemicals.	b) has low resistance to chemicals.
c) looks very clean.	d) can be cleaned easily.
  
- 4) The material used for making glass is \_\_\_\_\_
 

a) soda ash & limestone.	b) sand & lime stone.
c) soda & lime.	d) sandstone & tiles.
  
- 5) People don't mind using recycled glass as it \_\_\_\_\_
 

a) remains pure.	b) is cheaper.
c) is easily available.	d) is rated as good.

**READING COMPREHENSION: WORKSHEET 10**

It is not easy to follow a healthy lifestyle in the presence of so many forces encouraging inactivity and bad eating habits. The stress and time pressure that we experience are major reasons for ill health today. It is well established that an emotional state can be transferred from person to person found in the phenomenon of higher tipping for a happy waitress. New work in the area of network theory has yielded intriguing results with implications for health and well being. Two recent studies show that people who are surrounded by many happy people are more likely to become happy in future. Statistical models suggested that clusters of happiness result from the spread of happiness.

Similarly, obesity may spread in social networks in a pattern that depends on the nature of social ties. For obesity, social distance appears to be more important than geographical distance within these networks. Could a doctor play a helpful role in such a personal network? It is a reasonable supposition, given the time honoured notion that the doctor who knows you well and cares about you will be a better doctor. When such a person conveys by look and deed a commitment to healthy living, the force of example may be a powerful non-verbal influence.

**On the basis of your reading of the above passage, complete the following statements by choosing the correct option from those given below:**

- 1) We are unhealthy due to \_\_\_\_\_
  - a) a sedentary lifestyle.
  - b) consuming ready to eat foods.
  - c) meeting deadlines.
  - d) all of the above.
  
- 2) A happy waitress gets a higher tip as \_\_\_\_\_
  - a) she charms her customers.
  - b) her happiness is infectious.
  - c) she serves good food.
  - d) she tricks her customers in paying more.
  
- 3) A recent study says that we need to \_\_\_\_\_
  - a) be surrounded by happy people.
  - b) remain happy.
  - c) remain in clusters.
  - d) take care of our future.



- 4) Our body weight is linked with the kind of \_\_\_\_\_
- a) food that we eat.
  - b) people we interact.
  - c) social bonding that we have.
  - d) places people live in.
- 5) A doctor that honours his commitment to his profession will \_\_\_\_\_
- a) ensure your well being.
  - b) lead an exemplary life.
  - c) indicates his displeasure by looks.
  - d) not speak about it.



**READING COMPREHENSION: WORKSHEET 11**

Looking back on those days I see myself as a kind of centaur, half-boy, half-bike, forever wheeling down suburban streets under the poincianas, on my way to football practice or the library or to a meeting of the little group of us, girls and boys, that came together on someone's verandah in the evenings after tea.

I might come across the Professor then on his after-dinner stroll; and as often as not, he would be accompanied by my father, who would stop me and demand (partly, I thought, to impress the Professor) where I was off to or where I had been; insisting, with more than his usual force, that I come home right away, with no argument. I spent long hours cycling back and forth between our house and Ross McDowell or Jimmy Larwood's, my friends from school, and the Professor's house was always on the route. I was always aboard and waiting for something significant to occur, for life somehow to declare itself and catch me up. I rode my bike in slow circles or figures-of-eight, took it for sprints across the gravel of the park, or simply hung motionless in the saddle, balanced and waiting.

**Read the passage given and complete the statements that follow by choosing the correct option from those given below:**

- 1) The narrator described himself as 'a kind of centaur' because \_\_\_\_\_
  - a) he felt that the bike was a part of him.
  - b) he enjoyed riding his bike in a reckless manner.
  - c) he used his bike to escape from his family in the evening.
  - d) he knew that the Professor was watching him as he rode his bike.
  
- 2) The boy's father was trying to gain the Professor's approval, hence \_\_\_\_\_
  - a) he followed the Professor on his evening walks.
  - b) he pretended to be interested in observing the stars.
  - c) he boasted to the Professor about his son's riding skills.
  - d) he would make a display of his parental skills on seeing the narrator.
  
- 3) The boy's constant bike riding reflects his \_\_\_\_\_
  - a) longing for a simpler way of life.
  - b) yearning for something exciting to occur.
  - c) desire to escape from his father's influence.
  - d) joy in being young and without responsibilities.



- 4) This text is written from the point of view of \_\_\_\_\_
- a) an adult reflecting on his boyhood.
  - b) a boy recounting his summer holiday.
  - c) an outsider observing life in the suburbs.
  - d) an adolescent describing his community.
- 5) "... or simply hung motionless..." A synonym for the word *motionless* is \_\_\_\_\_
- a) quiet
  - b) still
  - c) with some motion
  - d) movement





## READING COMPREHENSION: WORKSHEET 12

*Heredity is very strange  
It's quite a peculiar creature  
Attaching itself to you  
Determining the look of every feature  
The colour of your eyes  
How long you'll keep your hair  
Or if you must reach for glasses  
Which never seem to be there  
Will your body be built like a champion  
Or will you suffer from defeat  
It decides everything about you  
From your head down to your feet  
I'm sure someone has said  
You look just like your father  
And five minutes later  
You look just like your mother  
Maybe you've even been told  
You look like neither one  
You see, it all depends  
Which side of the family they are from  
But ask me and I'll say  
I'm just like good-ole-dad  
I seem to have inherited it all  
The good things and the bad.*



On the basis of your reading of the poem, complete the following statements by choosing the correct option from the list of options given below:

- 1) "It decides everything about you". Here 'it' collectively refers to \_\_\_\_\_
  - a) defects in the body.
  - b) how long the hair grows.
  - c) acceptance of failure in events.
  - d) qualities acquired from parents.
  
- 2) The poetic device used in the poem is \_\_\_\_\_
  - a) metaphor
  - b) personification
  - c) symbolism
  - d) imagery
  
- 3) The word "determining", as used in the poem, means \_\_\_\_\_.
  - a) limiting
  - b) deciding
  - c) utilising
  - d) connecting
  
- 4) The poet's main purpose in writing this poem seems to be to \_\_\_\_\_
  - a) inform us of new thought processes on 'heredity.'
  - b) entertain us with humorous viewpoints on 'heredity.'
  - c) make fun of the features which talk about his father's 'heredity.'
  - d) provide a way to handle troublesome comments on 'heredity.'
  
- 5) *Attaching itself to you* refers to \_\_\_\_\_
  - a) deciding how you look.
  - b) deciding how you behave.
  - c) deciding how you are built.
  - d) deciding all of the above.



## READING COMPREHENSION: WORKSHEET 13

Is it possible to even say the word "smilies" without smiling a little? Since the smiley icon was created more than forty years ago, they have been brightening days of millions of people.

The origin of the traditional yellow smilies is not completely clear. There are at least three competing claims for the fatherhood of round, yellow smilies. In 1963, State Mutual Life Assurance, an insurance firm in the U.S.A, was looking for ways to lift the spirits of its employees following a difficult company merger. They hired graphic artist Harvey Ball to help out. He created a round yellow button with the now familiar two dots and a half circle. The idea behind wearing the brightly-coloured buttons was to inspire the workers to smile and to help them spread good cheer.

In 1971, a French entrepreneur Franklin Loufrani began using smilies as icons to highlight good news stories as a part of a newspaper promotion. The icon is now trademarked by Loufrani in more than a hundred countries, but not in the United States. The 'Official' Website for smilies can be found at SmileyWorld.com. Smilies experienced a huge explosion of popularity during the 1970s. Two brothers named Murray and Bernard Spain began producing novelty items based on the yellow smiley icon face paired with the phrase-"Have a Happy Day". They ignited a smilies craze that lasted from 1970 until 1972. More than 50 million smilies were manufactured during this short two-year span.

Smilies have evolved with technology and are used in ways that the original designers probably never thought of. But the basic goal of the smiley icon remains the same: to communicate good feelings and to make people smile.

**On the basis of your reading of the passage, complete the following statements by choosing the correct option from the list of options given below:**

- 1) "Is it possible to even say the word "smilies" without smiling a little?" means that the 'smilies' are \_\_\_\_\_.
  - a) comical
  - b) infectious
  - c) hilarious
  - d) peculiar
  
- 2) The word "icon" in the second line refers to \_\_\_\_\_
  - a) a trademark that cannot be used by anyone else.
  - b) a yellow button with two dots and a half circle.
  - c) a symbol created for easy and definite recognition.
  - d) a logo designed for the Wal-Mart group of stores.



# Unit 3

## Formative Assessment – Reading Tasks

- 3) Murray and Bernard Spain produced items with the smiley icon and the phrase "Have a Happy Day". This combination was highly successful. The expression that best describes this successful combination is \_\_\_\_\_
- a) hitting the bull's eye.
  - b) flashing a red rag to a bull.
  - c) telling a cock and bull story.
  - d) taking the bull by the horns.
- 4) "Smilies have evolved with technology and are used in ways that the original designers probably never thought of" can be best understood as \_\_\_\_\_
- a) The original designers were pretty sure that smilies could evolve so much with technology.
  - b) With the introduction of technology, it is almost like the original designers never made smilies.
  - c) Even with technology, the smilies are used in the same way, as the original designers planned.
  - d) Technology expanded the scope of smilies much more than what the original designers ever imagined.
- 5) The sentence that presents the best summary of the passage is that \_\_\_\_\_
- a) smilies originated in 1971 and have remained popular owing to the internet.
  - b) smilies have no definite origin, but even today are used to spread positive feelings.
  - c) smilies originated in the USA and today are popularized solely by the Wal-Mart chain.
  - d) smilies were used to communicate goodwill during polls and helped parties win elections.



**READING COMPREHENSION: WORKSHEET 14**

The fire which broke out in a Colaba guest-house recently shows that elementary precautions against fire hazards are not being taken in the city. Rooms are built on mezzanine floors without providing either ventilation or windows. Often, there is no separate exit in these structures which are added onto buildings situated in narrow lanes in highly congested areas. Fortunately, the fire at Colaba broke out in the afternoon when most of the guests were out. Otherwise, the poisonous fumes from the synthetic material within would have suffocated and killed scores of people. The fire could also have spread to the entire building which is full of old wooden beams and staircases. Such scandalous fire-traps invariably endanger the lives of the fire-fighting staff as well. What is worse, even newly constructed buildings in Mumbai ignore fire-safety norms. Clearly, the municipal staff is not doing its duty. Ironically the building which caught fire in Colaba, houses an architect's office. Had it gone up in flames, the tragedy would have been doubly compounded because society looks up to these professionals for guidance and norms. Unfortunately, with the municipal corporation also proving increasingly incapable of protecting citizen's interests, it is now up to the people to come together and oppose illegal constructions in their areas.

**On the basis of your reading of the passage, complete the following statements by choosing the correct option from the list of options given below:**

- 1) The recent fire in a Colaba Guest house highlights the fact that \_\_\_\_\_
  - a) elementary measures against fire hazards are being taken.
  - b) elementary protections against fire hazards are being ignored.
  - c) elementary measures against fire hazards are not being taken
  - d) elementary precautions against fire hazards are being taken in the city.
  
- 2) The fire could not prove as destructive as it could have been because \_\_\_\_\_
  - a) the fire broke out in the afternoon and most of the guests were out.
  - b) the fire did not spread to the entire building and the staircases.
  - c) the fire broke out in the afternoon and the wooden beams and staircases did not catch fire.
  - d) the fire broke out in the afternoon but did not reach the architect's office.
  
- 3) The author says, "clearly the municipal staff is not doing its duty" because \_\_\_\_\_
  - a) they are constantly on leave.
  - b) the staff is negligent and not particular about safety measures.
  - c) they do not have enough fire -fighters.
  - d) they are endangering the life of the fire-fighting staff



- 4) *Society looks up to these professionals for guidance and norms.* "These professionals" refers to
- a) fire-fighters
  - b) municipal Corporation
  - c) residents of Mumbai
  - d) architects
- 5) The word/phrase closest to the meaning of *scandalous* is \_\_\_\_\_
- a) embarrassment
  - b) ashamed
  - c) causing scandals
  - d) disgraceful





## WRITING

### Objectives

To enable students to

- ✦ write factual description of a place, object, person or process.
- ✦ narrate events, trends, cause and effect relationships.
- ✦ present arguments and opinions.
- ✦ express themselves through letters (formal and informal) articles, diary entries, e-mails.
- ✦ expand notes into a piece of writing.
- ✦ transcode information from a diagram, table, picture to a written form.
- ✦ transcribe information from one text type to another.



### A NOTE FOR THE TEACHER

The writing skill tasks should be undertaken as a class activity. The teacher could select the tasks corresponding to the Units of the Main Course Book being covered. Encourage students to use CODER and attach rough draft with the fair one.



# Unit 4

## Formative Assessment – Assessment Scale For Writing

### Assessment Scale For Writing

The following TEEP attribute writing scales (Weir, 1990) are universally used by English teachers to assess the writing scales of learners. It is suggested that teachers of Classes IX and X can devise their writing scale for assessment by choosing the criteria from the TEEP according to the task.

	Relevance and adequacy of content	Compositional organisation	Cohesion	Adequacy of vocabulary for purpose	Grammar	Punctuation	Spelling
0	The answer bears almost no relation to the task set. Totally inadequate answer.	No apparent organisation of content.	Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible.	Vocabulary inadequate even for the most basic parts of the intended communication.	Almost all grammatical patterns inaccurate.	Ignorance of conventions of punctuation.	Almost all spelling inaccurate.
1	Answer of limited relevance to the task set. Possibly major gaps in treatment of topic and/ or pointless repetition.	Very little organisation of content. Underlying structure not sufficiently controlled.	Unsatisfactory cohesion may cause difficulty in comprehension of most of the intended communication.	Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical inappropriacies and/ or repetition.	Frequent grammatical inaccuracies.	Low standard of accuracy in punctuation.	Low standard of accuracy in spelling.

	Relevance and adequacy of content	Compositional organisation	Cohesion	Adequacy of vocabulary for purpose	Grammar	Punctuation	Spelling
2	For the most part answers the tasks set, though there may be some gaps or redundant information.	Some organisational skills in evidence, but not adequately controlled.	For the most part satisfactory cohesion although occasional deficiencies may mean that certain parts of the communication are not always effective.	Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriacies and/or circumlocution.	Some grammatical inaccuracies.	Some inaccuracies in punctuation.	Some inaccuracies in spelling.
3	Relevant and adequate answer to the task set.	Overall shape and internal pattern clear. Organisational skills adequately controlled.	Satisfactory use of cohesion resulting in effective communication.	Almost no inadequacies in vocabulary for the task. Only rare inappropriacies and/or circumlocution.	Almost no grammatical inaccuracies.	Almost no inaccuracies in punctuation.	Almost no inaccuracies in spelling.



## Writing Tasks

### SHORT WRITING TASKS: 4 MARKS

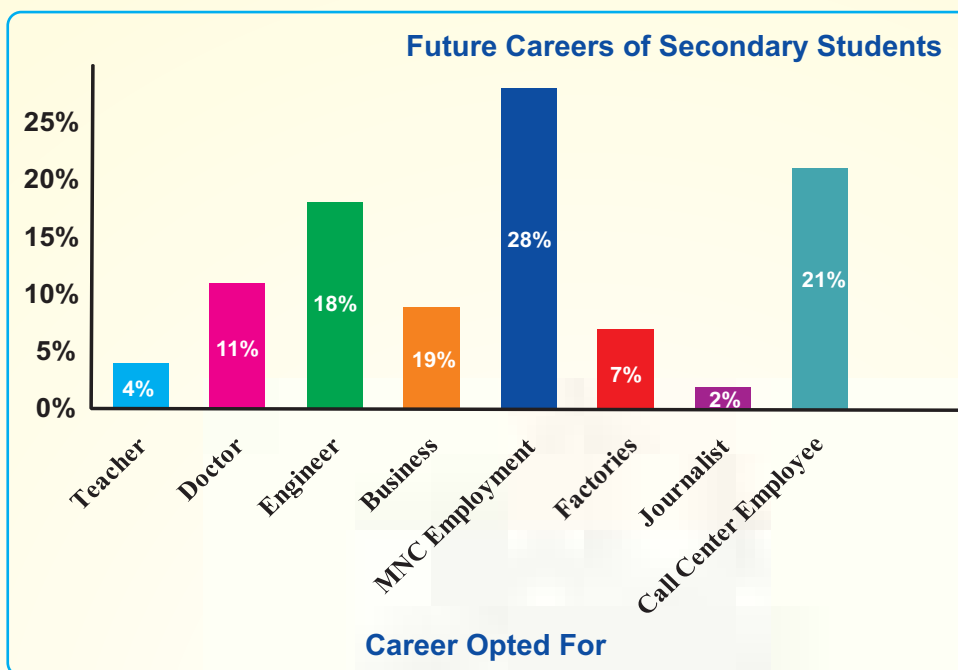
1. With the help of the given clues, write a bio sketch of A.R. Rahman in not more than 80-100 words:



<b>Born:</b>	as Dileep Kumar --January 6, 1966, Chennai, Tamil Nadu rises to success as A. R. Rahman, music director and singer
<b>Family:</b>	loses father at an early age; mother's influence great
<b>Trained Under:</b>	Master Dhanraj, Ilaiyaraaja
<b>Education:</b>	graduates in Western classical music from Trinity College of Music
<b>Significant Year :</b>	1992 --sets up a recording studio; film career begins
<b>Achievements:</b>	Awards: <ul style="list-style-type: none"> <li>◆ fourteen Film fare, four National Film, two Grammy, two Academy etc.</li> <li>◆ Padma Bhushan in 2010</li> </ul>
<b>Contribution to Music</b>	immense, national icon

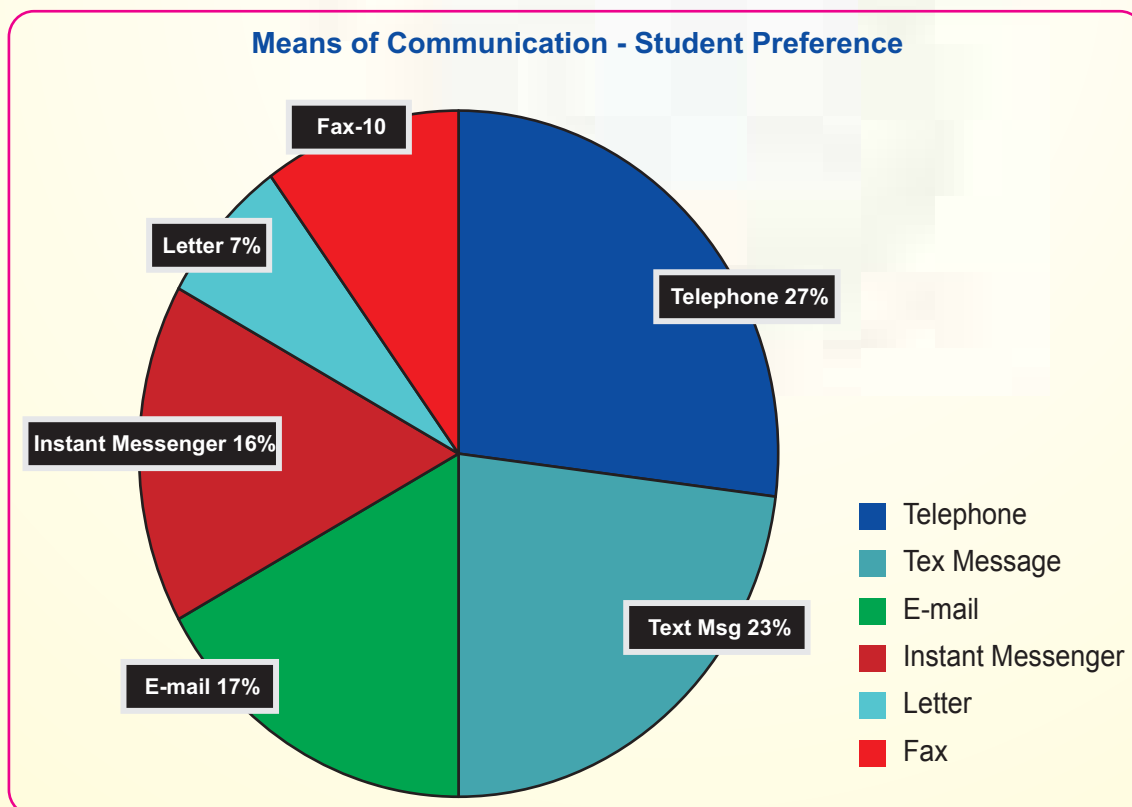
2. Yatin and Satish are two friends who are meeting after a long time. Yatin is a sports enthusiast and Satish works in the Ministry of Sports. They both discuss the lack of proper infrastructure and the need to promote sports in the country. They also talk about the upcoming Commonwealth Games and how these international events play a significant role in a country's development. Construct a dialogue between both of them in 80 -100 words.
3. A new movie is going to be released on the coming Friday and you are very fond of watching new movies on the day of their release. Since your examinations are approaching, you know your mother will not allow you. Construct a dialogue between yourself and your mother wherein you convince her why she should allow you to watch the movie.

4.



Study the information given in the bar graph. These are the results of a study conducted in 15 schools. On the basis of this information write a **note** on the careers preferred by students these days. Also mention why you think certain careers are more popular than the others. (80 words)

5.



Given above are the findings of a survey on student preferences with respect to means of communication. Study the information and write a **report** on 'The Means of Communication Popular among students'. Also discuss the reasons why students consider some means of communication trendier than the others.

6. **Write a description of your family doctor, Dr. S Ganapathy, whom you visit for medical consultation . Use the input given below to write the description in about 80 words:**

- ◇ Age
- ◇ Appearance
- ◇ Attitude
- ◇ Manner /behaviour
- ◇ Any other feature that you like/dislike about him/her

7. **You happened to go to a private hospital to visit a friend who had fractured his leg. Write a factual description of the hospital in about 80 words:**

- |                        |                                 |
|------------------------|---------------------------------|
| ◇ name                 | ◇ lawn for patients             |
| ◇ location             | ◇ number of doctors/specialists |
| ◇ number of rooms/beds | ◇ different departments         |
| ◇ reception area       | ◇ reputation and reasons        |

8. **Write a factual description of the District Park close to your house in about 80 words. You may use the input given below:**

- |                                 |                               |
|---------------------------------|-------------------------------|
| ◇ location                      | ◇ swings                      |
| ◇ area                          | ◇ grass quality               |
| ◇ visitors-age range and number | ◇ maintenance and cleanliness |
| ◇ jogger's track                |                               |
| ◇ trees, flowers-varieties      |                               |
| ◇ yoga and exercise area        |                               |

9. **There have been burglaries in your neighbourhood. You have noticed a suspicious looking couple in the area. Complete the following dialogue you had with your neighbour, including a description of the suspicious couple in about 80 words.**

A: There have been five burglaries in the last one week.

B: Yes. It's really upsetting as this was considered to be quite a safe area.

A: You won't believe, I had a feeling that there was something amiss, ever since I saw an unfamiliar couple lurking around.

B: What? An unfamiliar couple? How old were they?

A: .....

B: .....

A: .....

B: .....

A: .....

B: .....

A: .....

10. Describe a famous person in about 80 words. You may use the following points for writing the description:

- ◇ nationality
- ◇ body
- ◇ face
- ◇ hair colour
- ◇ achievements
- ◇ height
- ◇ age
- ◇ famous for \_\_\_\_\_

11. Write a bio sketch of Sachin Tendulkar on the basis of the notes given below. You may also add any information that you have gathered about him. (word limit: 80)

**1973** born on April 24 in Mumbai.

**1975** at age 2 ½ , begins hitting ball with a broomstick in his backyard.

**1983** watches World Cup cricket match on television and becomes seriously interested in the game.

**1986** scores first century in school.

**1988** sets world record of 664 runs for Shardashram School at inter-school tournament with Vinod Kambli,

**At 16** selected to play against Pakistan, makes his international debut in One-Day Internationals (ODIs) and Test matches.

**1990** tours England and scores 119 in a match.

**2001** becomes first batsman to score 10,000 runs in one-day cricket.





**LONG WRITING TASKS - 8 MARKS**

12. The School Annual fete was recently organised in your school. As the school correspondent, you have been asked to write a report about it for the school newspaper in about 150-175 words.

**Hints:**

- ✦ Answer the **wh questions** - What (activity), when (date and time), where (venue), by whom (organizer), for whom (students, parents / outsiders)
- ✦ Activities - games, eats, rides, stalls
- ✦ Ambience and atmosphere - festive, colourful, fun and frolic
- ✦ How the funds generated will be used

Write the report using your creativity and the hints provided.

13. The instances of student violence have been on the increase with students killing their peers and frequently indulging in violence etc. This gives rise to tragic and untimely deaths and a feeling of insecurity in the society. Write an article in about 150 words, analyzing the causes and give suggestions how this tendency can be curbed. In addition to your own ideas, you may use the input given below:

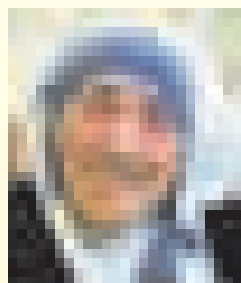
**Causes**

- ✦ emulate TV, films
- ✦ too much stress to perform
- ✦ energies misdirected
- ✦ social differences
- ✦ less importance to values

**Suggestions**

- ✦ stress on moral values-inculcate positive life skills.
- ✦ stress on outdoor /sporting activities.
- ✦ parents need to spend more time with children.

14. You have been asked to write an article for the school magazine about the person you admire most. You decide to write about Mother Teresa. With the help of the bio-data given below, write the article in about 150 - 175 words.

**MOTHER TERESA**

<b>Birth</b>	: Macedonia, August 26, 1910.
<b>1922</b>	: Decided to be a missionary.
<b>1928</b>	: Joined Sisters of Loreto
<b>May 24, 1931</b>	: Became a nun.
<b>1931 to 1948</b>	: Taught in Kolkata
<b>1948</b>	: Worked in slums of Kolkata.

<b>Oct.7, 1950</b>	:	Started - The Missionaries of Charity
<b>Today</b>	:	Society of Missionaries - all over the world Over one million co-workers in more than 40 countries.
<b>Aim</b>	:	To help the poor and the suffering.

### Awards and distinctions

- ❖ Pope John XXIII Peace Prize (1971)
- ❖ Nehru Prize for Promotion of International Peace and Understanding (1972)
- ❖ Balzan Prize (1979)
- ❖ Templeton and Magsaysay awards
- ❖ Nobel Peace Prize (1979)

15. You have just been elected a Prefect/member of the Prefectorial board. Your Principal announced your name in the school assembly today. Write a diary entry describing your feelings/ reaction as you heard your name being called. Do not exceed 150 words.
16. Modern lifestyle is sedentary and is giving rise to increasing cases of obesity amongst the youth. What aggravates the situation further is the careless attitude of the youth towards physical fitness. You are a nutrition expert and have been invited to address the students of a school on the harmful effects of leading such a lifestyle. As Dr Richa Sharma write your speech to be delivered in the morning assembly on 'Staying Fit - The need of the hour,' in not more than 150 words. You may use the following clues:
- ❖ Sedentary lifestyle between ages 12-14
  - ❖ Excessive performance pressure
  - ❖ Lack of gardens , parks and playgrounds
  - ❖ Junk food and aerated drinks
  - ❖ Lack of physical activities
  - ❖ Lack of proper time management
  - ❖ Use of public transport to school- no cycling or walking
17. Study the visual given on the next page. Imagine that one such child has joined your class. Write a diary entry in about 150 words describing how you felt and how do you plan to help him/her. Sign yourself as Alka /Aakash.



# Unit 4



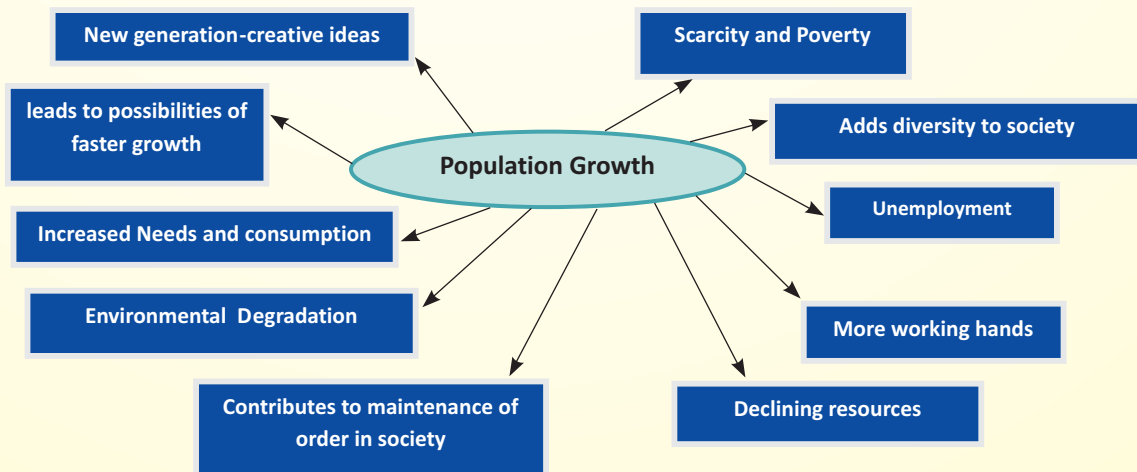
### Inclusive Schools

Schools today have opened their doors to students who need a wheelchair or use braces to walk. There may be some who have autism, dyslexia or cerebral palsy. Some students may even have problems with their vision, hearing or speech.

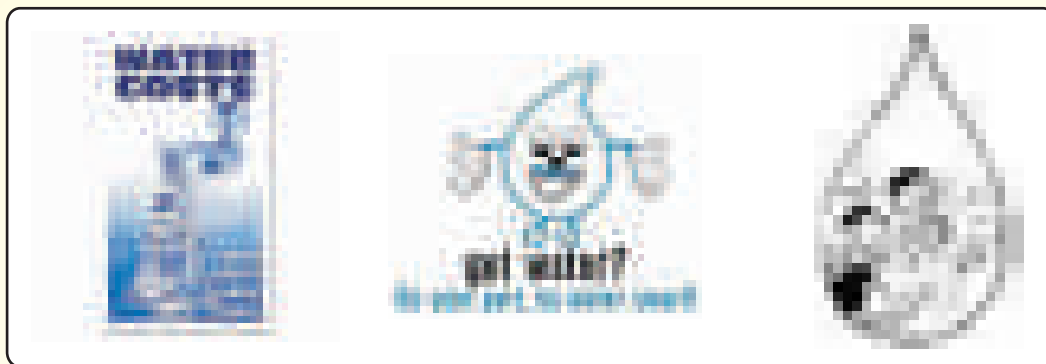
18. A recent survey showed teenagers' growing inclination towards latest electronic gadgets and gizmos and a drastic decline in the number of readers. You decide to take up the cause and create awareness among the students about the usefulness of books. Taking ideas from the given clues, along with your own ideas, write an article for your school magazine in about 150 words on "Books are a man's best friends."

- ◇ habit of reading - lost
- ◇ increased interest in latest gadgets
- ◇ lack of good vocabulary/ expression
- ◇ distraction - affects academics
- ◇ mechanical life
- ◇ books - contain world of knowledge
- ◇ inculcate moral and social values
- ◇ build sensitivity
- ◇ increase awareness

19. Rajat/Rhea came across the World Population Projections in the newspaper and also the effect of increasing population on certain global issues. But at the same time he/she feels that the growing population is a boon for a country as it adds human resource. Study the information given below and write an article on "Population Growth - Threats and Opportunities". (150 words)



20. Shubham/Shreya recently came across some news reports regarding the acute water shortage that the country is likely to face in the years to come. On the occasion of World Water Day, he/she decides to express his/her views on this grave issue in the form of an article for the school magazine. Using ideas from the Unit Environment of the MCB and the inputs given below, along with your own ideas, write Shubham's /Shreya's article in not more than 150 words.

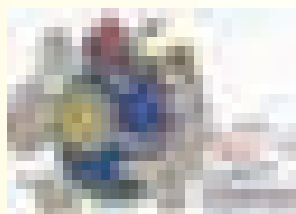


### ***Celebrate World Water Day***

Achieve Water Security by-

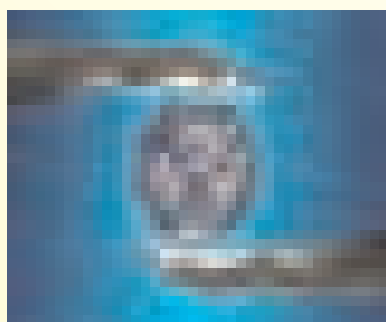
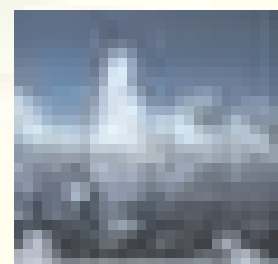
- ❖ harvesting water
- ❖ stopping wastage of water
- ❖ storing water in tanks, ponds and aquifers
- ❖ recycling water

21. Write an article in not more than 150 words, based on the visual and verbal inputs given below. Do not forget to give it a suitable title.



**SAVE EARTH**

**THE HEAT IS ON**



**"THE NATURE OF OUR FUTURE DEPENDS ON  
THE FUTURE OF OUR NATURE"**

**GLOBAL WARMING**

**Causes**

- ◇ cutting trees
- ◇ producing more trash
- ◇ polluting
- ◇ new human technologies
- ◇ use of fossil fuels

**Consequences**

- ◇ some places will become drier/hotter and others cooler
- ◇ decrease in agricultural yield
- ◇ frequent storms, floods and drought
- ◇ warmer weather
- ◇ decreased plant growth
- ◇ loss of some animals

22. Read the following news clip on UFO's and research on extra terrestrials. Write a debate either supporting the demand for research in this area or refuting it. Do not exceed 150 words.

Innumerable UFO sightings in India and China - future world powers are watched and contacted

The number of UFO sightings in India and China are on a steady rise since 1998. It was more in China, but since India's nuke test and space exploration efforts, the sightings have gone up heavily. Experts in China and India say the Extraterrestrials are far advanced and are least interested in harming humans. Strangely, human abduction stories are absent in China and India unlike other countries.

The educated middleclass of both countries understand that UFO technology is the ultimate technology - far more advanced than we can ever think of in the next hundreds of years. There are still skeptics. The mainstream media have little clue on how to report it. They cannot be blamed since they lack education, knowledge and conviction. The bashing comes from established media, politicians and conventional science students as well as religious scholars who just cannot believe their "world of truth" is just not true!



23. Read the news story given below. On the basis of your reading of this news, write a letter to the Editor of a national daily in about 150 words, discussing the problem of millions of children migrating to Mumbai to make it big. They end up in slums, lead pathetic lives and do not even have basic amenities. Also suggest solutions. Sign yourself as Nisha/Nishant.

## The real Sunday Millionaires: Behind the cinema fantasy, mafia gangs are deliberately crippling children for profit

**By Nisha Nishant**

It is a common sight in Mumbai to see children sitting on the pavement, begging for money. They are often seen in groups, some of them holding hands, some of them holding a sign that says 'I am poor'. They are the children of the slums, the children who have migrated to Mumbai in search of a better life. They are the children who have been abandoned by their parents, the children who have been sold into slavery, the children who have been kidnapped and sold to the mafia. They are the children who are being deliberately crippled by the mafia for profit.



24. **Sakshi/ Saksham reads the following news item in the paper:**

Every year the new budget brings a steep price hike in the essential commodities making the common man bewildered and worried. The root cause of rising prices is more demand and less supply. Less production and more population. Malpractices like black marketing, hoarding and smuggling adopted by dishonest businessmen continue to aggravate the problem. The result is a big gulf between the rich and the poor.

She/ he writes a letter to the Editor of a local daily expressing her/ his views and offering suggestions for dealing with the problem. Write this letter in not more than 150 words.

25. **You learnt Skiing at Manali during your vacation. Share your experience through e-mail with your friend. Do not exceed 150 words.**

**Hints:**

- ✦ skiing immensely popular and attention grabbing sport.
- ✦ small skiing slope in Solang valley-14 km from Manali.
- ✦ walking in ski shoes on soft snow.
- ✦ going down a slope in snow plough position, snow plough turns-help of the instructor.
- ✦ requirements: warm clothes, gloves, woollen caps, sun glasses and ski equipment.
- ✦ fitness - a must.
- ✦ fun, adventure, exciting.

26. **You are concerned about the increased incidence of accidents involving school children. The main reason is the reckless driving habits of children. You decide to express your views in the form of a letter to the Editor discussing this problem. Also suggest measures to combat the problem. Write the letter in not more than 150 words. You may use the following clues:**

*owning vehicles at a young age- fashion statement- reckless driving to compete with friends- clash of egos - unable to understand that speed thrills but kills-don't adhere to the traffic rules- don't wear helmets- don't listen to parents- must enforce use of public transport -parents to monitor-schools to make strict rules*

27. **On the occasion of World Poverty Day, the slogan -"Garibi Hatao, Khushali Lao- Remove Poverty and Bring Prosperity" was given. Realizing that the need of the**





hour is to change the slogan into action and to create awareness about it, you decide to write an e-mail to the Editor of a national daily on 'Poverty-Its causes and the ways of eradicating it.' With the help of the visuals and clues given below, write the e-mail in not more than 150 words. Sign yourself as Ajay/Abha.

- ❖ poverty, a subject of concern --30% of India's population below poverty line.
- ❖ small size of land, inadequate irrigation facilities.
- ❖ high growth of population/ unemployment.
- ❖ poor levels of education -lack of motivation and will.
- ❖ political vested interests- government should provide basic necessities - give opportunity.
- ❖ be responsible citizens- control wastage.



28. The Annual Day was recently celebrated in your school. In about 150 words, write an email to a friend highlighting the events of the evening and your participation / contribution in it. You may take help from the following points:

- ❖ chief guest's address
- ❖ prize distribution
- ❖ cultural programme
- ❖ your participation



29. You were one of the spectators of India's one day match against South Africa. You were amazed to see the terrific innings by Sachin Tendulkar in that match and witnessed that glorious moment when he became the first batsman to score a double century in the ODI matches. Fascinated by his brilliance as a cricketer, you decide to write a letter to your friend describing the historical moment. Write the letter in not more than 150 words.
30. Read the following information. Write an informal letter to your friend in about 150 words, telling her/ him what you think could be the plausible explanations. Your explanation need not be based on facts. Try to infer and arrive at your explanation.

**The secret of Mayas** Archaeology in America is in its infancy. Still we have discovered a civilization par excellence. This civilization was called the Mayas. They were far ahead of the Egyptians and Greeks. They had the knowledge of Zero and build impressive architecture. And all this was grazed to the ground before Columbus discovered America. The world is still waiting for documents to prove how these people built up such a magnificent civilization at a place, where even to this day, life is an unending struggle for survival! How was it that a flourishing civilization was created by the people of Stone Age? And who were these people whose classical age collapsed before even Columbus could discover America?

31. Your younger brother stays in a hostel and you would like to warn him against the fatal swine flu virus. Use the information given below and write an email to your brother Ashwin. Sign yourself as Aditi/Udit .

*Swine flu -- influenza A H1N1 virus - humans no immunity*

*Pandemic virus and it can easily spread from person-to-person.*

❖ **Symptoms**

*Chills*

*Fever/Aches*

*Loss of appetite*

*Nausea and vomiting*

*Throat irritation*

*Fatigue*

*Runny nose/Cough*

❖ **Precautions**

*Stay home if you're sick.*



*Avoid close contact with people who are sick.*

*Wash your hands often and avoid touching your eyes, nose and mouth.*

*Cover your mouth or nose with a tissue when coughing or sneezing.*

*Get a regular seasonal flu vaccination.*

32. You are a resident of Delhi. You feel happy about the fact that the Commonwealth Games would give a facelift to the capital and make it a world-class city. Write an e-mail to your friend in Bangalore sharing your elation with him. You may use the input given below:

### Commonwealth Games--Infrastructural Changes

Indian government plans to pour estimated \$17.5 billion into the city for it to be ready in time for the 2010 games.

- ✧ the construction of new roads
- ✧ overall city modernization
- ✧ an increase in public transport
- ✧ the construction of new power plants
- ✧ water utility services
- ✧ city beautification
- ✧ better connectivity,
- ✧ traffic management
- ✧ parking, security and health services
- ✧ modernization and expansion of airport

- 33 Read the following story prompts and build a story around each, using your own imagination and ideas in about 150 words.

- a) *This morning when Akhil woke up and looked in the mirror, he did not recognize the face looking back at him. 'This is not me...' he cried aloud*

#### Hints:

- ✧ a stranger's face
  - ✧ feeling of fear, insecurity
  - ✧ scared to go out
  - ✧ realized he was in an alien land amidst people who looked just like him
  - ✧ strange ,unfamiliar planet
  - ✧ found out a way of coming back to earth
  - ✧ relief
- b) Rhea hurried towards the bus stop .The rain splashed her curly hair and pale face but her face had been wet long before the rain touched it. She had been crying and still was...(What happens next?)
- c) Look at the picture given below and build up a story around it using your own imagination and ideas. Begin with the starter given below. (word limit: 150 )





### The Strange Man

*As I peeped out of my bedroom window, I was shocked to see a strange looking man staring at my house. He slowly shifted his gaze towards me...*

Hints: Build up details on

- ◇ strange features
  - ◇ suspicious movements
  - ◇ reaction of the people in the neighbourhood
  - ◇ how you found out his secret
  - ◇ was an evil scientist with evil designs in his mind
  - ◇ your reaction
- d) The afternoon was hot and so was the railway carriage. The next stop was Kajiguda. The old lady opposite was fast asleep and I wondered whether she had missed her stop. But I didn't dare wake her up.....What happened next?





**Answers:**

1. (i) is launching
2. (iv) will include
3. (i) cleaning
4. (iii) to participate

**Criteria for marking**

1 mark may be awarded for each correct response.

**TASK TWO****Objectives**

- ✦ To enable the learners to work on an integrated grammar exercise.
- ✦ To develop the ability of the students to change narration.

**Task**

- ✦ Sentence completion

**Read the dialogue and complete the passage given below by choosing the correct option from those given.**

Manu: Is there any problem with the car?

Woman: I've a flat tyre. But I just don't know how to change the tyre.

Manu: Let me give you a helping hand.

Woman: Oh, that's very nice of you. Thanks so much indeed. You were a great help.

Manu: It was my pleasure.

Manu saw a woman standing near her car by the road. He asked her (a) \_\_\_\_\_ but (c) \_\_\_\_\_. The woman replied (b) \_\_\_\_\_ but (c) \_\_\_\_\_. Manu offered to the lady a helping hand. The woman thanked him and said (d) \_\_\_\_\_. Manu replied that it was his pleasure to be of help.

- |  |  |
|--|--|
| (a) (i) is there any problem with the car.   | (ii) that there was any problem with the car |
| (iii) if there was any problem with the car  | (iv) if there is any problem with the car    |
| (b) (i) that she had a flat tyre             | (ii) she had a flat tyre                     |
| (iii) she has had a flat tyre                | (iv) that she is having a flat tyre          |
| (c) (i) she is not knowing how to change it  | (ii) that she doesn't know how to change it  |
| (iii) she just hadn't known how to change it | (iv) she just didn't know how to change it   |
| (d) (i) that he had been a great help        | (ii) that he has been a great help           |
| (iii) that he is a great help                | (iv) that he was a great help                |

## Answers

- (a) (iii) if there was any problem with the car
- (b) (i) that she had a flat tyre
- (c) (iv) she just didn't know how to change it
- (d) (i) that he had been a great help

## Criteria for marking

Award 1 mark for each correct answer

## TASK THREE

### Objectives

- ✦ To enable the learners to work on an integrated grammar exercise.
- ✦ To develop the ability of the students to complete a given passage using appropriate words.

### Task

- ✦ Modified Cloze

Choose the best word from the options given below to complete the following passage.

Puppets are among the (a) \_\_\_\_\_ man-made objects in (b) \_\_\_\_\_ world. Archaeologists in Egypt and India have (c) \_\_\_\_\_ jointed clay models that are operated by pulling (d) \_\_\_\_\_ strings, which date back to 4,000 years. Historians tell us that puppets (e) \_\_\_\_\_ created by nearly all peoples at all times. The first puppets (f) \_\_\_\_\_ probably used mostly by adults. Tribal peoples, such as Native Americans, (g) \_\_\_\_\_ the puppets to represent people or animals (h) \_\_\_\_\_ religious rituals.

- |     |              |            |                  |                |
|-----|--------------|------------|------------------|----------------|
| (a) | (i) older    | (ii) elder | (iii) oldest     | (iv) old       |
| (b) | (i) a        | (ii) an    | (iii) any        | (iv) the       |
| (c) | (i) find     | (ii) found | (iii) finding    | (iv) fond      |
| (d) | (i) their    | (ii) there | (iii) it's       | (iv) its       |
| (e) | (i) has been | (ii) is    | (iii) was        | (iv) have been |
| (f) | (i) was      | (ii) were  | (iii) has been   | (iv) had been  |
| (g) | (i) using    | (ii) used  | (iii) were using | (iv) had used  |
| (h) | (i) of       | (ii) among | (iii) in         | (iv) at        |

## Answers

- (a) (iii) oldest
- (b) (iv) the
- (c) (ii) found
- (d) (i) their





- (e) (iv) have been  
 (f) (ii) were  
 (g) (ii) used  
 (h) (iii) in

**Criteria for marking**

Award ½ mark for each correct answer

**TASK FOUR****Objectives**

- ✧ To enable the learners to work on an integrated grammar exercise.
- ✧ To develop the ability of the students to complete a passage on the basis of given notes.

**Task**

- ✧ Passage completion

Look at the notes given below and complete the paragraph that follows by choosing the correct option.

The Atacama desert in Chile - dry spot - close to the Pacific Ocean - the Andes - prevent rain bearing clouds - a fog - brings water- survive-- cacti, lichens and animals.

The Atacama desert in Chile (a) \_\_\_\_\_ spot on earth. Though the desert is close to the Pacific Ocean, the Andes mountain range (b) \_\_\_\_\_ from reaching the desert. Sometimes a moisture laden fog comes from the sea, (c) \_\_\_\_\_ droplets of water for (d) \_\_\_\_\_, lichens and animals which live here.

- (a) (i) is the driest      (ii) is a driest      (iii) is a drier      (iv) is dry
- (b) (i) prevented rain bearing clouds      (ii) are prevent rain bearing clouds  
 (iii) prevents rain bearing clouds      (iv) is preventing rain bearing clouds
- (c) (i) which is bringing      (ii) which brings  
 (iii) which bring      (iv) which are bringing
- (d) (i) the survival of the cacti      (ii) a survival of the cacti  
 (iii) the surviving of the cacti      (iv) the survival for the cacti

**Answers**

- (a) (i) is the driest  
 (b) (iii) prevents rain bearing clouds  
 (c) (ii) which brings  
 (d) (i) the survival of the cacti

**Criteria for marking**

Award 1 mark for each correct answer.



## TASK FIVE

### Objectives

- ✦ To enable the learners to work on an integrated grammar exercise.
- ✦ To develop the ability of the students to complete a passage on the basis of given notes.

### Task

- ✦ Passage completion

Complete the newspaper report given below by choosing the correct option from the ones given below.

Five persons on their way to attend a wedding (a) \_\_\_\_\_ when a lorry rammed into their Maruti near Ashram Crossing on Friday afternoon. Two children (b) \_\_\_\_\_ in the accident were rushed to Moolchand Hospital in Lajpat Nagar. Their condition is said to be critical.

Reports said (c) \_\_\_\_\_ was on its way to Mathura from Ghaziabad when it collided head on with the Maruti van. While three passengers died on the spot, two others breathed their last (d) \_\_\_\_\_ the hospital.

- |     |   |                                     |                                |             |
|-----|---|-------------------------------------|--------------------------------|-------------|
| (a) | (i) have been killed                      | (ii) were killed                    | (iii) has been killed          | (iv) killed |
| (b) | (i) who sustain fractures                 |                                     | (ii) who sustained fractures   |             |
|     | (iii) which were sustain fractures        |                                     | (iv) which sustained fractures |             |
| (c) | (i) the lorry was transporting sugar bags | (ii) a lorry transport sugar bags   |                                |             |
|     | (iii) the lorry transporting sugar bags   | (iv) a lorry transported sugar bags |                                |             |
| (d) | (i) on being shifted to                   | (ii) being shifted to               |                                |             |
|     | (iii) while shifting to                   | (iv) while being shifted to         |                                |             |

### Answers

- (a) (ii) were killed  
 (b) (ii) who sustained fractures  
 (c) (iii) the lorry transporting sugar bags  
 (d) (iv) while being shifted to

### Criteria for marking

Award 1 mark for each correct answer.

## TASK SIX

### Objectives

- ✦ To enable the learners to work on an integrated grammar exercise.
- ✦ To develop the ability of the students to complete a passage on the basis of given notes.



**Task**

- ✦ Passage completion

Look at the notes below. Then use the information to complete the paragraph by choosing suitable words and phrases from the given options.

Lions- big cats like tigers-weighs between 150-250 kgs-about 48 inches tall-female smaller-weighs between 120-182 kgs-42 inches tall-short tails-Asian lions extra flap on stomach-African lions-fuller manes-shape of skulls differ

The lion is one of (a) \_\_\_\_\_. It is very heavy and weighs between 150-250kgs. It is quite tall and a fully grown male lion (b) \_\_\_\_\_ 48 inches. The female lion (c) \_\_\_\_\_ tail. There is some difference between the Asian and the African lions as the former (d) \_\_\_\_\_ abdomen which is not found in the latter. However, the latter has (e) \_\_\_\_\_ skull.

- |   |   |
|---|---|
| (a) (i) the big animals of the cat family     | (ii) a biggest animals of the cat family      |
| (iii) the biggest animals of the cat family   | (iv) bigger animals than cat                  |
| (b) (i) has attain a height of about          | (ii) attains a height of about                |
| (iii) attained a height of about              | (iv) had attained a height of about           |
| (c) (i) is smaller and has a shorter          | (ii) smaller and a shorter                    |
| (iii) small and a short                       | (iv) has smaller and a shorter                |
| (d) (i) has an extra flap on its              | (ii) has extra flap on it's                   |
| (iii) have an extra flap on its               | (iv) had an extra flap on its                 |
| (e) (i) a fullest mane and a different shaped | (ii) a fuller mane and a differently shaped   |
| (iii) the fullest mane and differently shaped | (iv) a fuller mane and the differently shaped |

**Answers:**

- (a) (iii) the biggest animals of the cat family  
 (b) (ii) attains a height of about  
 (c) (i) is smaller and has a shorter  
 (d) (i) has an extra flap on its  
 (e) (ii) a fuller mane and a differently shaped

**Criteria for marking**

Award 1 mark for each correct answer.



## TASK SEVEN

### Objectives

- ✧ To enable the learners to work on an integrated grammar exercise.
- ✧ To develop the ability of the students to construct meaningful sentences.

### Task

- ✧ Rearranging jumbled words to form meaningful sentences

### Rearrange the phrases to form meaningful sentences.

- (a) our entire body/ covers/ that/ a stretchy waterproof surface/ skin/ is.
- (b) the/ your feet/ soles/ the thickest skin/ is/ of/ on.
- (c) hard dead cells/ the top layer/ flake off/ of skin/ is/ and/ all the time/ they.
- (d) dead cells/ are/ hair and nails/ also made of.
- (e) blood or nerves/ they/ and/ that is why/ are not fed/ by/ you/ without/ can cut/ being hurt/ them.

### Answers/

- (a) Skin is a stretchy waterproof surface that covers our entire body.
- (b) The thickest skin is on the soles of your feet.
- (c) The top layer of skin is hard dead cells and they flake off all the time.
- (d) Hair and nails are also made of dead cells.
- (e) They are not fed by blood or nerves and that is why you can cut them without being hurt.

### Criteria for marking

**Award 1 mark for each correct answer**

## TASK EIGHT

### Objectives

- ✧ To enable the learners to work on an integrated grammar exercise.
- ✧ To develop the ability of the students to complete news stories on the basis of given headlines.

### Task

- ✧ Passage completion using Passive construction

**Complete the news stories accompanying the following headlines by filling in the blanks:**

#### 1. Maoists ambush Bengal cops, kill 14

A group of about forty Maoists \_\_\_\_\_ in West Midnapore and \_\_\_\_\_ on Monday.



- (i) strike a police camp; killed 14 policemen
- (ii) struck a police camp; killed 14 policemen
- (iii) struck a police camp; killing 14 policemen
- (iv) ambushed a police camp; killing 14 policemen

**2. Two British nationals with suspicious gadgets detained in Delhi**

Two British nationals staying at the Radisson Hotel near the Indira Gandhi International Airport (IGIA) in New Delhi \_\_\_\_\_ and are being questioned for \_\_\_\_\_, police said.

- (i) are detaining; having suspicious gadgets
- (ii) have been detained; being in possession of suspicious gadgets
- (iii) are detaining; the possession of suspicious gadgets
- (iv) have detained; the suspicion of having gadgets

**3. Single entrance test for engineering, medical & commerce courses from 2013**

Efforts are underway \_\_\_\_\_ engineering, medical and commerce courses from 2013, HRD ministry said on Tuesday.

- (i) for holding a single national-level entrance test of students to get admission in
- (ii) to hold a single national-level entrance test of students for entering into
- (iii) to hold a single national-level entrance test for students to get admission into
- (iv) to hold a single national-level entrance test by students to get entrance into

**4. HuJI chief warns sportspersons against visiting India**

Pakistan-occupied Kashmir-based HuJI \_\_\_\_\_ to participate in upcoming events like the Hockey World Cup, IPL and Commonwealth Games.

- (i) has warned international sportspersons for visiting India
- (ii) had warned international sportspersons against visiting India
- (iii) has been warned international sportspersons against visiting India
- (iv) has warned international sportspersons against visiting India

**Answers**

- 1. (ii) struck a police camp; killed 14 policemen
- 2. (ii) have been detained; being in possession of suspicious gadgets
- 3. (iii) to hold a single national-level entrance test for students to get admission into
- 4. (iv) has warned international sportspersons against visiting India

**Criteria for marking**

**Award 1 mark for each correct answer.**



## TASK NINE

### Objectives

- ✦ To enable the learners to work on an integrated grammar exercise.
- ✦ To develop the ability of the students to complete the passage describing a process.

### Task

- ✦ Passage completion using Passive construction

Given below is a set of instructions for making a puppet using a cardboard tube. Complete the following passage choosing from the given options.

A jumbo craft stick (a) \_\_\_\_\_ for a handle. To make hair, 4" strips (b) \_\_\_\_\_ and the pieces (c) \_\_\_\_\_ and trimmed. The face and hair (d) \_\_\_\_\_ and the eyes are glued on.

- (a) (i) is glued inside a empty tube      (ii) are glued in the empty tube  
 (ii) is glued inside a empty tube      (iv) is glued inside an empty tube
- (b) (i) are cut down one side      (ii) is cut in one side  
 (iii) are cut down before one side      (iv) is cut on one side
- (c) (i) have been bent or curled around a fat marker  
 (ii) will be bent or curled around a fat marker  
 (iii) are bent or curled around a fat marker  
 (iv) are being bent or curled around a fat marker
- (d) (i) is painted      (ii) are painted  
 (iii) have been painted      (iv) are being painted.

### Answers

- (a) (iv) is glued inside an empty tube  
 (b) (i) are cut down one side  
 (c) (iii) are bent or curled around a fat marker  
 (d) (ii) are painted

### Criteria for marking

Award 1 mark for a correct answer.





**TASK TEN****Objectives**

- ✦ To enable the learners to work on an integrated grammar exercise.
- ✦ To develop the ability of the students to complete a passage based on given notes.

**Task**

- ✦ Passage completion using given notes.

**Raghu is the reporter of 'The Herald'. He was sent to report a bomb-blast in a shopping complex. Using the information from his note-pad, complete the notes choosing the correct option.**

The citizens of Kantipur were shocked when one of its (a) \_\_\_\_\_ by a bomb blast. Since the place was crowded, about (b) \_\_\_\_\_. Witnesses say that (c) \_\_\_\_\_ on a two wheeler soon after the blast. The police commissioner assured the people that (d) \_\_\_\_\_.

- |     |  |   |
|-----|--|---|
| (a) | (i) shopping complexes were destroyed      | (ii) shopping complexes was destroyed     |
|     | (iii) shopping complexes is destroyed      | (iv) shopping complex were destroyed      |
| (b) | (i) twenty seven people are killed         | (ii) twenty seven people have been killed |
|     | (iii) twenty seven people were killed      | (iv) twenty seven people had been killed  |
| (c) | (i) two young men were seen speeding off   | (ii) two young men are seen speeding off  |
|     | (iii) two young men are sped off           | (iv) two young men were sped off          |
| (d) | (i) the culprits would be arrested soon    | (ii) the culprits will be arrest soon     |
|     | (iii) the culprits are being arrested soon | (iv) the culprits were arrested soon      |

**Answers**

- (a) (ii) shopping complexes was destroyed  
 (b) (iii) twenty seven people were killed  
 (c) (i) two young men were seen speeding off  
 (d) (i) the culprits would be arrested soon

**Criteria for marking**

**Award 1 mark for each correct answer.**

**TASK ELEVEN****Objectives**

- ✦ To enable the learners to work on an integrated grammar exercise.
- ✦ To develop the ability of the students to construct meaningful sentences.

**Task**

- ✦ Rearranging jumbled words to form meaningful sentences.





**Rearrange the following words to form meaningful sentences.**

- (i) were created / a thousand years ago/ in / the sea / the foundations for/a whole city /
- (ii) oil/much more / was found / in the 1960s / North Sea/ recently / the / under
- (iii) designed / as a result / very differently / those / new rigs / from / in calmer waters / were
- (iv) all around / hundreds / 1967 and 1985 / between / of / new rigs /were built / in / the North Sea / Shipyards
- (v) 170 Eiffel Towers / enough steel/than / in building / them / for more/ was used

**Answers**

1. A thousand years ago, the foundations for a whole city in the sea were created.
  2. Much more recently, in the 1960s, oil was found under the North Sea.
  3. As a result, new rigs were designed very differently from those in calmer waters.
  4. Between 1967 and 1985, hundreds of new rigs were built in shipyards all around the North Sea.
  5. In building them, enough steel for more than 170 Eiffel Towers was used.
- ❖ Other correct constructions may be accepted.

**Criteria for marking**

**Award 1 mark for each correct answer.**

**TASK TWELVE**

**Objectives**

- ❖ To enable the learners to work on an integrated grammar exercise.
- ❖ To develop the ability of the students to correct errors in a given piece.

**Task**

- ❖ Use of Clauses

**Complete the passage given below choosing the correct alternatives.**

The passengers (a) \_\_\_\_\_ were surprised (b) \_\_\_\_\_  
\_\_\_\_\_. After sometime one of them came out with two young men and soon the other policemen joined him. The men (c) \_\_\_\_\_ were caught for a theft. They had stolen two cars

- (a) (i) which were waiting at the station (ii) who were waiting at the station
- (iii) who was waiting at the station (iv) who have waited at the station
- (b) (i) when five policemen rushed into different compartments of a train
- (ii) where five policemen were rushing into different compartments of a train
- (iii) whom five policemen rushed into different compartments of a train
- (iv) while five policemen rushed into different compartments of a train



- (c) (i) that had been arrested (ii) which were arrested  
(iii) who had been arrested (iv) who was arrested

**Answers:**

- (a) who were waiting at the station  
(b) when five policemen rushed into different compartments of a train  
(c) who had been arrested

**Criteria for marking**

1 mark may be awarded for each correct response.

**TASK THIRTEEN****Objectives**

- ✧ To enable the learners to work on an integrated grammar exercise.
- ✧ To develop the ability of the students to correct errors in a given piece.

**Task**

- ✧ Use of Clauses

**Complete the passage given below choosing the correct alternatives.**

The city was torn with riots. The old man did not know the place (a) \_\_\_\_\_  
\_\_\_\_\_ along with his daughter. Since the house was surrounded by  
rioters, he even did not know (b) \_\_\_\_\_ He,  
therefore, told his daughter (c) \_\_\_\_\_  
somewhere, anywhere.

- (a) (i) where he should go (ii) where he should went  
(iii) who he should go (iv) he should go where
- (b) (i) how he escape from them (ii) where he can escape from them  
(iii) how to escape from them (iv) how they will escape them
- (c) (i) that she could hide (ii) if she should hide  
(iii) if she should hide (iv) that she should hide

**Answers:**

- ✧ where he should go
- ✧ how to escape from them
- ✧ that she should hide

**Criteria for marking**

1 mark may be awarded for each correct response.

## TASK FOURTEEN

### Objectives

- ✧ To enable the learners to work on an integrated grammar exercise.
- ✧ To develop the ability of the students to correct errors in a given piece.

### Task

- ✧ Use of Clauses

**Complete the following dialogue between Diana and her mother discussing hotel reservations by choosing the correct options from the given choices.**

Diana: Mother, will you tell (a) \_\_\_\_\_?

Mother: We are going to Puri by air.

Diana: Where are we going to stay (b) \_\_\_\_\_?

Mother: I have booked rooms at the Sea Queen Hotel (c) \_\_\_\_\_.

Diana: Oh! That's great I can hardly wait to get there!

- |     |                                 |                                 |
|-----|---------------------------------|---------------------------------|
| (a) | (i) how we are to go to Puri    | (ii) how we will go to Puri     |
|     | (iii) how are we going to Puri  | (iv) how will we going to Puri  |
| (b) | (i) when we reach there         | (ii) when we are reaching there |
|     | (iii) when we are reached there | (iv) when we reaches there      |
| (c) | (i) who is near the beach       | (ii) that are near the beach    |
|     | (iii) which is near the beach   | (iv) we are near the beach      |

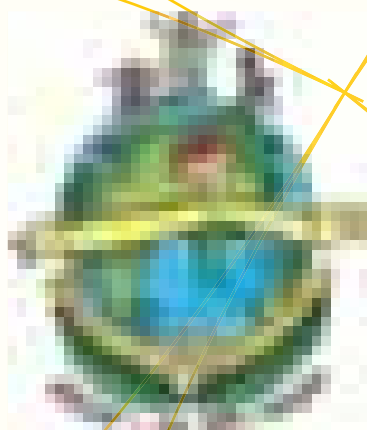
### Answers:

- ✧ how are we going to Puri
- ✧ when we reach there
- ✧ which is near the beach

### Criteria for marking

**1 mark may be awarded for each correct response.**





***ENGLISH***   
***COMMUNICATIVE*** 



# *Suggested Annual Planner*

## *Class X English Communicative*

FA/ Months	Literature Reader			Main Course Book
	Prose	Poetry	Drama	
FA 1 April - May Weightage 10%	1. The Tribute	1. Night of the Scorpion	1. A Christmas Carol	1. Health and Medicine
FA 2 July - August Weightage 10%	2. Cutie Pie	2. Ode to the West Wind		2. Education
<b>SA 1 WILL COVER ALL THE UNITS INCLUDED FOR FA 1 AND FA 2</b>				
FA 3 October - December Weightage 10%	3. The Letter	3. The Frog and the Nightingale	2. Julius Caesar	3. Science
FA 4 January - February Weightage 10%	4. The Ultimate Safari	4. Mirror 5. The Rime of the Ancient Mariner		4. Environment 5. Travel and Tourism
<b>SA 2 WILL COVER ALL THE UNITS INCLUDED FOR FA 3 AND FA 4</b>				





### Important Note

- ✦ The Formative Assessments should be based on the Literature Reader, Workbook and Main Course Book.
- ✦ The Formative tasks should take into account the four skills - Listening, Speaking, Reading and Writing.
- ✦ The teachers may decide the marks for each task; however, the weightage for each Formative Assessment should be calculated for 10%.
- ✦ The Summative 1 will cover all the Units taught in the First Term and the Summative 2 will cover all the Units taught in the Second Term.
- ✦ The Literature Reader, the Main Course Book and the Workbook are being revised and the revised books will come into effect from the academic year 2011-12 for Class X. Hence only four Sample Units from the Literature Reader have been included in this manual. However the Suggested Annual Plan covers the entire course.
- ✦ Though Workbook has not been reflected in the planner, tasks on the four language skills and grammar have been included in the manual. These tasks will be used throughout the course. Thus the split up does not apply to Workbook. However, teachers may device their own split up of the units in the Workbook according to their needs.



# LITERATURE READER

## *The Frog and the Nightingale*

*Vikram Seth*

### I PRE-READING ACTIVITY

#### Objective

- ✦ To test students' prior knowledge and use it as a scaffold to promote comprehension of the text.
- ✦ To encourage students to use different words to describe people and personality types.

#### Task - Individual work

Select the synonyms of personality traits from those given below and arrange them under each heading.

**Approximate Time:** 15 mins.

#### Procedure

- ✦ The teacher can distribute copies of the worksheet to the students.
- ✦ Alternatively the teacher could draw the table and write the words on the blackboard.
- ✦ After completion, the students could exchange their work.
- ✦ The teacher could call out the correct answers after the students have completed the worksheet.
- ✦ After peer correction, the students can add up the correct answers and award marks.

*This activity could be used for grading as part of Portfolio.*

#### Criteria for marking

Every correct answer could be awarded half a mark

#### Feedback

- ✦ If the students find it difficult to complete the table, the teacher could explain the difficult expressions.
- ✦ While calling out the answers, the teacher could further explain the expressions by giving examples.

#### ANSWERS

ARROGANT	SHREWD	GULLIBLE	DOMINATING
Egoistic	Manipulative	Naïve	Commanding
Insensitive	Calculative	Submissive	Arrogant
High - headed	Conniving	Innocent	Patronizing
Disapproving	Opportunist	Foolish	Condescending
Boastful	Scheming	Simple	Overbearing
Proud	Sly	Not worldly wise	Rude



## WORKSHEET

Select the synonyms of personality traits from those given below and arrange them under each heading.

Insensitive	Foolish	Conniving	Sly
Egoistic	Disapproving	Innocent	Rude
Manipulative	Commanding	Condescending	Boastful
Naïve	Calculative	Scheming	Proud
Patronizing	Submissive	Simple	High - headed
Opportunist	Arrogant	Overbearing	Not worldly wise

ARROGANT	SHREWD	GULLIBLE	DOMINATING

## II POST-READING ACTIVITY

### Objective

- ❖ To identify the characteristics of the Frog and the Nightingale.
- ❖ To increase the inferential and analytical skills of the students.

### Task - Individual work

Identify the characteristics of the Frog and the Nightingale by completing a crossword puzzle.

**Approximate Time:** 15 mins.

### Procedure

- ❖ The teacher could photocopy the worksheets and distribute them to the students.
- ❖ Since there are two worksheets, one for the nightingale and the other for the frog, each row could be given a different worksheet.
- ❖ On completion of the worksheet, the students could exchange and correct them while the teacher calls out the answer.

*This activity could be used for grading as part of Portfolio.*

### Criteria for Assessment

Half a mark could be awarded for each correct answer.



## Feedback

- ✦ If the students find it difficult to complete the crossword, the teacher could brain storm and make a word web of the characteristics on the blackboard and then ask the students to complete it.

## Answers

### Characteristics of the nightingale

#### ACROSS

1. Easily tricked - Gullible
4. Lacking sophistication / simple - Naive
6. Imaginative or inventive - Creative
7. To show flattery - Fawning
8. Unpretentious - Modest
10. Lacking intelligence - Stupid

#### DOWN

2. Without experience or malicious intent - Innocent
3. Conscious of one's failings - Humble
5. Pleasing to the ear - Melodious
9. Shy / not bold - Timid

## Answers

### Characteristics of the frog

#### ACROSS

2. Thinking highly of oneself - Proud
4. Feeling important - Haughty
6. Proud and overbearing - Arrogant
7. Clever - Shrewd
8. Having a superior attitude - Condescending
9. Unconcerned about people's feelings - Unconcerned

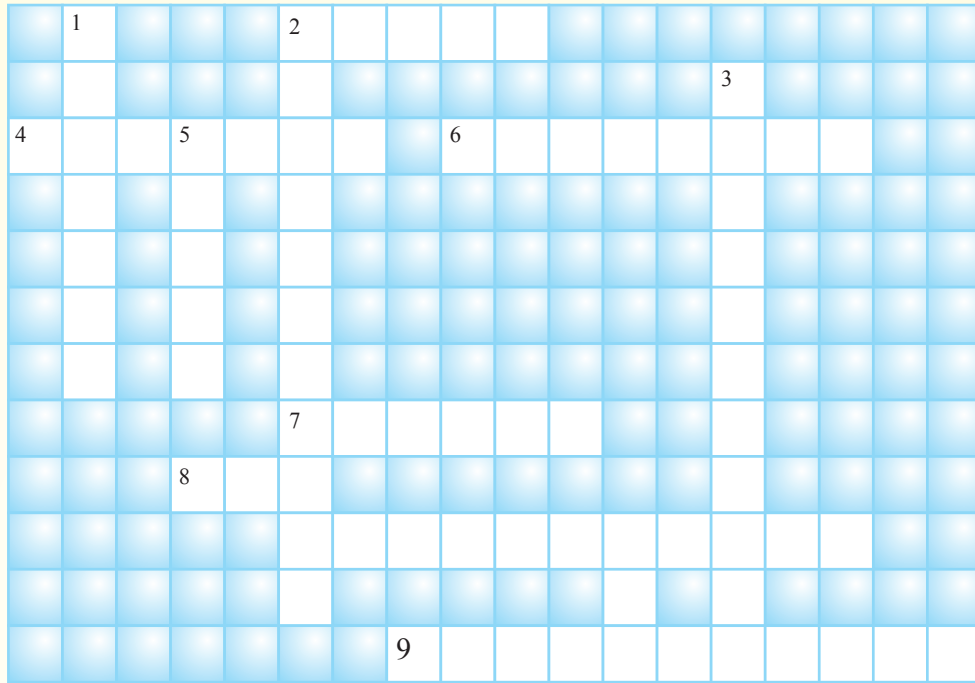
#### DOWN

1. Speaking highly of oneself - Boastful
2. Looking down upon other people - Patronising
3. Weighing the pros and cons - Calculative
5. Money minded - Greedy



## WORKSHEET

### CHARACTERISTICS OF THE FROG



#### ACROSS

2. Thinking highly of oneself
4. Feeling important
6. Proud and overbearing
7. Clever
8. Having a superior attitude
9. Unconcerned about people's feelings

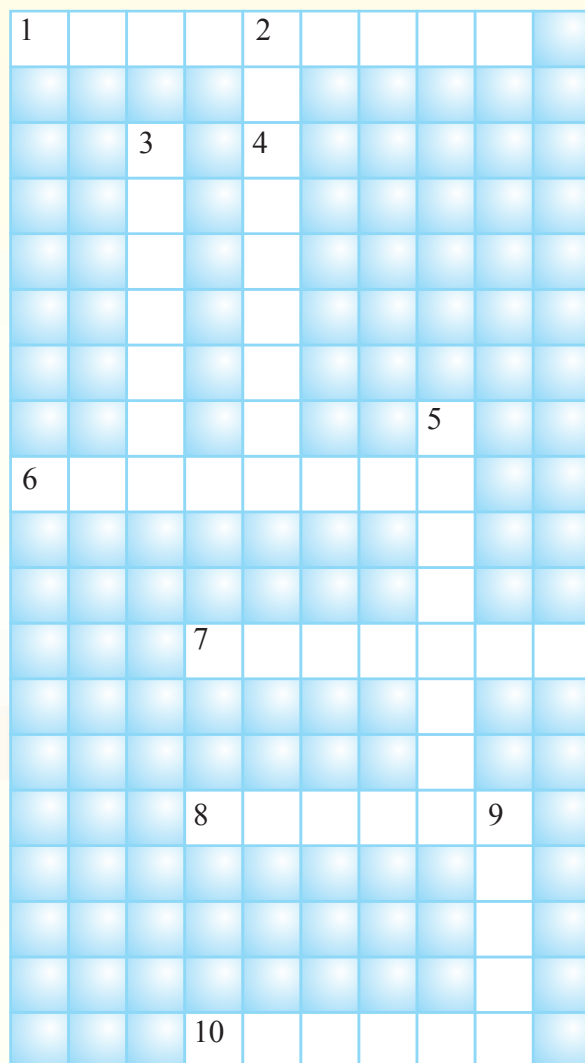
#### DOWN

1. Speaking highly of oneself
2. Looking down upon other people
3. Weighing the pros and cons
5. Money minded



## WORKSHEET

### CHARACTERISTICS OF THE NIGHTINGALE

**ACROSS**

1. Easily tricked
4. Lacking sophistication / simple
6. Imaginative or inventive
7. Flattering
8. Unpretentious
10. Lacking intelligence

**DOWN**

2. Without experience or malicious intent
3. Conscious of one's failings
5. Pleasing to the ear
9. Shy / not bold



### III POST-READING ACTIVITY

#### Objective

- ❖ To enable the students to
  - ◆ comprehend the lesson locally and globally.
  - ◆ infer the contextual meaning of the text.
- ❖ The teacher could use it as a diagnostic test after the students have finished reading the lesson.

#### Task - Individual work

Multiple Choice Questions

**Approximate Time:** 1 period

#### Procedure

- ❖ The teacher could photocopy the worksheet and distribute it.
- ❖ After completion of the worksheet, the students could exchange their work with their partners.
- ❖ The teacher could call out the correct answers while the students correct them.
- ❖ The students could total up the correct answers and award marks.

This activity could be used for grading as part of Portfolio.

#### Criteria for marking

One mark could be awarded for each correct answer.

#### Feedback

- ❖ If some students find it difficult to complete the task, they could be allowed to consult the text.
- ❖ Wherever students have not comprehended the story, the teacher can revisit those sections and clarify the concepts.
- ❖ The teacher could further discuss the questions and their options in order to reinforce the lesson.

#### Answers

1. at the foot of the Sumac tree
2. hatred
3. the owner of the sumac tree
4. modest
5. the high and low notes of a musical scale
6. it was this quality that fetched him money
7. she was no longer appreciated
8. a larger audience
9. he was earning a lot of money
10. he was jealous of the nightingale





## WORKSHEET

## Multiple Choice Questions

Complete the sentences choosing an appropriate option and give reasons for your choice.

1. The frog croaked
  - a. in Bingle bog
  - b. on the Sumac tree
  - c. at the foot of the Sumac tree
  - d. at the foot of Bingle bog
2. The animals reacted to the frog's song with
  - a. hatred
  - b. adoration
  - c. indifference
  - d. suggestions for improvement.
3. The frog claimed to be
  - a. the king of the Bog
  - b. a composer
  - c. the owner of the sumac tree
  - d. a great teacher
4. 'I don't think the song's divine, But - oh - well - at least it's mine.' These lines by the nightingale show that she is
  - a. haughty
  - b. modest
  - c. overconfident
  - d. gullible
5. 'So the frog and the nightingale journeyed up and down the scale'. This line refers to
  - a. the swaying of the Sumac tree
  - b. their popularity rating
  - c. their travel in Bingle Bog
  - d. the high and low notes of a musical scale
6. The frog says that the nightingale was 'far too prone to influence'. This statement is ironical because
  - a. it was this quality of the bird that fetched him money
  - b. it was the frog who was prone to influence



- c. the frog was too proud and haughty
  - d. the nightingale was a modest creature
7. The nightingale became morose because
  - a. she was too tired to perform
  - b. she was no longer appreciated
  - c. the ticket office had crashed
  - d. she had to sing all night
8. In the line 'You must aim for better billing', billing refers to
  - a. clearing the debts of the nightingale
  - b. holding more concerts
  - c. a larger audience
  - d. paying the frog for training the nightingale
9. The 'joy was both sweet and bitter'. It was sweet for the frog because
  - a. he was earning a lot of money
  - b. the nightingale was becoming famous
  - c. the aristocracy had gathered there
  - d. he had trained the nightingale
10. The 'joy was both sweet and bitter'. It was bitter for the frog because
  - a. he was not being allowed to perform
  - b. the nightingale was singing melodiously
  - c. he had a splendid baritone
  - d. he was jealous of the nightingale

## IV POST-READING ACTIVITY

### Objective

- ◇ To enable the students to
  - ◆ comprehend the lesson locally and globally.
  - ◆ sequence events
- ◇ The teacher could use it as a diagnostic test after the completion of the lesson.

### Task - Individual work

Complete the flow-chart of the 'Rise and fall of the nightingale' by rearranging the order of events from those given below.

**Approximate Time:** 15 mins.



## Procedure

- ✦ The teacher could distribute the worksheet and ask the students to complete the flow-chart by rearranging the order of events given.
- ✦ Alternatively the teacher could write the jumbled inputs on the blackboard.
- ✦ The teacher could discuss the correct answers while the students correct their work.

*This activity could be used for grading as part of Portfolio.*

## Criteria for marking

Half a mark could be awarded for each correct answer.

## Feedback

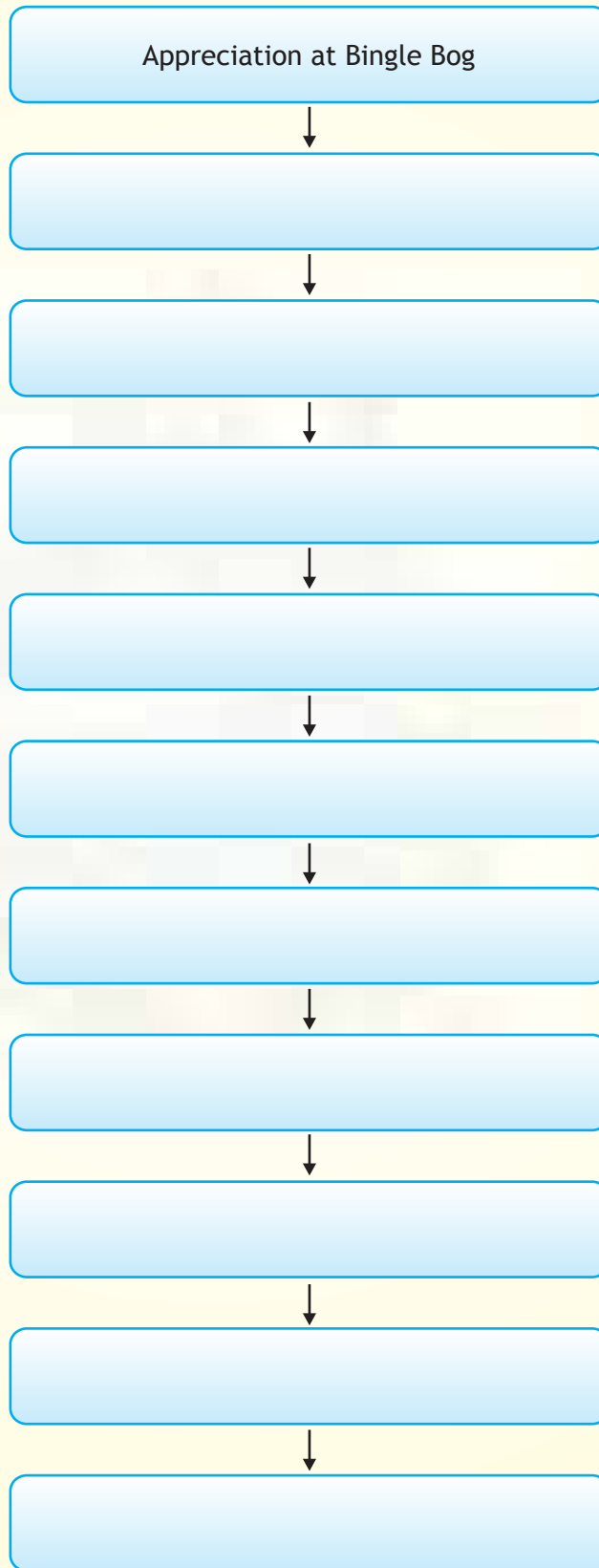
- ✦ If some students find it difficult to complete it, they could be allowed to consult the text.
- ✦ Wherever students have not comprehended the story, the teacher can revisit those sections and clarify the concepts.

## Answers

- ✦ Appreciation at Bingle Bog
- ✦ False hopes raised by the frog
- ✦ Accepts tutelage of the frog
- ✦ Becomes a sensation
- ✦ Exhaustive training and criticism by the frog leads to physical and mental stress.
- ✦ Performance is affected
- ✦ Inability to hold the interest of the audience
- ✦ Crash of ticket office
- ✦ Reprimand and humiliation by the frog
- ✦ Fear of failure
- ✦ Death



## WORKSHEET - RISE AND FALL OF THE NIGHTINGALE



## JUMBLED INPUTS

- ✧ Inability to hold the interest of the audience
- ✧ Death
- ✧ Becomes a sensation
- ✧ False hopes raised by the frog
- ✧ Reprimand and humiliation by the frog
- ✧ Crash of ticket office
- ✧ Fear of failure
- ✧ Exhaustive training and criticism by the frog leads to physical and mental stress
- ✧ Accepts tutelage of the frog
- ✧ Performance is affected

## V POST READING ACTIVITY

### Objectives

- ✧ To test the students' understanding of characters and situations.
- ✧ To make students think imaginatively and creatively.

### Task - Group Work

Create an imaginary dialogue.

**Approximate time:** 1 period

### Procedure

1. Divide the class into groups.
2. The teacher can make chits to draw lots and ask group leaders to pick up one of the four situations given in the box below.
3. The students will then create a dialogue on it.
4. In case the number of groups is more, the teacher can think of similar situations for them to work upon.
5. Groups will create dialogues keeping in mind their understanding of the characters and situations. (10-15 minutes)
6. Representatives from the groups will be invited to present the dialogues.

*This activity could be used for grading as part of Portfolio.*

### Criteria for Marking

One mark may be awarded for each of the following

- ✧ Relevance and aptness of content / dialogues
- ✧ Fluency and accuracy
- ✧ Presentation
- ✧ Creativity



- ✦ Group Dynamics

### Feedback

- ✦ Students may find it difficult to construct meaningful dialogues or they may take more than 10-15 minutes to create the dialogue. The teacher may increase the time allotted for writing the dialogue as per the learner needs.
- ✦ The teacher may go around and assist the students if necessary.
- ✦ The situations may be discussed and the procedure explained again.

### Situations

1. The nightingale is awestruck when the frog introduces himself.
2. During the practice session when it is raining.
3. The nightingale is reprimanded by the frog when the box office crashes.
4. The efforts made by the other creatures of the bog to still the frog's determination 'to display his hearts' elation'.

## VI POST READING ACTIVITY

### Objectives

- ✦ To make students think imaginatively and creatively.

### Task - Group Work

#### 'One's song must be one's own'.

Keeping this in mind compose a jingle for the promotion of any one of the following

1. A one day cricket match
2. A toothpaste
3. A cell phone

**Approximate time:** 1 period

### Procedure

- ✦ Divide the class into groups.
- ✦ The teacher can make chits to draw lots and ask group leaders to pick up one of the three situations given above.
- ✦ The students will then create a jingle.
- ✦ In case the number of groups is more, the teacher can think of similar situations for them to work upon.
- ✦ Representatives from the groups will be invited to present the jingle.

*This activity need not be graded.*

### Feedback

- ✦ Students may find it difficult to create a jingle or they may take more than 10-15 minutes to do so. The teacher may increase the time allotted for writing the jingle as per the learner needs.



- ◇ The teacher may go around and assist the students if necessary.
- ◇ Some examples may be given by the teacher on other situations.

## VII POST READING ACTIVITY

### Objectives

- ◇ To promote the comprehension of the poem.
- ◇ To enhance the vocabulary of the students.

### Task - Individual Work

Match the words with their meanings

**Approximate time:** 10 minutes

### Procedure

- ◇ The teacher could distribute the worksheet and ask the students to complete the table.
- ◇ The teacher could discuss the correct answers while the students correct their work.

*This activity need not be graded.*

### Feedback

- ◇ It is expected that students may find difficulty to complete the table. The teacher may ask them to consult a dictionary.
- ◇ The teacher may go around and assist the students if necessary.
- ◇ Some examples may be given by the teacher in order to bring out the meanings of the words clearly.

### Answers

a. trills	1. the alternation of two musical tones
b. panache	2. style and self-confidence
c. Mozart	3. a well known musical composer
d. serenade	4. a song used to court somebody
e. baritone	5. a male singing voice
f. blare	6. to make a loud harsh unpleasant noise
g. cacophony	7. An unpleasant combination of loud, often jarring, sounds
h. minstrel	8. a medieval singer, musician, who traveled around giving performances
i. croak	9. a rough, low-pitched, vibrating sound, characteristic of a frog or crow
j. melody	10. a rhythmic succession of tones organised as an aesthetic whole



## WORKSHEET

Match the words with their meanings

Words	Meaning
a. trills	1. style and self-confidence
b. panache	2. a male singing voice
c. Mozart	3. an unpleasant combination of loud, often jarring, sounds
d. serenade	4. alternation of two musical tones
e. baritone	5. a well known musical composer
f. blare	6. a rough, low-pitched, vibrating sound, characteristic of a frog or crow
g. cacophony	7. A rhythmic succession of tones organised as an aesthetic whole
h. minstrel	8. to make a loud harsh unpleasant noise
i. croak	9. a song used to court somebody
j. melody	10. a medieval singer, musician, who traveled around giving performances

## VIII POST-READING ACTIVITY

## Objective - listening activity

- ❖ To increase appreciation of poetry.
- ❖ To enhance the analytical skills of the students
- ❖ To compare two poems.

## Task - Individual work

Listen to a poem on a similar theme by Mary Howitt and compare it to Vikram Seth's poem, 'The Frog and the Nightingale'.

**Approximate Time:** 1 period

## Procedure

- ❖ The teacher can read out the poem.
- ❖ The work sheet could be distributed to the students to complete.
- ❖ The students could be told to use only words and phrases.
- ❖ Thereafter the teacher could discuss the possible answers.

*This activity need not be graded.*



## Feedback

- ✦ If the students are unable to do the needful, the teacher could go over the characteristics of the frog and the nightingale.
- ✦ The teacher could explain Mary Howitt's poem.
- ✦ The teacher could initiate a whole class discussion on both the poems.

### The Spider and the fly

"Will you walk into my parlour?" said the spider to the fly.

"The prettiest little parlour that ever you did spy,

The way into my parlour is up a winding stair,

And I've many curious things to show when you are there."

"Oh no, no," said the little fly, "to ask me is in vain,

For who goes up your winding stair, can ne'er come down again."

"I'm sure you must be weary, dear, with soaring up so high

Will you rest upon my little bed?" said the spider to the fly.

"There are pretty curtains drawn around, the sheets are fine and thin,

And if you like to rest awhile, I'll snugly tuck you in!"

"Oh no, no!" Said the little Fly, "for I've often heard it said,

They never, never wake again, who sleep upon your bed!"

Mary Howitt



## WORKSHEET

*FROG*

---

---

---

---

---

---

---

---

---

---

---

---

*SPIDER*

---

---

---

---

---

---

---

---

---

---

---

---

*NIGHTINGALE*

---

---

---

---

---

---

---

---

---

---

---

---

*FLY*

---

---

---

---

---

---

---

---

---

---

---

---



## The Letter

### *Dhumaketu*

#### I PRE READING ACTIVITY

##### Objective

To enhance vocabulary and use it effectively.

##### Task

Individual Work - Complete the crossword with the help of given clues.

**Approximate Time:** 15 minutes

##### Procedure

- ✦ The teacher will distribute the worksheets among the students.
- ✦ The students will solve the crossword individually.
- ✦ After completion of the worksheet, the students could exchange their work with their partners.
- ✦ The teacher could call out the correct answers while the students correct them.
- ✦ The students could total up the correct answers and award marks.

*This activity could be used for grading as part of Portfolio.*

##### Criteria for Assessment

One mark could be awarded for each correct answer.

##### Feedback

- ✦ Some students may not be able to complete the worksheet on their own and may need guidance / help from the teacher.

##### Answers

###### ACROSS

1. TELEGRAM
6. FAX
8. POSTCARD
10. BULLETIN

###### DOWN

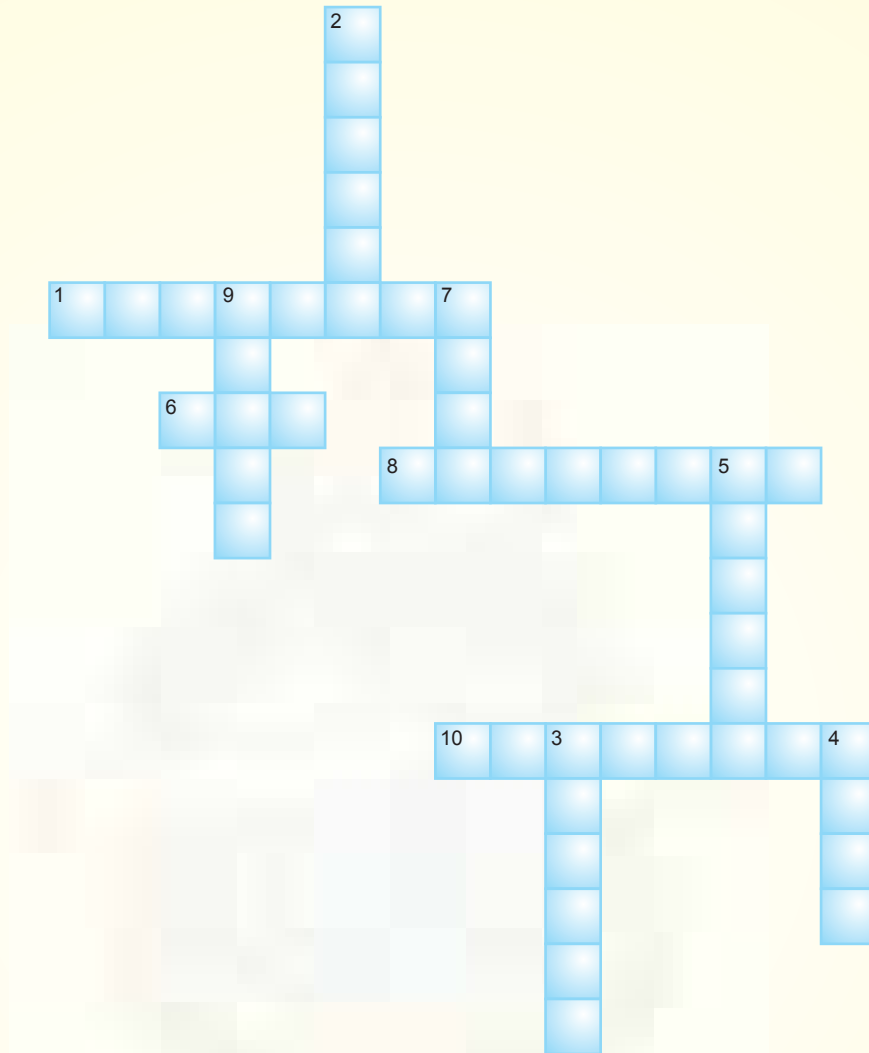
2. POSTER
3. LETTER
4. NOTE
5. REPORT
7. MEMO
9. E MAIL



# Unit 2

## Formative Assessment – The Letter

**WORKSHEET - Complete the crossword with the help of given clues:**



### ACROSS →

1. a message sent by cable
6. a copy of a document which has been scanned and sent electronically
8. a card for sending a message by post without an envelope
10. a short official statement or summary of news

### DOWN ↓

1. a picture or notice used for decoration or advertisement
2. a written communication sent by post or messenger
3. a brief record written as an aid to memory
4. a written account of any incident, event, survey etc
7. a note sent from one person to another in an organization
9. a message sent electronically from one computer user to another



## II POST READING ACTIVITY

### Objectives

- ✦ to enable the students to share their personal experience.
- ✦ to express themselves in grammatically correct language.
- ✦ to understand and react to the feelings of an individual.

### Task

#### Individual Work

Imagine you are one of the peons who come daily to collect the post from the post office. You are greatly disturbed to see the way people make fun of Ali. Write a page in your diary describing the behaviour of the postmaster and other clerks towards Ali in not more than 150 - 175 words.

OR

Imagine you are one of the peons who come daily to collect the post from the post office. You are a witness to the way people make fun of Ali. You decide to write a letter to the Head Postmaster describing the behaviour of the postmaster and other clerks towards Ali. Write the letter in not more than 150 words.

**Approximate Time:** 1 period

#### Procedure

- ✦ The teacher will initiate a discussion on the attitude of the post office employees towards Ali.
- ✦ After the discussion, the teacher instructs the students to write the letter/ diary entry.
- ✦ Some of the letters/diary entries could be read out.
- ✦ The letter/diary could form a part of the portfolio.

#### Criteria for Assessment

- ✦ Relevance to the theme
- ✦ Use of incidents from the story
- ✦ Coherence of ideas
- ✦ Appropriate and accurate language
- ✦ Creative use of language

#### Feedback

- ✦ Students can also be encouraged to edit their own work.
- ✦ The edited versions showing the process of improvement could be displayed.
- ✦ Some of the language errors could be discussed in the class.



# Unit 2

## III POST READING ACTIVITY

### Objectives

- ◇ To enable the students to
  - ◆ comprehend the lesson locally and globally.
  - ◆ infer the contextual meaning of the text.
- ◇ The teacher could use it as a diagnostic test after the students have finished reading the lesson.

### Task

**Individual work** - Multiple Choice Questions

**Approximate Time:** 1 period

### Procedure

- ◇ The teacher could photocopy the worksheet and distribute it among the students.
- ◇ While distributing the worksheets the teacher should ensure that every alternate row gets the same worksheet.
- ◇ After completion of the worksheet, the students could exchange their work with their partners and correct it.
- ◇ The teacher could call out the correct answers while the students correct them.
- ◇ The students could total up the correct answers and award marks.

*This activity could be used for grading as part of portfolio.*

### Criteria for marking

One mark could be awarded for each correct answer.

### Feedback

- ◇ If some students find it difficult to complete the assignment, they could be allowed to consult the text.
- ◇ Wherever students have not comprehended the lesson, the teacher can clarify the same.
- ◇ The teacher could further discuss the questions and their options in order to reinforce the lesson.

### Answers:

#### ROW 1

- a) iv. unusual stillness
- b) ii. a stately and imposing building.
- c) ii. take his daughter's letter
- d) iv. got surprised
- e) ii. despite a long wait his daughter's letter didn't come and the postmaster had rebuked him very badly

#### ROW 2

- a) i. simile
- b) ii. hunter
- c) iii. five ; his daughter's letter
- d) iii. he came to know about his own daughter's sickness
- e) ii. now he understood Ali's anxiety and filial affection for his daughter



## WORKSHEET- I

## Multiple Choice Questions

Complete the sentences by choosing an appropriate option from the choices given below:

- a) The whole town was wrapped in 'deathly silence'. Deathly silence refers to \_\_\_\_\_.
- silence of the graveyard
  - silence of death
  - silence after death
  - unusual stillness
- b) At the end of the garden stood a handsome building of the newest style. Handsome building refers to a \_\_\_\_\_.
- a big building
  - a stately and imposing building
  - a modern skyscraper
  - a beautiful monument
- c) The old man got up, raised his eyes to heaven in gratitude and stepped forward... Ali stepped forward to \_\_\_\_\_.
- collect the post to be distributed
  - take his daughter's letter
  - help the postmen sort out the post
  - walk back home
- d) The old man started at the sound. The phrase 'started at the sound' means \_\_\_\_\_.
- got ready to go out
  - got scared
  - started the journey to the post office
  - got surprised
- e) When Ali came out of the post office, his eyes were filled with tears of helplessness because \_\_\_\_\_.
- Lakshmi Das had rebuked him very badly
  - despite a long wait, his daughter's letter didn't come and the postmaster had rebuked him very badly
  - his daughter Miriam had not written a letter to him
  - the postmaster had called him a mad man



# Unit 2

## WORKSHEET- 2

### Multiple Choice Questions

Complete the sentences by choosing an appropriate option from the choices given below:

- a) '...a man with a face as sad and as inexpressive as a pumpkin.' The literary device used in the above line is a \_\_\_\_\_.
- simile
  - personification
  - metaphor
  - alliteration
- b) In his youth Ali was a clever \_\_\_\_\_.
- fisherman
  - hunter
  - tourist
  - postman
- c) Ali had been visiting the post office for the last \_\_\_\_\_ years in the hope of receiving \_\_\_\_\_.
- two ; his son's letter
  - three ; his wife's letter
  - five ; his daughter's letter
  - four ; his money order
- d) One day however trouble came to the postmaster. The postmaster got disturbed when \_\_\_\_\_.
- he came to know about Ali's death
  - he got the news of Ali's illness
  - he came to know about his own daughter's sickness
  - he came to know that Miriam lay ill in another town
- e) He rose quickly from his chair, his suffering father's heart recognizing another...A change could be seen in the postmaster's attitude because \_\_\_\_\_.
- he had understood the meaning of love and pain of separation
  - now he understood Ali's anxiety and filial affection for his daughter
  - he was repentant of his ill treatment towards Ali
  - he stopped making fun of Ali



## IV POST READING ACTIVITY

### Objective

To enable the students to arrange the events of the short story in the proper sequence.

### Task

**Individual work-** Study the events of the lesson listed below. Based on your reading of the text, arrange the events in the proper sequence.

**Approximate Time:** 15 minutes

### Procedure

- ✦ The teacher will distribute a printout/ copy of the worksheet to every student.
- ✦ The students will complete the task and exchange the completed worksheets.
- ✦ The teacher calls out the correct answers and students correct the errors.

*This activity could be used for grading as part of portfolio.*

### Criteria for Assessment:

Award  $\frac{1}{2}$  mark for each correctly sequenced sentence, making it a task to be assessed for 8 marks.

### Feedback

Some students may find it difficult to sequence the events correctly; they could refer to the text.

## WORKSHEET

**Study the events of the story listed below. Based on your reading of the text, arrange the events in the proper sequence.**

- ✦ Ali - a skilled hunter
- ✦ The staff at the post office make fun of him, calling him mad.
- ✦ Ali gives money to Lakshmi Das and asks him to deliver Miriam's letter to his grave.
- ✦ The post master sees Ali at 5 o'clock in the morning at the post office and delivers the letter to him.
- ✦ The post master and Lakshmi Das lay the letter on Ali's grave.
- ✦ Miriam marries and goes to Punjab.
- ✦ After a gap of several days Ali goes to the post office.
- ✦ The post master's daughter falls ill in another town and he anxiously awaits a letter from her.
- ✦ Lakshmi Das informs the post master that Ali had died three months ago.
- ✦ The post master loses his temper.
- ✦ Ali understands the meaning of love and gives up hunting.
- ✦ At last Miriam's letter reaches the post office.



# Unit 2

## Formative Assessment – The Letter

- ✧ Ali misses his daughter and starts going to the post office everyday for letter from her.

### Answers:

- ✧ Ali - a skilled hunter
- ✧ Miriam marries and goes to Punjab.
- ✧ Ali understands the meaning of love and gives up hunting.
- ✧ Ali misses his daughter and starts going to the post office everyday for letter from her.
- ✧ The staff at the post office make fun of him, calling him mad.
- ✧ After a gap of several days Ali goes to the post office.
- ✧ The post master loses his temper.
- ✧ Ali gives money to Lakshmi Das and asks him to deliver Miriam's letter to his grave.
- ✧ The post master's daughter falls ill in another town and he anxiously awaits a letter from her.
- ✧ At last Miriam's letter reaches the post office.
- ✧ The post master sees Ali at 5 o'clock in the morning at the post office and delivers the letter to him.
- ✧ Lakshmi Das informs the post master that Ali had died three months ago.
- ✧ The post master and Lakshmi Das lay the letter on Ali's grave.

## V POST-READING ACTIVITY

### Objective

- ✧ To scan for specific information in a given text.

### Task

**Pair work** - Read the letter written by Pandit Jawahar Lal Nehru to Indira Gandhi and complete the worksheet.

**Approximate Time:** 1 period

### Procedure

- ✧ The teacher can give out the copies of the worksheet to the students.
- ✧ The worksheets should be distributed row wise.
- ✧ The students will read and complete the questions that follow.
- ✧ The teacher can give the correct answers and the students can check their work.

*This activity could be used for grading as part of the portfolio.*



## Criteria for marking

One mark could be awarded for each correct answer

## Answers

### ROW I

1. On Indira's birthday.
2. He can not send her a material or solid present because he is in prison.
3. He does not like to sermonize. He suggests discussion in its place.
4. Discussion helps us to find out what is right and what is not right. Out of discussion a little bit of truth comes out.

### ROW II

1. History tells us of great periods in the life of nations, of great men and women.
2. Indira was inspired by Jeanne d'Arc.
3. Ordinary men and women usually think of bread and butter, of their children and household worries.
4. They become heroes when they become full of faith for a great cause.
5. Bapuji inspired millions for freedom

### ROW III

1. Soldiers should take care of India's honour.
2. Fear makes us hide things from others.
3. When we are fearless and open in our conduct.
4. Openness/courage/fearlessness.



# Unit 2

## WORKSHEET

### ROW I

Read the letter written by Pandit Jawahar Lal Nehru to his daughter Indira and answer the questions that follow:



Central Prison, Naini  
October 26, 1930

My dear Indira,

On your birthday you have been in the habit of receiving presents and good wishes. Good wishes you will still have in full measure, but what present can I send you from Naini prison? My presents cannot be very material or solid. They can be of the mind and spirit .... things that even the high walls of prison cannot stop.

You know sweetheart, how I dislike sermonizing and doling out good advice ..... I have always thought that the best way to find out what is right and what is not right, what should be done and what should not be done, is not by giving a sermon, but by talking and discussing, and out of discussion sometimes a little bit of truth comes out. I have liked my talks with you and we have discussed many things, but the world is wide and beyond our world lie other wonderful and mysterious worlds ..... none of us need ever be bored or imagine ..... that we have learned everything worth learning and become very wise. ....But what am I to do then? A letter can hardly take the place of a talk; at best it is a one-sided affair .... Imagine that I have made a suggestion to you for you to think over, as if we really were having a talk.

**Now answer the following questions:**

1. On what occasion did Pt. Nehru write this letter to his daughter Indira Priyadarshini?

---

---

2. Why can he not send her a "material or solid" present?

---

---

3. What does he not like to do? What does he suggest in its place?

---

---

4. Why should we discuss and not sermonize?

---

---



## WORKSHEET

### ROW II

Read the letter written by Pandit Jawahar Lal Nehru to his daughter Indira and answer the questions that follow:



*The study of history can be inspiring. It tells us how ordinary men and women can become heroic. Let's find out who the great heroes are.*

In history we read of great periods in the life of nations, of great men and women.. do you remember how fascinated you were when you first read the story of Jeanne d'Arc, and how your ambition was to be something like her? Ordinary men and women are not usually heroic. They think of their bread and butter, of their children, of their household worries and the like. But a time comes when a whole people become interested in a great cause. Then history helps even simple, ordinary men and women to become heroes. Great leaders have something in them which inspires a whole people and makes them do great deeds..... In India a great leader, full of love for all who suffer and eager to help them, has inspired our people to great actions and noble sacrifice. He has helped to make the starving, the poor and the oppressed free and happy.

Bapuji is in prison, but the magic of his message has stolen the hearts of India's millions. Men and women, and even little children, come out of their little shells and become India's soldiers of freedom. In India today we are making history, and you and I are fortunate to see this happening before our eyes and to take some part ourselves in this great drama.

**Now answer the following questions:**

1. What does history tell us?

---



---

2. Which historical character inspired young Indira?

---



---

3. What do ordinary men and women usually think of?

---



---

4. When do ordinary men and women become heroes?

---



---

5. Who inspired millions of Indians to fight for freedom?

---



---





# Unit 2

## WORKSHEET

### ROW III

Read the letter written by Pandit Jawahar Lal Nehru to his daughter Indira and answer the questions that follow:



*What are the qualities which would make Indira a brave soldier in India's freedom movement? Let's read and find out.*

What part shall we play in it?

If we are to be India's soldiers we have to respect India's honour, and that honour is a sacred trust.... It is no easy matter to decide what is right and what is not. One little test I shall ask you to apply whenever you are in doubt ... Never do anything in secret or anything that you would wish to hide. For the desire to hide anything means that you are afraid, and fear is a bad thing and unworthy of you. Be brave, and all the rest follows .... You know that in our great Freedom Movement, under Bapuji's leadership, there is no room for secrecy or hiding. We have nothing to hide. We are not afraid of what we do or what we say. We work in the sun and in the light. Even so in our private lives let us make friends with the sun and work in the light and do nothing secretly. .... and if you do so, my dear you will grow up a child of the light, unafraid and serene and unruffled, whatever may happen.

I have written a very long letter to you. And yet there is so much I would like to tell you. How can a letter contain it? Good-bye, little one, and may you grow up into a brave soldier in India's service.

With all my love and good wishes.  
You loving father,  
(J.L. Nehru)

**Now answer the following questions:**

1. What should soldiers take care of?

---

---

2. What makes people hide things from others?

---

---

3. When can we make friends with the sun and work in the light?

---

---

4. Bapuji led the freedom movement. What did he focus on?

---



## VI POST READING ACTIVITY

### Objective

- ✦ To demonstrate reading and reviewing strategies for comprehension and appreciation
- ✦ To recognize character's/narrator's viewpoint
- ✦ To help students learn to organize and remember information
- ✦ To clarify concepts

### Task - Individual work

Complete the given table.

**Approximate Time:** One Period

### Procedure

- ✦ After the students have finished reading the text, the teacher may give the worksheet or draw the table on the blackboard.
- ✦ On the basis of their understanding of the text, they are expected to complete the given table.
- ✦ Once they have done the exercise the responses can be discussed in the class

### Criteria for Assessment

- ✦ Understanding of the text
- ✦ Clarity of concepts/thematic thread
- ✦ One mark may be awarded for each correct response.

### Feedback

- ✦ A few students may not have a very clear idea of the setting, plot and characteristic qualities of the lead characters but with a little support from and interaction with the teacher they should be able to clarify these concepts.

Complete the table listing changes that came over Ali after Miriam got married and moved to Punjab.

Before Miriam's wedding	After Miriam's wedding



# Unit 2

## Expected answers

Before Miriam's wedding	After Miriam's wedding
<ul style="list-style-type: none"><li>✦ Ali was a clever shikari. He could sight an earth-brown partridge, or a hare invisible to other eyes.</li><li>✦ Addicted to hunting.</li><li>✦ Killed animals without thought.</li></ul>	<ul style="list-style-type: none"><li>✦ Gave up hunting.</li><li>✦ Understood pain of animals.</li><li>✦ Developed a lot of patience. Went to Post office daily for five years waiting for a letter from his daughter in vain.</li></ul>

## Criteria for marking

Award 1 correct mark for each correct answer.

## VII POST READING ACTIVITY

### Objective

- ✦ To understand the characters in the story

### Task - Individual work

Complete the table with the input given in the box.

**Approximate Time:** Ten Minutes.

### Procedure

- ✦ On the basis of their understanding of the text, the students are expected to fill in the jumbled input from the text box.
- ✦ Once they have done the exercise the responses can be discussed in the class

### Criteria for Assessment

½ mark for each correct answer.

### Feedback

- ✦ A few students may not have a very clear idea of the plot and characteristic qualities of the lead characters but with a little support from and interaction with the teacher they should be able to clarify these concepts.

### Characters

**Ali**

1. ....
2. ....
3. ....

**Post Master**

1. ....
2. ....
3. ....



loving	generous	haughty and arrogant	unfeeling	rude
lonely	patient	unimaginative	lacks compassion or feeling	

1. Unfeeling at first
2. Loving
3. Lonely
4. Patient
5. Has faith and hope

### Postmaster

1. unimaginative
2. Lacks compassion or feeling at first
3. Impatient
4. haughty and arrogant
5. ready to admit his mistake



# A Christmas Carol

## I. PRE-READING ACTIVITY

### Objective

- ✧ To develop the students' skill to predict
- ✧ To develop quick thinking skills in the students and enhance their imaginative powers.
- ✧ To build a schema and arouse interest.
- ✧ To generate vocabulary appropriate to the understanding of the text.

### Task

- ✧ Individual activity
- ✧ Gloss over the title and do a 'quick write' on the same in about 50 words.

**Approximate Time:** 15 minutes

### Procedure

- ✧ The teacher writes the title of the play on the blackboard.
- ✧ Students are given 2-3 minutes time to reflect on the title.
- ✧ The students are then asked to do a 'quick write' on the same.

*This activity need not be graded.*

Alternatively the Christmas carol given below can be sung in class to imbibe the Christmas spirit and facilitate the prediction skills of the students.

### **HERE WE COME A-CAROLING**

*Here we come a-caroling  
Among the leaves so green;  
Here we come a-wand'ring,  
So fair to be seen:*

### **CHORUS:**

*Love and joy come to you,  
And to you glad Christmas too;  
And God bless you and send you  
A happy New Year,  
And God send you a happy New Year.*



*We are not daily beggars  
That beg from door to door;  
But we are neighbours  
Whom you have seen before:*

**REPEAT CHORUS**

*Good master and mistress,  
As you sit by the fire,  
Pray think of us poor children,  
Who wander in the mire:*

**REPEAT CHORUS**

*God bless the master of this house,  
Likewise the mistress, too,  
And all the little children,  
That round the table go.*

## II. PRE-READING ACTIVITY

### Objective

- ❖ To build schema and arouse interest.
- ❖ To provide extra information about the text / Christmas
- ❖ To generate knowledge / vocabulary appropriate to the understanding of the text.

### Task

**Pair Work** - Multiple Choice Questions

**Approximate Time** : 15 minutes

### Procedure

- ❖ The teacher could photocopy the worksheet and distribute it to the class.
- ❖ After completion of the worksheet, the students could exchange their work with their partners and correct it.
- ❖ The teacher could call out the correct answers while the students correct them.
- ❖ The students could total up the correct answers and award marks.

*This activity may be used for grading as part of Portfolio.*

### Criteria for Assessment

One mark could be awarded for each correct answer.

### Feedback

- ❖ Some students may find it difficult to complete the task.
- ❖ In such a case, answers can directly be given by the teacher.



- ✧ Alternatively, the students could be asked to find out more about Christmas a day prior to giving the worksheet.

### Answers

- 1) Charles Dickens
- 2) J.R.R. Tolkien
- 3) The Adventure Of The Blue Carbuncle
- 4) Shepherds in the field abiding
- 5) A band of 13 gift giving goblins
- 6) It depicted a family- children, as well as adults, drinking wine.
- 7) Sir Henry Cole
- 8) Rudyard Kipling
- 9) A brew of hot ale with roast apples floating on it.

## WORKSHEET

### Multiple Choice Questions

Complete the following sentences by choosing the most appropriate option from the ones provided:

- 1) One of the most loved Christmas books, A Christmas Carol was written by \_\_\_\_\_
  - i. Mark Twain
  - ii. Christina Rossetti
  - iii. Hans Christian Anderson
  - iv. Charles Dickens
- 2) A well known author of fantasy fiction, who has also created a book called The Father Christmas Letters is \_\_\_\_\_
  - i. J.R.R. Tolkien
  - ii. E. Nesbit
  - iii. Lewis Carroll
  - iv. C.S. Lewis
- 3) One of the adventures of Sherlock Holmes that takes place during Christmas is \_\_\_\_\_
  - i. The Adventure At The Christmas Party
  - ii. The Night before Christmas
  - iii. The Adventure Of The Blue Carbuncle
  - iv. The Nightmare Before Christmas





- 4) The first line of the second verse of angels from the realm of glory is \_\_\_\_\_
  - i. Shepherds in the field abiding
  - ii. Christ by highest heaven adored
  - iii. Don we know our gay apparel
  - iv. Shepherds why this jubilee?
- 5) Yule lads, a traditional part of Icelandic Christmas are \_\_\_\_\_
  - i. In charge of Santa's reindeer
  - ii. Woodcutters
  - iii. The best male singers from each village
  - iv. A band of 13 gift giving goblins
- 6) The first commercial Christmas card got a hostile reception from some people because \_\_\_\_\_
  - i. it depicted a family- children, as well as adults, drinking wine.
  - ii. it was felt to violate the Christmas spirit
  - iii. the ivy leaves bordering the design were once a pagan symbol
  - iv. the card's popularity raised fears of a paper shortage
- 7) This card was the brainchild of \_\_\_\_\_
  - i. John Calcott Horsley
  - ii. Charles Dickens
  - iii. C. S. Lewis
  - iv. Sir Henry Cole
- 8) The writer of the first Christmas Day speech delivered by the British Monarch George V was \_\_\_\_\_
  - i. the King himself
  - ii. Sir Winston Churchill
  - iii. Enid Blyton
  - iv. Rudyard Kipling
- 9) Throughout the Christmas season in old England, lambswool that was found in the houses of the rich was \_\_\_\_\_
  - i. a fluffy confection made from almonds and sugar
  - ii. imitation snow used for decoration
  - iii. a brew of hot ale with roast apples floating on it
  - iv. the material used for knitting Christmas gifts



### III WHILE/POST READING ACTIVITY

#### Objective

- ◇ To make students enact the play / episodes from the play and do Peer Assessment.

**Task:** Group Work

Dramatization of the play/ episodes from the play.

#### Procedure

- ◇ The teacher will make five groups of six students each, as per the requirement of the text.
- ◇ Each group dramatizes the episodes from the play in turns, using some of the dialogues in the play.
- ◇ The students who form part of the audience may be given Peer Assessment Sheet given below. They would use the criteria for assessment as their guideline. The teacher would collect their responses for record. These can form part of the portfolio
- ◇ The groups can be given Drama enactment evaluation-"Self -Assessment Sheet\*.

#### Criteria for Assessment

One mark may be awarded for each of the following:

- ◇ Group dynamics
- ◇ Effective and fluent dialogue delivery
- ◇ Correct pronunciation
- ◇ Body language
- ◇ Confidence and focus in performance

#### Feedback:

- ◇ Students may not be very comfortable with self/peer assessment.
- ◇ They may be guided through it by the teacher and may be trained to concentrate and take notes during peer performance.

#### Peer Assessment Sheet

Date : \_\_\_\_\_

Peer Assessor's name: \_\_\_\_\_

Name of Performer and the character played \_\_\_\_\_

The scene dramatized was about ... (give details) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The best moment/ thing I liked in this performance and why... (give details)

\_\_\_\_\_

\_\_\_\_\_



The part I did not like and would change and why (give details)

---



---



---



---

If I played this role I would do it differently (give details)

---



---



---



---

## SELF ASSESSMENT SHEET

Name:

Date:

CREATING	Always	Usually	Sometimes	Rarely
I cooperate with others				
I listen to the teacher				
I listen to my classmates				
I ask questions if I don't understand				
I put effort into creative work				
PERFORMING				
I concentrate and stay focused				
I am good at spontaneous improvisation				
I help other actors perform				
I consider the audience while performing				
I use space well				
I am audible				
RESPONSE				
I know when my work is good and when it needs improving				
I tell others what is good about their work				
I tell others how to improve their work				

Teacher's Remark:

---

#### IV. POST READING ACTIVITY (Listening)

To be adapted as a Reading Activity in case the teacher thinks that students may not be able to respond well to Listening.

##### Objective:

To enable students to:

- ✦ listen/read effectively and infer meaning
- ✦ demonstrate critical awareness of language used in oral situations

##### Task: Individual Work

Listen to the recording of the story/ Read the story given and state whether the statements are true or false in the worksheet that follows.

**Approximate Time:** 20 minutes

##### Procedure

- ✦ The teacher will distribute the worksheet and allow the students to go through the questions.
- ✦ The teacher will read the story as the students listen.
- ✦ The students will complete the worksheet as they listen.
- ✦ The teacher may read the story twice in case the students are unable to comprehend it after the first reading.

##### Criteria for Assessment

Award one mark for each correct answer

##### Feedback

- ✦ The students may not be able to do this exercise as a listening activity. The same may be used for Reading Comprehension instead.

##### Answers

1. False
2. True
3. False
4. False
5. False
6. False
7. False
8. False
9. True
10. False



## WORKSHEET

## A Different Short Christmas Story

Ian came home from work late in the week before Christmas, tired and irritated, to find his 5-year old son waiting for him at the front door.

'Daddy, may I ask you a question?' said Jack.

'Yep sure, what is it?' replied Ian rather brusquely.

'Daddy, how much do you earn in an hour?'

'That's none of your business. Why do you ask such a thing?' Ian responded angrily.

'I just need to know. Please tell me, how much do you make an hour?' pleaded Jack.

'If you must know, Jack, I make £25 an hour,' answered his father.

'Oh,' Jack replied, with his head down.

'Daddy, may I please borrow £10?' added Jack nervously.

Ian became furious, 'If the only reason you asked that is so you can borrow some money to buy a silly toy for Christmas or some other nonsense, then you march yourself straight to your room and go to bed. Think about why you are being so selfish. I don't work hard every day for such childish frivolities.'

Jack quietly went to his room and shut the door.

Ian sat down and started to get even angrier about Jack's questions. How dare he ask such questions only to get some money?

After about an hour or so, Ian had calmed down, and started to think. Maybe there was something he really needed to buy with that £10.00 and he really didn't ask for money very often. The man went to the door of his son's room and opened the door.

'Are you asleep, son?' Ian asked quietly.

'No daddy, I'm awake,' replied Jack.

'I've been thinking, maybe I was too hard on you earlier,' said Ian. 'It's been a long day and I took out my aggravation on you. Here's the £10.00 you asked for.'

Jack sat straight up, smiling. 'Oh, thank you daddy,' he cried. Then, reaching under his pillow he pulled out some crumpled up notes.

Ian saw that the boy already had money, started to get angry again.

The little boy slowly counted out his money, and then looked up at his father with his large brown eyes.

'Why do you want more money if you already have some?' Ian grumbled.

'Because I didn't have enough, but now I do,' the little boy replied. 'Daddy, I have £25 now. Can I buy an hour of your time? Please come home early on Christmas Eve so I can have dinner with you.'

Ian was crushed. He put his arms around his little son, and he begged for his forgiveness.



It's just a short reminder to all of you working so hard in life. We should not let time slip through our fingers without having spent some time with those who really matter to us, those close to our hearts.

Do remember to share that £25 worth of your time with someone you love.

**On the basis of your reading /listening of the story, state whether the following statements are True or False:**

1. Ian was waiting for his son at the door.
2. Jack's question enraged Ian.
3. Jack's father made \$25 an hour.
4. Jack wanted the money for childish frivolities.
5. Jack often pestered his father for money.
6. Jack had hidden the crumpled notes under his bed.
7. The sight of the bed made Ian angry.
8. Jack had large black eyes.
9. Later Ian gave Jack the money he asked for.
10. Jack arranged for a party on Christmas eve.

## V. POST-READING ACTIVITY

### Objectives

- ✦ To test the students' comprehension of the text.
- ✦ To help them express themselves in grammatically correct language.
- ✦ To act as a scaffold to understand and empathise with the central character- Ebenezer Scrooge.

### Task - Individual work

- ✦ In the play, Scrooge remarks: And to think the spirits have done it all in one night. As Scrooge, make a diary entry to describe what the spirits did and how they achieved it. (word limit: 150-180)

**Approximate Time:** 1 period

### Procedure

- ✦ The teacher will initiate a whole class discussion on the question to bring out the following points:
  - ◆ First Spirit - Christmas Past - showed him how he had suffered as a child and how hard-hearted he had become... money means everything to him... even gives up Belle
  - ◆ Second Spirit - Christmas Present - his own selfish, miserable Christmas as opposed to the warmth, laughter, love and contentment in Cratchit's house.
  - ◆ Third Spirit - Christmas yet to come - the death of Tiny Tim and his own funeral



- ◆ mention of how the spirits changed Scrooge's attitude ... how he realises his follies and selfishness... becomes concerned and compassionate...the change of heart recommended by Marley...goose to Cratchits'...tip to boy...visit to Fred...

- ◇ After the discussion, the teacher instructs the students to write the diary.
- ◇ Some of the diary entries could be read out.
- ◇ The diary could form a part of the portfolio.

### Criteria for Assessment

1 mark may be awarded for each of the following:

- ◇ Relevance to the theme
- ◇ Use of anecdotes and incidents
- ◇ Coherence of ideas
- ◇ Appropriate language, including quotes from the text
- ◇ Originality and innovativeness

### Feedback

- ◇ Students can also be encouraged to edit their own work.
- ◇ The edited versions showing the process of improvement could be displayed.
- ◇ Some of the language errors could be discussed in the class.

## VI. POST READING ACTIVITY

### Objective

To enable the students to

- ◇ comprehend the lesson locally and globally.
- ◇ infer the contextual meaning of the text.

### Task

Individual work - Multiple Choice Questions

**Approximate Time:** 1 period

### Procedure

- ◇ The teacher could photocopy the worksheet and distribute it to the class.
- ◇ After completion of the worksheet, the students could exchange their work with their partners and correct it.
- ◇ The teacher could call out the correct answers while the students correct them.
- ◇ The students could total up the correct answers and award marks.

*The teacher could use it as a diagnostic test after the students have finished reading the lesson.*

*This activity could be used for grading as part of Portfolio.*





**Criteria for Assessment**

One mark could be awarded for each correct answer.

**Feedback**

- ✧ If some students find it difficult to complete the assignment, they could be allowed to consult the text.
- ✧ Wherever students have not comprehended the story, the teacher can revisit those sections and clarify the concepts.
- ✧ The teacher could further discuss the questions and their options in order to reinforce the lesson.

**Answers****Extract.1**

- i. Scrooge's partner
- ii. chain of his sins

**Extract.2**

- i. Mr. Scrooge and the Ghost of Christmas Present

**Extract.3**

- i. the Ghost of Christmas Past

**Extract.4**

- i. son
- ii. Mr. Scrooge and the Ghost of Christmas Present

**Extract.5**

- i. the narrator
- ii. at the end of the play

**Extract.6**

- i. visiting his nephew, taking Fred into his business, raising Cratchit's salary and taking care of Tiny Tim.
- ii. the spirits who visited Scrooge on Christmas eve.

**WORKSHEET****Multiple Choice Questions**

Read the following extracts and answer the questions that follow each extract by choosing the most appropriate option from those given below:

- 1) **Marley:** This chain I wear is as heavy as the one you are now forging.

**Scrooge:** You talk strangely, Jacob.

**Marley:** For seven years I have been dead travelling the whole time. No rest, no peace. Only remorse.

- i. Jacob Marley is \_\_\_\_\_
- Scrooge's partner
  - Scrooge's cousin
  - Scrooge's employee
  - Scrooge's uncle
- ii. The chain that Marley talks of refers to the \_\_\_\_\_
- chain of gold
  - chain of imprisonment
  - chain of his sins
  - chain of bondage
- 2) **Tim** : I was glad to be able to go to church. That's because I wanted people to see that I'm a cripple.
- Mrs. Cratchit** : Now that's a peculiar thing to say, Tiny Tim.
- i. Tim and Mrs. Cratchit were watched by \_\_\_\_\_
- Mr. Scrooge
  - Mr. Scrooge and the Ghost of Christmas Past
  - Mr. Scrooge and the Ghost of Christmas Present
  - people at the church
- 3) **Scrooge** : Nothing, nothing. There were some boys singing Christmas Carols outside my warehouse door yesterday afternoon. I drove them away.
- i. Mr Scrooge is talking to \_\_\_\_\_
- Bob Cratchit
  - the Ghost of Christmas Present
  - the Ghost of Christmas Future
  - the Ghost of Christmas Past
- 4) **Tim** : I was glad to be able to go to church. That's because I wanted people to see that I'm a cripple.
- Mrs. Cratchit** : Now that's a peculiar thing to say, Tiny Tim.
- i. Tim is Mrs. Cratchit's \_\_\_\_\_
- son
  - nephew
  - cousin
  - relative



- ii. Tim and Mrs. Cratchit were watched by \_\_\_\_\_
- a) Mr. Scrooge
  - b) Mr. Scrooge and the Ghost of Christmas Past
  - c) Mr. Scrooge and the Ghost of Christmas Present
  - d) people at the church
- 5) "Scrooge was better than his word. He did everything he promised and infinitely more."
- i. The speaker of the above dialogue is \_\_\_\_\_
- a) the child
  - b) Tiny Tim
  - c) The narrator
  - d) The ghost
- ii. This dialogue is spoken \_\_\_\_\_
- a) at the start of the play
  - b) at the end of the play
  - c) in the middle of the play
  - d) in the second scene of the play
- 6) Complete the sentences by choosing the most appropriate option from those given below:
- i. The four things that Scrooge promised were \_\_\_\_\_
- a) visiting his nephew, taking Bob into his business, raising Cratchit's salary and taking care of tiny Tim.
  - b) visiting his nephew, taking Fred into his business, raising Cratchit's salary and taking care of tiny Tim.
  - c) visiting his niece, taking Fred into his business, raising Cratchit's salary and taking care of tiny Tim.
  - d) visiting his nephew, taking Bob into his business, raising Cratchit's salary and taking care of tiny Tim.
- ii. The change in Scrooge was brought about by \_\_\_\_\_
- a) the spirits who visited Scrooge on Christmas eve.
  - b) Tim Cratchit
  - c) Fred
  - d) Ghost of Jacob Marley



# Julius Caesar

Shakespeare

## I PRE READING ACTIVITY

### Objective

1. To discuss the qualities of a good leader.

### Task

**Group Work** - Group discussion followed by written work.

**Approximate Time:** One week

### Procedure

- ✦ The students will complete the given web-chart in groups.
- ✦ Generate a list of these qualities and choose a leader (from history, or the contemporary world) who exhibits several of them.
- ✦ Write a short essay on that leader based on the list of qualities generated. The essay should include both the qualities the leader possesses as well as those he or she lacks.

*This activity could be used for grading as part of Portfolio.*

### Criteria for Assessment

The assignment must be graded as per the given criteria.



## II PRE READING ACTIVITY

### Objective

To discuss the role of superstition in life.

### Task

**Group Work** - Group discussion followed by written work.

**Approximate Time:** One period

### Procedure

- ✦ The students will discuss the following questions in groups.
- ✦ They will write an article on the role of superstition in society.

*This activity could be used for grading as part of Portfolio.*

### Questions

- ✦ To what extent can we control the future?
- ✦ How superstitious are you? Do you have any good luck rituals that you perform before important occasions?
- ✦ Do you watch for omens before important events?
- ✦ Do you read your horoscope every day, and do you follow its advice?

### Criteria for Assessment

The assignment must be graded as per the given criteria.

- ✦ Content
- ✦ Fluency
- ✦ Accuracy
- ✦ Organization
- ✦ Originality

## III WHILE-READING ACTIVITY

### Objective

To discuss the assassination of Caesar.

### Task

**Group Work** - Group discussion followed by written work.

**Approximate Time:** One period

### Procedure

- ✦ The students will discuss the following questions in groups.

*This activity need not be graded.*

### Questions

- ✦ Brutus's reasons for killing Caesar
- ✦ Evidence refuting the conspirators' actions. For example:
- ✦ Caesar refuses the crown
- ✦ Caesar's will
- ✦ Is assassination an end to a problem?
- ✦ Each group must decide if Caesar should have been assassinated. They should defend their votes in a short essay.

**Note:** The teacher could also have a group discussion on the topic for present day political assassinations.

## IV POST-READING ACTIVITY

### Objective

- ✦ To demonstrate reading and reviewing strategies for comprehension and appreciation.
- ✦ To recognize character's/narrator's viewpoint.
- ✦ To help students learn to organize and remember information.
- ✦ To clarify concepts by mapping.

### Task - Individual Work

Complete the graphic organizer with the help of the input given in the box.

**Approximate Time:** 1 Period

### Procedure

- ✦ After the students have finished reading the text, they will be given the story mapping worksheets.
- ✦ On the basis of their understanding of the text, they are expected to fill in the jumbled input from the text box into the relevant boxes.
- ✦ Once they have done the exercise the responses can be discussed in the class.

### Criteria for Assessment

One mark may be awarded for each correct response

### Feedback

- ✦ A few students may not have a very clear idea of the theme and characteristic qualities of the lead characters but with a little support from and interaction with the teacher they should be able to clarify these concepts.
- ✦ The story mapping exercise can help comprehend the play better.



### Suggested Answers

#### Julius Caesar

arrogant  
 over-confident  
 valiant  
 good orator  
 generous  
 superstitious  
 arrogant

#### Brutus

simple  
 honourable  
 poor judge of character  
 patriotic

#### Antony

loyal friend  
 clever  
 manipulative  
 understanding of mob psychology

#### Cassius

clever  
 good judge of character

#### Julius Caesar

1. ....
2. ....
3. ....
4. ....
5. ....

#### Brutus

1. ....
2. ....
3. ....
4. ....
5. ....

#### Mark Antony

1. ....
2. ....
3. ....
4. ....
5. ....

#### Cassius

1. ....
2. ....
3. ....
4. ....
5. ....

arrogant	loyal friend	over-confident	clever	simple
clever	honourable	valiant	manipulative	good orator
poor judge of character		good judge of character		generous
superstitious		patriotic		arrogant
understanding of mob psychology				

