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

**RACHANA
TRAINEE'S MANUAL**

**9th Standard
SECOND LANGUAGE - ENGLISH**

2013-14



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and



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ಮುನ್ನುಡಿ

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

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

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

ನಿರಂತರ ಮತ್ತು ವ್ಯಾಪಕ ಮೌಲ್ಯಮಾಪನವನ್ನು ಅಳವಡಿಸಿಕೊಳ್ಳುವುದು. ರಚನಾವಾದದ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸುವುದು.

(ಹೆಚ್.ಎಸ್.ರಾಮರಾವ್)

ನಿರ್ದೇಶಕರು

ಸಂಶೋಧನೆ ಮತ್ತು ತರಬೇತಿ

9th Standard
SECOND LANGUAGE - ENGLISH

RACHANA

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

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TIME TABLE

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

SESSION - 1

NCF - 2005 : Position Paper on the Teaching of English

Handout 1.1

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

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

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

Teaching for Construction of Knowledge

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

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

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

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

The Value of Interactions

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

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

NCF 2005: Position Paper on the Teaching of English

◀ Session objectives

To know about the following:

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

I. A global language in a multilingual country

1.1 Why English ?

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

1.2 English teaching situations in India

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

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

Classroom procedures:

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

2. Goals for a language curriculum

A national curriculum can aim for:

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

(i) Along with other Indian languages

(ii) In relation to other subjects

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

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

3. The shape of a curriculum: resources and procedures

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

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

English at the initial level

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

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

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

English at later levels: Higher-order skills

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

Language and critical thinking: reference skills, grammar and rhetoric

- ◀ Writing: authentic tasks.

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

Multilingualism in the English class or school

The regional-language context

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

Language across Curriculum

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

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

Evaluation

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

Activity 3**

Group 1 : Unit 1 & 2

Group 2 : Unit 3 & 4

Group 3 : Unit 5 & 6

Group 4 : Unit 7 & 8

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

SESSION - 2

APPROACHES TO FACILITATE LEARNING A LANGUAGE

Activity 1

Warming up

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

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

My view

.....

.....

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

My view

.....

.....

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

If 'Yes', enumerate those steps

.....

.....

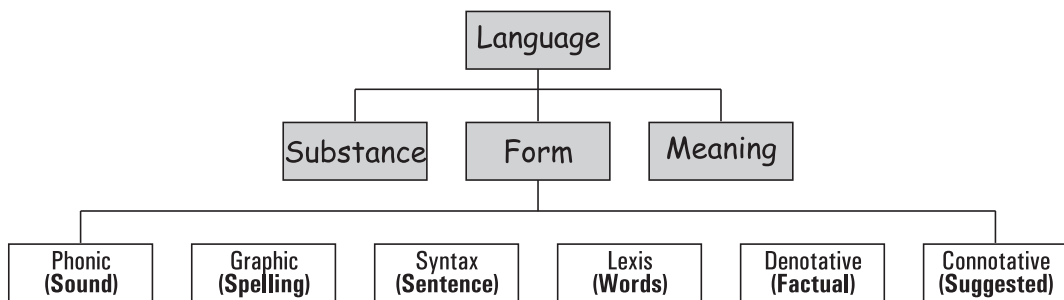
4. How the language is structured, that is grammar, YES NO
 ought to be the focus of any approach to
 learning a lesson.

My view

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

My view

Activity - 2 - Nature of Language



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

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

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

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

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

SESSION - 3

DESIGN OF THE NEW TEXTBOOK

Activity – I Warming up

Some questions are given below. Answer them.

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

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

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

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

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

Input

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

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

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

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

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

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

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

‘Check your Comprehension’ is just to check the global

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

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

e.g. A:-

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

e.g. B:-

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Activity - 2

Try to analyse the new textbook based on the following.

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

Activity – 3

Procedure :

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

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

Activity – 4.

Procedure :

Language Functions	Grammar	LSRW	Vocabulary		

Summing up

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

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

Prose : The Enchanted Pool
Poetry : Upagupta

Approximate Periods Needed :-

Start Date :-

End Date :-

Objectives : The pupil.....

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

Materials to facilitate learning :

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

Unit Schedule

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

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

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

Signature of the teacher

Signature of the Headmaster.

UNIT – II

Prose : The Three Questions

Poetry : Gratefulness

Approximate Periods Needed :-

Start Date :-

End Date :-

Objectives : The pupil.....

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

Materials to facilitate learning :

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

Unit Schedule

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

Work Book

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

Signature of the teacher

Signature of the Headmaster.

UNIT –

Prose :

Poetry :

Approximate Periods Needed :-

Start Date :-

End Date :-

Objectives : The pupil.....

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

Materials to facilitate learning :

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

Unit Schedule

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

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

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

Signature of the teacher

Signature of the Headmaster.

SESSION - 5

Continuous and Comprehensive Evaluation (CCE)

Extracts from NCF -2005

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

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

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

Assessment in the Course of Teaching

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

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

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

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

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

Self-assessment and Feedback

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

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

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

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

Activity 1

Pick and Speak

TOPICS FOR ORAL TEST

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

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

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

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

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

Oral test : Self-assessment

Name :

Date :

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

ORAL TEST : Marks Sheet

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

Grades will be awarded as follows:

18 - 20 points : A+

15 - 17 : A

12 - 14 : B+

09 - 11 : B

06 - 08 : C

Less than 6: D

Activity 2

Writing a profile

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

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

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

Project Work

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

A five-point scale for assessing writing

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

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

Self-assessment

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

SESSION - 6

Reading Comprehension

Activity 1

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

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

Here are four different kinds of reading

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

Using these descriptions, how would you read the following ?

Activity 2 :

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

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

Activity 3 :

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

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

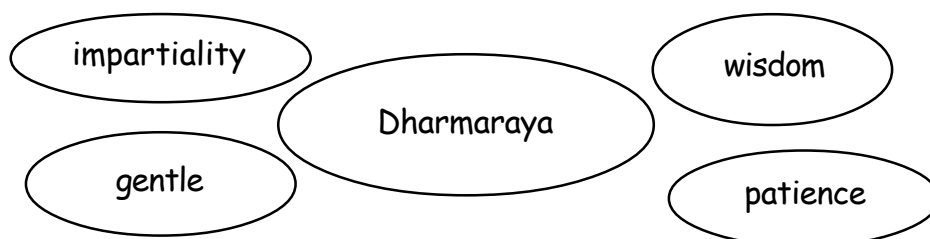
Activity 4

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

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

Activity 5

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



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

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

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

Awarding points for Reading skills For Activity 3

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

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

Self-assessment

Checklist

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

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

Awarding points for reading skill:

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

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

✓ Grades are awarded as follows:

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

Feedback

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

Input

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

Techniques of Reading

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

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

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

Factors influencing the reading process

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

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

SESSION - 7

Writing - 1

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

Activity - 1- Warm up activity

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

- Writing is done for a purpose

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

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

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

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

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

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

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

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

Activity - 2

Identify the text, the purpose, and the language used

Task - 1

Dear Bipin

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

Mom

4.30.pm

Task - 2

Drinking water from this pool is strictly prohibited

Task - 3

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

Task - 4

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

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

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

Task - 5

Yudhistira: Nakula, I'm very thirsty.

Nakula: I too.

Yudhistira: Is there any water pool nearby?

Nakula: Yes. I see one a little distance away

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

Nakula: Sure.

Task - 6

Mangalore
26th Jan 2013

Dear mom,

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

Bye

Chandu

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

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

a.

Office of the Secretary

23rd June 2013

Dear Sir,

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

M.R. Patel
1.50.p.m.

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

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

b.

Algu,

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

Jumman

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

Input

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

Activity - 4

Discuss, assess and give feedback.

a)

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

Siddapura
10 April
6am

Babu

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

John

Feedback by the teacher

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

Self-assessment

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

Checklist for CCE

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

Suggested Tasks

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

Task-1

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

(Refer to the unit 'Justice above Self')

Task - 2

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

Task-3

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

Task-4

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

SESSION - 8

Speak and Communicate

Warm up Activity - 1

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

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

Activity - 2

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

a)

Nandini: Hello. can I speak to Brinda?

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

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

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

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

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

Input

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

Activity - 3

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

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

Teacher Assessment

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

Self-assessment

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

Check list for CCE

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

Suggested tasks

Task 1

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

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

Task-2

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

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

Task-3

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

Task-4

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