

SESSION - 9

Suggested Design of Unit Plan - Classroom Processes

Class – 9

Second Language – English

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

Unit Schedule

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

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

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

					Then, they answer the questions given in the section – understanding the poem. * say which lines/parts they like most and the reason for doing so. * identify the figures of speech/imagery in the poem. * come out with the message/theme of the poem. * recite the poem with proper stress, accent, intonation and rhythm.				X
						Facilitates learners to do the given activities			
						To recite the poem effectively	To help learners to understand the poem	To help learners appreciate the poem	
					Reading	Understanding the poem	Appreciation		
									✓ - Task - Answering questions
									X

Suggested Design of Unit Plan - Classroom Processes

Class – 9

Second Language – English

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

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

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

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

Signature of the Teacher

Signature of the Headmaster

Suggested Design of Unit Plan - Classroom Processes

Class – 9

Second Language – English

and Workbook)

UNIT – III (Prose:

Poetry :

Unit Schedule

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

SESSION - 10

WRITING - 2

Activity - 1

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



- 3 Write a paragraph using the given points

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

- 4 Write a paragraph on the basis of given clues

As a child	A prankster
Parents	Caring
Neighbour	Very courteous

Tick the appropriate box

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

Activity - 2

Task - 1

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

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

Task - 2

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

Input

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

Teacher 's Assessment and feedback

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

Self-assessment

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

Check list for CCE

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

Suggested tasks

Task 1

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

Task 2

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

Task 3

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

Task 4

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

SESSION - 11
VIDEO PRESENTATION

SESSION - 12
LISTENING

Activity I

Warming-up Activity – the Message

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

1. What do we listen outside the classroom ?

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

2. What do we listen inside the classroom ?

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

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

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

4. What effects does listening gap cause in communication ?

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

5. List out the sub-skills of listening.

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

Suggested Activity - 2 - Listen and Draw

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

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

Activity - 3 - Mistake Game

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

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

Activity - 4 - FA Task: Listening

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

FA Procedure:

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

Story for reading

--

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

Awarding points for listening skill:

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

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

Self assessment Sheet

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

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

Teacher Assessment

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

Awarding points for listening skill:

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

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

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

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

Feedback

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

Input

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

Listening Activities

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

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

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

SESSION - 13

SPOKEN ENGLISH

INTRODUCTION:

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

Activity - 1 Warming Up

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

1. Version - A
2. Version - B

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

- a. Listen to the pronunciation of these words

forgive	forgive		
ago	ago		
bearded	bearded		
voice	voice		

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

b. Listen to the way sentences were uttered differently.

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

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

Activity - 2

Listening, repeating and marking accent.

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

Activity - 3 - Word accent

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

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

Input:

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

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

A. Statements are usually said with a falling tone.

Listen to these statements.

e.g.,

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

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

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

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

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

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

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

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

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

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

Activity - 4

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

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

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

SESSION - 14
APPRECIATION OF POETRY

Listen, repeat and enjoy.

UPHILL

by Christina Rossetti

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

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

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

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

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

Now, Read the following poem.

O Captain! My Captain!

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

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

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

– Walt Whitman

Task - 1

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

1. Subject Matter/Content

a. What is the poem about ?

.....
.....

b. What is the main idea ?

.....
.....

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

.....
.....

b. Is there a definite rhyme scheme ?

.....
.....

c. What is the rhyme structure ?

.....
.....

3. Imagery, Poetic expression and message:

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

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

Task - 2

1. Your Personal Response

a. Do you like this poem ? Why ?

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

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

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

Task - 3

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

For example:

i. Historical background to the poem.

ii.

iii.

iv.

SESSION - 15

VOCABULARY

Activity - 1

Warm up Activity:

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

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

A	B
Underlined Words	Not Underlined Words

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

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

Activity - 2

Task - 1

Read the following passage carefully.

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

Classify the underlined words into Content words and Structural words.

CONTENT WORDS	STRUCTURAL WORDS

Task - 2

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

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

Meaning words	Other words (structural)

Activity - 3

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

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

Do as directed.

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

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

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

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

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

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

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

SESSION - 16

EXTENDED ACTIVITIES

Warming up activity:

Study the following situations:

Occasion: Children's Day celebration

Place : Your school auditorium.

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

Mr. is the Chief Guest of the function.

Mrs. is the main speaker of the function.

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

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

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

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

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

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

.....

Unit: 3. My Beginnings

“Preparation of Album of Indian cricketers”

Objectives:

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

Topics:

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

Sources:

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

How to go about:

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

SESSION - 17

LANGUAGE IN USE

Topic: Transformation of Sentences

Warming Up

Activity - 1

Read the following dialogue between Jumman Shaikh and his mother.

Version: - 1

Mother : Dear Jumman Beta (My son)

Jumman : Yes, Ma ?

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

Jumman : What's it, Ma ?

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

Jumman : Why do you say it ?

Mother : Need I say why ? Everything is obvious.

Jumman : So what ?

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

Jumman : Monthly allowance!

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

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

Version: - 2

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

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

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

Input:

A. Sentences can be simple like:

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

Or, they can be combined like:

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

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

B. Also sentences can be : Examples

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

Activity - 2

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

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

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

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

Input:

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

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

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

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

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

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

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

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

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

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

Activity - 4

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

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

Self assessment Sheet

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

SESSION - 18

DESIGN OF THE QUESTION PAPER

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

Class 9 CCE Syllabus Second Language - English Summative Examination Specification

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

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

Summative Assessment - 1

9th Standard

Marks: 90

Second Language - English

Time: 3 Hours.

General Instructions:-

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

SECTION -A

PROSE

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

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

Fill in the blanks. 1 x 1 = 1

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

Choose the appropriate answer: 1 x 1 = 1

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

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

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

Write the appropriate word instead of the underlined words.

1 x 1 = 1

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

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

1/2 x 4 = 2

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

Read the given extracts and answer the questions that follow.

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

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

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

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

POETRY

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

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

Choose the appropriate answer. 1 x 1 = 1

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

Answer the following questions. 2 x 2 = 4

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

Read the given extracts and answer the questions that follow.

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

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

SUPPLEMENTARY READING

Answer the following questions. 2 x 2 = 4

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

VOCABULARY

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

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

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

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

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

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

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

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

a. _____ b. _____

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

a. _____ :to cook in hot boiling oil.

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

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

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

SECTION - B

READING AND REFERENCE SKILL

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

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

Questions:

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

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

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

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

Grasshopper : I was too busy.

Ant : What were you doing?

Grasshopper: I was singing all day.

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

Questions:

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

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

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

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

Questions:

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

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

WRITING

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

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

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

Mom : It's good.

Ambuja: You allow me to go there _____?

Mom : No, I _____

Ambuja: _____ ?

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

Ambuja: _____! How nice of him.

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

Birth : October 27, 1920

Place of birth : In Perumthanam, Travancore, Kerala

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

Qualification : M.A. in Literature

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

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

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

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

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

Hema: Hello. Hema here.

Ragini: Hi. Hema. How are you ?

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

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

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

Ragini: Sure.

Hema: Thanks. Bye.

GRAMMAR

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

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

35. Rewrite as directed: 1 x 5 = 5

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

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

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

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

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

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

verb - would tense - past time - present or future

1. Sunitha is badly injured in an accident.

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

2. When will they come back ?

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

3. She is watching the game.

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

4. They might be here next week.

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

5. The moon shines in the sky.

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

Input :

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

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

(Writing contd.)

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

- * Dictionary Reference - 3 Marks

GRAMMAR-20 MARKS

Questions on context based in put.

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

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

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

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

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