

**ENGLISH**



*Revised*  
**FORMATIVE  
ASSESSMENT**

*Manual for Teachers*

**CLASS IX**

**Language and Literature**



**CENTRAL BOARD OF SECONDARY EDUCATION**

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

# नया आगाज़

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

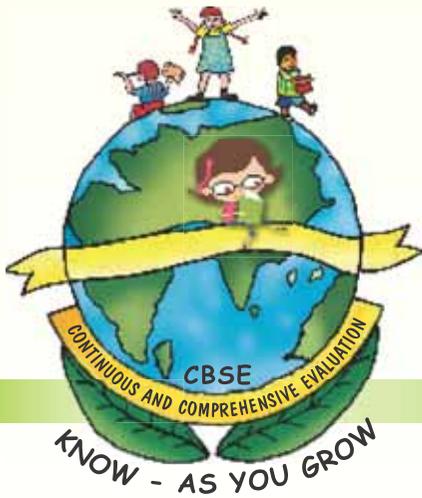
परिवर्तन नियम जीवन का  
नियम अब नया बनेगा  
अब परिणामों के भय से  
नहीं बालक कोई डरेगा

निरंतर योग्यता के निर्णय से  
परिणाम आकलन होगा।

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

निरंतर योग्यता के निर्णय से  
परिणाम आकलन होगा।

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





*Revised*  
**FORMATIVE  
ASSESSMENT**  
*Manual for Teachers*

**ENGLISH COURSE**

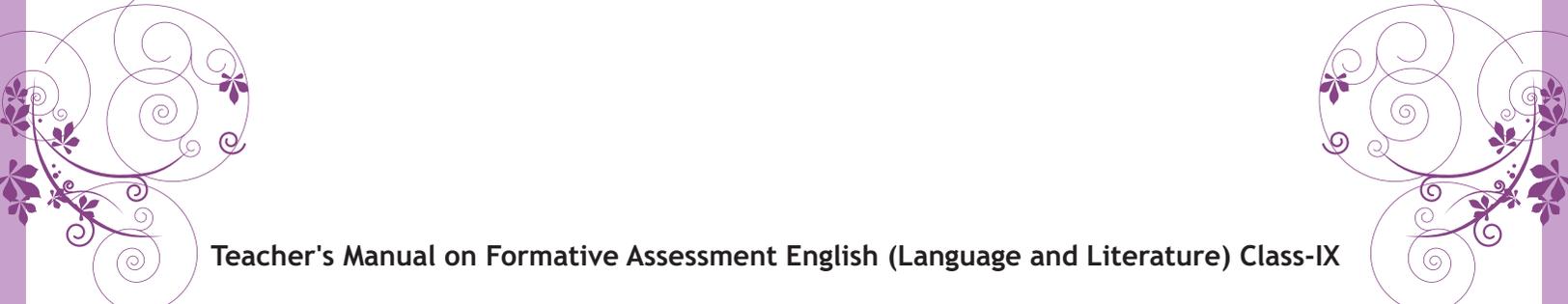
**Language and Literature**

**CLASS IX**



**CENTRAL BOARD OF SECONDARY EDUCATION**

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



**Teacher's Manual on Formative Assessment English (Language and Literature) Class-IX**

**PRICE: ₹ 225/-**

**FIRST EDITION 2010, CBSE, India**

**SECOND EDITION 2016, CBSE, India**

**COPIES:**

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

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

**DESIGN & LAYOUT** : Multi Graphics, 8A/101, W.E.A. Karol Bagh, New Delhi-110005  
Phone: 011-25783846, 47503846

**PRINTED BY** :

# भारत का संविधान

## उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण <sup>1</sup>[ प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य ] बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,  
विचार, अभिव्यक्ति, विश्वास, धर्म  
और उपासना की स्वतंत्रता,  
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए

तथा उन सब में व्यक्ति की गरिमा

और <sup>2</sup>[ राष्ट्र की एकता और अखंडता ]

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद् द्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान ( बयालीसवां संशोधन ) अधिनियम, 1976 की धारा 2 द्वारा ( 3.1.1977 ) से “प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य” के स्थान पर प्रतिस्थापित।
2. संविधान ( बयालीसवां संशोधन ) अधिनियम, 1976 की धारा 2 द्वारा ( 3.1.1977 ) से “राष्ट्र की एकता” के स्थान पर प्रतिस्थापित।

## भाग 4 क

### मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परीक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;
- <sup>1</sup>(ट) यदि माता-पिता या संरक्षक हैं, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान ( छयासीवां संशोधन ) अधिनियम, 2002 की धारा 4 द्वारा ( 12.12.2002 ) से अंतः स्थापित।

# THE CONSTITUTION OF INDIA

## PREAMBLE

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a <sup>1</sup>**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

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

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

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

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

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

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

# THE CONSTITUTION OF INDIA

## Chapter IV A

### FUNDAMENTAL DUTIES

#### ARTICLE 51A

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

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- <sup>1</sup>(k) who is a parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age of six and fourteen years.

1. Ins. by the constitution (Eighty - Sixth Amendment) Act, 2002 S.4 (w.e.f. 12.12.2002)



# Preface

Formative Assessment emphasizes the fact that students are also the decision makers, a perspective all-important, but ignored in our past assessment legacy. Conventional assessment tends to increase the frequency of assessment in order to ensure students' mastery of the perceived standards, while on the other hand assessment for learning focuses on day-to-day development in learning as students scale up the curricular scaffolding, leading up to desirable standards. It tells teachers if and when students are acquiring the fundamentals of knowledge, interpretation and skills. In short, student success does not rest merely on testing more frequently, on what teachers and principals do with the results, or on how efficiently the data is managed, although these things can contribute to student success.

By introducing Continuous and Comprehensive Evaluation (CCE) at the secondary level in all its affiliated schools, CBSE has conveyed the message that assessment must take into account all the aspects of the personality development of the learner and since learning is a continuous process, assessment also has to be continuous. CCE fundamentally shifts the focus from testing to learning by perceiving assessment as an integral part of the overall framework of teaching and learning. It follows from this that when incorporated into classroom practice, assessment tends to lose its individual identity and gets subsumed into the instructional process. Such a conceptualization necessitates a greater thrust on formative assessment. It brings us to the vital need of strengthening formative assessment because our overall aim is to facilitate learning by improving the teaching-learning process on the basis of information gathered from assessment.

There has been a general lack of conceptual clarity with regard to the formative assessment practices among stakeholders as a result of which, many apparently formative assessment tools and procedures have, in effect, been summative in nature, i.e., exercises to gauge, at a particular point in time, student learning relative to content standards. Many teachers find it a challenge to develop effective formative assessment tools; they also experience some difficulties in integrating them with classroom instruction. In order to provide conceptual clarity in this regard and to place some illustrative examples of formative assessment tasks in the hands of the teachers, the Board had published a series of Manuals for classes IX and X in all the major subjects, to help teachers understand and carry out formative assessment in classrooms.

We feel that as we are growing in our understanding and implementation of the CCE in a more effective manner with each passing year, the teaching-learning material provided to the teachers must be looked into again. A comprehensive feedback was taken by the Board from teachers in all the schools affiliated to the Board on Formative Assessment Manuals for Teachers regarding the quality. The observations and suggestions received after the publication of the first edition and the opinion of experts in the field have also been taken into account. All the manuals have undergone a deep scrutiny for errors and nearly every chapter in every manual reflects improvement.

The revised manuals offer new and practical ideas and strategies for formative assessment to guide the teachers in planning effective tasks that may be carried out in their classrooms. The tasks provided are varied and cater to both large and small classes. The actual time taken to complete an activity in the classroom within the stipulated time has also been given considerable attention. The teachers will benefit from the clear explanations and examples that can guide them in developing their own formative assessment tasks. The assessment criteria given at the end of every activity, can be modified by the teacher as per the requirement of her class.

Teachers must use different modes of assessment whenever appropriate, for a comprehensive understanding of student learning in various aspects. Feedback can then be provided to students and teachers to form the basis of



decisions as to what to do to improve learning and teaching. Students therefore partner with their teacher to continuously monitor their current level of attainment in relation to agreed-upon expectations, so that they can set goals for learning and thus play a role in managing their own progress. Students play a special role in communicating evidence of learning to one another, to their teacher, and to their families, and they do so not just after the learning has been completed but all along the journey to success. In short, during the learning, students are inside the assessment process, watching themselves grow, feeling in control of their success, and believing that continued success is within reach if they keep trying.

The varied repertoire of purposeful techniques and activities given in the manual weaves assessment through the process of instruction and learning and I hope that teachers will be able to transform the suggestions and ideas given into practical and purposeful actions that will make teaching and learning more effective in their classrooms. The purpose of the revised manuals is to provide teachers with guidance and requisite techniques to prepare their own materials, thereby adding value to their curriculum transaction.

This revised document has been prepared by teachers and I place on the record appreciation of the Board for their effort. I also appreciate all the academic officers associated with the revision of the manuals.

I sincerely hope that with the availability of rich materials, teachers will be able to integrate assessment with learning in a more effective ways. Suggestions for further improvement of the manuals are always welcome.

**R. K. Chaturvedi, IAS**  
Chairman, CBSE

# Acknowledgements

## ADVISORY PANEL

- Sh. R. K. Chaturvedi, IAS, Chairman, CBSE
- Sh. K. K. Choudhary, Director (ART& I), CBSE
- Smt. Sugandh Sharma, Additional Director, CBSE

## EDITORIAL COMMITTEE

- Ms. P Rajeswary, Education Officer (Academics), CBSE
- Ms. Anjali Chhabra, Asstt. Prof. and Deputy Director, CBSE
- Ms. Mridula Singh, Deputy Director, CBSE

## MATERIAL PRODUCTION & REVIEW COMMITTEE

- Ms. P Rajeswary, Education Officer (Academics), CBSE
- Mr. Nikunja Kishore, PGT, Range School, DRDO, Chandipur
- Ms. S. Savitha, PGT, Atomic Energy Central School No.1, Thane
- Ms. Arti Yadav, PGT, Ram Ratna Vidya Mandir, Keshavrushti, Thane
- Ms. Larissa Lepcha, Additional Director, School Education, HRD, Dept., Gangtok, Sikkim
- Ms. Soumya Gulati, Academic Coordinator, Blue Bells Public School, Gurgaon
- Ms. Gayatri Khanna, ELT Consultant, Dwarka, New Delhi



# Contents

	Page No.
Acknowledgements	
Preface	
School Based Assessment - A Theoretical Perspective	1
Formative Assessment - An Overview	8
How to use this Manual	21
Formative Assessment	26
<b>LANGUAGE SKILLS</b>	27
• Listening	31
• Speaking	54
• Reading	72
• Writing	100
• Grammar	120
<b>BEEHIVE</b>	141
1. The Fun they had <i>by Isaac Asimov</i>	142
2. The Road not Taken <i>by Robert Frost</i>	156
3. The Sound of Music <i>by Deborah Cowley</i>	161
4. Wind <i>by Subramania Bharati</i>	168
4. The Little Girl <i>by Katherine Mansfield</i>	175
5. My Childhood <i>by A.P.J. Abdul Kalam</i>	183
6. No Men are Foreign <i>by James Kirkup</i>	189
7. Rain on the Roof <i>by Coates Kinney</i>	195
8. Packing <i>by Jerome K. Jerome</i>	204
9. The Duck and the Kangaroo <i>by Edward Lear</i>	208
10. On Killing a Tree <i>by Gieve Patel</i>	214
11. A Truly Beautiful Mind	222
12. The Lake Isle of Innisfree <i>by William Butler Yeats</i>	230
13. Reach for the Top <i>by Santosh Yadav, Maria Sharapova</i>	238
14. The Snake Trying <i>by W.W.E. Ross</i>	247
15. The Bond of Love <i>by Kenneth Anderson</i>	253



16.	<i>A Slumber did my Spirit Seal by William Wordsworth</i>	260
17.	<i>The Snake and the Mirror by Vaikom Muhammad Basheer</i>	265
18.	<i>A Legend of the Northland by Phoebe Cary</i>	272
19.	<i>Kathmandu by Vikram Seth</i>	278
20.	<i>If I were You by Douglas James</i>	284

**MOMENTS** 

---

 293

21.	<i>The Lost Child by Mulk Raj Anand</i>	294
22.	<i>The Adventures of Toto by Ruskin Bond</i>	301
23.	<i>Iswaran the Storyteller by R. K. Laxman</i>	307
24.	<i>In the Kingdom of Fools by (ed.) A. K. Ramanujan</i>	314
25.	<i>The Happy Prince by Oscar Wilde</i>	320
26.	<i>Weathering the Storm in Ersama by Harsh Mander</i>	326
27.	<i>The Last Leaf by O. Henry</i>	333
28.	<i>A House is not a Home by Zan Gaudio</i>	339
29.	<i>The Accidental Tourist by Bill Bryson</i>	346
30.	<i>The Beggar by Anton Chekhov</i>	350

**EXTENDED READING TEXTS** 

---

 355

31.	<i>Gulliver's Travels by Jonathan Swift</i>	356
32.	<i>Three Men in a Boat by Jerome K. Jerome</i>	361





# School Based Assessment

## A Theoretical Perspective

*The National Curriculum Framework 2005* emphasizes the practice of assessment as an integral part of the learning process that has the capacity to benefit both the learners as well as the educational system, by giving credible feedback. It also acknowledges that the ongoing assessment procedures and practices cater to a very narrow set of faculties that learners possess. The picture of the learners' abilities provided by such assessment practices is largely incomplete, and their use impedes the further growth of learners.

The vision behind introducing the *Continuous and Comprehensive system of Evaluation (CCE)* was to provide feedback to the learners about their abilities at frequent intervals in order to aid their learning and development. By strengthening and upgrading the design of assessment practices used in schools, the much needed paradigm shift in approach to teaching and learning can be brought about, which would eventually lead us to improvement in the quality of education. With this in mind, the internationally accepted *Modern Assessment Theory and Practice* was introduced as the guiding light in bringing about a shift in how learners need to be assessed in schools throughout the country.

### Modern Assessment Theory in the CCE

The **Modern Assessment Theory** is directly aligned with the spirit of CCE as it situates the learner at the heart of the learning process and enables teachers to practice efficient assessment and management techniques. At the core is the *developmental continuum* that explicates the path of growth for learners for every subject. With the help of authentic and concrete *evidences*, the teachers formulate their *professional judgment* about the learner and draw *interpretations* in order to locate every child on the developmental continuum. The assessment tasks and grading scales must be so designed that they enable the learners to exhibit the appropriate abilities in consonance with the learning objectives. For this to be a reality, learners must be informed of the capacities they are to develop so they can navigate through the developmental continuum with a purpose. Teachers must communicate the learning objectives to the learners in simple and easy to understand language to keep them informed of the path that must be followed to attain levels of mastery over concepts and skills. The backbone of the theory is hence formed by the *framework* that operates as the core of the teaching learning practices, and, the *developmental continuum* that defines the standards of student performance. The theoretical nuances are easily executed in practice when the image of the learner is attempted to be built upon.



## Modern Assessment Theory and Formative Assessments

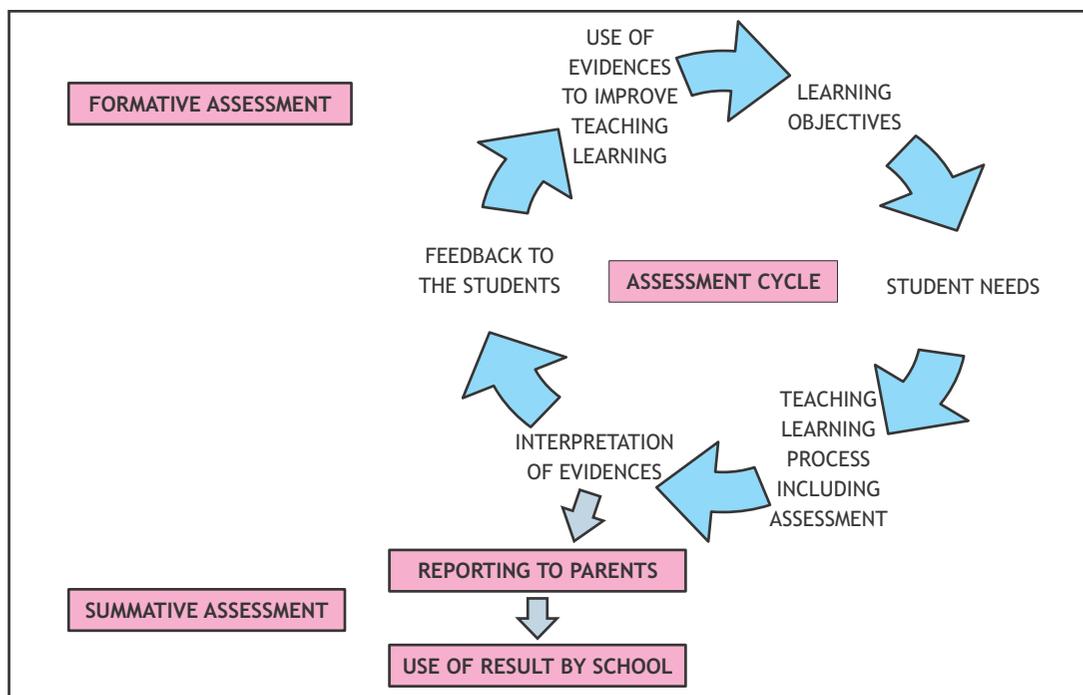
Formative assessment practices provide considerable scope for mapping the learner's academic and non-academic progress along the developmental continuum. The Developmental Continuum can be visualized as a stairway; each step leading the child to higher realms of knowledge, understanding and performance. Each child's performance corresponding to what he or she knows and can do, can be located along the developmental continuum. Through it, the child's progression and development can be comprehensively mapped and can be positioned not in discrete categories- as has been done for a long time in the history of assessment and testing, but in continuity and quick succession, along a continuum that would embody a learner's growth and development during the academic session.

## Understanding Formative and Summative Assessments

The paradigm of school based assessments makes assessment an integral part of the teaching learning process that guides the learning process and stimulates further learning.

The mode in which the assessment is conducted in the classrooms may range from being *unstructured* such as teacher-student, student-students conversations, to a *highly structured* kind such as paper-pencil tests or performance tasks.

For unstructured or slightly structured assessment tasks, students and/or their peers could be the sources of evidence when they share their knowledge during the task. For such tasks self assessment or peer assessment can be undertaken to give feedback to the learners about their standards of achievements.





As evident from the above cycle, any assessment can be used as formative or summative. It depends on the purpose of the assessment and difference in the way of reporting. ***The evidences gathered by the assessments that do not form the base for further learning are not really formative assessments.*** Hence, it must be noted that **if, and only if** teachers incorporate their insights and feedback for the students in further learning processes in the classroom, only then can that assessment be termed a 'formative assessment'. Departing from the above said principle would yet again render an assessment as a 'summative assessment', since it would **not** have contributed in further teaching input by the teacher based on learner performance and would have terminated the learning cycle for the child.

### Linking Assessments to Cognitive Levels of the Learners

Teachers are aware of the learning objectives that the students need to achieve as a result of the teaching learning process. We then proceed to design lesson plans, activities and teaching methods which revolve around the concept of the cognitive levels of learning, of which Bloom's six levels of cognitive learning are the most familiar.

The six levels of Bloom's taxonomy of cognitive learning are:

- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating

While our teaching learning process is based on this taxonomy, assessments also need to be linked to the cognitive levels. For example:

#### Remembering (Multiple Choice)

1. Particles of a liquid-
  - (a) are most ordered
  - (b) move randomly
  - (c) have large intermolecular spaces
  - (d) can slip and slide over each other

#### Applying (Multiple choice)

1. With reference to Hooper, the author says, "*Everything was going for him*". What does it imply?
  - (a) He had everything that a man aspires for
  - (b) People admired him
  - (c) He did what he wanted
  - (d) He was playing games



## Analysis

1. How was Private Quelch's knowledge exposed even further as the Sergeant's classes went on?

## Evaluation and Creation

1. Do you agree with Harold's parents decision of hiding from him the fact that his father was a boxer? Why / Why not?
2. Democracy is seen to be good in principle, but felt, to be not so good in practice. Justify the statement with suitable arguments.

## Guidelines for Writing Multiple Choice Questions

Multiple choice questions are a form of assessment in which the question instructs the respondent to choose one of the responses as the correct answer from a list of alternatives that are provided. Multiple choice questions are being increasingly used by schools as one of the assessment tools for measuring students' learning achievement.

## Advantages of MCQ's

Multiple choice questions provide a level of versatility since they are adaptable for various levels of learning outcomes including simple recall of knowledge, analysis of phenomena, application of principles, interpreting cause and effect relationships, etc. They have a higher validity since more questions can be given to the student and therefore greater coverage of the syllabus can be done. Multiple choice questions have an increased reliability because of the objectivity that is involved in marking; and also facilitate increased efficiency as papers can be easily checked and marked.

## Parts of an MCQ

Multiple choice questions consist of a question or a stem, distractors (or the incorrect options) and the key, i.e., the answer. The stem, in a multiple choice item, can be in the form of a direct question, or in a sentence completion format or in the form of a picture or diagram. For example:

- |  |   |                    |
|--|---|--------------------|
| Q1. A tin foil of length $a$ and breadth $b$ is rolled to make a cylinder. | } | <i>STEM</i>        |
| What will be the volume of the cylinder?                                   |   |                    |
| a) $ab^2/4\pi$   | } | <i>DISTRACTORS</i> |
| b) $4\pi a^2b$   |   |                    |
| c) $\pi a^2b^2$  |   |                    |
| d) $a^2b/4\pi$   |   |                    |
|  |   | <i>KEY - D</i>     |



There are several guidelines for effectively developing **good quality multiple-choice questions**:

The question should be aligned with the learning objective.

A multiple choice question should focus on an important concept.

It may cover more than one concept when a higher cognitive level has to be tested.

The language should be simple, clear and unambiguous.

Answer options should be plausible and similar in context, ideas and focus.

Ensure that answer options do not overlap with each other.

- ◆ Use "all of the above" and "none of the above" sparingly.
- ◆ The stem and answer options should be framed in positive terms.
- ◆ The answer options should not have opposites.

### Modern Assessment Theory and Performance Standards

In the Modern Assessment Theory, marks and grades are NOT the determining factors to assess the learners. It is descriptive standards that aid in positioning a child along the developmental continuum and define the achievement standards for every learner. It must be borne in mind that a student is not compared with a group, but is assessed through descriptors which are both extensive and intensive in nature; those which support the image that is constructed of a child. While building the image of any student, teachers need to be extremely reflective with regard to the factors that reinforce the formed image. Teachers need to persistently collect evidences and thereafter locate the student along the developmental continuum. It must be noted that an image once formed is NOT the final image. Since learning is a process, thereby the image formation is a process too! At no point must a teacher stop adding the evidences that consistently support and build the image of the student.

In modern assessment, we refer the student's performance to predetermined standards. 'Curriculum Standards' are the knowledge, skills, and understanding expected to be gained by the student as a result of studying a course, while 'Performance Standards' are defined as how well the student has achieved the curriculum or content standard. The higher the level of the performance standard, the further the learner is along the developmental continuum.

Depending on the purpose of assessment and the learning objectives, a range of assessment methods, not just MCQ's, should be used to generate a reliable and valid estimate of the students learning. For eg., forms such as short answer questions, essay questions (used affectively to assess higher order cognitive skills), performance assessments (used for role play, recitation, conducting a science experiment etc.), etc., can be used to extract knowledge about the learners' mastery over knowledge and skills.



## Rubrics and Modern Assessment Theory

Teachers need to develop marking rubrics which are aligned to the performance standards. Only then can marks actually have meaning. The rubrics are a guide for teachers to locate the student along the developmental continuum. Only then would higher marks reflect higher cognitive skills.

Students and parents should be made aware of the marking criteria, because only then, can they actually see why the response was worth the marks it earned. They can also see what level the student has to climb to, in order to get extra marks. In this way, the learner too can share the responsibility of his growth and improvement.

An example of **marking rubrics created for assessment** tasks for Physics is provided below:

### Learning Outcomes:

Students should be able to use appropriate terminology and reporting styles to communicate information and understanding in Physics.

Students should be able to assess the impacts of applications of Physics on society and environment.

### Assessment task- essay item

Discuss the effects of the development of **electrical generators** on society and environment. (6 marks)

Criteria	Marks
Demonstrates a thorough understanding of the effects of generators on society and the environment by discussing a positive and a negative aspect of at least one societal effect and at least one environmental effect.	5–6
Either Provides at least one positive impact on both society and the environment, indicating a thorough understanding of the issues. or Provides at least one negative impact on both society and the environment, indicating a thorough understanding of the issues. or Provides positive and negative aspects of at least one societal effect and at least one environmental effect, indicating a sound understanding of the issues.	3–4



States one impact each on societal issue and environmental issues.  or  Indicates a sound understanding of a societal issue.  or  Indicates a sound understanding of an environmental issue.	2
States either one aspect of a societal issue or one aspect of an environmental issue.	1

**While making a professional judgment on how many marks to allot, only two factors should be kept in mind:**

- 1) Performance of the student
- 2) Criteria listed in the marking rubric

By making the rubrics transparent and the criteria explicit, any subjectivity or bias is eliminated. Well developed marking rubrics can be used to not only provide valuable feedback to the teacher, but also to make students aware about what it is that they have to do to improve or move along the developmental continuum.

### Realizing the Potential of Assessment

The world over, school boards, universities, international testing agencies, question-writing companies, etc. follow the basic principles of the Modern Assessment Theory. Essentially, the aim of the Modern Assessment Theory is to enable the learners to develop knowledge about their own progress so they channelize their efforts towards becoming proficient in every domain of learning. Teachers on their part are indispensable constructors of a truly educated child, and the theory presents the teacher with concepts that have a strong psychological base, and tools that are structurally sound and in consonance with the curriculum that is executed in schools. School-based assessment needs to engage in assessment practices that are directed towards benefitting the learner, instead of just 'marking' the level of achievement. The Ministry of Human Resources and Development's initiative towards the same is the CCE, which needs to be backed up with tools and techniques that are in congruence with its vision.



# Formative Assessment

## An Overview

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

### What is Formative Assessment?

Formative assessment is defined as *"information communicated to the learner that is intended to modify his or her thinking or behaviour for the purpose of improving learning"* (Shute, 2008, pg. 154). It is part of a feedback process in which a learner is able to evaluate his/her response in light of the information received, and make adjustments. It can be used to:

- (a) identify gaps in knowledge.
- (b) help novice learners to identify important information.
- (c) correct procedural errors or misconceptions.

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

*'... provides feedback which leads to students recognizing the (learning) gap and closing it ... it is forward looking ...'* (Harlen, 1998)

*'... includes both feedback and self-monitoring.'* (Sadler, 1989)

*'... is used essentially to get a feed back into the teaching and learning process.'* (Tunstall and Gipps, 1996)

### Formative Assessment is characterized thus:

is diagnostic and remedial

provides for effective feedback

provides a platform for the active involvement of students in their own learning

enables teachers to adjust teaching, taking into account the results of assessment



recognizes the profound influence assessment has on the motivation and self-esteem of students both of which are crucial influences on learning

recognizes the need for students to be able to assess themselves and understand how to improve

builds on students' prior knowledge and experience in designing what is taught

incorporates varied learning styles to decide how and what to teach

encourages students to understand the criteria that will be used to judge their work

offers an opportunity to students to improve their work after they receive the feedback

helps students to support their peer group and vice-versa

### Why Provide Formative Assessment?

*"...Formative assessment is critically important for student learning. Without informative feedback on what they do, students will have relatively little by which to chart their development."* (source: Yorke 2003)

Enhances motivation to learn

Helps students identify gaps in knowledge

Fosters self-study

Clarifies desired outcomes

Diagnoses specific misunderstandings

In summary, formative assessment allows students to make adjustment to what and how they are learning. Feedback can also be used to make immediate adjustments to what and how they are taught.

Comprehensive evaluation would necessitate the use of a variety of tools and techniques. This will be so because both different and specific areas of learner's growth can be evaluated through certain special techniques.

#### Formative Assessment

is part of the learning process.

improves learning.

enhances intrinsic student motivation.

improves teaching.



## Formative Assessment is feedback!

*'Learning without feedback is like learning archery in a darkened room'* Cross, 1998

1. Clarifies what good performance is
2. Facilitates self-assessment (reflection) in learning
3. Delivers high quality information to students about their learning
4. Encourages teacher and peer dialogue about learning
5. Encourages positive motivational beliefs and self-esteem
6. Provides opportunities to close the gap between current and desired performance
7. Provides information to teachers to improve teaching

### Formative Assessment Scheme

Focus on Formative Assessment



Share the learning outcomes  
and assessment expectations with students



Use clearly defined criteria



Use examples and exemplars



Give specific feedback  
(which will help)



Incorporate Students' Self Assessment



Students keep a record of their progress



Teachers keep records of students' progress



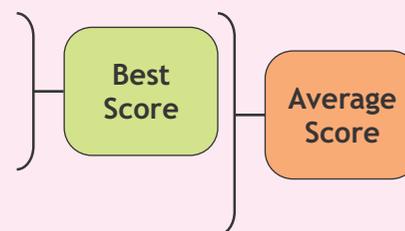
### Specific Recommendations for Formative Assessment:

In order to fulfill the objectives of Formative Assessment and to enable students to improve performance, teachers need to use a variety of assessment tools during the course of their teaching. It is mandatory that the teachers use at least three to four assessment tools during each term. Teachers may use one written assessment, and two activities (one group and one individual) in one formative assessment. The home work and class assignments will not be counted towards arriving at grades. In order to promote cooperative learning, one out of the two activities should be a group activity. The teachers should assign one group project during each term to their students which may be multi-disciplinary.

#### Components of a Formative Assessment

Each formative assessment can include:

1. **One individual activity**  
(worksheet, debate etc.)
2. **One group activity** (projects, role plays,  
group discussion, surveys etc.)
3. **Written assessment**



Activities to include to one group activity per assessment quiz, debate, projects, theatre etc.

One Multi-disciplinary/inter-disciplinary group project to be assigned to students during each term.

For assessment purposes the best score of one individual activity and one group activity to be taken.

The final FA to be calculated as the average of the best score (one individual activity or a group activity) and the score of the written assessment

Formative assessment can be carried through using multiple modes of assessment such as assignments, quizzes, debates, group discussions, projects etc. It must be clearly communicated to all teachers handling various subjects that projects and assignments must be done as group activities within the class and school time only. Each subject must have only one paper pencil test under formative assessment. The other modes of assessment must be a part of classroom interactive activities.

List of suggestive activities for different subjects. This list is not exhaustive but give an idea of the possible variety.



### Languages

Oral and listening - these could be listening comprehension, prepared speech, conversation or dialogue

Written assignments - short and long answer questions, creative writing, reports, newspaper articles, diary entries, poetry etc.

Speeches - debates, oratory, recitation, extempore etc.

Research projects - information gathering, deductive reasoning

Analysis and synthesis and a presentation using a variety of forms including the use of Information and Communication Technology (ICT)

Pair work/group work

Peer assessment

It is suggested in languages at least a few assessments should be used for assessing conversation skills.

### Mathematics

Problem solving, Multiple choice questions (MCQs)

Data handling and analysis

Investigative projects

Math Lab activities

Models, including origami etc.

Research projects and presentations

Group projects

Peer assessment

Presentations including the use of Information and Communication Technology (ICT)

It is suggested for Mathematics that at least a few Formative Assessment tasks should be based on the Mathematics Lab Activities .

### Sciences

Written assignments, Multiple Choice Questions (MCQs)

Experimental work which may involve one or more of setting experiments, making observations, handling data, making deductions, working safely etc.

Planning or designing experiments to collect data or to investigate properties, laws, phenomena etc.



Research work which could be investigative or information gathering and deducing

Group work - research or experimental

Contextual research projects

Peer assessment

Presentations including the use of Information and Communication Technology (ICT)

Science quizzes

Seminar

Symposium

Field trips

Class responses

Model making

It is suggested for Science, at least some formative assessments should be based on experiments and hands-on activities.

### Social Sciences

Written assignments- short and long answers

Commentaries

Source-based analysis

Projects-investigative, informative, deductive and analytical

Research

Group work - projects and presentations

Models and charts

Presentations including the use of Information and Communication Technology (ICT)

Using authentic sources and primary texts

Open-book tests

Secondary sources

Comparison and contrast

It is suggested in Social Sciences that at least some assessment should be based on projects which are done in groups as in-class activities under the direct supervision of the teacher.



*A system of education and examination that teaches members of disadvantaged group the requisite problem-solving and analytical skills needed by the job market is vital. Memorizing and regurgitating textbooks is not a skill needed by the job market. An exam system that encourages this type of 'learning' snuffs out creativity. To teach skills and create excellence, is the way- perhaps the only sustainable way - toward real equity'.*

Examination Reform; NCF 2005- NCERT

### Myths about Formative Assessment

**1. "Formative assessment doesn't count."**

It can! While formative assessment doesn't *have* to be graded, teachers have the option to include formative assessment as a part of the grade, which students accumulate toward their final grade in a unit or course.

**2. "Formative assessment has no impact on student learning or achievement."**

It does! Studies show that strengthening formative assessment produces significant learning gains. As well, formative assessment can enhance lifelong learning skills by helping students to self-regulate their learning. (*Black and William, 1998; Nicol and McFarlane-Dick, 2006*)

**3. "Formative Assessment takes up more of teaching time and effort"**

It doesn't have to! Formative assessment techniques are often just good teaching techniques. For example, included are: preparing planned question and answer sessions, gauging student responses through a set of indicators, or providing online modules and self-study quizzes linked to in-class sessions.

**4. "Formative Assessment = Multiple Choice Tests"**

Indeed, MCQ items can form the bases for formative assessment. However, providing students with the opportunity to self-correct and self-study is an important element of formative assessment. So "taking up the test" is as essential as participating in the test.

**5. "Students won't 'buy into' formative assessment."**

Motivation to learn actually increases when students see the gap between what they thought they knew and what they actually know. Therefore, feedback from formative testing can improve learning (providing the testing is not too frequent). (*Iverson et al, 1994, Bangert-Downes et al, 1991 in Rushton, 2005*).

**6. "More the Formative Assessment, better is the learning"**

Just a few formative assessments with the correct tools and techniques will help the child to improve his / her performance.



7. "Every formative assessment needs to be documented and recorded"

It is not essential, formative assessment may only be for helping the students improve.

**Why use different methods?**

1. Learning in different subject areas and aspects of development is to be assessed.
2. Learners may respond better to one method as compared to another.
3. Each method contributes in its own way to teacher's understanding of learner's learning.

In order to help students improve their performance levels, the schools shall diagnose their learning difficulties through formative tests right from the beginning of the academic year and bring it to the notice of parents at appropriate intervals of time. They will recommend suitable remedial steps to enhance their learning capability. Similarly, gifted children should be provided with further reinforcements by giving them additional assignments, enrichment material and mentoring. Due provision should be made in the class timetable for mentoring and to address different kinds of learners. Teachers also need to incorporate strategies for dealing with differently abled students in their class.

The formative assessment should normally be made on recorded evidences based on **anecdotal records** to be maintained by the class teacher or the subject teacher.

It is advisable to communicate levels of attainment to the students and parents during the course of the academic year, so that with their cooperation remedial measures are taken in time for enhancing the performance of the students. **The overall assessment should be followed by descriptive remarks from the class teacher about the positive and significant achievements, avoiding negative assessment even by implication.**

**It implies:**

1. sharing learning goals with students
2. involving students in self assessment
3. providing feedback which leads to students recognising weakness and taking corrective/remedial steps
4. being confident that every student can improve



## What is Formative Assessment?

### Sample Task:

**Subject:** Social Science

**Class:** VIII

**Topic:** Women, Caste and Reform

**Task:** Dramatization

### Time Required:

Discussion and script writing: 2 periods;

Presentation: 1 period

### Procedure:

1. Students are divided into groups. They discuss and prepare a short skit on any of the social ills prevalent in the Indian society at different periods of time.
2. The social ills may include sati, child marriage, female infanticide, denial of education to women and gender disparity.
3. Each group prepares a small skit and performs it. Each student is then asked to speak some dialogue.
4. After the presentation, students engage in discussion.

**Learning Outcomes:** The students will be able to

gain an insight into the social evils prevalent in India at different periods of time.

reflect on social evils and verbalize their feelings.

### Skills:

To develop in the students the ability to

write scripts

deliver dialogues

act

work in teams





However, if a short quiz or test is conducted on the topic when the lesson is in progress to **ascertain the learning gaps for the purpose of providing further help to learners**, it will be formative in nature.

So, by and large the way in which a tool is used, i.e. for enhancing learning or for ascertaining and measuring the extent of learning, decides whether it is for formative or summative purpose.

### What is NOT Formative Assessment?

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

#### Case Study

Students of Class IX are given the following project in Science:

#### Project on Communicable Diseases

Collect information about communicable diseases by referring to books and journals and surfing the internet.

Present the information in a folder with illustrations, pictures and photographs.

The folders should be submitted for evaluation within 15 days.

The folders will be evaluated on the following criteria:

Content, neatness of presentation and illustration

Students complete the task individually and submit the folders by the deadline. The teacher grades the work of the students as per the assessment criteria.

#### Questions:

Is it a good formative task?

How are the students helped by the teacher and peer groups in doing the task?

What are the objectives of the project?

- To assess the student's ability to collect information and present it?

or

- To enable the students to deepen their learning?



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

The teacher should discuss the project with the learners.

They explore ways in which information could be gathered, understood and adapted.

Provide scope for group work so that learners study the topic collaboratively and help and support each other.

The teacher should monitor the entire process at regular intervals, giving feedback for correction, modification and refinement.

Besides submitting a folder, the learners are also required to make a presentation to the class or take a *viva voce*.

Assessment is done by involving the learners in peer assessment.

The information gathered by the teacher and the learners is used to improve and further the teaching-learning process.

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

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

Ensure that the learners do the task in the school itself under the direct supervision of the teacher.

Discuss the project with the learners and monitor their progress at every stage.

Involve them in the assessment process through self and peer assessment.

Give descriptive feedback as an instructional strategy to move students forward in their learning.

Help students link their classroom learning with the task and their experience.

Follow it up with activities like revisiting some of the concepts, explanations etc.

### What does the Manual contain?

After the introduction of CCE in schools affiliated to CBSE in class IX during 2009-10, the Board found it necessary to provide a holistic picture of CCE to all the stakeholders, particularly the teachers. Hence, a Teacher's Manual on Continuous and Comprehensive Evaluation for Classes IX and X were brought out.



Apart from giving detailed information about the scheme of CCE, fundamentals of assessment of co-scholastic and scholastic areas, dimensions of school-based assessment and tools and techniques of evaluation for formative and summative purposes have also been included in the manual.

As a sequel to this publication, the Board decided to bring out a series of manuals to provide exemplar and illustrative materials on Formative Assessment in Languages, Mathematics, Science and Social Science for classes IX and X. The board has received comments and suggestions on the FA manuals from the stakeholders since their publication and hence decided to revise them. A comprehensive feedback on each and every activity/task was collected from the teachers of the schools affiliated to the Board and this revised edition is a result of that feedback.

We aim to strengthen the formative assessment and provide the teachers, detailed guidelines and support material for formative assessment through the manuals.

### Objectives of the Manual on Formative Assessment

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



## How is the Manual used?

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

### a) Planning

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

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

### b) Classroom Strategies

Since the tasks are to be integrated with classroom instruction, teachers have to embed them in their lesson plans. Task specification as given in the manual may be used by teachers in the following manner:

#### Learning Outcomes:

Identifying the learning outcomes for each task helps teachers and learners in developing a focus. They are also meant to be kept in mind at the time of assessment.

#### Procedure:

A task may need some preparations on the part of the teacher. These are included under



'Procedure'. The different steps to be followed, precautions to be taken and suggestions for collecting information are also provided under this heading.

### Assessment Criteria

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

### Feedback/Follow up

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

### Challenges

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

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

With the help of proper planning, these challenges could be overcome.

### Suggestions:

#### Large Class Size

Choose tasks that involve group work and pair work.

Tasks that require written answers from the learners could be peer assessed.

Answers to MCQs and other objective type questions could be marked by students themselves by exchanging their work sheets as the teacher calls out the answers.

All the students in a class need not be assessed in one period. It means that the tasks may be distributed among groups of students so that the teacher is able to assess them in different



periods. The implication is that in large classrooms all the students need not be assessed in all the tasks/activities. By planning the tasks/activities carefully, all the skills can however be covered by rotating them among groups of students.

It follows from this that all the students need not be involved in the same task at a time. In order to cater to multiple intelligence, teachers could adopt a flexible approach with regard to assigning tasks to students. For instance, students good at written work may be given tasks different from those good at practical work.

While framing the time table, some double periods could be provided in each subject. Tasks involving debates, presentations, group discussions, dramatization, role plays etc could be conducted during the double periods.

### Time Management

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

#### Some other suggestions are:

Proper planning will result in efficient time management.

Complete the preparations for each task well before the class begins so that there is no wastage of time.

Use self and peer assessment strategically.

Train learners in the initial part of the term to collaborate with each other and the teacher. Over a period of time, they will be able to maintain efficiency and a brisk pace.

It is essential that the scoring sheet with names of students is prepared at the beginning of the academic session as per the annual plan. Columns for FA 1, FA 2, FA 3 and FA 4 may be provided along with details of the tasks selected for each assessment and the maximum marks so that recording of scores does not take too much time.

Train the students in maintaining their portfolios. A folder may be maintained for every subject in which the best written products could be filed by each student. When students are helped to take responsibility for record keeping, it will ease some burden on the teachers besides leading to better time management.



### Logistics

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

#### Suggestions:

Only elaborate worksheets and those with diagrams and pictures need to be photocopied.

Whenever possible, the worksheet may be put up on the blackboard.

If technology is accessible, worksheets could be projected with the help of an LCD projector.

MCQ's and objective type questions could be read out and students may be instructed to write only the answers on a sheet of paper.

Instructions for pair work, group work and whole class work could be read out once or twice.

Share with the Principal and school administration the requirement of photocopies in advance so that the school makes adequate arrangements.

Always use both sides of the sheet of paper for photocopying. It may mean that more than one task is photocopied on a single sheet. After the students complete one task the sheets may be collected and redistributed for the next task.

Whenever possible, worksheets could be shared by two or more students.

Train the students to observe economy in the use of paper / worksheet.

### Strategy to assess group/pair tasks

Initially teachers may find it a little difficult to assess group/ pair tasks because the product is usually from more than one student.

Some suggestions to help the teachers in this regard:

Whenever possible group and pair tasks could be broken down into smaller areas and each member of the group could be assigned an area.

Where the above is not feasible, the contribution of each student to the group work has to be observed and monitored.

Usually after group discussion a presentation is to be made by each group. Care may be taken to rotate the presentation among all the students so that over a period of time all are given an opportunity to present the group's views.

Group tasks may be assessed for the entire group/pair. It means that members of each group may get the same mark/grade. However, in pair tasks, it is easier to assess the performance individually.



Since formative assessment is informal, group tasks may be assessed on broad parameters such as participation, contribution and effectiveness of each member of the group.

It is necessary that the teacher monitors group tasks properly to ensure that every student is participating and no student dominates.

This document emphasises teacher-preparedness, planning and co-ordination. It is suggested that at the time of preparing an annual plan, the Principal interacts with each subject committee and helps the teachers prepare a plan of action, ensuring that assessment is integrated with the teaching-learning process.

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

Content/topic/lesson.

Concepts/skills.

Instructional objectives.

Levels - entry, process, integration, exit.

Tools of assessment with specific questions.

Remediation.

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



## Formative Assessment

### Important Notes:

It is recommended that teachers choose the formative tasks and number of tasks per unit or chapter judiciously so as to cover a variety of skills and learning objectives.

It is not necessary that all the tasks suggested for each chapter/unit be conducted in class and nor is it necessary for all tasks/activities to be assessed or marked. However, students should be aware of the activities/tasks which will be considered for assessment.

Activities should be built into the teaching-learning process and be a seamless part of the classroom process.

The Formative Assessments should be based on both the Literature Reader and Language skills (MCB/ Workbook).

The Formative tasks should take into account the four skills-listening, speaking, reading and writing.

The marks for each task may be decided by the teachers; however, the weightage for each formative assessment should be calculated for 10%.

All activities related to formative assessment such as language games, quizzes, projects, role plays, script writing etc. must be done as 'in class' and 'in school' activities, supervised by the teacher.

Formative assessment of grammar may also be carried out in an integrated manner, along with the skills of reading, writing, speaking and listening.

### The Portfolio can include:

**Photographs:** Provide an insight into the child's emotional, social and psychological aspects of development.

**Paintings and other examples of artistic endeavour:** Provide evidence of a learner's abilities, thoughts and attitudes.

**Audio-visual Recordings:** Specific situation or over a time span to cover important processes and aspects that can be recorded and analysed later.

**Self-assessment Sheets:** Portfolio to provide evidence of the learner's self-evaluation.

**Peer assessment Sheets:** Excellent for assessing team and group based activities, social projects and peer-related behaviour can be incorporated into the learner's portfolio, to provide evidence of the learner's Life skills.

**Parent assessment Sheets:** Can be incorporated into the learner's Portfolio to provide evidence of evaluation done by the parent.

For more information on, portfolio, please refer to the CCE Manual.



# *Language Skills*



## LANGUAGE SKILLS

Learning outcomes are the statements that describe the essential and significant learning that a student would have demonstrated at the end of the course. The learning outcomes of all the skills of a language are as given below:

### 1. Listening

The students will be able to:

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

### 2. Speaking

The students will be able to:

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



## Language SKILLS

### 3. Reading

The students will be able to:

- read a variety of print texts including drama, poetry, fiction and non-fiction
- seek meaning in reading using a variety of strategies such as prior knowledge, inferring, predicting and confirming
- read silently at varying speeds, depending on the purpose of reading
- become accomplished and active readers who appreciate ambiguity and complexity
- articulate their own interpretations with an awareness and curiosity for other perspectives
- read fluently and view the given text for information and enjoyment
- respond critically to the aesthetic, cultural and emotional values in texts
- ask questions and make predictions
- skim the reading text to identify main ideas by reading titles, introductions and topic sentences
- scan texts for specific supporting details
- identify rhetorical devices, figures of speech and explain them
- infer meaning of the ideas presented and of difficult /unfamiliar vocabulary from the context by using word attack skills
- summarize main and supporting ideas in the form of notes/points and make connections between them
- recognize the socio-political and cultural background of texts
- deduce the meaning of graphic texts
- evaluate ideas and information

### 4. Writing

The students will be able to:

- write different kinds of factual and imaginative texts for a wide range of purposes
- demonstrate planning skills for writing for a specific purpose, audience and context



write in the appropriate style and format

locate, access, select, organize and integrate relevant data from various sources

interpret information presented in any form and transcribe it into written form

develop coherent ideas and organize them into main and supporting ideas

use a variety of sentence types and sentences of different lengths and structures appropriately

present the written output coherently using a suitable introduction, logical progression and conclusion

reflect on, analyse and evaluate own work and check it for spelling, stylistic or content -related errors

prepare a final draft by proof-reading and editing

present the final product in an appropriate style, free of grammatical and syntactical errors



## LISTENING

The Listening comprehension section tests the candidate's ability to listen for basic interpersonal, instructional and academic purposes. A number of sub-skills need to be developed in the every day classroom transaction. Given below are some of the sub-skills of listening which need to be assessed in the formative and summative assessments:

- i. Listening for specific information
- ii. Listening for general understanding
- iii. Predictive listening
- iv. Inferential listening
- v. Listening for pleasure
- vi. Intensive listening
- vii. Evaluative listening

### The Role of Examiner

It is extremely important to keep in mind the factors listed below as they can significantly influence the expected outcome of the listening test assessment.

Therefore, due care and attention must be given to each of the following:

Size of the room

Seating arrangements

Acoustics of the room

Equipment used

Quality of the recording of the listening input

Quality of the oral rendering of the Listening Input (in case it is to be read aloud by the Examiner), in terms of volume, clarity, enunciation, intonation, pace etc.

**The teacher/examiner keeps the following points in mind while planning assessment for listening**

- 1 Select the time and date of the assessment
- 2 Plan the seating arrangements in advance
- 3 Decide exactly as to how much time is to be reserved for instructions or any possible interaction regarding clarifications etc., and for the actual test



- 4 Make the announcement giving 'General Instructions' directed at the student before the recording is played/before the reading of the text.
- 5 Adhere strictly to the time specified for each of the three phases of the test (pre-listening, while-listening and post-listening).
- 6 The general instruction given below should be followed while conducting the test.

### The Listening Assessment

The listening test comprises of a variety of tasks. The tasks are graded according to the length of the task and the difficulty level. Schools may prepare sample tasks/activities and reorganize them in two parts-transcripts and the marking scheme for the interlocutor or the assessor and the worksheets for the students on which students will write answers.

#### General instructions to students may be announced thus:

The teacher/assessor may give the following general instruction to students:

1. You are not allowed to ask questions or interrupt the assessor at any point.
2. You are being tested on your listening skills.
3. You will hear a set of recordings of the Listening Input or listen to a reading of the listening input.
4. Each of the recording will be played twice. In case there is an oral rendering of the listening input, it shall take place twice.
5. You are required to answer a set of questions based on each of the listening inputs.
6. The test consists of **4 sections**. You are required to attempt **all 4** sections of the test.
7. Familiarize yourself with the questions on the worksheet. It will help you to answer them later on.
8. After you have listened to the input, you will be given specified minutes to answer the questions on your worksheet.
9. You may answer the questions on your worksheet while listening.
10. Do not interact/comment until you have moved out of the examination room.

### Assessment of Listening

The marking key is prepared before the test is administered. It takes about a period of 30-35 minutes to conduct a listening test. At the end of the test, the answer scripts are collected and marked. It is objective type of marking. Hence, it is suggested that scripts are marked on the same day.



## Listening Activities for Formative Assessment

### Learning Outcomes:

The students will be able to

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

### Procedure:

1. The teacher selects an activity from the collection given.
2. The corresponding worksheet for the selected passage is photocopied in accordance with the class strength.
3. On the day of the listening activity, the teacher first informs students about what they are going to listen to e.g. she may say "Today you are going to listen to a passage about Mob Fury. As you listen to the passage, complete the following sentences by ticking the correct option".
4. Thereafter, she distributes the worksheets to the students.
5. The teacher reads the passage/play the recorded tape/audio in the class.
6. She then reads out or plays it again.
7. Students are instructed to complete the worksheet while listening to the passage.
8. If required, the passage is read/played by the teacher again.
9. Once the students complete the worksheet, the teacher assesses their work or self/peer assessment is done.

### Feedback:

If some students are not able to complete the worksheet, find out the reason.

In case listening is a problem, then give them a separate practice - first at slow speed and then gradually increasing the speed.

In case comprehension is a problem, then give them to a variety of tasks with varied vocabulary.



## LISTENING ACTIVITY 1

Listen to a passage about mob fury. As you listen, complete the worksheet by choosing the correct options.

**Mob Fury**

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

They found the workshop without its owner M. Thimonier had escaped by the back door. Now the fury of the demonstrators turned against the machines that were standing in the shop, ready to be delivered to buyers. They were systematically broken up and destroyed- dozens of them. Only when the last wheel and the spindle had been trampled under the foot did the infuriated crowd recover their senses.

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

**WORKSHEET**

Based on your listening, complete the following sentences by choosing the correct option.

1. The passage throws light on \_\_\_\_\_.
  - a) why inventions should be avoided altogether
  - b) how a well-meant invention can be misunderstood
  - c) how dangerous an invention can prove to be
2. The crowd was protesting against \_\_\_\_\_.
  - a) the closing of the workshops
  - b) the misdoings of Thimonier
  - c) the newly invented sewing machine
3. The aim of the crowd was to \_\_\_\_\_.
  - a) kill Thimonier



- b) drive Thimonier away
  - c) bring discredit to Thimonier
4. The people thought that \_\_\_\_\_.
- a) Thimonier's sewing machine was exciting
  - b) Thimonier was mad
  - c) Thimonier was depriving them of their livelihood
5. Shutters were being closed hastily because the shopkeepers\_\_\_\_\_.
- a) wanted to join the mob attacking Thimonier
  - b) wanted to attack the crowd
  - c) were scared that their shops would be destroyed

**ANSWERS:**

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

**LISTENING ACTIVITY - 2**

Listen to a passage about parachute jumping. As you listen, complete the worksheet as directed.

**Parachute Jumping**

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



### WORKSHEET

Complete the following tasks as directed.

1. Skill is more important than a cool head in parachute jumping. (True/ False)
2. After leaving the plane, you must remember to \_\_\_\_\_.  
(Tick the correct option)
  - a) pull the ripcord as soon as you leave the plane
  - b) wait till you've counted till three before pulling the ripcord
  - c) descend slowly without opening the parachute
3. The parachute moves in a rapid pendulum motion if \_\_\_\_\_.  
(Tick the correct option)
  - a) the air in the parachute has been let out
  - b) you pulled the ripcord too soon
  - c) there is excess air in the parachute
4. You can let out air from the parachute by pulling a few cords. (True/ False)
5. While descending, you may land on a thirteen feet wall. (True/ False)

### ANSWERS:

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



### LISTENING ACTIVITY - 3

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

#### Born Free

It was both an exciting and an anxious moment when the lion cub met her first elephant, for poor Elsa had no mother to warn her against these elephants who regard lions as the only enemies of their young and therefore, sometimes, kill them. One day, Nuru, who had taken her out for her morning walk came back panting to say that Elsa was "playing with an elephant". We took our rifles and he guided us to the scene. There we saw a great old elephant, his head buried in a bush, enjoying his breakfast. Suddenly, Elsa, who had crept up from behind, took a playful swipe at one of his hind legs. A scream of shocked surprise and injured dignity followed this piece of impertinence. Then, the elephant backed from the bush and charged. Elsa hopped nimbly out of his way and quite unimpressed, began to stalk him. It was a very funny but alarming sight and we could only hope that we should not need to use our guns. Luckily, after a time, both became bored with the game, the old elephant went back to his meal and Elsa lay down, close by and went to sleep.

#### WORKSHEET

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

1. Elsa was \_\_\_\_\_.
  - a) a lion cub
  - b) a lioness
  - c) an adult elephant
2. Elsa should have been afraid of the elephant because \_\_\_\_\_.
  - a) an elephant can easily trample over a lion
  - b) elephants regard lions as enemies of their young ones
  - c) elephants do not like lions as they are playful
3. The author and his friends picked up their rifles and rushed out as they \_\_\_\_\_.
  - a) were afraid Elsa would kill the elephant
  - b) wanted to kill the elephant
  - c) were afraid that the elephant would harm Elsa



4. The elephant screamed because \_\_\_\_\_.
  - a) Elsa had hurt it
  - b) its dignity was hurt
  - c) it was angry
5. The encounter between Elsa and the elephant ended when \_\_\_\_\_.
  - a) Elsa was hurt by the elephant and so went away
  - b) the elephant was scared of the author and his friends
  - c) both the elephant and Elsa became bored with the game

### ANSWERS:

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

### LISTENING ACTIVITY - 4

Listen to the narration by Sh. Girish Karnad available at the following link taken from Wings of Fire: An Autobiography of APJ Abdul Kalam : <http://www.youtube.com/watch?v=oKEn7iUvYEO>

### Transcript

“I am a well in this great land looking at its millions of boys and girls to draw from me the inexhaustible divinity and spread His grace everywhere as does the water drawn from the well. This is my story, the story of a son of Jainulabdin and Ashiamma, the story of a lad who sold newspapers to help his brother, the story of a pupil reared by Sivasubramania Iyer and Iyadurai Soloman, the story of a student taught by the teachers like Pandalai ,the story of an engineer spotted by MGK Menon and groomed by



legendary Prof. Sarabhai, the story of a scientist tested by failures and setbacks, the story of a leader supported by a large team of dedicated professionals.

This story will end with me for I have no belongings in the worldly sense. I require nothing; possess nothing, built nothing, no family, sons, and daughters. I do not wish to set myself as an example to others but I believe a few readers may draw inspiration and come to experience that the ultimate satisfaction can only be found in the life of the spirit .God's providence is your heritage .The bloodline of my great grandfather Avul, my grandfather Pakir and my father Jainulabdin may end with Abdul Kalam but God's grace will never cease for it is eternal”.

**WORKSHEET**

Getting factual details from the audio recording that you have listened to, answer the questions in a word or two.

1. Why does the narrator call himself a well?

.....

2. Name the parents of the narrator:

.....

3. Name of the mentors:

.....

4. Why will the story end with the narrator?

.....

5. Name the multiple roles played by the narrator.

.....

6. How did the narrator get his name?

.....

Fill in the spares suitably, in a phrase.

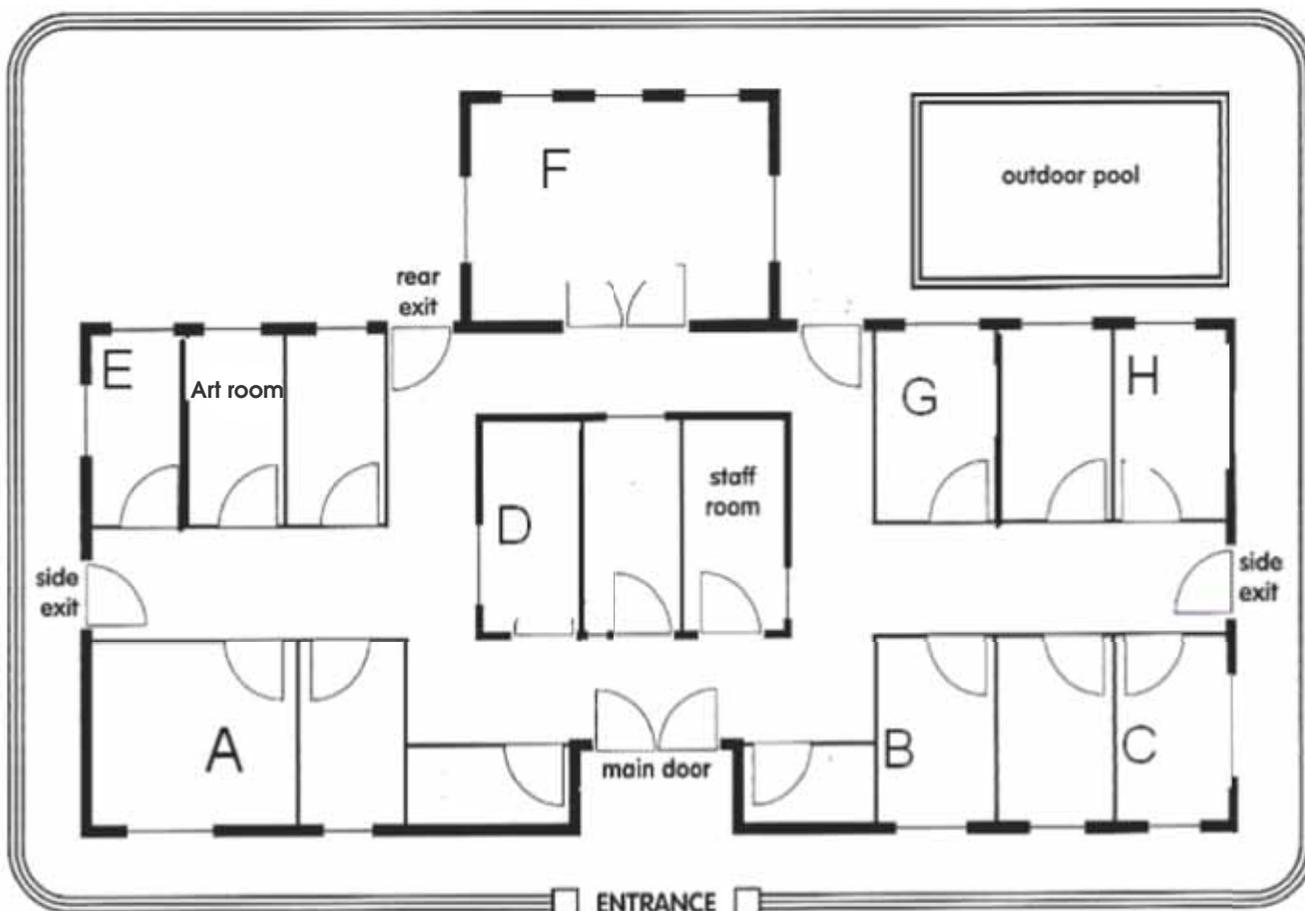
1. God's providence is .....

2. God's grace is .....



LISTENING ACTIVITY - 5

This is the plan of a school. Listen to the Headmistress, Ms. Roy, explain the layout of the school and label the rooms accordingly.



"As you enter through the main door, the largest room at the far end on your left is the gym. The students love this area because it has various types of fitness machines. The first room on the right of the main door is the science laboratory while the room; in the middle is the language laboratory and on the extreme corner is the math Laboratory. The room across the math laboratory is the audio visual room and the one across the science laboratory is the little archeology museum. The exhibits in this museum are largely based on the excavated materials.

Just across the main door are three rooms. To the extreme right is the staff room; to the extreme left the Principal's office and in the middle is the waiting room.



In the three rooms across the gym, there is the music room, on the extreme left near the side exit.

The rear exit is between the dance room which is the same size as the music room and the performing art room between these two rooms.

The large enclosure, just in front of the staff room and the Principal's office is the indoor stadium.

The teacher may distribute the photocopies of the layout in the class.

### LISTENING ACTIVITY - 6

**Listen to the extract of a speech on eco-tourism.**

Fundamentally, eco-tourism means, making as little environmental impact as possible and helping to sustain the indigenous populace, thereby, encouraging the preservation of wildlife and habitats when you are visiting a place.

This is that responsible form of tourism and tourism development, which encourages going back to natural products in every aspect of life. It is also the key to sustainable ecological development.

Eco-tourism also endeavours to encourage and support the diversity of local economies for which the tourism-related income is important as it sustains and supports the native cultures in the locations it is operating in. All the revenue produced from tourism helps and encourages governments to fund conservation projects and training programs.

Eco-tourism focuses on local cultures, wilderness adventures, volunteering, personal growth and learning new ways to live on our vulnerable planet. It is typically defined as travel to destinations where the flora, fauna, and cultural heritage are the primary attractions.

Therefore, in addition to evaluating environmental and cultural factors, initiatives by hospitality providers to promote recycling, energy efficiency, water reuse, and the creation of economic opportunities for local communities are an integral part of eco-tourism.

Historical, biological and cultural conservation, preservation, sustainable development etc. are some of the fields closely related to eco-tourism. Eco-tourism is considered the fastest growing market in the tourism industry, according to the World Tourism Organization (WTO).

Source-[www.incredibleindia.org](http://www.incredibleindia.org)

**Note:** A speech should not be read out as a reading text but should be delivered with proper modulation of voice.



**(i) LISTEN TO THE PASSAGE & FILL IN THE BLANKS**

## Ecotourism

Apply technology for real time assessment of Eco benefits.

(a) Promote recycling.

(b) Endeavour to encourage and support

(c) Make the primary attractions.

Local communities to be involved at all levels

(d) Focus on on a planet as helpless as ours.

(e) Collaborate closely with other fields like (any 2)

**(ii) Put True (T) or False (F) for the Principles of Eco-Tourism given below in this leaflet, based on what you have just heard.**

Ans:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

**Following the Principles of Ecotourism:**

- 1) Minimize impact.
- 2) Build the best possible infrastructure to cater to foreign tourist and earn revenue easily.
- 3) Provide air conditioning setup for both visitors and hosts.
- 4) Provide direct financial benefits for conservation.
- 5) Provide financial benefits and empowerment for local people.
- 6) Create amusement parks near water bodies, by clearing up uninhabited forest areas.

[www.ecotourism.org](http://www.ecotourism.org)

**(iii) Complete the sentence.**

A movement towards Eco-Tourism is a profitable investment because

.....

.....

**(iv) Based on what you've heard, which logo is most suited for Eco-Tourism?**

(a) (b) (c) (d) (e)

Ans: \_\_\_\_\_



### LISTENING ACTIVITY - 7

Listen to Ajay Reddy's experience of his visit to Australia. He calls it a 'Journey of Hope'.

An increasing number of people are migrating today, and moving to foreign countries be it for education or career. They seem to believe it is a wise decision. It is a journey of hope. It's a great way to make the most of your life, learn, nurture and achieve your dreams.

The quality of life offered in most foreign countries is high. But when you are there you must be ready for loneliness, the lack of support by family or friends and above all, the risk of not being accepted.

In India, when you are faced with a problem you can talk to your friend, a relative, or parents. But so many miles away from home and the people, who care for you, how would you manage? One student in Australia lost 15 kg in one month. She missed home so much that she cried most of the time. Counsellors were of no help. She needed to be comforted and she needed a friend. She needed to be reassured. Unable to manage, the girl returned to India. She did feel bad that she had let her parents down. Some people are just not ready for this change. The cultural differences are many and sometimes even startling. Like for instance, when I was shopping at a supermarket in Australia, I noticed a son accompany his old mother. At the checkout counter, the son paid his bill, while the old lady paid hers. In India, this would be considered shocking. There are many who promise a student a bed of roses, loads of friends, success and more by just moving out of India. But what they do not mention is that, it all depends on the mind-set and emotional strength of the student. One must embark on this journey, only if they are prepared to face it all.

I personally enjoy my life in Australia, but not all who come over do so. But it's your life, and only you can decide what you make out of it!

### WORKSHEET

Based on your listening complete the following by filling in the blanks briefly:

1. Many people are moving to foreign countries either for education or .....
2. The people who go abroad believe it is a wise decision because they want to achieve their .....
3. The advantage is that foreign countries offer a good .....
4. The greatest risks are ..... (fill in the missing one)
  - a. ....



- b. lack of support of family/ friends
- c. risk of not being accepted
- 5. The Indian student lost 15 kg in one month because she didn't have a .....
- 6. Before people go abroad they should be sure of their mind-set and ..... strength of the student.

### Answers :

- |                    |                         |
|--------------------|-------------------------|
| 1. career          | 4. cultural differences |
| 2. dreams          | 5. friends/family       |
| 3. quality of life | 6. emotional            |

## LISTENING ACTIVITY - 8

Listen to a passage on the elimination of Pluto.

### Elimination of Pluto

The decision was taken at 3.05 pm. In the dim light of a big conference room in Prague, all those in favour of Resolution 5A held up yellow cards. There were a few dissenting voices and some assentation, but the question of how many planets orbit the sun was officially resolved.

It was 24th August, 2006, and the capital of Czech Republic was hosting the 26th General Assembly of the International Astronomical Union. Over 2600 astronomers were in attendance at the conference.

However, on this day-the last of the conference-only 424 members were actually present in the hall when a crucial vote was taken. It was decreed that, henceforth, there were just eight planets. Pluto, which had been the ninth, was no longer deemed to be one-it had been disqualified and demoted to the status of a dwarf planet.

So the history of Pluto as a planet had lasted a mere 76 years. Its demotion was as spectacular as its entry into the limelight had been-its discovery in 1930 had marked the triumphant end of a systematic and extensive search operation that had begun 30 years earlier.

Since the end of the 19th century, most scientists were convinced that there had to be another planet in addition to the eight that had been previously recognized. They argued that the orbits of Uranus and Neptune showed some perturbations-as if another cosmic body was disturbing their motion.



Along with many others, the wealthy American amateur astronomer Percival Lowell was taken with this idea. For 10 years -until his death in 1916-he commissioned scientists at his own observatory in Arizona to conduct an ongoing search for the mysterious body he called Planet X; but to no avail. Then, in the late 1920's Lowell's family decided to resume the hunt, and injected the observatory with fresh funds. The laborious task of locating Planet X was assigned to an avid young amateur astronomer.

Thus it came about that in the spring of 1929, Clyde Tombaugh-the 22 year old son of a farmer-began his region by region search of the firmament.

### WORKSHEET

On the basis of your listening, tick the appropriate answer.

- Astronomers and scientists felt the need to hold a conference to decide :
  - the elimination of Pluto from the solar system
  - whether Pluto was a star or a planet
  - whether dwarf planets needed to be given much attention.
- Astronomers have reasons to suspect the presence of another body in the solar system because:
  - they feel the need to fill the vacuum created by Pluto
  - they have noticed some aberrations in the magnetic field of Uranus and Neptune
  - they feel that there cannot be a void in the planetary configuration.
- The decision to eliminate Pluto from the solar system was taken by:
  - all members
  - less than one fourth the members
  - half the members

Complete the following sentences by filling in the blanks with appropriate words/phrase:

- Votes for passing the resolution 5A were cast by a show of -----
- On 24th August, 2006, the Czech Republic hosted the ----- General Assembly of the International Astronomical Union.

ANSWERS:

1. A      2. B      3. B      4. yellow card      5. 26th



### LISTENING ACTIVITY - 9

#### LISTEN TO THE DIALOGUE:

F : Human resources, Helen speaking.

M : Hello. It's Alan Thomas, phoning about the vacancies here in customer services.

F : I'll just take the details to put in the ad. It's for 5 telephone operators, isn't it?

M : It was 5, but we're busier now and also 2 staff are leaving this week, so we need 8 new people.

F : OK. I'll put that. And are these grade 1 posts, salary 14 to 15 thousand?

M : Starting salary is fourteen thousand, but I need some people with experience, so we'll pay up to sixteen thousand nine hundred and fifty. That's the top of grade 2.

F : Fine.

M : Holidays, next.

F : The usual 21 days a year?

M : Actually, the telephone staff is working longer shifts now, so they get an extra 12 days off a year. Together it's 33 days.

F : OK. Do you have a reference number for these posts?

M : Yes, it's CS zero eight zero double one.

F : Right. We'll advertise next week, September the 7th. What start date shall I put? The 6th of October?

M : I wanted them to start on the 1st, but your date is better. So, put that.

F : And will you be their line manager, Mr. Thomas?

M : They'll actually report to Sue Blackmann, that's double N.

F : And who can people contact?

M : Sue. She's on 795 double 35.

F : Right...



Language SKILLS

WORKSHEET

Q1. Fill in the blanks suitably based on the conversation:

a) NUMBER OF VACANCIES ..... telephone operators

b) SALARY: Max. £  
.....

TOTAL HOLIDAY (PER ANNUM):  
..... days

c) JOB REFERENCE:  
.....

d) JOB START DATE: ..... 2002?

e) LINE MANAGER: Ms. Sue Blackmann  
.....

f) TELEPHONE NUMBER (FOR ENQUIRIES):  
.....

Q2. Where does the conversation take place?  
.....

Q3. Why does the staff get 33 days off in a year?  
.....

Q4. How did number of vacancies reach 8?  
.....



## LISTENING ACTIVITY - 10

Listen to this poem by Peter Vector

### Unity in Diversity

Unified in Diversity.

That's what people today should be.

Humans embracing harmony and happiness.

Hope that flowers from the seed,

That will allow us all to prosper.

Why does colour or race matter?

Why not join together, instead of being scrambled and scattered?

Why can't we just not plainly see,

The unity in diversity?

People will be people all the same,

And under the setting sun,

Nothing may ever change,

But I am here to take a stand,

To show the world how to finally be,

Unified in Diversity.

## WORKSHEET

Based on your listening answer the following:

- (i) Pick what this phrase means in the poem '....embracing harmony and happiness'
  - (a) Mankind accepting the mantra of living in peace and joy.
  - (b) People declaring the mantra of living in peace and dignity.
  - (c) Humans making an effort of living independently and with dignity.



## Language SKILLS

- (ii) 'Why not join together....?' The poet is referring to being...
- (a) Hopeful
  - (b) Helpful
  - (c) United
- (iii) What is the stand that the poet chooses to take? (in a phrase)

### LISTENING ACTIVITY - 11

**Listen to the passage carefully and do as directed.**

I was born on 14 November 1971 in Bellingen, New South Wales, nicknamed Gilly or Churchy, am a former Australian International Cricketer. I am the youngest of four children. I married Melinda a dietitian, and have three sons, Harrison, Archie and Ted, and a daughter, Annie Jean.

I was an aggressive left-handed batsman and record-breaking wicket-keeper, who redefined the role for the Australian National Team through my aggressive batting. I am considered to be one of the greatest wicket-keeper-batsmen in the history of the game.

I hold the world record for the most dismissals by a wicket keeper in One Day International cricket and the most by an Australian in Test cricket. My strike rate was amongst the highest in the history of both One-day and Test cricket and I currently hold the record for the second fastest century in Test cricket. I am the only player to have hit 100 sixes in Test cricket. My 17 Test and 16 ODI centuries are the most by a wicket-keeper. I hold the unique record of scoring at least 50 runs in successive World Cup finals (in 1999, 2003 and 2007) and am one of the only three players to have won three titles.

I am renowned for walking when I consider myself to be out, sometimes contrary to the decision of the umpire. I made my first-class debut in 1992, my first One-Day International appearance in 1996 in India and Test debut in 1999. During my career, I played for Australia in 96 Test matches and over 270 One-day Internationals. I retired from International Cricket in March 2008.

Source - en.wikipedia.org



### WORKSHEET

Complete the table based on your listening

1. Identify the personality :	
2. Place of Birth:	
3. Wife:	
4. Children:	
5. Number of centuries in test matches and ODI's:	
6. Number of test matches played for Australia:	
7. Renowned for:	
8. Year of retirement:	

### ANSWERS:

- |                        |  |
|------------------------|--|
| 1. Adam Gilchrist      | 5. Test-17,ODI-16                            |
| 2. Bellingen           | 6. 96  |
| 3. Melinda             | 7. walking out,contrary to umpire's decision |
| 4. Harrison,Archie,Ted | 8. 2008                                      |

### LISTENING ACTIVITY - 12

Listen to the debate carefully and do as directed.

- A : Good morning, Ladies and Gentlemen. I'm here to speak in favour of perhaps the best invention of the 21st century -the television. Television has brought the world closer and is also universally educational, whether implicitly or explicitly.
- B : I agree with my opponent here - yes, all television is educational but what is it teaching? Television is like chewing gum for the eyes and mind, addictive and imparting absolutely no nutrition! Television may have brought the world closer, but has made people more lonesome and asocial because gazing at the television deters close relationships.



## Language SKILLS

# FORMATIVE ASSESSMENT

A : I'm surprised my friend doesn't realize that when one gazes at the television, one is looking into the past AND at the future. Television imparts information about the world almost instantly and to everyone. It may be a cliché but whatever happens even in the most remote corner of the earth can be known by you and me sitting in our living rooms.

B : My friend spoke about the living room. The fact of the matter is that television has made such inroads into our lives and homes that there is a television even in the bedrooms! Television has changed a child from an irresistible force to an immovable object. Toddlers are addicted to television and will not eat without the television on! Mr. George Bush once remarked that children don't learn only between 9 am and 3 pm. When children come home from school do they pick up a book or do they sit glued to the tube, watching music videos?

Though information is relayed instantly, television also sensationalizes news and encourages stereotyping. Nothing can escape television - the concepts of privacy and propriety have been killed by television.

A : I beg to differ. Television channels only telecast what the viewers want. It is perhaps the only medium that the whole family can watch together. The sheer variety of channels available leaves one spoilt for choice. The uses of television are multiple; it can be therapeutic and inspiring - we can be entertained, educated, sensitized, moved to action etc. Children can watch cartoons, parents the news and films, grandparents cookery and religious channels... it's a wonderful and unique way of relaxing.

B : True, we are all spoilt for choice. It's ironic that today, watching television often means fighting, violence and foul language - about who gets to hold the remote control! There is also no way of ascertaining if all that is telecast is true. I don't deny there are many nice channels, but how many people watch informative channels like BBC World, National Geographic etc. And not all programmes are suitable for everyone.

A : Being very affordable and an audio-visual-verbal medium, makes televisions hugely advantageous and a boon to society. Thank you.

B : I disagree. Most people buy the highest quality television sets only to watch the lowest quality television shows. Having a negative impact on children and our physical health makes it a bane of the 21st century. Thank you.



### WORKSHEET

Based on your listening, choose the correct answer:

- 1) The speakers have debated on television
  - a) offering too many choices
  - b) being a boon and a bane
  - c) telecasting what people want
- 2) When comparing television to chewing gum, the speaker means that television is
  - a) boring and harmful
  - b) unhealthy and expensive
  - c) addictive and useless
- 3) The speaker feels that though television has brought the world closer it has made people
  - a) irritated and unfriendly
  - b) lonely and unsocial
  - c) uncaring and boring
- 4) When the speaker says that nothing can escape television, he means that it
  - a) has entered our bedrooms
  - b) covers a variety of topics
  - c) has invaded our privacy
- 5) When the speaker says that television leaves one spoilt for choice, he means
  - a) there are a variety of programmes
  - b) it has multiple uses
  - c) it spoils our taste
- 6) The speaker says that television is a unique and wonderful way of relaxing because it
  - a) leaves one spoilt for choice
  - b) has many informative channels
  - c) can be viewed by the whole family together



## Language SKILLS

## FORMATIVE ASSESSMENT

- 7) At the end, the speaker calls the television a boon because it is
- a) an audio-visual-verbal medium
  - b) very educational
  - c) low cost entertainment
- 8) In conclusion, the speaker says television is a bane because, it
- a) shows poor quality of shows
  - b) is expensive for many
  - c) affects health of children

### ANSWERS:

- |      |      |
|------|------|
| 1. b | 5. a |
| 2. c | 6. c |
| 3. b | 7. a |
| 4. c | 8. a |



## SPEAKING

The speaking skill has a very important place in communication. Like listening skills - a number of sub-skills of speaking need to be consciously developed among students. Some of the sub-skills are given here, which can be assessed.

1. speaking intelligibly using appropriate word stress, sentence stress and intonation patterns.
2. narrating incidents and events, real or imaginary in a logical sequence.
3. presenting oral reports or summaries; making announcements clearly and confidently.
4. expressing and arguing a point of view clearly and effectively.
5. taking active part in group discussions, showing ability to express agreement or disagreement, summarising ideas, eliciting the views of others, and presenting own ideas.
6. expressing and responding to personal feelings, opinions and attitudes.
7. participating in spontaneous spoken discourse in familiar social situations.

### General Instructions

- 1 The total administration time for the speaking assessment should be approximately **8-10 minutes**.
- 2 The speaking test may be conducted for **two students at a time**.
- 3 There will be a **single teacher to function as the interlocutor and examiner**.

**The Speaking Assessment-The following points may be considered when a teacher assesses her student for speaking skills:**

1. The teacher should ensure that the room is quiet and has good acoustics.
2. The tone, manner and body language of the teacher should be relaxed, encouraging and pleasant. Care should be taken to make the candidates feel at ease.
3. Students must not be discouraged from making a fresh start in case they are unable to do so at the first attempt.
4. The teacher needs to be flexible, sympathetic and reassuring in her/his demeanour.
5. The teacher should also be a proficient user of the language in order to conduct the speaking test successfully. For e.g .the teacher should be skilled in elicitation techniques, alternatively questions such as... *Explain how/Why...Tell me what you think of....* may be asked. Yes/no type a questions should generally be avoided.



## SPEAKING

- Ideally, the assessor should award marks after the candidates have left the examination room. If necessary, notes can be made discreetly to be used later in the scoring so that it does not make the candidates unduly tense and self-conscious.

The speaking examination may be divided into **three sections as given below:**

### I General Introduction

The teacher converses with the two students. Simple 'warm up' questions based on the students' name, place of residence, leisure preferences etc are asked.

### II Mini Presentation

In this section the teacher gives each student the choice to pick up a **Role Card** or a **Cue Card** with a topic written on it.

The students are given **1 minute to prepare**. The teacher should be ready with sheets of paper and pencil. Students may organize their thoughts and ideas.

Prior to the day of the speaking test, as an assistance to students to prepare for the presentations, the teacher can give a choice of 20 to 30 topics in class to students so that they can prepare the topics and organise their ideas on each topic. Similar, but not the same topics can be given in the formal testing.

Please note that students are not allowed to write full length answers. They may jot down points only in the sheets given by the Interlocutor. **Therefore, pencil and paper should be provided on the table.** Students are not allowed to carry a pen, paper or mobile phone in the examination room. After one minute, each student is given 2 minutes each, to present his/her ideas.

In case a student is unable to speak during /for the allotted time, the assessor may ask some 'rounding off' questions.

### III Pair Interaction

The third section of the test is for **3 minutes**. Both students are given a verbal or visual stimulus and asked to respond to it. Both the students are given a total of 3 minutes to interact. Both of them will talk together.

#### Closing

The closing is for 1 minute duration only. In case a student has not been able to speak or has been unable to speak owing to nervousness, the dominance of the second candidate or any other factor, then, the (interlocutor) may use the 1 minute to give a fresh opportunity to that student.



**Note:** In the Formative assessment it is proposed to record the student's performance in the MP 3 players/ recorders, so as to validate and make the test reliable and fair. This will familiarise the students with the task of recording and the initial inhibition with recording will disappear when they appear for SA I and SA II.

The teachers should familiarise themselves with the assessment scale of speaking. While the students are making their presentation, assessors may refer to descriptors. They may share these indicators with the students while formative assessment tasks are given. As the assessment will be conducted for two students at a time, it is advised that two to three teachers sit in separate rooms to conduct the assessment of students of one section at a time. Hence, 48 students can be assessed simultaneously within one and half hours, in three batches of 16 students each.

Teachers are advised to pay due attention to and familiarize themselves with the design of the items. The descriptors are given below for reference:

**Assessment Scale for Spoken English**

Interactive Competence	5	4	3	2	1
<b>Task Management</b>	Contributions are highly effective and fulfil the task. Can fulfil the communicative functions of the level with spontaneity.	Contributions are effective and fulfil the task. Can fulfil the communicative functions of the level.	Contributions are adequate and fulfil the task. Can fulfil functions of the level but may not do so consistently.	Contributions are limited and there is some attempt at the task which is not fulfilled and/or may be repetitive.	There is almost no contribution and/or contributions may not be related to the task.
<b>Initiation and turn-taking</b>	Is prompt to initiate discussions on the themes/ functions at the given level appropriately.  Contributes spontaneously to keep the interaction going; takes turns appropriately.	Is easily able to initiate discussions on the themes/ functions at the given level appropriately.  Contributes effectively to keep the interaction going and takes turn appropriately.	Is able to initiate discussions on the themes/ functions at the given level.  Makes an effort to keep the interaction going; takes turns.	Struggles to initiate discussions on the themes/functions at the given level.  Makes little effort to keep the interaction going.	Does not initiate discussions.  Makes no effort to keep the interaction going.
<b>Appropriacy and Relevance</b>	Speaks with a clear sense of purpose and audience in	Speaks with a fair sense of purpose and audience in	Speaks with an awareness of purpose and	Has unclear sense of purpose and may be unable to adapt	Has hardly any sense of purpose and cannot adapt to



## SPEAKING

# FORMATIVE ASSESSMENT

	both formal and informal situations. Contributions are always appropriate to the context/ situation.	both formal and informal situations. May be less confident in formal situations.	audience, may not adapt register effectively. Contributions are appropriate to the context/ situation.	register. Contributions may be unconnected to the context/ situation.	register.
<b>Fluency</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Cohesion and Coherence</b>	Presents information in a logical sequence of linked utterances with a clear connection between ideas, arguments and statements. Uses a range of cohesive devices.	Presents information in a logical sequence of linked utterances with a connection between ideas, arguments and statements. Uses with ease some cohesive devices.	Presents information generally in a logical order but overall progression may not always be clear. Uses a range of cohesive devices but some over/under use.	Presents information but without clear progression. Uses limited cohesive devices repetitively. Severe hesitation may impede communication.	Presents information with no progression and/or little control of organisational features. May use only isolated words and phrases.
<b>Speed of Delivery</b>	Speaks fluently with minimal hesitation. Intelligible speed of delivery.	Speaks fluently with some hesitation. Intelligible speed of delivery.	Coherence may be affected by hesitancy or rephrasing. Intelligible speed of delivery.	Speed of delivery impedes understanding.	
<b>Pronunciation</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Pronunciation, Stress and Intonation</b>	Has clear, natural pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content & meaning.	Has pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content & meaning.	Is intelligible though there are examples of some mispronunciation. Tries to speak, varying stress and intonation according to task, content and meaning.	Is not always intelligible and the listener may have to ask for repetition from time to time. Flat intonation and/or inappropriate stress for the task, content or meaning.	Is not intelligible.

### Speaking Activities for Formative Assessment

#### Learning Outcomes:

The students will be able to

use language effectively

develop confidence in spoken skills



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

### Activity - 1: Descriptions

#### Procedure:

1. The topics are written on slips of paper.
2. Students are asked to pick up any one slip and describe what is stated.
3. Each student is given 2-3 minutes.

**Time Required:** One period

#### Suggested Topics:

- a) An interesting neighbour.
- b) Something you could never give away.
- c) A place you will never forget.
- d) A sporting event you attended recently.
- e) Someone you respect.
- f) A disastrous family outing.
- g) A time when you lost something.
- h) One of your fondest childhood memories.
- i) A time when you lied to your parents.
- j) A time when you were treated unfairly.
- k) A movie you saw recently.
- l) Something you wish had never happened.



## SPEAKING

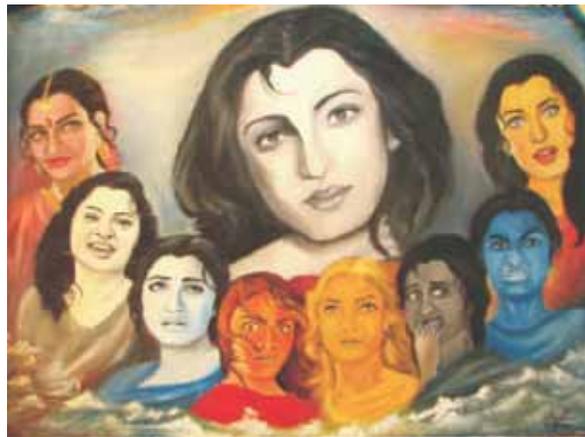
# FORMATIVE ASSESSMENT

### Activity - 2: Picture Description Prompts

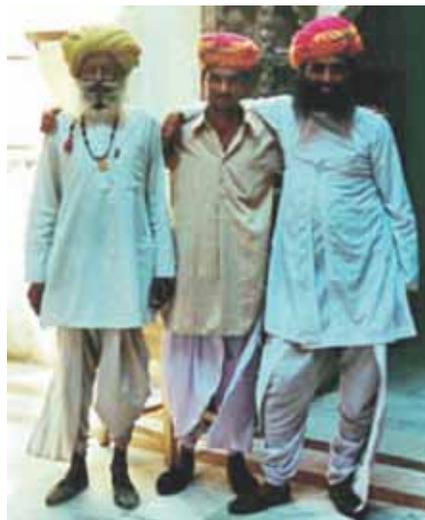
**Time Required:** One period

**Procedure:**

1. Show the following pictures to the students.
  2. Students will be given 2-3 minutes to speak.
- A. Instruct students to pick any two facial expressions and speak about them for 2-3 minutes.



- B. Instruct students to speak for 2-3 minutes on what comes to their minds when they see the following picture.





C. Ask them to pick any one face describe it- shape of the face, expression, hair, features etc.



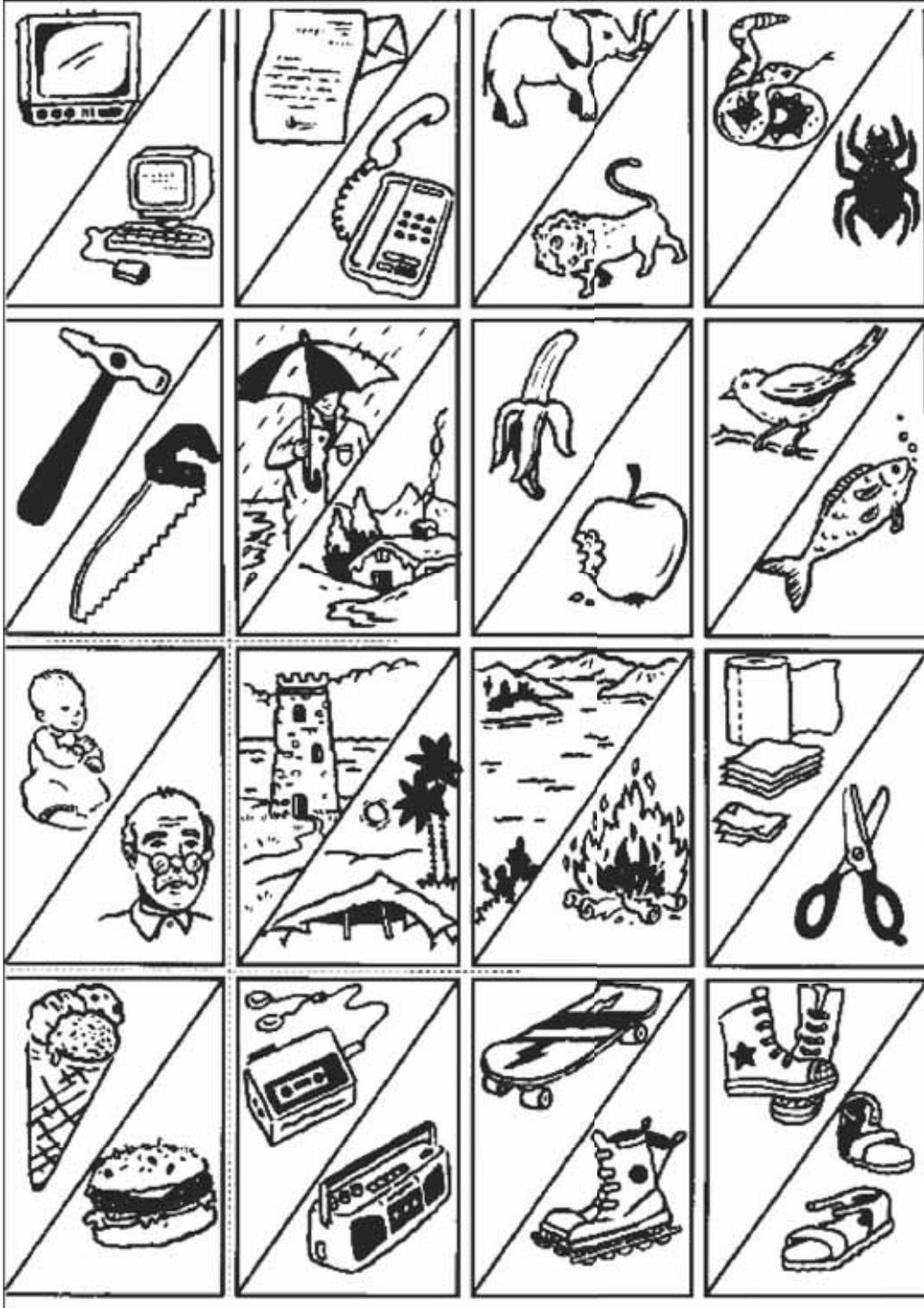
E. I'd rather be...

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





SPEAKING







## SPEAKING

### Activity - 3: Dialogue

**Time Required:** One period

Preparation Time : 15 minutes

Speaking Time : 2-3 minutes per student

**Procedure:**

Divide the class in groups of two students each.

1. The following picture may be shown to the student.



2. They are asked to observe the expressions on the faces of the two men.
3. Then the students are instructed to build up dialogue based on their observation about the possible issue of discussion between them.

### Activity - 4: Commentary on Sports day

**Time Required:** Two periods

**Procedure:**

1. This is a pair activity.
2. Period 1:

Discussion: Students discuss the events of the sports day, for example, mass drill, relays, long jumps, parent's race, athletics etc.



Scripting- Students pick a card with an event written on it. They are given the period to prepare an outline of their script.

3. Period 2: Presentation of the Sports Day commentary in pairs.

### Activity - 5: Crazy Story

**Time Required:** One period

**Procedure:**

1. The teacher instructs the students to write a word (should be a verb/adjective) on a piece of paper and tells them not to show it to anyone.
2. The teacher starts telling a story, then stops and chooses a student.
3. That student continues the story and use his/her word, and speaks at least two sentences to continue the story.
4. This student then chooses the next student to continue the story.
5. The last student must end the story.

### Activity - 6: Story Prompts

**Time Required:** One period

**Procedure:**

1. The teacher writes the prompts on slips of paper.
2. Then students are instructed to pick up any one of the slips.
3. The students use the beginning to develop a short story.
4. Time is given to students to note down their thoughts before they start speaking.
5. All kinds of stories should be accepted.

**Approximate speaking time:** 1-2 minutes per student

- a) I thought I saw...
- b) I used to think...
- c) She/he touched the little box in her/his pocket and smiled...



## SPEAKING

# FORMATIVE ASSESSMENT

- d) Shadows quivered on the wall as the candle flickered, then fizzled to nothing...
- e) It was the strangest thing I had ever seen...
- f) The lane was night-dark, even at noon.
- g) She/he hesitated at the post box, not knowing if she/he should really send the letter...

### Activity - 7: Speaking Prompts

**Time Required:** One period

**Procedure:** The teacher

1. writes the prompts on slips of paper.
2. instructs students to pick up any one.
3. instructs students to continue the sentence/imagine the situation, collect their thoughts and express their views.

**Approximate Speaking Time:** 1-2 minutes per student

- a) If I were a hanger /wallet/broken plate...
- b) If I could invent something that would help humanity, I would.....
- c) Flip through the pages of a magazine and build a story around any picture that you like.
- d) A task or a job that I dislike the most.
- e) I went for a haircut and the worst happened...
- f) It was a strange night, there seemed to be a chill in the air...
- g) As soon as I arrived, I could sense that something was out of place...
- h) One night, I looked out of the window and saw the neighbour...

### Activity - 8: Role Play

**Time Required:** One period

**Preparation Time:** 10 minutes

**Performance Time:** 3-4 minutes per each group



### Procedure:

1. The class is divided to groups of seven each.
2. The teacher gives them the background of the issue/situation to be acted upon.
3. She instructs the students to assume the role of a fictitious character
4. The students thinks up of a few ideas on what they might say in the context.
5. They enact the situation.
6. The teacher collects the main arguments raised and writes them down in order to conclude what was said, the validity and the logic of the same.

### Background:

The editor of a newspaper, whose sales are not going well at the moment, has just received a very graphic photo of a horrendous accident involving a school-bus and which occurred on a nearby motorway due to heavy fog. In the photo, you can see the injured and dead strewn around the crash scene. The rest is easy to imagine. The problem is whether to publish it or not.

### Role Players:

The editor, quite young.

The photographer who took the shot.

The accountant.

A journalist-relative of one of the victims-in favour of publication.

A second journalist, who is against publication.

More journalists from various sections of the paper.

### Facts on Newspaper:

The newspaper has a reputation of a serious and sensible newspaper but it is on the verge of closure and in dire need of publicity.

### Suggested Role Play Situations:

The following are some more ideas/themes for Role plays.

- a) Tell the students that there is a hot air balloon with six people in the sky. This hot air balloon is falling down at a great speed and they have the chance to save three people from the hot air balloon. These are the passengers: a housewife, a doctor, a teacher, a priest, a little boy, a celebrity.



## SPEAKING

## FORMATIVE ASSESSMENT

- b) Your friend comes to you with a problem you don't know how to handle. You know your friend has a counsellor whom she/he likes and you recommend that she/he talk to her/him, but your friend keeps asking you what she/he should do.
- c) You are walking home with a friend and realize it is getting late. A car pulls up and asks if you want a ride. Your friend is tired and wants to take the ride, but you think it is too risky.
- d) A counsellor at the school you want to join is interviewing you. The counsellor notices that your grades till last year were very promising, but thereafter, there has been a decline in your performance. She/he asks you to explain.
- e) Your best friend asks you for the homework note book, after the teacher has specifically told the class that the assignment should be done without any help. Impress upon her/him that why you can't give the note book and why she/he should do the work herself/himself.

### Activity - 9: Task-Enact an Advertisement

**Time Required:** One period (Preparation time: 10 minutes; Performance time: 2-3 minutes per student)

**Procedure:** The teacher instructs the students to

1. imagine themselves as one of the listed products.
2. make a conversation with a prospective buyer.
3. try to sell themselves as best as possible / convince the buyer why he/she should buy them.

#### Suggested Topics for Advertisement

- a) Luxury soap
- b) Shampoo
- c) Talcum powder
- d) A pen
- e) A tiffin box
- f) A school bag
- g) A washing machine
- h) A cell phone



- i) Toothpaste
- j) A tablet/pad

### Activity - 10: Just a Minute (J.A.M.)

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

#### Time Required:

**Preparation Time** : 5 minutes

**Speaking Time** : 1 minute per student

#### Procedure:

1. The students choose one topic or the teacher could draw lots.
2. Each student is given a minute to speak on the chosen topic.
  - a) One minute to convince audience to:
    1. be a vegetarian/non vegetarian
    2. take a morning walk every day
    3. not to bribe under any circumstance
    4. stop using social networking sites
    5. be sensitive towards the environment

### Activity - 11 - Group Discussion

**Time Required:** One period

#### Procedure:

1. Divide the class into groups of 5-6 students.
2. Give them one of the topics from the list given below.
3. Explain that each group should note the given topic.



## SPEAKING

4. Ask them to develop their arguments/opinion.
5. Ask them to start a discussion. Every member should participate in the discussion.

### Suggested Topics:

- a) The grading system and CCE have removed stress from the learning process.
- b) Social networking sites spreading awareness about social issues. Do you agree? Give reasons.
- c) Inter-disciplinary studies should be encouraged.
- d) Changing scenario of Indian cinema.
- e) Effects of modern day gadgets on social life.
- f) A good teacher should have the following qualities:

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

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

### Activity - 12: Turncoat

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

#### Time Required:

**Preparation Time:** 5 minutes

**Speaking Time:** 3 minutes per student

1 minute for the motion

1 minute against the motion

1 minute for summing up



### Procedure:

1. Write the suggested topics on slips of paper.
2. Instruct students to pick up one.
3. Give five minutes each to the students to prepare the topic.
4. Each student speaks for three minutes on the given topic.
5. A sample of the activity can be presented by the teacher as an example.

### Suggested Topics:

- a) Is the modern day education is making us educated or literate?
- b) Examinations should be abolished. Give reasons for this view.
- c) Children should be encouraged to participate in reality shows. Give reasons for this view.
- d) Coaching institutes support school teaching. Give reasons for your view.
- e) We have achieved a lot in sixty years of independence.
- f) Peer pressure acts as a morale booster. Give reasons for your views.
- g) Sports in school activities enhance sports abilities.
- h) Laptops should be accessible to all students. Give reasons for your view.
- i) Working mothers are better mothers. Give reasons for this viewpoint.
- j) The grading system is better than marking. Give reasons for this viewpoint.

### Activity - 13: Speech

#### Time Required:

**Speaking Time:** 2-3 minutes per student

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

#### Procedure:

1. The students are instructed to pick up a topic and prepare in advance (one or two days prior to the activity).
2. The speech may be delivered in the class/morning assembly or at an event in school.



## SPEAKING

### Suggested Topics:

- a) Urging students to say 'No' to plastics.
- b) Urging students to volunteer their services for a cleanliness drive.
- c) Sensitizing students towards the importance of healthy eating.
- d) Urging students to save electricity/water.
- e) Integrating value education in the school curriculum.
- f) Urging students to say 'No' to crackers.
- g) Urging students to volunteer their services for the Integrity Club.
- h) Urging students to donate for the victims of a natural calamity.
- i) Urging students to help their parents at home.
- j) Advantages of living with grandparents.
- k) Presenting animal cruelty.
- l) Precautions against sharing personal information on the internet.



## READING

### Learning Outcomes:

The students will be able to

- read silently at varying speeds depending on the purpose of reading.
- recognise the organisation of a text.
- identify the main points of a text.
- understand relations between different parts of a text through lexical and grammatical cohesion devices.
- anticipate and predict what will happen next, in a narrative etc.
- deduce the meaning of unfamiliar lexical items in a given context.
- consult a dictionary to obtain information on the meaning and use of lexical items.
- analyse, interpret, infer (and evaluate) the ideas in the text.
- select and extract from text information required for a specific purpose.
- learn to use reading skills for skimming and scanning.
- interpret texts by relating them to other texts on the same theme. (and to their own experience and knowledge)

### Procedure:

1. The teacher distributes the printout/copy of the text to be read in the class.
2. The students are instructed to read the text silently, atleast twice.
3. Then, they are instructed to complete the worksheets.
4. The students exchange the completed worksheet.
5. The teacher asks some of the students to share their answers in the class.

### Assessment Criteria:

All the answers are discussed in the class and marks are awarded for each correct answer.

**Time Required:** One period



## READING

# FORMATIVE ASSESSMENT

### 1. Read the following passage carefully.

1. Future historians may very well look back at the beginning of the 21st century as an era in which the human mind developed into a split screen, with one eye on real space and the other eyeing the electronic mirror.
2. This morning on a crowded bus, I counted six people within my immediate view, texting, talking on the cell phone, checking e-mail or listening to iPods. In other words, they were trying to keep the bus from being their only space, their only reality. And what was I doing? I recorded what I observed in my laptop, of course.
3. If modern technology has been created to enhance our daily lives, something has dramatically shifted: More and more, our daily lives are enslaved to the electronic world.
4. This can sometimes be very troubling. On 30th March, 2008, a group of teenagers in Florida enticed one of their own peers to one of the girl's homes and videotaped her being beaten. With one girl behind the camera to record the episode, and two boys guarding the door, the rest mercilessly beat the young woman into a concussion. It was for a dual purpose: to "punish" the victim for allegedly "trash talking" about them on a social networking site, and to post the footage on YouTube. The most expressive line during the beating was when the young woman behind the camera yelled out: "There's only 17 seconds left. Make it good."
5. Seventeen seconds left, that is, in a 10-minute slot -- the maximum time one can post a video segment on YouTube. A future in which everyone can be famous for about 10 minutes has indeed arrived. We have all become actors. We begin to believe that we are not fully ourselves, that we are not viable in the new system, unless we make some sort of electronic imprint, some sort of projection of ourselves, in the virtual world. Diaries, once locked away and hidden, have now gone electronic in the form of blogs.
6. CNN, a few days ago aired a typical story that spoke volumes of our modern impulses: "Wife Brings Drama of Divorce to YouTube." Private lives are increasingly translated into a public space, oftentimes turning intensely personal dramas into perplexing global phenomena.
7. This modern mindset has given psychologists and anthropologists enough material to study what they call the "disinhibitive effect" on the Internet. Road rage is quickly giving into Net wrath. A generation raised on video games can become invincible when their actions are meant to be broadcast. Like actors who are trained to lose their reservations on stage, many now take daring risks for the virtual world -- never mind that they might have repercussions in the real one. They do something enormously bizarre or violent to garner lots of hits, lots of eyeballs. Our sense of existence is interrelated with that of the electronic ether a la Matrix: I broadcast, therefore I am.



8. These days you don't have to try too hard to be a celebrity. We are living in what Clive Thompson of Wired Magazine has called the "age of micro-celebrity." Thompson asserts that "people are developing interesting social skills to adapt to micro fame.
9. We're learning how to live in front of a crowd." As a result mindfulness could very well be on the retreat. How can we be fully "here and now," how do we keep our ego in check, when we keep ogling the electronic mirror and watching ourselves perform? In our deep yearning to be noticed, and to reach some kind of immortality, we are increasingly making fools of ourselves.

Source: nesamericamedia.org

### WORKSHEET

#### I. On the basis of your reading, answer the following questions briefly.

1. What is the hallmark of this century?

Ans. \_\_\_\_\_

2. What was the tangible reason for beating the woman?

Ans. \_\_\_\_\_

3. In what sense have all of us become actors?

Ans. \_\_\_\_\_

4. What is the basic modern impulse that is very different?

Ans. \_\_\_\_\_

5. How does "Bonnie and Clyde" mirror today's world?

Ans. \_\_\_\_\_

6. Why is this the "age of micro-celebrity"?

Ans. \_\_\_\_\_

7. What is the passage about?

Ans. \_\_\_\_\_

#### II. Pick out the words/phrases from the passage which mean the same as:

1. very weird (para 7)
2. crucial (para 8)
3. acute longing (para 9)



## READING

# FORMATIVE ASSESSMENT

### Answers-I

1. electronics obsessed/ enslaved age
2. to be famous for about 10 minutes
3. We endeavour to make some sort of electronic imprint, some sort of projection of ourselves, in the virtual world.
4. dramatizing personal lives
5. the couple more concerned with their image in the media than with their reality
6. learning to live in front of a crowd/ using media to make private lives public
7. daily life enslaved by the electronic world

### Answers-II

1. (para 7)-enormously bizarre
2. (para 8)-pivotal
3. (para 9)-yearning

## 2. Read the following article carefully.

### Vedas

1. The Vedas are ancient Indian compilations of the Aryan period ranging between 2500 to 1500 B.C. Rigveda especially mentions about environment on several occasions. A verse from the Rig-Veda states that "the sky is like father, the earth like mother and the space as their son". The universe consisting of the three is like a family and any kind of damage done to any one of the three throws the universe out of balance" (David, 1980). Vedic culture and Vedic scriptures reveal a clear concept about the earth's ecosystems and the necessity for maintaining their balance. Another verse from Rigveda says "Thousands and Hundreds of years if you want to enjoy the fruits and happiness of life then take up systematic planting of trees" (Dwivedi and Tiwari, 1987). These verses carry a message to desist from inflicting any injury to the earth and embark upon constant afforestation for survival or else the ecological balance of the earth would be jeopardized. Rigveda has dwelt upon various components of the ecosystem and their importance. "Rivers occasion widespread destruction if their coasts are damaged or destroyed and therefore trees standing on the coasts should not be cut off or uprooted". Modern civilization is experiencing the wrath of flood due to erosion of river embankments everywhere and only tree plantations along river banks cannot prevent erosion.
2. The Atharva Veda also mentions the importance of air, water and green plants essential for human existence. Although there was as such no concept of the word "Pollution" (Dwivedi, 1990) those



days but it was referred in terms of "poisoning" of environment. The A.V. 18.17 (Atharva Veda) recalls that three things cover the universe the air, water and the plants and they are essential for all lives on earth to exist. "Plants and herbs destroy poisons (pollutants)" (A.V. 8.7.10); "Purity of atmosphere checks poisoning (pollution)" (A.V. 8.2.25). Some herbs purify the air. The fragrance of guru (Commiphoramukul) purifies the air and cures diseases (A.V. 19.38.1). Atharvaveda has also warned not to dirty and add toxic substances into water bodies as it may lead to spread of diseases "he who dirties or spoils ponds, lakes, rivers, etc., or causes smell near residential areas is liable to chastisement (Joshi and Namita, 2009). This is very relevant in the context of pollution of rivers and lakes and the resulting ecological diseases which the modern civilization is experiencing. Great significance is being attached to the peepal tree (*Ficus religiosa*) with respect to environment. The National Botanical Survey of India (NBRI) Lucknow, has identified about 150 trees and herbs including peepal which are pollution fighters. They are able to intercept several toxic gases and dusts and also infuse the atmosphere with plenty of oxygen (Rabindra, 1985).

3. The Yajurveda too mentions about plants and animals, the ill effects of cutting of trees; and the poisoning of the atmosphere; but it also discusses about energy relations of the global ecosystem. "No person should kill animals helpful to all" (Y.V. 13.37). "O King! you should never kill animals like bullocks useful in agriculture or like cows which gives us milk and all other helpful animals and must punish those who kill or do harm to such animals".
4. (Y.V. 13.49). "The oceans are treasure of wealth, protect them" (Y.V. 38.22); "Do not poison (pollute) water and do not harm or cut the trees" (Y.V. 6.33); "Do not disturb the sky and do not poison the atmosphere" (Y.V. 5.43). About the flow of energy in the global ecosystem the Yajurveda says "the whole universe is full of energy in which the sun is at the centre and the ultimate source of energy for all living organisms on earth. The net energy flows from the point of production to the point of consumption through the plants, animals, human beings, the air, water and land, and is completely under the control of Almighty. While energy flow and balance is maintained in the universe yet some imbalance causes several natural disturbances like untimely rain, heavy rain, drought and flood, warm winter and cool summer". "The earth provides surface for vegetation which controls the heat buildup. The herbs and plants having union with sun rays provide congenial atmosphere for the life to survive" (A.V. 5.28.5). Now "global warming" is an established phenomenon. The carbon dioxide build up in the atmosphere (due to burning of fossil fuels) and the global deforestation are major factors of global warming (Sinha, 1991). The green plants (forest) through the process of photosynthesis (utilizing the sun's energy) work as a 'natural sink' absorbing all the carbon dioxide and help in reducing the warming effect. Green plants give out plenty of oxygen during photosynthesis and also directly absorb the solar heat radiation of the atmosphere to give out water vapor in the process of transpiration. The combined effects of the two processes make the environment cool and congenial for survival of all life.

Source-www.academicjournal.org



**WORKSHEET**

On the basis of your reading, answer the following questions in two or three sentences:

1. What is the main idea given in the

a) Rig veda

---

---

---

b) Atharva veda

---

---

---

c) Yajur veda

---

---

---

2. Write the meaning of the following words and use them in sentences of your own

a. Jeopardized

b. Intercept

c. Congenial

3. Read the following article carefully

**Don't Let the Tiger Die**

1. Former US president Bill Clinton once quipped: (*"There are two kinds of people in the world. Those who have seen the Taj Mahal and love it, and those who have not seen the Taj and love it, and those who have not seen a tiger in the forest and love it still"*).



2. Unfortunately, this magnificent creature is now stranded at a perilous cross-road-and its fate lies in the hands of us humans. Not a reassuring prospect, to depend on humans when they cannot even guarantee the survival of their own race! A case in point is the recent rumblings in the Supreme Court, where a coterie of so called wildlife experts has opined that keeping tourists away from national parks and sanctuaries is the best way to ensure the tigers safety.
3. But this would bring about the tigers' doom sooner rather than later. Way back in May 1985 as a tourist, I came across a dead tiger in the Dhaulkhand range of Uttarakhand's Rajaji National Park. The poor animal lay before me, obviously poisoned. At first, the forest authorities went into denial mode. But the series of correspondences which I had with the top authorities of the day, ensured that the matter was properly investigated. A few weeks later, I was duly informed that it indeed was a case of poaching.
4. I shudder to think what would have happened if, at that time, the area was closed to tourists. In many cases of tiger poaching, it is they who first press the alarm bell.
5. Another example: two years ago, the famous Jhurjhura tigress of Bhandhavgarh National Park in Madhya Pradesh were knocked down dead by a vehicle inside a park. Now, she became a celebrity tigress; a darling of wildlife photographers who troop down to Bhandavgarh from all over the world to capture her with their cameras.
6. The sudden death of the Jhurjhura tigress, proud mother of three newborn cubs, caused a furor which continues to this day. If tourists and guides at Bandhavgarh had not raised that ruckus over the tigress' death, who would have?
7. When Sariska and Panna National Parks lost their tigers, the entire forest staff from top to bottom was found napping. It was the media and the tourists who alerted the country to these twin tragedies. It is safe to assume that the tigers in Sariska and Panna were not wiped out in a single day.
8. Even a well co-ordinated poaching operation would take weeks, if not months, to achieve the objective, given the elusive nature of a tiger. What was National Tiger Conservation Authority (NTCA), the all-powerful central body, doing during this crucial period?
9. Tens of thousands of families today depend on the tiger for their livelihood. Be it a low paid guide or those working in resorts and hotels around a national park, their kitchen fires are burning because of the tiger. If tourism is banned in tiger reserves, many of these people may well vent their anger on the tiger in sheer frustration. How prepared is the government machinery to take on this challenge?
10. Is it any coincidence that tigers have emerged stronger in those places that attract large numbers of tourists? Kanha, Bhandhavgarh, Corbett, Ranthambore, Tadoba; the evidence is irrefutable. In



## READING

# FORMATIVE ASSESSMENT

the words of formidable tiger-man Billi Arjan Singh, once a tiger moves out of the protected area, it becomes a "forgotten tiger". It then becomes an easy mark for any passing gun.

11. True, untrammelled tourism in tiger reserves is also a problem - and at times, a grave one. A tiger needs a great deal of breathing space; being a territorial animal, it requires large tracts of undisturbed land. Therefore, a prudent tourism policy - one where picnickers can be separated from wildlife enthusiasts - would be a welcome first step.
12. Jim Corbett hit the nail on the head perfectly when he remarked over half a century ago: "The tiger is a large hearted gentleman with boundless courage and when he is exterminated - as exterminated he will be unless public opinion rallies to his support - India will be poorer by having lost the finest of her fauna."
13. A lot of water has passed under the bridge since the days of Colonel Corbett. Thanks to Indira Gandhi's initiative which led to the setting up of Project Tiger in the early seventies, we did manage to pull the tiger back from the brink of certain extinction. But a bigger battle is before us now. It will indeed be an unparalleled tragedy if the tiger breathes his last in a forgotten, silent corner of a forest, where a 'No Entry' board greets tourists.

source: articles.timesofindia.indiatimes.com

### WORKSHEET

On the basis of your reading, complete the following statements briefly:

- a) It is not reassuring for the tigers to depend upon humans for future because \_\_\_\_\_  
\_\_\_\_\_
- b) According to some wild life experts, the best way to keep tigers safe is to \_\_\_\_\_  
\_\_\_\_\_
- c) According to the writer, tourists should not be stopped from visiting National parks and sanctuaries \_\_\_\_\_  
\_\_\_\_\_
- d) 'Twin tragedies' refers to \_\_\_\_\_  
\_\_\_\_\_
- e) A tiger becomes a 'forgotten tiger' when \_\_\_\_\_  
\_\_\_\_\_

**ANSWERS:**

- a) They are not sure about their own race (they cannot defend themselves).
- b) Keep tourist away from National Parks and Sanctuaries.
- c) Many a times tourists are the first ones to discover the cases of poaching.
- d) The tragedies at Sariska and Panna National Parks.
- e) It moves out of a protected area, anyone can shoot it. It is no longer counted for.

**4. Read the following passage carefully.****Bodie- a ghost town in California**

1. Bodie was named after Waterman S. Body (also known as William S. Bodey), who discovered gold here in 1859. The town of Bodie became famous with the decline of mining along the western slope of the Sierra Nevada. Prospectors' crossing the eastern slope in 1859 to search for gold, discovered what was to be the Comstock Lode at Virginia City and started a wild rush to the surrounding high desert country.
2. By 1879, Bodie boasted a population of about 10,000 and was second to none for wickedness, badmen, and 'the worst climate out of doors'. One little girl, whose family was taking her to the remote and infamous town, wrote in her diary: "Goodbye God, I'm going to Bodie." This phrase came to be known throughout the west.
3. You can see the Standard Mine and Mill on the west slope of Bodie Bluff. Because the old mill buildings and surrounding area are extremely unsafe, they are closed to the public.
4. Today more than 200,000 people a year visit this genuine California gold-mining ghost town, where more than 170 buildings are protected in a state of 'arrested decay' on more than 1,000 remote acres.
5. Bodie State Historic Park is open year round. It opens at 8 a.m. every day but closing time changes seasonally (midsummer closing at 7 p.m., mid-winter at 4 p.m.). However because of the high elevation (8,375 feet), it is accessible only by over-snow equipment during the winter months. Many four wheel drive vehicles get stuck each year in powdery snow that is deeper than it first appears. Spring thaws bring mud, and wheeled vehicles are not advised. Snowmobiles must stay on designated roads within the park. Winter weather is often unpredictable. Sub-zero temperatures, strong winds and white-out conditions are not uncommon.

source: [www.englishch-hilfen.de](http://www.englishch-hilfen.de)



## WORKSHEET

On the basis of your reading, answer the following questions by choosing the correct option:

- (a) Bodie had a population of 10,000 in 1879 because
  - (i) it had been discovered recently
  - (ii) all their gold was looted away
  - (iii) there were not enough houses
  - (iv) people were not secure
- (b) The old mill buildings are closed to the public
  - (i) as it is a private property
  - (ii) as people make it unsafe
  - (iii) as it is unsafe
  - (iv) as public can damage it
- (c) Bodie State Historic Park is accessible only with over-snow equipment
  - (i) as it is winter over there all year
  - (ii) it snows heavily there
  - (iii) its timings change seasonally
  - (iv) it is not at a great height
- (d) Any four wheel drive vehicle gets stuck each year in Bodie Park as
  - (i) the snow is very thin layered
  - (ii) snow is deeper than what it appears
  - (iii) strong winds blow there
  - (iv) one cannot predict the weather
- (e) The synonym of 'unpredictable'
  - (i) uncommon
  - (ii) unknown
  - (iii) given
  - (iv) random

**ANSWERS:**

- (a) (iv) people were not secure
- (b) (iii) as it is unsafe
- (c) (ii) it snows heavily there
- (d) (ii) snow is deeper than what it appears
- (e) (iv) random

**5. Read the following passage carefully**

1. One summer, my niece Jessica and my granddaughter Kali came for a visit. I was surprised to discover that nine-year-old Jessica was a much better reader than ten-year-old Kali. When we read before bedtime, Jessica zoomed through a book while Kali labored over a few pages. One day, I tried a technique that really helped. We were reading Lois Lowry's *Anastasia* at your Service, and I had Jessica read the words that Anastasia's friend said, I read the parts in between. The context, or the meaning of the story, seemed to carry Kali along. She read the dialogue smoothly and with expression because she understood what was happening in the story.
2. Read one character's dialogue; have your child read another's. Children read more easily when what they are reading makes sense to them. Dialogue is easier to read than descriptive paragraphs. Assign or choose parts, let your child become one of the characters and read the words that character says. Some people call this readers' theater. Just have fun and read the parts; it helps bring books and characters to life.
3. Read riddles or make them up. Nine and ten year olds love to be in the know. Have them read riddles and try to stump you. What has four wheels and flies? (A garbage truck). Feed me and I live; give me water and I die. What am I? (Fire). Write riddles or make them up for a talking game when you are driving along or preparing a meal. Read J. Patrick Lewis's 'Riddle-Lightful'.
4. Play thinking games. Twenty questions about animals, vegetables or minerals for more mature youngsters. Jeopardy, in which you give the answer first and they respond with the appropriate question (You: I am called the "father of our country." Child: "Who is George Washington?"). Works for even more mature children. Once you start a game, your child will think up variations to make it unique.
5. Work on projects. Kids are continually bringing home projects they need to do. Whether it is for the school science fair, the scouts, or the religion teacher, pitch in and help. This doesn't mean that you do the project for your children, but it is more fun for everybody when you get involved. I helped



## READING

# FORMATIVE ASSESSMENT

build volcanoes, carve wooden cars. Build model airplanes, create a model of the solar system, and dress a Pilgrim doll, among other things.

6. Support Scout activities. If your child is a scout, participate in special events and help at home with scout projects. The Boy Scouts of America and the Girl Scouts of America created a “Reading Badge”. The badge can be earned by reading to people who cannot read, collecting books for people who do not have them, and supporting reading activities in the community.
7. Write fractured fairy tales. Nines and tens are a little beyond the traditional fairy-tale story. Use the stories to write a parody, a new version, a modern news story about the characters, or the headlines about the events. Write a lost-and-found column for items depicted in the fairy tales, such as a spinning wheel, a glass slipper, or a pocketful of crumbs. Jon Scieszka's ‘The True Story of the Three Little Pigs’ is a good example of having fun with a familiar story.
8. Create a camera story. Photo essays are popular reading material. Help children create their own. Decide on a topic and tell the story in photographs. Digital cameras shorten the waiting time between the idea and the finished product. Photographs of your child as a baby are immensely satisfying. Use duplicates to create an autobiography in pictures and words.
9. Write the text for wordless books. Your child is old enough to create dialogue for characters in wordless books. Write on little balloon-shaped pieces of paper. (Post-its work fine) and stick them above the characters. Write on strips of paper and attach them to each page to tell what is happening in the pictures. You can make a game by keeping the strips loose and having your child match them to the right picture. Tana Hoban, Denise Fleming, David McPhall, and Chris Raschka create fascinating wordless books. If you buy wordless books in paperback, cut up a copy and see if your child can experiment by rearranging the pages to see how the same story can be told in different ways or how a completely different ways or how a completely different story can emerge from a new arrangement of pages.

### WORKSHEET

A. On the basis of your reading, answer the following questions briefly:

(a) Bring out the main idea of the passage?

---

---



(b) Mention three ways to encourage children to read.

---



---

(c) How can a child contribute to thinking games?

---



---

(d) In what ways can a 'wordless' book be used?

---



---

**B. Find synonyms of the following words from the passage.**

- i) suitable : \_\_\_\_\_
- ii) hugely/extremely : \_\_\_\_\_
- iii) contended : \_\_\_\_\_

### ANSWERS:

- A.** (a) on the habit of reading
- (b) (i) Reading one character's dialogue
- (ii) Reading riddles
- (iii) Creating camera stories
- (c) They make variations of the game
- (d) (i) Same story can be told in different ways
- (ii) Playing matching games
- B.** (i) appropriate
- (ii) Immensely
- (iii) Satisfying



## READING

# FORMATIVE ASSESSMENT

6. Read the following passage carefully.

### ADVENTURE SPORTS

1. Indian thrill seekers are rushing into adventure sports full throttle. Mountain biking, kayaking on the Beas river, hot air ballooning in Jaipur and Delhi, camel safari in Jaisalmer...these are just a few of the exciting activities to offer. According to Alok Bajpai, CEO, The Adventures - an organization that specializes in catering to adventure and nature travel needs, the rising popularity of adventure tourism is a direct result of satellite television beaming in exciting activities into people's homes. "The Indian tendency to lie safe has changed over the last 10 years. When we started in 1995, adventure travel was considered something that only the tourists indulged in. Today, people have a higher disposable income to spend on such activities. Besides, adventure travel is now considered glamorous and everyone wants to talk about their experiences," he observes.
2. Capt. Saurabh Mahajan of Colonel's Trips & Tours, which offers adventure travel options in and around Rishikesh agrees: "Since we started in 2000, there has been a steady increase in the number of adventure seekers. The adventurous streak is not limited to one group of people. Students, executives, housewives, senior citizens, everyone enjoys river rafting, rock climbing etc. and several corporates send their executives to us for team building, adventure-oriented activities." He attributes the escalating numbers to people getting adventure-oriented and schools realizing the importance of adventure sports and love for flora and fauna. Explains psychoanalyst Dr. Harish Shetty: "A passion for adventure stems from the need to experiment, to enjoy the thrills of difficult encounters. Also, these activities are easily available for the youth today. Earlier, those who would go to the clubs and play games, now engage in adventure sports."

### WORKSHEET

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

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



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

7. Read the poem carefully.

### A GREEN CORNFIELD

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



## READING

# FORMATIVE ASSESSMENT

2. A stage below in gay accord,  
White butterflies danced on wing,  
And still the singing skylark soared,  
And silent sank and soared to sing.
3. The cornfield stretched a tender green  
To right and left between my walks;  
I knew he had a nest unseen  
Somewhere among the million stalks.
4. And as I paused to hear his song  
While swift the sunny moments slid,  
Perhaps his mate sat listening long,  
And listened longer than I did.

- Christina Rossetti

### WORKSHEET

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

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

**Answers:**

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

**8. Read the passage carefully.****THE PYRAMIDS OF EGYPT**

1. The oldest stone buildings in the world are the pyramids of Egypt. They have stood for nearly 5000 years, and it seems likely that they will continue to stand for thousands of years yet. They are over eighty of them scattered along the bank of the Nile, some of which are different in shape from the true pyramids. The most famous of these are the 'Step' pyramid and the 'Bent' pyramid.
2. Some of the pyramids still look much as they must have done when they were built thousands of years ago. Most of the damage suffered by the others has been at the hands of men who were looking for treasure or, more often, for stone to use in modern buildings. The dry climate of Egypt has helped to preserve the pyramids and their very shape has made them less likely to fall into ruins. These are good reasons why they can still be seen today, but perhaps the most important is that they were planned to last forever.
3. One thing is certain: there must have been months of careful planning before they could begin to build. The first thing they had to do was to choose a suitable place. You may think that this was an easy task, with miles and miles of empty desert around, but a pyramid could not be built just anywhere. Certain rules had to be followed strictly and certain problems overcome.
4. The pyramid had to be on the west side of the Nile; the side on which the sun sets. This was for religious reasons. The pyramid also had to stand well above the level of the river to protect it against the regular floods. The pyramid could not be too far from the Nile, however, as the stones to build it needed to be carried in boats down the river to the nearest point. Water transport was, of course, much easier than land transport. The builders also had to find rock, which was not likely to crack under the great weight of the pyramid. Finally, the pyramid had to be near the capital, or better still, near the king's palace so that he could visit it easily and personally check the progress being made on the final resting place for his body.

source: [www.mogangge.com](http://www.mogangge.com)



## READING

# FORMATIVE ASSESSMENT

### WORKSHEET

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

- 1) The writer says 'The pyramids have stood for nearly 5000 years, and it seems likely that they will continue to stand for thousands of years yet.' His tone is
  - a) shocked
  - b) fascinated
  - c) disbelieving
  - d) awestruck
- 2) The maximum damage caused to the pyramids was due to
  - a) men looking for treasure.
  - b) their being thousands of years old.
  - c) the dry climate.
  - d) their shape and structure
- 3) The pyramid had to be on the west side of the Nile as
  - a) the Egyptians worshipped the setting sun
  - b) the eastern bank was regularly flooded
  - c) stones needed to build the pyramids were available on the western bank
  - d) water transportation was much easier on the western bank
- 4) The phrase 'fall into ruin' means
  - a) fall down
  - b) collapse
  - c) decay
  - d) breakdown



### ANSWERS:

- 1) awestruck
- 2) men looking for treasure
- 3) the Egyptians worshipped the setting sun
- 4) collapse

9. Read the poem carefully.

### A LADY WHO THINKS SHE IS THIRTY

1. Unwillingly Miranda wakes,  
 Feels the sun with terror,  
 One unwilling step she takes,  
 Shuddering to the mirror.  
 Miranda in Miranda's sight  
 Is old and gray and dirty;  
 Twenty-nine she was last night;  
 This morning she is thirty.  
 Shining like the morning star,  
 Like the twilight shining,  
 Haunted by a calendar,  
 Miranda is a-pining.
2. Silly girl, silver girl,  
 Draw the mirror toward you;  
 Time who makes the years to whirl  
 Adorned as he adored you.  
 Time is timelessness for you;  
 Calendars for the human;  
 What's a year, or thirty, to  
 Loveliness made woman?



## READING

# FORMATIVE ASSESSMENT

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

- Ogden Nash

### WORKSHEET

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

- 1) Miranda is unhappy on waking up as she
  - a) fears the sun
  - b) is scared of the mirror
  - c) hates her birthday
  - d) is unable to face the reality of aging
- 2) The poetic device used in the poem is
  - a) simile and metaphor
  - b) simile and personification
  - c) metaphor and alliteration
  - d) imagery and symbolism
- 3) The word silver in line 13 refers to her
  - a) colour
  - b) age
  - c) hair
  - d) dress
- 4) The poet consoles Miranda by saying that she is
  - a) ageless like spring
  - b) ageless like the night



- c) like a calendar
  - d) lovely
- 5) 'Her wings' refer to the wings of
- a) time
  - b) night
  - c) miranda
  - d) spring

### ANSWERS:

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

10. Read the poem carefully.

### THE VILLAGE SCHOOLMASTER

1. A man severe he was, and stern to view,  
I knew him well, and every truant knew;  
Well had the boding tremblers learn'd to trace  
The day's disasters in his morning face;
5. Full well they laugh'd with counterfeited glee,  
At all his jokes, for many a joke had he:  
Full well the busy whisper, circling round,  
Convey'd the dismal tidings when he frown'd:



## READING

- Yet he was kind; or if severe in aught,
10. The love he bore to learning was in fault.  
The village all declar'd how much he knew;  
'Twas certain he could write, and cipher too:  
Lands he could measure, terms and tides presage,  
And e'en the story ran that he could gauge.
15. In arguing too, the parson own'd his skill,  
For e'en though vanquish'd he could argue still;  
While words of learned length and thund'ring sound  
Amazed the gazing rustics rang'd around;  
And still they gaz'd and still the wonder grew,
20. That one small head could carry all he knew.  
But past is all his fame. The very spot  
Where many a time he triumph'd is forgot.

- Oliver Goldsmith

### WORKSHEET

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

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



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

### ANSWERS:

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



## READING

### 11. Read the passage carefully.

1. Is it possible to even say the word 'smilies' without smiling a little? Since the smiley icon was created more than forty years ago, they have been brightening days of millions of people.
2. The origin of the traditional yellow smilies is not completely clear. There are at least three competing claims for the fatherhood of round, yellow smilies. In 1963, State Mutual Life Assurance, an insurance firm in the U.S.A, was looking for ways to lift the spirits of its employees following a difficult company merger. They hired graphic artist Harvey Ball to help out. He created a round yellow button with the now familiar two dots and a half circle. The idea behind wearing the brightly-coloured buttons was to inspire the workers to smile and to help them spread good cheer.
3. In 1971, a French entrepreneur Franklin Loufrani began using smilies as icons to highlight good news stories as a part of a newspaper promotion. The icon is now trademarked by Loufrani in more than a hundred countries, but not in the United States. The 'Official' Website for smilies can be found at SmileyWorld.com. Smilies experienced a huge explosion of popularity during the 1970s. Two brothers named Murray and Bernard Spain began producing novelty items based on the yellow smiley icon face paired with the phrase-"Have a Happy Day". They ignited a smilies craze that lasted from 1970 until 1972. More than 50 million 'smilies' were manufactured during this short two-year span.
4. 'Smilies' have evolved with technology and are used in ways that the original designers probably never thought of. But the basic goal of the 'smiley' icon remains the same: to communicate good feelings and to make people smile.

source - [www.top20smiles.com](http://www.top20smiles.com)

## WORKSHEET

On the basis of your reading of the passage, complete the following statements by choosing the correct option:

- 1) "Is it possible to even say the word 'smilies' without smiling a little?" means that the 'smilies' are
  - a) comical
  - b) infectious
  - c) hilarious
  - d) peculiar



- 2) The word 'icon' in the second line refers to a
  - a) trademark that cannot be used by anyone else.
  - b) yellow button with two dots and a half circle.
  - c) symbol created for easy and definite recognition.
  - d) logo designed for the Wal-Mart group of stores.
  
- 3) Murray and Bernard Spain produced items with the smiley icon and the phrase "Have a Happy Day". This combination was highly successful. The expression that best describes this successful combination is
  - a) hitting the bull's eye.
  - b) flashing a red rag at a bull.
  - c) telling a cock and bull story.
  - d) taking the bull by the horns.
  
- 4) 'Smilies' have evolved with technology and are used in ways that the original designers probably never thought of" can be best understood as
  - a) the original designers were pretty sure that 'smilies' could evolve so much with technology.
  - b) with the introduction of technology, it is almost like the original designers never made 'smilies'.
  - c) even with technology, the smilies are used in the same way, as the original designers planned.
  - d) technology expanded the scope of smilies much more than what the original designers ever imagined.
  
- 5) The sentence that presents the best summary of the passage is that 'smilies'
  - a) originated in 1971 and have remained popular owing to the internet.
  - b) have no definite origin, but even today are used to spread positive feelings.
  - c) originated in the USA and today are popularized solely by the Wal-Mart chain.
  - d) were used to communicate goodwill during polls and helped parties win elections.



## READING

# FORMATIVE ASSESSMENT

### ANSWERS:

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

### 12. Read the passage carefully.

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

### WORKSHEET - 12

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

- 1) The recent fire in a Colaba guest house highlights the fact that elementary
  - a) measures against fire hazards are being taken.
  - b) protections against fire hazards are being ignored.



- c) measures against fire hazards are not being taken.
  - d) precautions against fire hazards are being taken in the city.
- 2) The fire could not prove as destructive as it could have been because the fire
- a) broke out in the afternoon and most of the guests were out.
  - b) did not spread to the entire building and the staircases.
  - c) broke out in the afternoon and the wooden beams and staircases did not catch fire.
  - d) broke out in the afternoon but did not reach the architect's office.
- 3) The author says, "clearly the municipal staff is not doing its duty" because they
- a) are constantly on leave.
  - b) are negligent and not particular about safety measures.
  - c) do not have enough fire -fighters.
  - d) are endangering the life of the fire-fighting staff.
- 4) Society looks up to these professionals for guidance and norms. "These professionals" refers to
- a) fire-fighters
  - b) municipal Corporation
  - c) residents of Mumbai
  - d) architects
- 5) The word/phrase closest to the meaning of 'scandalous' is
- a) embarrassment
  - b) ashamed
  - c) causing scandals
  - d) disgraceful



## READING

### ANSWERS:

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



## WRITING

### Learning Outcomes:

The students will be able to

express ideas in clear and grammatically correct English, using appropriate punctuation and cohesion devices.

plan, organise and present ideas coherently by introducing, developing and concluding a topic.

write a clear description (e.g. of a place, a person, an object or a system).

write a clear account of events (e.g. a process, a narrative, a trend or a cause-effect relationship).

compare and contrast ideas, and arrive at conclusions.

present an argument, supporting it with appropriate examples.

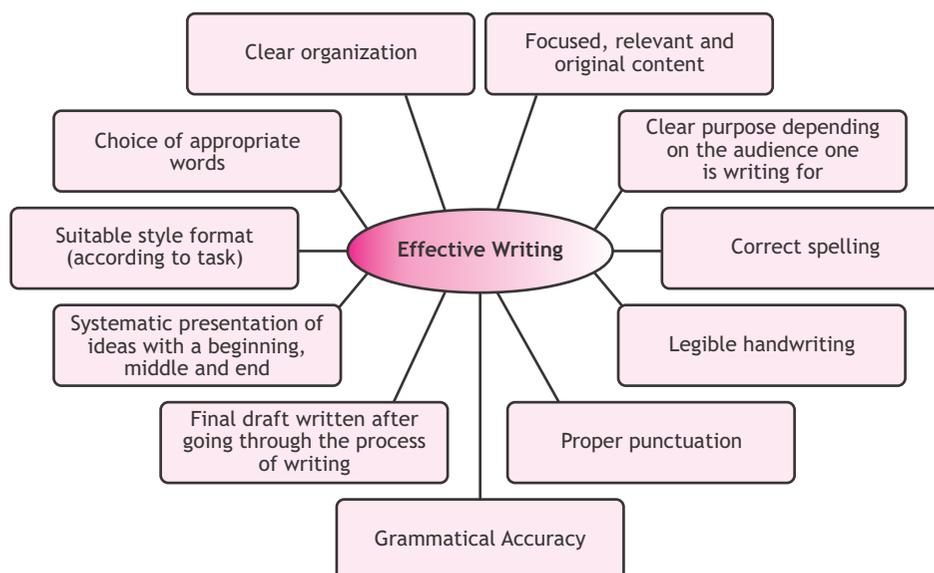
use an appropriate style and format to write letters (formal and informal),biographical sketches, dialogues, speeches, reports, articles, e-mails and diary entries.

monitor, check and revise written work.

expand notes into a piece of writing.

summarise or make notes from a given text, and

recode information from one text type to another (e.g. diary entry to letter, advertisement to report, diagram to verbal form).





## WRITING

### Assessment Scale for Writing

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

S. No.	Relevance and adequacy of content	Compositional organisation	Cohesion	Adequacy of vocabulary for purpose	Grammar	Punctuation	Spelling
0	The answer bears almost no relation to the task set. Totally inadequate answer.	No apparent organisation of content.	Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible.	Vocabulary inadequate even for the most basic parts of the intended communication.	Almost all grammatical patterns inaccurate.	Ignorance of conventions of punctuation.	Ignorance of conventions of spelling.
1	Answer of limited relevance to the task set. Possibly major gaps in treatment of topic and/ or pointless repetition.	Very little organisation of content. Underlying structure not sufficiently controlled.	Unsatisfactory cohesion may cause difficulty in comprehension of most of the intended communication	Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical in appropriacies and/ or repetition.	Frequent grammatical inaccuracies.	Low standard of accuracy in punctuation.	Low standard of accuracy in spelling.
2	For the most part answers the tasks set, though there may be some gaps or redundant information.	Some organisational skills in evidence, but not adequately controlled.	For the most part satisfactory cohesion although occasional deficiencies may mean that certain parts of the communication are not always effective.	Some inadequacies in vocabulary for the task. Some lexical in appropriacies and/or circumlocution.	Some grammatical inaccuracies.	Some inaccuracies in punctuation.	Some inaccuracies in spelling.



3	Relevant and adequate answer to the task set.	Overall shape and internal pattern clear. Organisational skills adequately controlled.	Satisfactory use of cohesion resulting in effective communication	Almost no inadequacies in vocabulary for the task. Only rare inappropriacies and/ or circumlocution.	Almost no grammatical inaccuracies.	Almost no inaccuracies in punctuation.	Almost no inaccuracies in spelling.
---	---	--	---	--	-------------------------------------	--	-------------------------------------

### Writing Activity - 1: Bio-sketch

A) **Topic: Mary Kom**

**Time Required:** One period

**Procedure:**

1. Display the picture of Ms Mary Kom and ask them if they recognize her.



2. Distribute the cards with the following cues among the students.

**Name:** Mangte Chungneijang Mary Kom

**Born on:** 1 March 1983

**Family:** Her parents, Mangte Tonpa Kom and Mangte Akham Kom, worked in jhum fields. She is married to K Onler Kom and has twin sons, Rechungvar and Khupneivar

**Education:** Completed school from NIOS, Imphal and graduation from Churachandpur College



## WRITING

Coached by: Charles Atkinson.

**Significant Achievements:** Won five consecutive World Boxing Championship Titles and is the only pugilist to win a medal in each one of the six Championships. She however, will now be known as the boxer who brought a medal back for India from the London Olympics, in the women's category.

3. Ask the students to write a bio-sketch of Ms Marry Kom, the boxer in 80-100 words.

### B) Topic: Ustad Bismillah Khan

1. The teacher tells the students about Ustad Bismillah Khan, the famous shehnai player. A music company wants to bring out a collection of his renditions. He wants a brief biography to go on the record sleeve.
2. The students are instructed to use the information to complete the biography:

#### Ustad Bismillah Khan



source-www.timescrest.com

**Born On:** March 21, 1916

**Born In:** Dumraon, Bihar

**Awards:** 1956 bagged the Sangeet Natak Akademi Award

1961: Received the Padma Shri Award

1968: Honored with Padma Bhushan Award

1980: Conferred upon with Padma Vibhushan Award



2001: Bestowed with Bharat Ratna Award

Died: August 21, 2006

Career: Indian Classical Musician and Shehnai Maestro

Nationality: Indian

### Activity - 2: Dialogue Writing

**Time Required:** One period

**Procedure:**

1. The teacher divides the class in groups of two students.
2. The teacher narrates any of the following situations to the class and instructs them to write a dialogue on the situation.
3. After they finish writing, some of the dialogues may be read out in the class and discussed.
  - a) Yatin and Satish are two friends who are meeting after a long time. Yatin is a sports enthusiast and Satish works in the Ministry of Sports. They both discuss the lack of proper infrastructure and the need to promote sports in the country. They also talk about how these international events play a significant role in a country's development. Construct a dialogue between both of them in about 80 -100 words.
  - b) Imagine Akbar and Birbal travel through time and land in your city .They are shocked and amazed to see the changed face of the earth with all the modern technology and modes of transport etc. Construct a dialogue between them, where, in they are observing their surroundings and discussing it.

### Activity - 3: Bar Graphs/Pie Charts

**Time Required:** One period

**Procedure:** The teacher

1. distributes the photocopies of the bar graph or the pie chart among the students.
2. instructs the students to study the graph/chart carefully.
3. discusses the main points with the students.

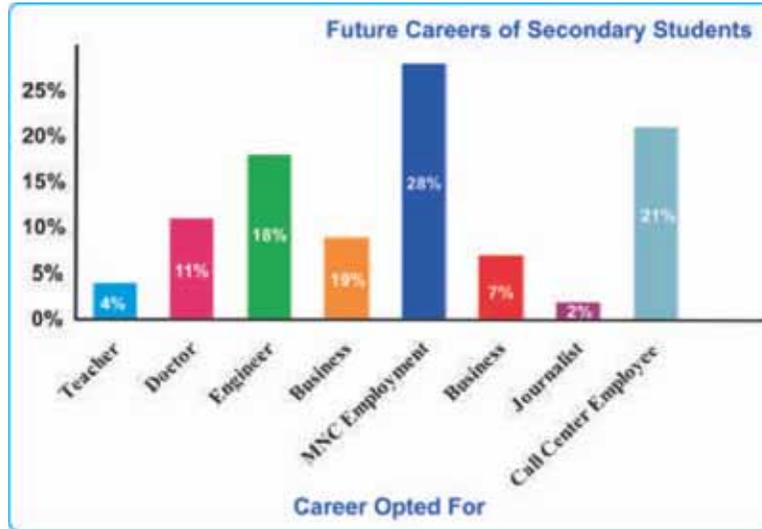


## WRITING

## FORMATIVE ASSESSMENT

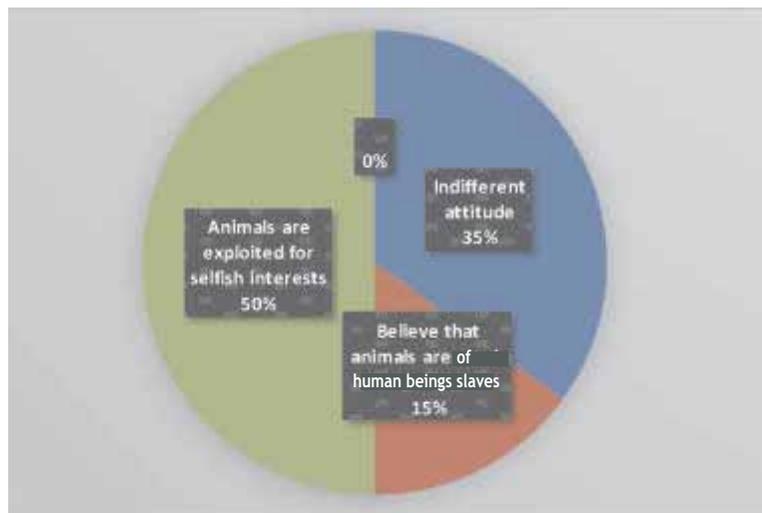
4. instructs them to write a note in about 80 words on the basis of the information given.

A.



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

B) The following pie chart shows the attitude of people towards animals. Interpret the data given in the pie chart and write a short note on the information given based.





### Activity - 4: A Description

**Time Required:** One period

**Procedure:**

1. The teacher
  - distributes the cue cards/picture among the students on the topic to be described.
  - instructs the students to write in about 60-80 words a short descriptive passage based on the cues / picture shown.
2. The students write the paragraph and submit it.
  - a) Write a description of your family doctor, Dr. S Ganapathy, whom you visit for medical consultation. Use the input given below to write the description in about 80-100 words:
    - Age
    - Appearance
    - Attitude
    - Manner /behaviour
    - Any other feature that you like /dislike about him/her
  - b) Write a factual description of the District Park close to your house in about 80-100 words. You may use the input given:
    - location
    - swings
    - area
    - grass quality
    - visitors-age range and number
    - maintenance and cleanliness
    - jogger's track
    - trees, flowers-varieties
    - yoga and exercise area



## WRITING

## FORMATIVE ASSESSMENT

- c) Look at the picture and describe what the man is trying to express.



- d) Look at the picture and describe what you see (interior) and what you can't see in the picture (exterior).



- e) Look at the picture and describe what comes to your mind immediately, and give it a suitable caption.







## WRITING

## FORMATIVE ASSESSMENT

- Sudhanshu : Yes, he's better. Running down the stairs he had a bad fall during the earthquake and he broke his left leg. It was a multiple fracture, but there's nothing to worry about now.
- Vivaan : Is he in hospital?
- Sudhanshu : Yes. He's at hospital here. Would you please inform his family?
- Vivaan : Of course I will. Thank you for calling.

### Activity - 7: Speech Writing

#### A. Topic: Dr. B. R. Ambedkar

**Time Required:** One period

**Procedure:**

1. The teacher distributes the following notes on the life and achievements of Dr. B. R. Ambedkar, the chief architect of the Indian Constitution.
2. The teacher instructs the students to write a speech on the contribution of Dr. Ambedkar to be delivered during the Ambedkar Jayanti Celebrations in school.

Dr. B. R. Ambedkar



1891-born in Mhow, Madhya Pradesh

1913-Awarded a Baroda State Scholarship

1915-Passes M.A. Economics-Columbia University, New York -obtains Ph.D.

1921-23-Obtains M.Sc. From London School of Economics; obtains D.Sc.

1924-Founds Bahishkrit Hitkarini Sabha





## WRITING

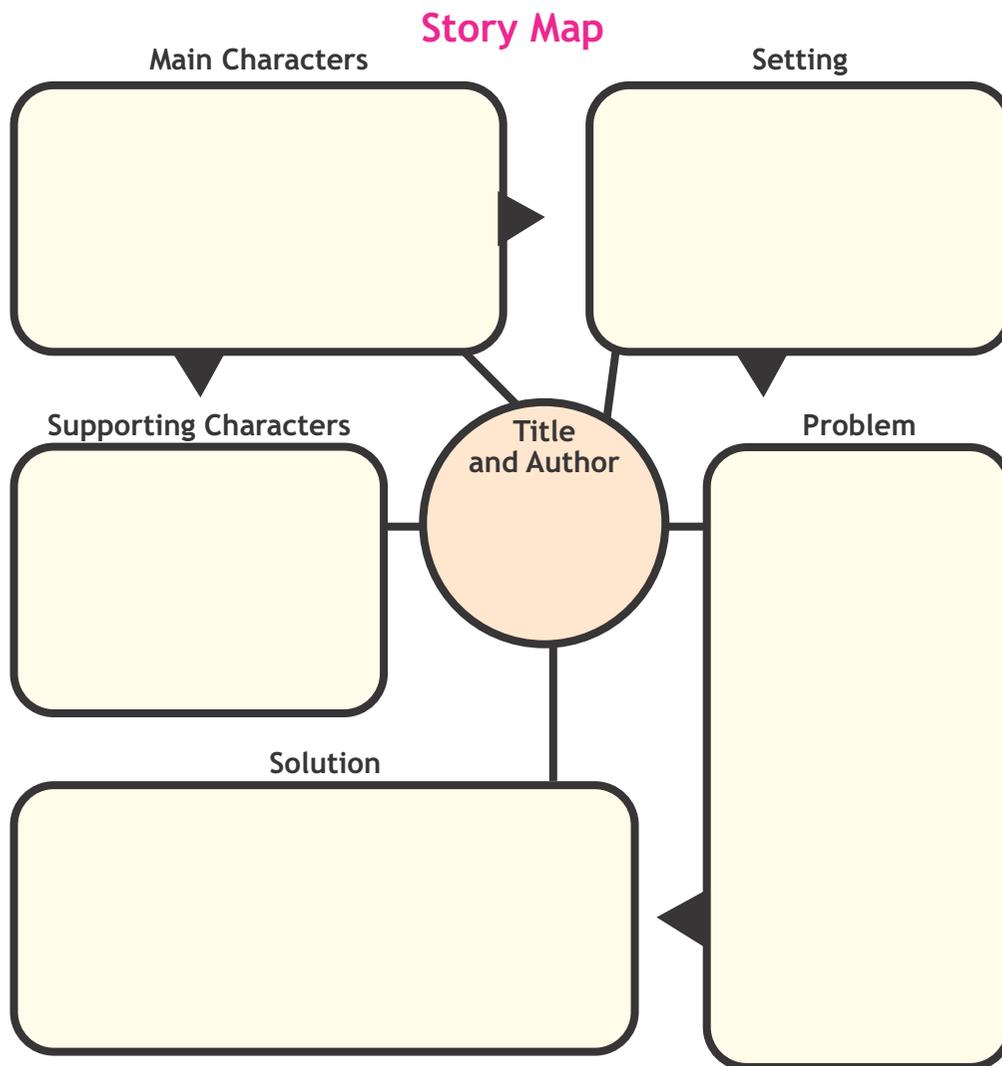
3. instructs the students the following questions.

What type of character do these two words suggest, in what setting, and what situation?

What would a character in this setting and situation want more than anything else?

What obstacles would he or she have to overcome to attain that goal?

4. instructs students to fill in their 'story map'.



5. students write a short story of about 300 words by elaborating on the outline that they have created in the 'story map'.



### Activity - 9: Short Story (2)

**Time Required:** One period

**Procedure:**

1. The teacher divides the class in groups of four.
2. The teacher displays the following picture on the board or distributes the picture in the class.
3. The students discuss in groups about the picture.
4. They write a short story based on the picture, with a suitable title.



### Activity - 10: E-mail

**Time Required:** One period





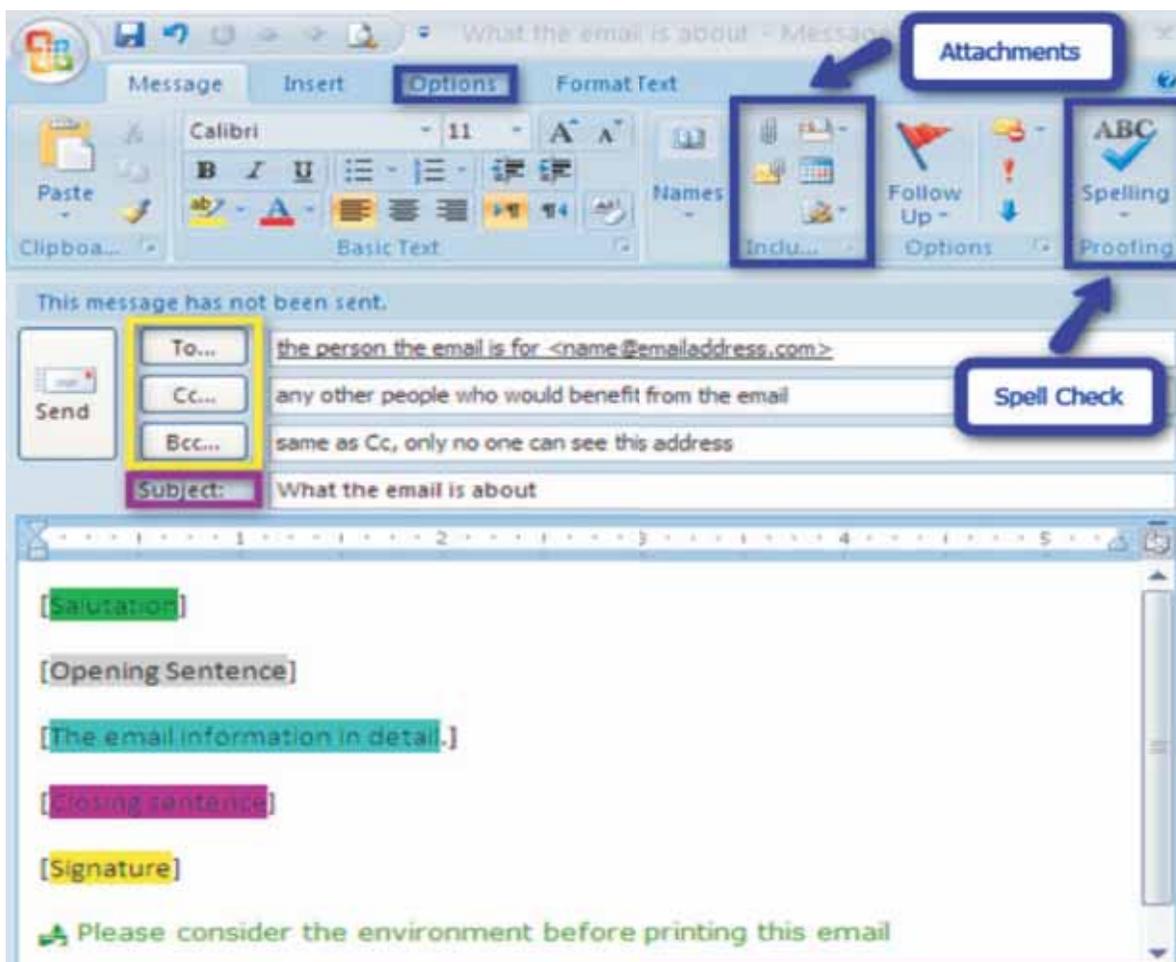
## WRITING

## FORMATIVE ASSESSMENT

### Procedure:

1. The teacher instructs the students to look at the visual which hints that a large number of people are dying due to low platelet count.
2. The teacher explains the features of an email.
3. The teacher instructs students to write an email as a concerned brother/sister to the younger sister/brother who stays in a hostel in Delhi, to warn him/her against the fatal dengue.
4. The students write the email.

### FORMAT





- (B) You learnt skiing at Manali, during the vacation. Share your experience through e-mail with your friend in about 150 words.

Hints:

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

### Activity - 11: Report Writing

**Time Required:** One period (Recess time may be used to conduct the survey)

**Procedure:**

1. The teacher divides the class in groups of four and instructs them to conduct a survey in school among students of different classes on the following topic-  
The kind of activities the home and school engage students in, so that they are rooted in their own culture.
2. Each group submits the report based on their finding.
3. The main outcomes of the reports are submitted for discussion in the class.

### Activity - 12: Article School Magazine/Newspaper

**Time Required:** One period

**Procedure:**

1. The teacher provides the students the following visual/ verbal cues.
2. The students write an article on it for the school magazine/newspaper.



## WRITING

### Visual Cues

1. Growing popularity of extreme sports:



2. Preventing Animal Cruelty:



3. Preventing female foeticide:



4. 'No' to corruption:





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

habit of reading - lost

books - contain world of knowledge

inculcate moral and social values

growing lack of good vocabulary/ expression

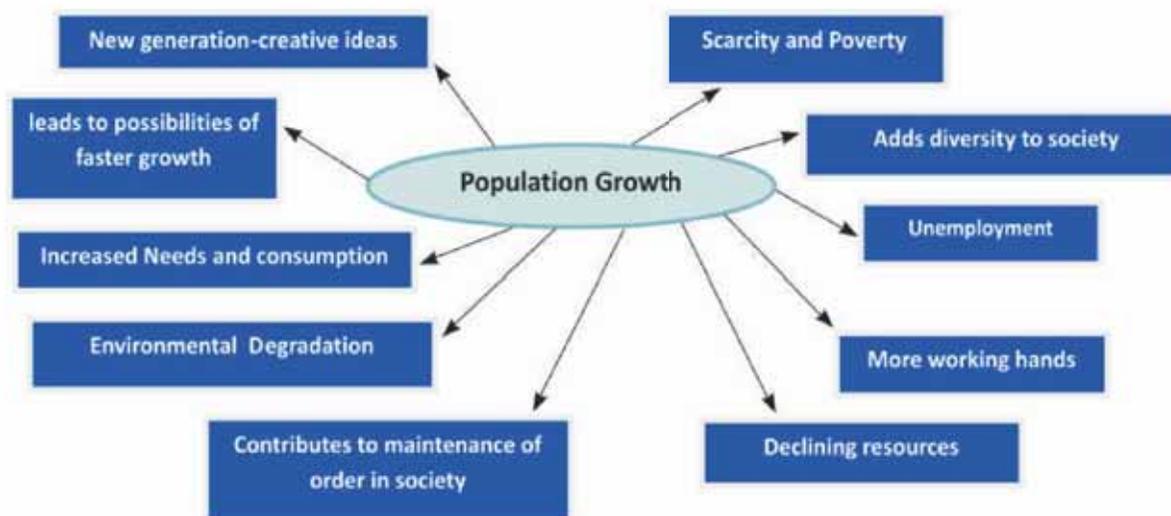
building sensitivity

distraction - affects academics/ interest in gadgets

need to increase awareness

avoiding a mechanical life

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





## WRITING

## FORMATIVE ASSESSMENT

7. Shubham/Shreya recently came across news reports regarding the acute water shortage that the country is likely to face in the years to come. On the occasion of World Water Day, he/she decides to express his/her views on this grave issue in the form of an article for the school magazine. Using ideas from the Unit Environment of the MCB and the inputs given below, along with your own ideas, write Shubham's / Shreya's article in about 150 words.



Celebrate World Water Day

Achieve Water Security by

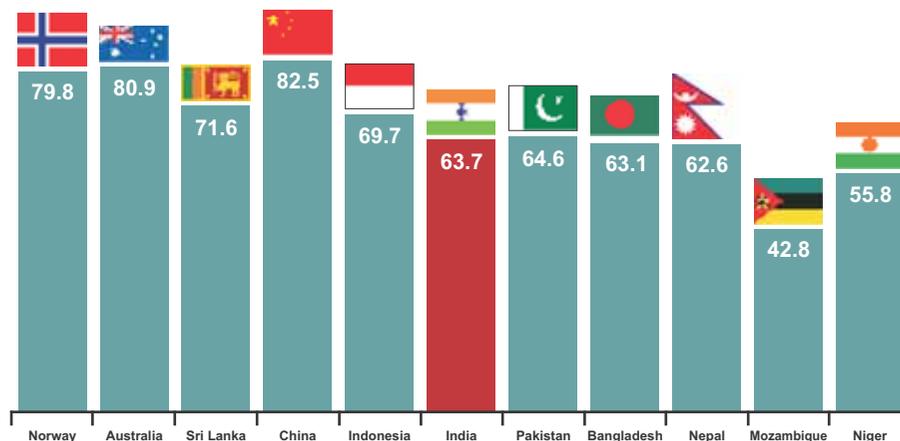
- water harvesting
- stopping wastage of water
- storing water in tanks, ponds and aquifers
- recycling water

### Activity - 13: Formal and Informal Letter

- a) **Time Required:** One period

**Procedure:**

1. The teacher shares with the students the opinion of Dr. Vineeta Bal from the National Institute of Immunology (NII) that life expectancy at birth is also a measure of overall quality of life in a country and summarizes the mortality at all ages. Between 1980 and 2007, India has seen a rise in life expectancy at birth by approximately eight years. Lack of expenditure towards public health sector is the reason behind lower life expectancy in India.
2. The teacher shows the students the statistics given and instructs them to write a letter to the editor, expressing their views.



According to data from 2005

- b) The teacher instructs the students to read the following information and write an informal letter to their friend in about 150 words, telling her/ him what could be the plausible explanations. The explanation need not be based on facts.

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

### Activity - 14: A skit/a scene

**Time Required:** Two periods

**Procedure:**

1. The teacher divides the class in groups of three.
2. The students may be given any of the following situations and asked to write a skit based on it.

Write a real life memory of a time you had a conflict with someone else. This might have been you with one of your parents, or you with a friend, or any other conflict that comes to mind.



## WRITING

Write a scene/a skit that has a lot of people in it—a crowd or a group. It could be a party, festival celebration, a class or a mall. Describe the scene using people as part of the setting: colourful clothes, or a mass of unfamiliar faces, etc. Also mention the décor, the sounds and smells as well as the other visual details.

3. The students write the same scene again, but this time from the point of view of the other person in the second period.
4. The best scene is enacted in the class.

### Activity - 15: Describing a Place

#### A) Topic: Visit to a Place

**Time Required:** One period

**Procedure:**

1. The teacher asks the students about various places they have visited during their holidays.
2. The teacher asks them to pick another city-- a city where they have never been, but always wanted to go.
3. The students 'Google' for an image of it, ponder over for at least five minutes.
4. The students write about an imaginary trip to that place.
5. The students write what they see, the smell of the city and what happens there.

The teacher may give the following topic also to imagine and write in class.

#### B) Topic: Choosing a Gift

The following cues are given:

A person is choosing a gift for another person. What objects attract the gift giver? What thoughts and memories pass through his or her mind? Does the giver reject the first several items? Or see the perfect thing immediately? How does she/he make the final selection?



## GRAMMAR

**Learning Outcomes:** The students will be able to use the following accurately and appropriately.

1. Verbs

Tenses:

present/past forms

simple/continuous forms

perfect forms

future time reference

Subject-verb concord

non-finite verb forms (infinitives and participles)

2. Determiners

3. Modals

4. Connectors

5. Active and Passive voice

6. Reported Speech

7. Prepositions

### Activity - 1

**Learning Outcomes:**

The students will be able to

work on an integrated grammar exercise.

correct errors in a given piece.

departure from preceding chapters in the use of words instead of numbers.

**A: The teacher instructs the students to:**

1. Edit the notice given by choosing the appropriate option from the list:



## GRAMMAR

# FORMATIVE ASSESSMENT

GOVERNMENT MODEL SCHOOL

CHANDIGARH

DECEMBER 10, 2015

NOTICE

CLEANLINESS DRIVE

The Social Service Club of the school (a) are launching a Cleanliness Drive to clean the surroundings near the school in a fortnight from 19th March. The activities for the drive include cleaning the area and starting an awareness campaign through talks and skits etc. Students of the senior wing who wish to participate in the drive may give their names to the undersigned during Break today in Room No. 102.

For details contact:

Shubha Das

Head Girl

- (a) (i) have launched    (ii) is launching    (iii) is launched    (iv) have been launching  
(b) (i) would include    (ii) are including    (iii) including    (iv) will include  
(c) (i) cleaning    (ii) were cleaned    (iii) are cleaning    (iv) to clean  
(d) (i) in participating    (ii) participating    (iii) to participate    (iv) are participated

2. The exercise to be dictated /written on the blackboard for the students to take down.
3. The teacher explains the rubric of the exercise.
4. The answers can be called out to enable peer correction.

### ANSWERS:

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



B: Read the comic strip and complete the passage given below.



Moose informed his wife, Molly, that he (1) \_\_\_\_\_ to fly out to Arizona to visit his sister, Martha and her husband, Harry.

Molly replied that Harry (2) \_\_\_\_\_. She added that he (3) \_\_\_\_\_ a lot of fault with Moose. She advised Moose (4) \_\_\_\_\_ a one-way ticket as Harry (5) \_\_\_\_\_ glad to pay his way back.

1. i. would have gone    ii. will go    iii. is going    iv. would be going.
2. i. was very cranky.    ii. is very cranky    iii. is being very cranky    iv. have been very cranky
3. i. was finding    ii. is finding    iii. would be finding    iv. has been finding
4. i. to buy    ii. to bought    iii. for buying    iv. bought
5. i. has been    ii. would be    iii. was    iv. was being

### ANSWERS:

1. would be going
2. was very cranky
3. would be finding
4. to buy
5. would be



## Activity - 2

### (A) Learning Outcomes:

- The students will be able to
- work on an integrated grammar exercise.
  - change the narration.
  - complete the sentence

### Procedure:

The teacher instructs students to read the dialogue and complete the passage by choosing the correct option from those given.

Manu : Is there any problem with the car?

Sarthak : My car has a flat tyre. But I just don't know how to change it.

Manu : Let me give you a helping hand.

Sarthak : Oh, that's very nice of you. Thank you very much indeed. You were a great help.

Manu : It was my pleasure.

Manu saw Sarthak standing near his car in the parking area. He asked him (a) \_\_\_\_\_  
\_\_\_\_\_. Sarthak replied (b) \_\_\_\_\_ but (c)  
\_\_\_\_\_. Manu offered him a helping hand. Sarthak  
thanked him and said (d) \_\_\_\_\_. Manu replied that it was his  
pleasure to be of help.

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



### ANSWERS:

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

### (B) Complete the Passage.

Read the comic strip and complete the passage given below.



Archie asked his friend, Jughead (a) \_\_\_\_\_ exercising already. Jughead told Archie that he must be joking. Archie added that Jughead needed to (b) \_\_\_\_\_ to which, a proud Jughead replied that he had already (c) \_\_\_\_\_. He added that he could watch Moose longer than what (d) \_\_\_\_\_.

- a) i. if he would quit
- ii. if he had quit
- iii. if he would be quitting
- iv. if he was quitting
- b) i. increasing his stamina



## GRAMMAR

# FORMATIVE ASSESSMENT

- ii. increased stamina
  - iii. have increased stamina
  - iv. be increased stamina
- c) i. did so
- ii. having done so
  - iii. done so
  - iv. doing so
- d) i. he was doing last week
- ii. he was done last week
  - iii. he had been last week
  - iv. he had done the previous week

### ANSWERS:

- a) if he had quit
- b) increasing his stamina
- c) done so
- d) he had been the previous week

### Activity - 3

#### Learning Outcomes:

The students will be able to

- work on an integrated grammar exercise.
- complete a given passage using appropriate words.

#### Task:

Modified cloze



### Procedure:

The teacher will ask the student to choose the correct word from the options given below to complete the following passage.

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

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

### ANSWERS:

- (a) (iii) oldest
- (b) (iv) the
- (c) (ii) found
- (d) (i) their
- (e) (iv) have been
- (f) (ii) were
- (g) (ii) used
- (h) (iii) in

**Activity - 4: Paragraph Completion****Learning Outcomes:**

The students will be able to

have understanding of grammatical structures.

work on an integrated grammar exercise.

to develop the ability of the students to complete a passage on the basis of given notes.

understand how grammatical structures are integrated with English for communications.

**Procedure:**

The teacher instructs the students to study the notes given below and complete the paragraph that follows by choosing the correct option.

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

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

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



### ANSWERS:

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

### Activity - 5

**Learning Outcomes:** The students will be able to  
complete a passage on the basis of the given notes.

**Task:** Paragraph completion

#### Procedure:

The teacher instructs the students to complete the newspaper report by choosing the correct option from the ones given below.

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

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

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

**ANSWERS:**

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

**Activity - 6**

**Learning Outcomes:** The students will be able to

use the correct verb forms.

learn about gender sensitivity.

**Procedure:**

Read the following passage and tick (✓) the correct form of the verb from the words in bold to be used at the given place

Gender sensitivity is the act of being sensitive to the ways people **think/thought** about gender, so that people **rely/relied** less on assumptions about traditional and outdated views on the roles of men and women. In language and the humanities, gender sensitivity often **gets/got** expressed through people's language choice. People can **choose/chose** more inclusive language that **doesn't/didn't** define gender, and many new words that are gender neutral **have/had** entered languages like English to substitute for more gender specific terms.

For centuries, many words referring to all people **were/are** specifically masculine. Terms like "man," and "mankind," exclude females. While some people argue that such terms **encompass/encompassed** women, it's been argued that true gender sensitivity **moves/moved** past these terms to include all and exclude none. Many of the early feminists **built/build** this case, and it continues to be asserted that gender-exclusive terms **have/had** a belittling effect on women.

It is further contended by experts in gender sensitivity that use of such terms **are/were** by no means innocent, and have a negative cultural effect felt beyond the words. By making women either absent or non-apparent in terms like "mankind," they **become/became** worthless and society **will/would** see them as possessing less value. This societal view in extreme forms is of detriment and corresponds to discrimination and even, arguably, things like greater violence against women.



### ANSWERS:

- |              |            |
|--------------|------------|
| 1. think     | 7. moves   |
| 2. rely      | 8. built   |
| 3. gets      | 9. have    |
| 4. doesn't   | 10. are    |
| 5. are       | 11. became |
| 6. encompass | 12. will   |

### Activity - 7

#### Learning Outcomes:

The students will be able to

- use grammar structures integratively.
- construct meaningful sentences.
- understand the correct arrangement of words in a sentence.

**Task:** Rearranging jumbled words to form meaningful sentences.

**Rearrange the phrases to form meaningful sentences.**

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

### ANSWERS:

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



## Activity - 8

**Learning Outcomes:** The students will be able to use of passive sentence constructions.

**Task:** Paragraph completion using passive construction.

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

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

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

### ANSWERS:

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



### Activity - 9

#### Learning Outcomes:

The students will be able to

use grammar structures integratively.

complete a passage based on given notes.

**Task:** Paragraph completion using given notes.

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

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

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

#### ANSWERS:

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



## Activity - 10

### Learning Outcomes:

The students will be able to

use structures integratively, especially, clauses

develop the ability to correct grammatical errors.

### Task: Use of clauses

Complete the passage given below choosing the correct alternatives.

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

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

### ANSWERS:

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



### Activity - 11: Subject - Verb Concord

**Learning Outcomes:** The students will be able to

use verbs agreement/concordance

make sentences with the given word.

**Time Required:** One period

**Procedure:**

1. The teacher makes a list of words.
2. The words are categorized in two sections. The 'verb' is in the column A and the 'subject' is in the column B as given below.

A	B
Catch	they
has	the book
need	she
was	watch
did	I
drive	the landlord
feel	the girls
write	we
sing	the horse
relate	my broken
construct	my brother
run	ghost
	a poem

3. The students pick any two words one each from column A and B and make a sentence of their own. The sentence may be a short or a long sentence.



## GRAMMAR

### Activity - 12: Adjectives

#### Learning Outcomes:

The students will be able to  
use adjectives appropriately

**Task:** Description of a picture

#### Procedure:

1. The teacher instructs the students to write a description of the given picture using a minimum of five adjectives.



2. The students may use the following adjectives while describing the scene.  
*beauty, green, clear, charm, symmetry, attraction, wooden, photographic, cloudy etc.*

#### Assessment Criteria:

use adjectives appropriately

### Activity - 13 : Integrative Grammar Exercise

#### Learning Outcomes:

The students will be able to  
use grammar structures integratively.



develop their analytical skills.

construct meaningful sentences.

**Task:** Rearranging jumbled words to form meaningful sentences.

**Time Required:** One period

**Procedure:**

1. The teacher divides the class into pairs.
2. Each group is given the following worksheet with set of jumbled words, with one extra word.
3. The students rearrange each set of words to form a meaningful sentence, adding any punctuation mark, if required.
4. In each sentence, there is a word which is not required when the students identify.

Rearrange the following words to form meaningful sentences.

i) Were /created /a /thousand /years /ago /in /the /sea /the /foundations /for /a /whole /city /made.

Extra word \_\_\_\_\_

ii) Oil /much /more /was /found /in the /1960s/ North Sea /recently /under/ the /grid.

Extra word \_\_\_\_\_

iii) Designed /as /a /result very /differently /abled /those /new /rigs /from in /cleaner /waters /here.

Extra word \_\_\_\_\_

iv) All /around /hundreds /1967 and 1985 /between /of /new /rigs construction /were /build in the /North Sea /shipyards \_\_\_\_\_

v) 170 /Eiffel Towers /enough /steel /sufficient /than /in /building /then /for /more /was /used.

Extra word \_\_\_\_\_



## Activity - 14 : Adverbs

### Learning Outcomes:

The students will be able to  
use adverbs appropriately

**Time Required:** One period

### Procedure:

The teacher instructs students to read the sentences carefully and place the adverbs at the most appropriate place in the given sentences.

Position the adverbs

- |  |              |
|--|--------------|
| 1. The house was destroyed.  | (completely) |
| 2. The teacher scolded the students over an issue of indiscipline. | (angrily)    |
| 3. The students answered the questions.                            | (rarely)     |
| 4. The dog barked at the passer by.                                | (loudly)     |
| 5. We have tea in the summer.                                      | (rarely)     |
| 6. Cook the rice for 15 minutes on low flame.                      | (slowly)     |
| 7. I take the bus to work, apart from Fridays.                     | (always)     |
| 8. My mother gets annoyed.   | (often)      |
| 9. He met her in a meeting.  | (finally)    |
| 10. I request you to do it for me.                                 | (kindly)     |

## Activity - 15 : Passive Construction

**Learning Outcomes:** The students will be able to

use the passive sentences.

complete news stories on the basis of given headlines.

**Task:** Passage completion using Passive construction.

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





## GRAMMAR

## FORMATIVE ASSESSMENT

- (iii) has been warned international sports persons against visiting India
- (iv) has warned international sports persons against visiting India

### ANSWERS:

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

### Activity - 16 : Preposition

#### Learning Outcomes:

The students will be able to

use prepositions appropriately

learn about the values

#### Procedure:

The teacher instructs students to read the passage carefully and fill in the spaces with suitable preposition.

Irrespective 1 \_\_\_\_\_ the cultural or social diversity, a common value system is one 2 \_\_\_\_\_ the binding ingredients that give Indians a common identity.

Indians lay high stress 3 \_\_\_\_\_ values like peaceful co-existence, spirituality, deference 4 \_\_\_\_\_ elders, recourse to nature, artistic expression, seeking prosperity, strong family ties, respecting even the tools 5 \_\_\_\_\_ your trade, joyousness and hospitality.

The old have always been taken care 6 \_\_\_\_\_ home, and it is generally the eldest who makes important decisions 7 \_\_\_\_\_ the family, be it a financial matter or a relationship. Dance and music are an integral part of all our cultures and religions. Most celebrations and happy occasions are bright and colourful. Most Indians are very close 8 \_\_\_\_\_



aunts, uncles, cousins and grandparents; holidays are usually spent together and there is little formality 10 \_\_\_\_\_ such relationships.

Individualism is more of a western value. Indian society has always focused more on paying your debt to society and being responsible for the family rather than breaking away to pursue your own individual desires.

Irrespective of the cultural or social diversity, a common value system is one 11 \_\_\_\_\_ the binding ingredients that give Indians a common identity.

Source [wiki.answers.com](http://wiki.answers.com)

### ANSWERS:

- |           |       |       |       |       |
|-----------|-------|-------|-------|-------|
| 1. of     | 2. of | 3. on | 4. to | 5. of |
| 6. of, at | 7. of | 8. to | 9. in | 10 of |



# ***Beehive***



## *The Fun They Had*

### Activity – I: Pre-Reading

**SKILL AREA: WRITING**

**Learning Outcomes:** The students will be able to

distinguish the characteristics of a human teacher and the virtual teacher.

increase their analytical skills.

write fluently and accurately.

**Task:** The students list out the characteristics of a human and a virtual teacher.

**Time Required:** One period

**Procedure:**

1. Compare and contrast a human and a virtual teacher.
2. After discussion, the students analyse the differences individually.
3. Then the students complete the following table.

Characteristics of a Human Teacher	Characteristics of a Virtual Teacher

*The activity need not be graded.*

### Activity – II: Pre-Reading

**SKILL AREA: SPEAKING**

**Learning Outcomes:** The students will be able to

familiarise themselves with the main theme and important ideas.



## BEEHIVE

# FORMATIVE ASSESSMENT

**Task:** List the things which you like the most and those which you would like to change in school, giving reasons and suggestions.

**Time Required:** One period

**Procedure:**

1. Teacher instructs the students to discuss the task in pairs.
2. Then the students complete the following table:

Things I like themost	Why ?	Things I would like to change	How ?

3. Using the notes, they have prepared, the students present their views to the class. One student speaks on what he/ she likes the best and his/ her partner speaks on the changes suggested.

**Assessment Criteria:**

Content

Fluency and accuracy

Originality

Creativity

**Feedback:**

The teacher instructs the students to arrange the ideas in a logical sequence.

The teacher guides students to present their views in an analytical manner.

### Activity – III: While-Reading

**SKILL AREA: SPEAKING**

**Learning Outcomes:** The students will be able to

present their views and opinions clearly and persuasively.



exhibit leadership skills.

self-assess their presentation.

**Task:** Group Discussion

***Technology in Education can never substitute/replace the teacher.***

**Time Required:** One period

**Procedure:**

1. The teacher defines the topic by posting the following outline on the blackboard.
  - a. Use of technology in education
    - (i) Uses of computer, OHP, LCD Projector and other mechanical devices for learning.
    - (ii) Use VCDs and DVDs.
    - (iii) Use of softwares.
    - (iv) Education through internet (Online Education).
  - b. Role of Teacher
    - (i) A facilitator of learning.
    - (ii) Utilize the technology to make the learning process more authentic and result oriented.
    - (iii) Has a specific role in the education system.
2. The teacher provides the general information and does not try to impose own views or opinion.
3. The class is divided into groups of 5-10 students per group, subject to the strength of the class and seating capacity of the classroom.
4. The students discuss the topic within their group for five minutes. A group leader represents each group .
5. The teacher may shift the students to a room with round tables where all the participants can be accommodated facing one another or a suitable seating arrangement can be made within the classroom situation to create a conducive environment or for sharing of ideas.
6. Group leaders participate in the main group discussion.



7. During the discussion, the teacher monitors and observes the leaders' performance individually using the following checklist:-

(a) Does the student exhibit leadership quality?	Yes/ No
(b) Does the student exhibit communication ability?	Yes/ No
(c) Does the student have the knowledge of content?	Yes /No
(d) Does the student put forth views in an organized manner?	Yes/ No
(e) Does the student show respect to the peer group?	Yes/ No
(f) Does the student exhibit appropriate body language, gesture adequately while interacting?	Yes/ No
(g) Does the student raise relevant points?	Yes/ No

8. The teacher introduces the following phrases which are useful to present the argument in the group discussion –

- |  |
|--|
| (a) 'Friends, May I please have your attention for a few seconds _____ I agree with _____' |
| (b) 'In my opinion' _____  |
| (c) 'I fail to understand why' _____   |
| (d) 'I whole heartedly support/oppose the view that' _____                                 |
| (e) 'My worthy friend has submitted that' _____  |
| (f) 'On the contrary' _____  |
| (g) 'I firmly reject' _____  |
| (h) 'I have a doubt' _____   |
| (i) 'Friends, I agree with the views expressed by' _____                                   |

**Assessment Criteria:**

Highly relevant content

Originality of ideas



Responding to situation appropriately

Effective use of language

### Feedback:

The teacher guides students to present their views in an analytical manner and show their ability to motivate and influence others.

The teacher points out that group discussion is a type of debate on a particular topic. The participants should debate in a friendly manner without losing temper, shouting, condemning or using trite remarks.

### Activity – IV: While-Reading

#### SKILL AREA: READING

**Learning Outcomes:** The students will be able to

comprehend the main points and central theme.

self assess on the basis of reading and comprehension.

**Time Required:** One period

### Procedure:

1. The class is divided into groups of 5 students.
2. Each group is assigned one extract from the book for intensive reading 10 minutes.
3. Each student individually reads silently the assigned extract from the book.
4. The teacher allocates each group a set of MCQs based on the assigned extract.
5. Each group is given three minutes to discuss the possible answers.
6. Each student attempts the questions individually on the provided answer sheet.
7. The teacher monitors and observes whether all the individuals have answered all the MCQs.
8. All the groups are given the list of correct answers for self evaluation by student.
9. The leaders collect the self evaluated answer sheets hand them over to the teacher.
10. The teacher instructs the students to do all the worksheets on their own to ensure that the entire lesson is covered.



## Assessment Criteria:

- Correct answer
- Peer assessment

## Feedback:

The teacher guides students to identify the main points while reading.

Wherever students have difficulty in comprehension, the teacher could revisit those portions of the lesson briefly..

## WORKSHEET - 1

### GROUPS – 1 and 4

Reference to the context-

*Margie even wrote....."School". (Pages 5 and 6)*

- Q- 1. Margie's grandfather once said when he was a little boy, his grandfather had told him there was a time when
- (a) all stories were printed on paper.
  - (b) all stories were printed on plastic.
  - (c) all stories would flash on computer screen.
  - (d) there was no pen and paper.
- Q- 2. It was awfully funny to
- (a) read words printed in a book.
  - (b) read words on a screen.
  - (c) study.
  - (d) jump and play in the evening.
- Q- 3. About his television screen Tommy said that
- (a) there were more than a million movies to watch on it
  - (b) there were more than a million books on it.



(c) it was too huge to manage.

(d) it was full of knowledge.

Q- 4. The book was about

a) a television set.

b) an attic.

c) a printing press.

d) a school.

Q-5. Tommy said "What a waste." He meant that

a) printing a book was a costly affair as it contained many pages.

b) once we are through with a book, we throw it away.

c) a book does not include many stories or subjects.

d) a book cannot be reused.

Q. 6. How old were Tommy's and Margie?

(a) 19 and 16 years respectively.

(b) 14 and 12 years respectively.

(c) 13 and 11 years respectively.

(d) 16 and 12 years respectively.

Q. 7. Margie wrote in her diary that

(a) a digital book is a real book.

(b) Tommy found his computer.

(c) Tommy found a real book.

(d) Tommy found a story on the computer screen.

Q. 8. A 'Real book' stands for

(a) the computer

(b) a printed book

(c) a digital diary

(d) a television screen.



Answers: 1-a 2-a 3-b 4-d 5-b 6-c 7-c 8-b

## WORKSHEET - 2

### GROUPS 2 and 5

Reference to the context

*Margie was----- they had a teacher (page no. 6&7).*

- Q. 1. The county Inspector was a
- (a) robot
  - (b) round little man with a red face.
  - (c) teacher
  - (d) computer
- Q. 2. The country inspector had with him
- (a) some test papers
  - (b) a whole box of tools with dials and wires
  - (c) a computer with a big screen
  - (d) nothing
- Q. 3. What did the inspector do after he had finished his work?
- (a) took the teacher with him.
  - (b) was scornful and left the teacher as it was.
  - (c) smiled and patted Margie's head.
  - (d) took the money and went away.
- Q. 4. What did he say to Mrs. Jones?
- (a) He could not repair the teacher.
  - (b) It was Margie's fault.
  - (c) It was not the little girl's fault.
  - (d) He would have to take the teacher with him.



- Q. 5. How did Margie's progress?
- (a) Very badly (b) Very slowly  
(c) Quite satisfactorily (d) Extremely well
- Q. 6. Margie was disappointed because she had been hoping that
- (a) the inspector would take the teacher away altogether.  
(b) the inspector would not be able to put it together.  
(c) the inspector would damage the teacher.  
(d) she would have a new teacher.
- Q. 7. What part of the mechanical teacher did Margie hate the most?
- (a) the big screen  
(b) the questions that it asked.  
(c) the slot where she had to put home work and test papers  
(d) Nothing
- Q. 8. He smiled at Margie and gave her an apple. It means that
- (a) the county inspector appreciated Margie.  
(b) he had an apple orchard.  
(c) he liked apples very much.  
(d) he saw that Margie was hungry.

**Answers:** 1-b 2-b 3-c 4-c 5-c 6-a 7-c 8-a

### WORKSHEET - 3

#### GROUPS No. 3 and 6

Reference to the Context-

*But My Mother..... The Fun they had. (Page No. 8 and 9).*

- Q. 1. "A teacher has to be adjusted to fit the mind of each boy and girl he teaches....". This means that



## BEEHIVE

# FORMATIVE ASSESSMENT

- (a) every individual has his own abilities and qualities.
  - (b) each boy and girl should be taught separately.
  - (c) a teacher should teach according to the ability of the child.
  - (d) a teacher should fit into the mind of the learner.
- Q. 2. When Margie was reminded of her school by her mother, why did she say, 'Not yet, Mamma'?
- (a) She wanted to read the book some more.
  - (b) She wanted to complete her home work.
  - (c) She wanted to rest.
  - (d) She wanted to go out with Tommy.
- Q. 3. 'Margie! School'. Here, Margie's mother reminded Margie that
- (a) the school bus had arrived.
  - (b) it was time for Margie to start her lessons.
  - (c) the mechanical teacher was waiting for Margie.
  - (d) the school was calling Margie.
- Q. 4. 'Can I read the book some more with you after school?' This shows that
- (a) Margie wanted to show the book to her friends.
  - (b) Margie was eager to know more about the schools in the olden time.
  - (c) reading a printed book was fun.
  - (d) Margie wanted to use the book to complete her homework.
- Q. 5. Where was Margie's school room?
- (a) near her house
  - (b) in her house, right next to her bedroom
  - (c) in the school building
  - (d) right Next to the kitchen.
- Q. 6. Did Margie have any classmates?
- (a) Yes. But very few



(b) Yes. Only two

(c) No. None

(d) Yes. Many

Q. 7. 'She was thinking about the old schools they had when her grandfather's grandfather was a little boy. All the kids from the whole neighborhood came, laughing and shouting, in the schoolyard.....!'

This shows that-

(a) Margie was happy not to have such a type of school.

(b) She was missing the fun in the company of classmates.

(c) She did not like to laugh and shout while in school.

(d) She thought that her grandfather's grandfather was unfortunate to study in such a school.

Q. 8. Who was waiting for Margie in her schoolroom?

(a) her mother

(b) her mechanical teacher

(c) her classmates

(d) Tommy

**Answers:** 1-c 2-a 3-b 4-b 5-b 6-c 7-b 8-b

### Activity – V: Post-Reading

#### SKILL AREA: SPEAKING

**Learning Outcomes:** The students will be able to

practice using interrogatives.

self assess their accuracy and fluency.

**Task:** Write the dialogues given in speech bubbles in informal language and present them, in pairs, in front of the class.



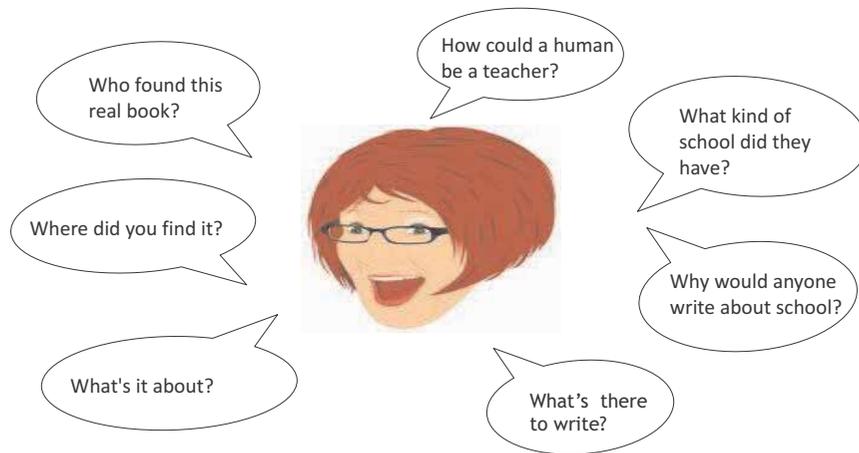
## BEEHIVE

# FORMATIVE ASSESSMENT

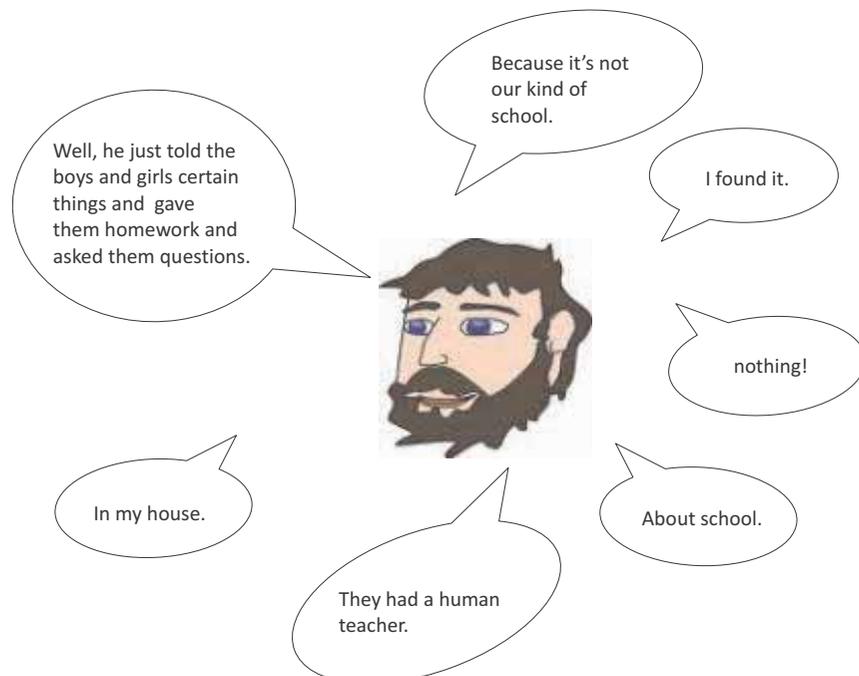
**Time Required:** One period

**Procedure:**

1. The teacher writes the following dialogues, (picked from the text) on the blackboard in speech bubbles-



2. Students, in pairs, discuss the dialogues and rearrange them in a meaningful sequence. Then they rewrite it in informal language 5-8 minutes. They may refer to the text.





3. Each pair presents the conversation to the class in turns in a minute.
4. One student is Margie and the other, Tommy. They begin by greeting the class as:  
 'Hello friends, I am Margie'.....  
 'Hello friends, I am Tommy'.....
5. The teacher monitors and observes the students on the basis of the following checklist
 

(i) Does the student live up to the role assigned to her/him?	Yes/ No
(ii) Does the student have communication ability?	Yes/ No
(iii) Does the student use proper body language while interacting?	Yes/ No
(iv) Is the student fluent and spontaneous?	Yes/ No.

### Assessment Criteria:

Relevant content

Accuracy and fluency and effectiveness

Appropriate body language, intonation and use of pause

### Feedback:

The teacher guides students to speak with suitable pause, stress and intonation.

### Activity – VI: Post-Reading

#### SKILL AREA: SPEAKING

**Learning Outcomes:** The students will be able to

understand the different systems of education.

speak fluently and accurately.

compile the data and draw conclusions.

prepare a presentation in a concise and coherent manner.

**Time Required:** Two periods



## BEEHIVE

**Task:** Gather information about the education system in the 90's and compare it with the present education system.

**Subheads:**

Education system in the 90's and today.

Characteristic features.

Compare and contrast both the systems.

**Procedure:**

1. The teacher divides the class in groups
2. The group leaders distribute the work amongst themselves, each taking up one aspect of the project to work on and then compile their work.
3. The students are instructed to collect relevant information from various sources available.
4. Illustration is encouraged.
5. The best project is presented to the whole class.

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

**Assessment Criteria:**

Content

Research

Organization-clear introduction, development of ideas and conclusion

Accuracy

**Feedback:**

The teacher assists the students and assess their work.



## *The Road Not Taken*

### Activity – I: Pre-Reading

**SKILL AREA: THINKING / SPEAKING**

**Learning Outcomes:** The students will be able to

- share their thoughts in a group and express them in speech.
- speak without any written text in hand.
- get familiar with the idea of making choices in life.

**Procedure:**

1. The teacher makes the following chart on the blackboard.

To eat an apple	To eat an orange
To cheat in the exam	Not to cheat in the exam.
To take Science stream	To take Commerce or Arts stream
To travel by bus	To travel by Metro
To follow the advice of friends, parents and teachers	

2. Students decide whether some of the choices that they make are easy or difficult choices.
3. The teacher directs the discussion. Other choices can be taken up.
4. The teacher divides the class in pairs and instructs them to present their discussion.

A choice they had to make.

The decision they had taken.

**Assessment Criteria:**

Understanding the idea of making choices in life.

Appropriate linking words are used.

Clarity of thought.



## BEEHIVE

Language is free from errors and appropriate words/phrases are used.

Appropriate intonation and pronunciation

Creativity

### Activity – II: While-Reading

#### SKILL AREA: SPEAKING

**Learning Outcomes:** The students will be able to

express their thoughts

ponder over his/ her life

**Task:** Expressing feelings using appropriate words.

**Time Required:** One period

**Procedure:**

1. The teacher makes the following observations:  
'Life is all about making choices'. List the unconventional choices made by you, the consequences and lessons learnt.
2. The students write their answers and the teacher asks a few to share their answers.

**Assessment Criteria:**

*The activity need not be assessed*

**Feedback:**

Individual interaction if the desired results are not achieved.

### Activity – III: Post-Reading

#### SKILL AREA: VOCABULARY/CREATIVITY

**Learning Outcomes:** The students will be able to

understand the meaning of difficult words and phrases used in the poem.

learn to use the dictionary.

appropriate the use of poetic devices.



### Procedure:

1. The teacher instructs the students to bring their own dictionary in advance.
2. The following lines from the poem are put up on the blackboard. Important words for which students should find/seek meaning are to be underlined in bold.
  - (a) Two roads **diverging**
  - (b) **Yellow** wood
  - (c) One road **grassy**
  - (d) One road **bending in the undergrowth**
  - (e) One traveller **looking at both roads**
3. The students are asked to explain the words/ phrases in bold with the help of diagrams/ pictures/sentences.

### Assessment Criteria:

Finding the correct meaning

Creativity while explaining the meaning

### Feedback:

The teacher helps if students are unable to use the words correctly/appropriately.

### Activity – IV: Post-Reading

#### SKILL AREA: SPEAKING (QUIZ)

**Learning Outcomes:** The students will be able to

group the key words from the text.

understand the underlying meaning of the poem.

**Time Required:** One period

### Procedure:

1. The teacher divides the class in groups of four or five.



## BEEHIVE

# FORMATIVE ASSESSMENT

2. Teacher may allow books to remain open if she thinks that the quiz is difficult.
3. Extra questions may be framed by the teacher

- a) One word for 'diverged' is \_\_\_\_\_
- b) Why is the wood called 'yellow'?
- c) How many roads did the traveller see?
- d) Find a word closest in meaning to 'good' in stanza 2.
- e) Which road did the traveller travel on - the one, which turned into the undergrowth, or the one, which was grassy?
- f) When will the poet narrate the story of the roads?
- g) Why is the poet sorry?
- h) Find a phrase closest in meaning to 'used' in stanza 2.
- i) What did he put off for another day?
- j) Which line tells us that travelling on the road has changed the poet's life?

4. The students conduct the quiz while the teacher observes and monitors

Expected answers:

- a) Separated/ branched
- b) It is autumn
- c) Two roads
- d) Fair
- e) The one that was grassy and wanted wear.
- f) Many years later (ages and ages hence)
- g) He could not travel on both the roads.
- h) Passing there.
- i) The first road.
- j) That has made all the difference.



**Assessment:**

Correct answers

Participation/Team work

**Feedback:**

Based on the answers, the teacher may revisit the poem to clarify its meaning.



## *The Sound of Music*

### Activity – I : Pre-Reading

**SKILL AREA: RESEARCH AND WRITING**

**Learning Outcomes:** The students will be able to

develop sensitivity towards differently abled people.

to undertake a piece of individual research.

**Time Required:** One/two periods

**Procedure:**

1. The teacher gives general information to students about differently abled people in order to sensitize them.
2. The class is divided into groups of five students.
3. Groups discuss about the life of differently abled people and come up with the names of some extremely talented and recognized differently abled people and list them.
4. The teacher guides them to collect information about the listed people by using internet and consulting books in the allotted time and compile it in the following tabular form -

S. No.	Name	Physical disabilities	Area of talent/achievement	Work done	Awards won	Other information

5. Each group completes the table with the gathered information.
6. On the basis of the notes made, each student writes a paragraph of about 100-120 words on one of the persons listed in the table.



### Assessment Criteria:

- Research
- Content
- Fluency and accuracy
- Presentation

### Feedback:

Some of the paragraphs are read out and edited.

*This task may form part of the portfolio.*

### Activity – II : While-Reading

#### SKILL AREA: READING

**Learning Outcomes:** The students will be able to  
comprehend the text.

**Time Required:** One period

### Procedure:

1. The teacher distributes the worksheet among the students and instructs to complete it.
2. The students after completing, exchange the worksheets for peer assessment.

### Assessment Criteria:

- Correct answers
- Peer assessment

### Feedback:

On the basis of the answers the teacher may revisit the unit.

Where necessary, the students could be advised to revise the text.



## WORKSHEET

**Choose the correct option:**

1. '..... she felt the vibrations of the approaching train'. It means that
  - a. was fond of listening to the sounds of trains.
  - b. could only make out the arrival of the train through vibrations.
  - c. the train was making a lot of noise as it approached the platform.
  - d. Evelyn could not see the approaching train and so relied on the noise it was making to know its arrival.
2. Evelyn concealed her growing deafness from friends and teachers because she
  - a. was afraid of getting punished.
  - b. was too proud to reveal her handicap.
  - c. did not want to be ridiculed.
  - d. thought it was not a serious matter.
3. 'Everything suddenly looked black' when
  - a. a serious nerve damage was discovered.
  - b. Evelyn's parents took her to a specialist.
  - c. Evelyn was fitted with hearing aids and sent to a school for the deaf.
  - d. Evelyn could not play the piano.
4. Evelyn took to percussion instruments because
  - a. she was very fond of 'rhythm'- based music.
  - b. she could feel the vibrations through different parts of her body.
  - c. she began her serious practice with a xylophone.
  - d. percussionist, Ron Forbes, spotted her potential.
5. 'My speech is clear because I could hear till I was eleven', says Evelyn. It suggests that
  - a. she learnt speaking after her eleventh year.
  - b. a person cannot learn speaking if born deaf.
  - c. her speech was not clear before she attained the age of eleven.
  - d. practice is necessary to achieve clarity in speech.



6. Evelyn removes her shoes while performing because
  - a. that is the way she shows her respect to music
  - b. she feels uncomfortable in her shoes on a stage.
  - c. she cannot walk properly on a stage with her shoes on.
  - d. she has to feel the resonance of music flowing into her body.
7. Evelyn expresses music beautifully because she
  - a. has mastered some thousand instruments.
  - b. does not hear what she plays and hence is spontaneous.
  - c. feels the music more deeply through her entire body than other musicians.
  - d. gives regular concerts and so gets a lot of practice.
8. Evelyn also displays social commitment by
  - a. giving free concerts in prisons and hospitals.
  - b. giving priority for young musicians.
  - c. being an example for deaf children.
  - d. giving enormous pleasure to millions of people.

**Answers:** 1-b, 2-b, 3-c, 4-b, 5-b, 6-d, 7-c, 8-a

### Activity – III: While-Reading

#### SKILL AREA: SPEAKING

**Learning Outcomes:** The students will be able to

- understand the character of Evelyn.
- develop and enhance their critical reading skills.
- comprehend the text.

**Time Required:** Two periods

**Task:** Evelyn is a symbol of the triumph of human spirit. Explain.



## Procedure:

1. The teacher instructs the students to read the text carefully focusing on Evelyn's struggle and how she faced it.
2. Then the teacher instructs students to respond to the statement:  
"Evelyn is a symbol of triumph of human spirit."
3. Each student gets 1-2 minutes to speak.

*This activity may be recorded and used as a part of students' portfolio.*

## Assessment Criteria:

- Content
- Fluency and accuracy of expression
- Clarity of thought

## Feedback:

Teacher checks common errors in spoken English, and discuss them.

## Activity – IV: Post-Reading

### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

- express themselves fluently and accurately.
- enhance their ability to write longer texts.

**Time Required:** Two periods

**Task:** Essay Writing (150-200 words)

## Procedure:

1. The class is divided into groups of five students.
2. Each group discusses who their favourite singers are.
3. They collect information on the following:
  - ❖ Names of the singers.



- ❖ Famous songs.
- ❖ Any details about the singers, like their childhood, teachers etc.
- ❖ Achievements/ awards.
- ❖ Why they like them.

4. Each student writes an essay on his/her favourite singer.

### Assessment Criteria:

- Relevant content
- Fluency and accuracy
- Effective presentation of ideas

### Feedback:

- Common errors may be put up on the board and discussed.
- The teacher encourage self assessment.

### Activity – V: Post-Reading

#### SKILL AREA: SPEAKING

- Learning Outcomes:** The students will be able to
- understand features of musical instruments.
  - develop fluency of expression.
  - compile the data and draw conclusions.
  - prepare a presentation in a concise and coherent manner.

**Time Required:** Two periods

**Task:** Choose a musical instrument and collect information for a class presentation.

### Procedure:

1. The teacher divides the class in two groups.
2. Each group takes up one aspect of the project to work on and then compiles the data/information.



## BEEHIVE

- (a) Musical instrument- characteristic features
- (b) Its history- Where it belongs in the country
- 3. The students collect relevant information from various sources.
- 4. Illustrations are encouraged.
- 5. The best project work is presented to the class.

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

### **Assessment Criteria:**

Content

Research

Organization- clear introduction, development of ideas and conclusion

Accuracy and fluency of expression

### **Feedback:**

The teacher assists the students and assesses the projects.

Guides wherever necessary.



# Wind

## Activity – I: Pre-Reading

### SKILL AREA: WRITING/SPEAKING

**Learning Outcomes:** The students will be able to

share ideas in groups and communicate them effectively.

write and speak fluently and accurately.

express views persuasively.

**Task:** Write a speech to be presented in the morning assembly on 'The wind is both a friend and a foe'.

**Time Required:** Two periods

### Procedure:

1. The teacher divides the students into groups of five.
2. Each group is given 20 minutes to discuss the topic and write down the main points.
3. Then they write the speech using the points.
4. A group representative presents their speech.
5. The best speech is presented in the morning assembly.

### Assessment Criteria:

Clarity of thought

Relevance of ideas

Accuracy and fluency of expression

### Feedback:

The teacher encourages students who find it difficult to express their ideas.

The teacher discusses common expression errors.

Shy students are encouraged.



## Activity – II: While-Reading

### SKILL AREA: THINKING/SPEAKING

**Learning Outcomes:** The students will be able to

explore symbolism by comparison.

think imaginatively and creatively while searching for symbols.

speaking fluently.

**Time Required:** One period

**Procedure:**

1. The teaching gives students the following examples:
  - (a) Our flag is the symbol of our country.
  - (b) A lion is a symbol of leadership.
  - (c) A tree is a symbol of life.
2. The teacher instructs students to find such a symbol in the following poems
  - (a) The Road Not Taken
  - (b) Wind

Expected answers would be

(a) Roads - choices

(b) Wind - difficulties

3. The students are then given certain hints. They draw and present their own thoughts regarding these symbols.

Sr.	Symbols	Pictures	What do they stand for?
1.	Bleeding trees		



2.	Choking earth		
3.	A woman in chains		
4.	A skeleton smoking a cigar		

### Assessment Criteria:

Relevance

Originality of Interpretation

Effectiveness of expression

### Activity – III: While-Reading

**SKILL AREA: LISTENING / READING / WRITING**

**Learning Outcomes:** The students will be able to  
 enhance their listening and reading skills.  
 write fluently and accurately.

**Time Required:** One period

#### Procedure:

1. One students read the poem aloud.



## BEEHIVE

# FORMATIVE ASSESSMENT

2. The teacher checks for basic understanding by putting simple questions to the class.
3. The teacher finds out if students have noticed that certain words are repeated and write them on the board.
  - a) 'Don't'
  - b) 'You'
  - c) 'Crumbling'
  - d) 'Wind'
  - e) 'Let's'
4. Another student reads the poem again..
5. In groups of five students write sentences beginning with the words identified to bring out the theme of the poem.

### **Expected answers:**

- a) Don't break the shutters of the windows. Don't scatter the papers. Don't throw down the books on the shelf.
- b) You threw them all down. You tore the pages of the books. You brought rain again. You are very clever at poking fun at weaklings.
- c) Crumbling houses, crumbling doors, crumbling rafters, crumbling wood, crumbling bodies, crumbling lives, crumbling hearts.
- d) Wind; come softly, the wind god winnows and crushes them all, the wind blows out weak fires.
- e) Let's build strong homes, let's join the doors firmly.

5. The teacher monitors students while they discuss and write. Giving team marks may make the process more competitive.
6. The teacher writes 3 questions on the board, which the students are expected to answer. Answers are to be made from points put up on the board. Teacher helps only if students find it difficult to answer. Give all students a chance.

### **Questions:**

- a) What does the poet request the wind to do?
- b) What does the poet accuse the wind of doing?



- c) What does the wind destroy?
- d) What should we do to make the wind our friend?

### Assessment Criteria:

Teacher may put up the answer on the blackboard and allow peer correction. (The first part of this task need not be graded)

### Feedback:

Some students read out their answers.

The teacher shares ideas to improve their LSRW skills.

### Activity – IV: Post-Reading

#### SKILL AREA: VOCABULARY/SPEAKING

**Learning Outcomes:** The students will be able to

enhance their skill at identifying appropriate words/phrases.

understand the key areas of the text.

**Time Required:** One period

### Procedure:

1. The teacher
  - divides the students into teams as per their seating arrangement.
  - makes slips of the following words, numbering them according to team numbers.
    - (a) Pleadings
    - (b) Weaklings
    - (c) Firm body
    - (d) Frail houses
    - (e) Weak body
    - (f) Strong Houses
    - (g) Weak fire



## BEEHIVE

(h) Strong fires

(i) Firmly joined doors

conducts 'a board rush' (divides the board into two sections: 'Wind is not friendly' and 'Wind is friendly') and asks teams to stick slips on the board. The team, which finishes first, wins.

2. Once put on the board, the students should speak out sentences.
3. Teachers should drive home the point that these words are key points.

***This task need not be assessed.***

### Feedback:

A few students to explain the action of the wind on the basis of the activity conducted.

Draw the attention of the students to the shift in the way in which wind is addressed in the poem.

### Activity – V: Post-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

comprehend the poem.

write fluently and accurately.

**Time Required:** One period

### Procedure:

1. The teacher distributes the worksheet.
2. The students complete the worksheet individually and submit them.

### Assessment Criteria:

Understanding

Correct answer

### Feedback:

Review and clear the doubts of the students.

Encourage students to give reasons for their answers.



### WORKSHEET

**Read the passage and answer the questions:**

'Wind' is a symbolic poem just like the poem 'The Road not Taken'. Poems can be read just for the pleasure of their rhyme or for their literal meaning. However, poems can have a deeper meaning than the obvious one. Certain readers can also fall into a trap, if they go hunting for meanings where there are none.

Sometimes under an able teacher a student finds more pleasure in tracking down symbols and figurative meanings. It is like a treasure hunt. Poems develop an alter ego or twin. In simple words, what appears to be a simple poem of travelling on a forest road develops into a poem discussing the choices of life. Similarly, the wind can be compared to the difficulties we face in life. Strong people face difficulties bravely while weak people are broken.

1. Poetry should be read for a) pleasure only. b) understanding only. c) pleasure and understanding, both. d) scoring good marks in examination.	2. Wind stands for a) opportunities. b) difficulties. c) mistakes. d) struggle.
3. He won't do what you tell him'-this line suggests that a) the wind is disobedient b) we should not make requests to any one. c) difficulties and troubles do not listen to pleadings. d) the wind has a will of its own.	4. we can infer from the poem that we grow stronger a) when we exercise and develop a strong body. b) when we build strong homes. c) when we face challenges in life with courage and confidence. d) when we make the wind our friend.
5. This poem is interesting because a) it is simple and easy to understand. b) it is translated from Tamil language. c) it deals with an important truth about life. d) it is about one of the five elements of nature.	

**Answers :** 1) (c) 2) (b) 3) (c) 4) (c) 5) (c)



# The Little Girl

## Activity – I: Pre-Reading

**SKILL AREA: THINKING/SPEAKING**

**Learning Outcomes:** The students will be able to  
think analytically and logically present their views.  
speaking fluently and accurately.

**Time Required:** One period

**Procedure:**

- The teacher  
Students work in groups of 5.  
Think about their relationships with various family members.
- The teacher may, give pointers such as:

Relationship	What you expect from them?	The manner in with which they actually behave
Father		
Mother		
Grandmother/grandfather		
Brother/ sister		

- Each group chooses any one relationship and prepares notes.
- Students speak on the basis of the notes made. (one minute)

**The activity need not be graded.**

**Feedback:**

The teacher gives some more pointers like maternal/paternal units, cousins etc.  
The teacher makes students understand the importance of relationships.



### Activity – II: Pre-Reading

#### SKILL AREA: SPEAKING

**Learning Outcomes:** The students will be able to

    speak fluently and accurately.

    understand the feelings of others.

**Time Required:** 20 minutes

**Procedure:**

1. The teacher writes the following questions on the board:
  - (a) Do you understand your parents? Give reasons.
  - (b) One quality of your father/mother you like the most. Give reasons.
  - (c) What do you disagree with your parents?
  - (d) Do you listen to your parents? When do you help your parents?
2. Students write their response in their notebook.
3. The students present their answers individually (one minute each).

*This activity need not be graded.*

**Assessment Criteria:**

Content

Fluency and accuracy of expression

Creativity

**Feedback:**

Link the ideas with the theme of the story.

Discuss some of the common errors made by students.



## Activity – III: While-Reading

### SKILL AREA: SPEAKING / READING

The teacher may take up this task after making the students read the story up to the 9th paragraph.

**Learning Outcomes:** The students will be able to

- understand the character from the point of view of another character.
- express opinions with clarity and convincingly.

**Time Required:** One period

#### Procedure:

1. The teacher

Students work in groups of 5.

Students read the story up to the 9th paragraph.

Students write down as many words and phrases as they can to describe the father from Kezia's point of view.

Some examples:

- a. ...figure to be feared and avoided.
- b. ...terrifying to the little girl.
- c. ... big like a giant.
- d. difficult to talk to
- e. ... strict/ cruel

A representative from each group assumes the role of Kezia and describes her father.

2. Each description is commented upon by other groups.

**Assessment Criteria:** The group work and description could be assessed together

Relevance

Correct interpretation of the characters of Kezia and father

Use of detail from the story appropriately

Effectiveness of words/phrases selected



### Feedback:

A brief class discussion to be held after each group has presented its description.

The teacher summarises the character sketches with the help of the class.

Some of the inappropriate words and phrases used to describe the father could be commented upon.

### Activity – IV: Post-Reading

#### SKILL AREA: READING / SPEAKING

**Learning Outcomes:** The students will be able to

analyse their own personality and come up with a perception of their own self.

speak fluently

read for understanding and infer meanings.

**Time Required:** One period

### Procedure:

1. The teacher explains and distributes the worksheet.
2. Students take it as a self-evaluation tool and analyse their relationship with their parents.
3. Students speak on the following themes:
  - a) My relationship score
  - b) Why did I score this much?
  - c) Conclusions I have reached.

*The activity need not be assessed*

### Feedback:

Help students connect this activity with the story.

The teacher discusses why some children face problems in their relationships.



**WORKSHEET**  
**RELATIONSHIP SCORING CARD**

**Here are ten statements about relationship between children and their parents. Rate them on a scale of 0-3.**

Use 0 for "never," 1 for "rarely," 2 for "usually" and 3 for "almost always."

- I spend much time alone with my father/mother.
- I talk directly to my father/mother instead of going through other people.
- I go to my father/ mother for advice and for comfort about personal things.
- I share my secrets with my mother/ father.
- I make an effort to know the needs, the likes and the dislikes of my mother/father.
- I enjoy spending time with my father/ mother.
- I like doing things with my father/mother.
- I like to introduce my friends to my father/mother.
- I am open and honest with my father/mother.
- I show my appreciation, love and respect for my father/mother openly.

Total your score. It will give your relationship index out of 30 points.

21-30-you have developed a meaningful, loving, comfortable and fulfilling relationship with your father/mother.

11-20 -you seem to be making an effort to come close to your father/mother. Try to improve your communication with your father/mother.

1-10 -You must start doing the things listed in the quiz.

**Activity – V: Post-Reading**

**SKILL AREA: LISTENING / READING**

**Learning Outcomes:** The students will be able to

- enhance listening and reading skills.
- enhance their ability to concentrate.



**Time Required:** One period

**Procedure:**

1. The teacher instructs a student to read aloud the following poem by Stefanie.

### Last Chance

My heart aches, dad,  
 For the things you won't do  
 My soul breaks, dad,  
 For all that we've been through  
 I fear it's too late, dad,  
 To mend my broken heart  
 I'm so full of hate, dad,  
 I don't know where to start

You took away my hope, dad,  
 That I would ever be loved  
 And now I'm left to cope, dad,  
 As I watch you love your son

I want to scream and yell, dad  
 But I fear my voice will crack  
 I want so much to tell you, dad,  
 That I can't always take you back

Please listen to my words, dad  
 For they are all that I can say  
 I want you to treat me like I'm yours, dad  
 And not just throw me away

Source: *To Dad From A Daughter, Father Poems from Children*  
<http://www.familyfriendpoems.com/family/poetry.asp?poem=21862#ixzz0gkEVxT13>

2. The students discuss the poem.
3. The teacher instructs one more student to read the poem again slowly and clearly.
4. Students present a speech, poem or a drawing based on their reading. Clues may be given:
  - a) Who is the poet?



## BEEHIVE

- b) Why is she sad?
- c) Is her father right? Why/why not?

### Assessment Criteria:

This is a task involving creative thinking and expression. The speech/ poem/ drawing could be assessed on the basis of the following criteria

- Relevance of content
- Effectiveness of presentation
- Originality

### Feedback:

The best poems/ drawings could be displayed.

Students are encouraged to comment on the speeches made by their peers.

Teacher gives feedback on the poems and speeches with comments on content and language.

### Activity – VI: Post-Reading

#### SKILL AREA: SPEAKING

**Learning Outcomes:** The students will be able to

- develop quick thinking skills.
- organize their thoughts in a coherent manner.
- address an audience confidently.

**Time Required:** One period

### Procedure:

1. The students choose one of the topics given below or the teacher draws lots.
  - (a) A memorable incident at home
  - (b) An incident that I detest the most
  - (c) Is there a generation gap between parents and children? Give examples to illustrate their point of view.



- (d) An ideal home
  - (e) Father/mother is the best home-maker
  - (f) Father/mother as the head of the family
2. Each student is given a minute to speak on the topic.
  3. The teacher writes the criteria for marking on the blackboard and the students assess the speaker.

### **Assessment Criteria:**

Relevance

Coherence

Innovative ideas

Fluency and accuracy of expression

### **Feedback:**

Some students who can speak only a few sentences may be given some guidance.

In case it is difficult for the whole class to speak in one period, one more period may be used.



## *My Childhood*

### Activity – I: Pre-Reading

#### SKILL AREA: SPEAKING

**Learning Outcomes:** The students will be able to

- organise their thoughts in a group and putting it in a sentence or two individually.
- speak without any written text in hand.

**Time Required:** One period

**Procedure:**

1. The teacher
  - divides students into groups of 5.
  - instructs the students to speak one sentence for the former president Dr. Abdul Kalam.
  - instructs students individually to speak a sentence each.
2. The teacher may, gives clues such as:
  - a) his/her family
  - b) as a scientist
  - c) as a president etc.

**Assessment Criteria:**

This task need not be assessed

### Activity – II: While-Reading

#### SKILL AREA: WRITING/SPEAKING

The teacher takes up the following task when a portion of the lesson is completed and checks whether the students have grasped the chosen portion.

**Learning Outcomes:** The students will be able to

- understand the key areas of the narrative.



enhance their thinking skill in framing questions and giving answers

**Time Required:** One period

**Procedure:**

1. The teacher  
divides the students into groups per their seating arrangement.  
instructs all students to frame two simple questions based on the lesson they have read in the class. This may be in the form of pair/individual activity as discussion by the whole team may create confusion.  
Examples are;
  - a. Where was Kalam born?
  - b. Where was Kalam's house situated?
  - c. Which newspaper did Kalam read?
2. Each student asks questions to the students of other groups. Similar questions may be discarded.
3. A score board is maintained to encourage interest.

**Assessment Criteria:**

Correct framing of questions  
Aptness of content on which questions are framed  
Correctness of answers given

**Feedback:**

Teacher draws the attention of students to the types and structure of questions.  
Common errors made by students could be discussed.

### Activity – III: Post-Reading

**SKILL AREA: READING**

**Learning Outcomes:** The students will be able to

comprehend simple passages.  
enhance their reading skills.



## BEEHIVE

# FORMATIVE ASSESSMENT

**Time Required:** One period

**Procedure:**

1. The teacher  
distributes the worksheet and marks the students as per the assessment chart  
instructs the students to read the paragraph and answer the questions.
2. The teacher directs the students to self-evaluate while she speaks the answers.

**Assessment Criteria:**

Correct responses.

**Feedback:**

Some students may find it difficult to comprehend some parts of the passage, the teacher may help them understand them better.

### WORKSHEET

Read the following passage and answer the questions that follow:

#### A Life Message from my Father

([www.abdulkalam.nic.in/address\\_islamic.html](http://www.abdulkalam.nic.in/address_islamic.html))

My father, Janab Avul Pakir Jainulabdeen, gave me a lesson when I was a young boy. What was that lesson? My father was elected the President of Rameswaram Panchayat Board. I was at that time studying in school. Those days we did not have electricity and we used to study under ration kerosene lamps. I was reading the lessons loudly and I heard a knock at the door. We never used to lock the door in Rameswaram in those days. Somebody opened the door, came in and asked me where my father was. I told him that father had gone for evening Namaz. Then he said, "I have brought something for him, can I keep it here?" I asked the person to leave the item on the cot. After that I continued my studies. After some time my father came in and saw a tambalum kept on the cot. He asked me "What is this? Who has given that?" I told him, "Somebody came and has kept this for you". He opened the cover of the tambalum and found there was a costly dhoti, angawastram, some fruits and some sweets and he could see the slip that the person had left behind. I was the youngest child of my father, he really loved me and I also loved him a lot. That was the first time I saw him very angry and also that was the first time I had got a thorough beating from him. I got frightened and started weeping. Then my father came and touched my shoulder lovingly with affection and advised me not to receive any gift without his permission. He quoted an Islamic Hadith, which states that, "When the Almighty appoints a person to a position, He takes care of his provision. If a person takes anything beyond that,



it is an illegal gain." Then he told me that it is not a good habit. Gift is always accompanied by some purpose and a gift is a dangerous thing. It is like touching a snake and getting the poison in turn. This lesson stands out always in my mind even when I am in my seventies. This incident taught me a very valuable lesson for my life. It is deeply embedded in my mind.

<p>1. Who is the speaker here ?</p> <p>a) father. b) Abdul Kalam. c) panchayat President. d) a stranger.</p>	<p>2. What did the speaker learn?</p> <p>a) not to accept any gift. b) not to touch a snake. c) Illegal gain will be punished by the Almighty. d) Honesty is the best policy (give 1 reason why)_____</p>
<p>3. Why did the stranger leave a gift?</p> <p>a) to influence father. b) to thank father. c) to congratulate father. d) to help father. (give 1 reason why)_____</p>	<p>4. It is illegal to take</p> <p>a) anything beyond what a person's position entitles him to b) gifts that are very expensive c) gifts when it is accompanied by greed d) provisions without paying for them. (give 1 reason why)_____</p>
<p>5. 'Tambalum' probably means</p> <p>a) a basket. b) a plate with a cover. c) a vessel without a lid. d) a bowl (give 1 reason why)_____</p>	<p>6. Doors were not locked in those days. It implies that</p> <p>a) it was very peaceful. b) there were no criminals. c) they are locked now. d) there were no locks on doors.</p>

### Answers:

- |        |        |
|--------|--------|
| 1. (b) | 4. (a) |
| 2. (a) | 5. (b) |
| 3. (a) | 6. (c) |



## BEEHIVE

### Activity – IV: Post-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to  
write a story, a poem or a dialogue.  
enhance their thinking.  
write fluently and accurately.

**Material Required:** Old newspapers/magazines.

#### Procedure:

1. The teacher divides the class in pairs.
2. The teacher instructs the students to

Read out the following lines by Dr. Kalam.

a) You have to dream before your dreams can come true.

or

b) Climbing to the top demands strength, whether it is to the top of Mount Everest or to the top of your career.

Write a story in about 100-120 words or write a poem to be presented to the class.

Write an imaginary dialogue with Dr. Kalam.

3. The students complete the task and submit it for evaluation.

#### Assessment Criteria:

Content

Creativity

Accuracy and fluency of expression

Originality of ideas

Use of literary devices/ dialogue features

#### Feedback:

The teacher helps students to understand different genres.



### Activity – V: Post-Reading

#### SKILL AREA: WRITING/SPEAKING

**Learning Outcomes:** The students will be able to  
 write and speak fluently and accurately.  
 express ideas in a concise and coherent manner.

**Time Required:** Two periods

#### Procedure:

1. The teacher divides the class in groups of five and gives the students the following topic to write a speech and deliver it, in about 200 words, using ideas from the lesson and their own ideas.

Kalam: An inspiration for thousands.

2. The teacher initiates a discussion on the topic (5 minutes).
3. Students brainstorm and find out certain ideas that can be included in the speech.

*(This could be used for grading as part of students' portfolio.)*

#### Assessment Criteria:

Content  
 Fluency and accuracy  
 Creativity

#### Feedback:

Common errors to be discussed in the class.  
 The students who hesitate to speak may be encouraged.



## *No Men Are Foreign*

### Activity – I: Pre-Reading

#### SKILL AREA: THINKING / SPEAKING

**Learning Outcomes:** The students will be able to

- predict the theme of the poem.
- use the words appropriately in a sentence.
- appreciate the use of poetic devices.

**Time Required:** One period

#### Procedure:

1. The teacher

divides students into groups of five, and writes the following words on the board. Directs them to use all the given words to make sentences.

countries	people	different
same	love	peace
hate	war	world

2. Students speak the sentences they have framed.
3. Students try to guess what the poem is all about.

#### Assessment Criteria:

- Ideas / thoughts
- Fluency and accuracy of expression
- Ability to predict

#### Feedback:

Common errors to be discussed in the class.



### Activity – II: Pre-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to  
 develop sensitivity for the theme of the poem.  
 write fluently and accurately.

**Time Required:** One period

#### Procedure:

1. The teacher divides the class in groups of five.
2. The teacher posts the statement on the chalkboard and asks the students to discuss and list out the ways in which people on earth are the same:

Eg. Even though people belong to different countries they all have the same feelings
1.
2.
3.
4.
5.

3. The groups make a list.
4. The answers of each group's work is displayed on the display board.
5. The teacher links the ideas generated with the theme of the poem.

#### Assessment Criteria:

Clarity of thought  
 Originality and creativity

#### Feedback:

The teacher may also add to the list.



### Activity – III: While-Reading

**SKILL AREA: LISTENING/READING**

**Learning Outcomes:** The students will be able to  
comprehend the poem.  
enhance their reading and listening skills.

**Time Required:** One period

**Procedure:**

1. One student reads the poem aloud.
2. The teacher asks simple questions to check whether students have understood the poem. If not another student to reads it again more slowly.
3. The teacher writes the word 'SIMILARITY' on the board. Asks students to note down similarities between people, according to the poet.
4. A third student is asked to read while the teacher checks whether students are noting down the similarities.
5. The students are divided into groups of five and Board-Rush is played. They are asked to rush one member to the board to write down the similarities. Whoever gets maximum similarities and finishes first wins. The similarities are:

- |                              |                                      |
|------------------------------|--------------------------------------|
| a) Single body               | b) All land is on Earth              |
| c) Will lie in this land     | d) Aware of sun, air water           |
| e) Fed by peaceful harvest   | f) War starves all                   |
| g) Everyone has to work hard | h) Eyes which sleep                  |
| i) Eyes which wake           | j) Strength that can be won by love. |

**Assessment Criteria:**

The activity need not be assessed.

**Feedback:**

The teacher may repeat a part of poem if required, to enhance understanding and appreciation.



### Activity – IV: Post-Reading

#### SKILL ARE: THINKING/LISTENING

**Learning Outcomes:** The students will be able to

draw comparisons between different kinds of work.

develop listening and thinking skills.

**Time Required:** One period

#### Procedure:

1. The teacher plays the song 'Imagine' by *John Lennon* in the class.
2. Students share what they know about the singer and the song.
3. The teacher distributes the copy of the lyrics.
4. The teacher directs the students to compare the poem with that of Lennon's ideas in the song.
5. Students write a paragraph in about 100-120 words on the comparisons drawn between the two.

#### Assessment Criteria:

Content

Fluency and accuracy

Relevant comparison

#### Feedback:

Some of the common language errors can be discussed in the class.

#### Lyrics of the song:

#### Imagine

Imagine there's no heaven  
It's easy if you try  
No hell below us  
Above us only sky

Imagine all the people living for today  
Imagine there's no countries



It isn't hard to do  
Nothing to kill or die for  
And no religion too  
Imagine all the people living life in peace

You, you may say  
I'm a dreamer, but I'm not the only one  
I hope some day you'll join us  
And the world will be as one

Imagine no possessions  
I wonder if you can  
No need for greed or hunger  
A brotherhood of man  
Imagine all the people sharing the entire world

You, you may say  
I'm a dreamer, but I'm not the only one  
I hope some day you'll join us  
And the world will live as one

After reading the text students may be given the following worksheet to complete

### WORKSHEET

Match table A and B according to your understanding of the poem:

Table A	Table B
1. We are similar because	a. it gives us the opportunity to grow crops.
2. We do not like war because	b. it leads to starvation.
3. We are fed by peace means that	c. to any venture filled with love.
4. We are ready to lend a hand	d. we have similar bodies.
5. We all work hard	e. all lie in this earth.
6. When we die we will	f. because we are all brothers.
7. We should not fight or kill each other	g. to make a living.
8. Life is common to everyone	h. equally beneficial to everyone.
9. Sun, air and water are	i. kill the innocent too.
10. Armies and weapons	j. who lives on earth.



### Answers:

1. We are similar because	d. we have similar bodies.
2. We do not like war because	b. it leads to starvation.
3. We are fed by peace means that	a. it gives us the opportunity to grow crops.
4. We are ready to lend a hand	c. to any venture filled with love.
5. We all work hard	g. to make a living.
6. When we die we will	e. all lie in this earth.
7. We should not fight or kill each other	f. because we are all brothers.
8. Life is common to everyone	j. who lives on earth.
9. Sun, air and water are	h. equally beneficial to everyone.
10. Armies and weapons	i. kill the innocent too.

### Activity – V: Post-Reading

#### SKILL AREA: WRITING/SPEAKING

**Learning Outcomes:** The students will be able to  
 write creatively.  
 enhance their writing and speaking skills.

**Time Required:** One period

#### Procedure:

1. The teacher instructs students to write in about 80-100 words, why they like foreigners.
2. They then express their thoughts in the class.
3. In case all the students cannot express themselves, assessment is done on the basis of their written answers.

#### Assessment Criteria:

Relevant content  
 Accuracy and fluency of expression

#### Feedback:

The teacher may conduct a brief class discussion on 'Foreigners'.  
 Teacher puts up some of the answers on the board and encourages the class to edit them.



## *Rain on the Roof*

### Activity – I: Pre-Reading

**SKILL AREA: SPEAKING**

**Learning Outcomes:** The students will be able to

think imaginatively and creatively.

Speak fluently and accurately.

**Time Required:** One period

**Procedure:**

1. Students think of their mothers.
2. They write and then speak a sentence each on the following:
  - a) One thing they admire the most about their mother.
  - b) One thing that their mothers do, which they like.

**Assessment Criteria:**

Content

Fluency and accuracy

Creativity

**Feedback:**

After reading the poem students infer the meaning of unfamiliar words and phrases using contextual clues.

### Activity – II: Pre-Reading

**SKILL AREA: WRITING**

**Learning Outcomes:** The students will be able to

learn basic elements of a poem, eg, rhymes, images etc.



enhance vocabulary, understand it and use them appropriately.

express ideas and thoughts in a poetic form.

understand how poetry can relate to their personal life.

**Time Required:** One period

**Procedure:**

1. The teacher and students brainstorm ideas for the poem 'Mother'.
2. The teacher divides the class into pairs.
3. Students to write down their ideas.
4. Students read the poem again, if required.
5. A student from each pair presents their poem.

**Assessment Criteria:**

Relevance

Coherence of ideas

Appropriate language

Originality and creative expression

**Feedback:**

The teacher guides the students, if required.

### Activity – III: While-Reading

**SKILL AREA: WRITING**

**Learning Outcomes:** The students will be able to

infer the meanings of unfamiliar words using contextual clues.

use the words appropriately.

**Time Required:** One period

**Procedure:**

1. One of the students read the poem aloud.
2. Another student to re-read the poem more slowly.
3. Students try to infer the meanings of the following words/ phrases:

a) Humid shadows	f) Fancies
b) Hover	g) Echo
c) Starry spheres	h) Recollection
d) Melancholy	i) Refrain
e) Patter and tinkle	j) Shingles

4. The students discuss the words and meanings in the class and read the poem once again.
5. The students complete a worksheet to match the words and their meanings as they appear in the poem.

**Assessment Criteria:**

Correct answer

**Feedback:**

Teacher helps the students to use the words appropriately, where required.

**WORKSHEET**

Table A	Table B
1. Humid shadows	a. Repeated sound (here of rain)
2. Hover	b. Float over
3. Starry spheres	c. Sad
4. Melancholy	d. Tile or slate on roof
5. Patter and tinkle	e. Sound heard again (and again)
6. Echo	f. Sound made by water
7. Fancies	g. Planets and stars
8. Recollections	h. Memories



9. Refrain	i. Wishes/ Thoughts
10. Shingles	j. Black clouds

### Expected Answers

Table A	Table B
1. Humid shadows	j. Black clouds
2. Hover	b. Float over
3. Starry spheres	g. Planets and stars
4. Melancholy	c. Sad
5. Patter and tinkle	f. Sound made by water
6. Echo	e. Sound heard again (and again)
7. Fancies	i. Wishes/ Thoughts
8. Recollections	h. Memories
9. Refrain	a. Repeated sound (here of rain) in a poem
10. Shingles	d. Tiles on roof

### Activity – IV: Post-Reading

#### SKILL AREA: WRITING/SPEAKING

**Learning Outcomes:** The students will be able to

- understand the key areas of the lesson taught.
- speak fluently and accurately.

**Time Required:** One period

#### Procedure:

1. The teacher
  - divides the students into groups of four or five, as per their seating arrangement.
  - allots one stanza to each group.
  - instructs the groups to discuss the stanza and prepare notes for the following question:



## BEEHIVE

(a) If the poet were to 'speak' his thoughts in prose what would he say?

instructs one group representative to bring out the poet's thoughts, using first person narration.

2. Other groups give their observations and suggestions.

### Assessment Criteria:

Inclusion of all the points in the stanza

Use of the images effectively

Effective use of language

### Feedback:

If some of the images have not been clearly understood, the teacher to initiate a discussion.

Students could be asked to identify the lines they like the most and read them aloud. They may also be asked to share/explain why they like these lines.

### Activity – V: Post-Reading

**SKILL AREA: LISTING / READING / WRITING**

**Learning Outcomes:** The students will be able to

personalize the experience they have read about.

learn to write a letter using suitable format and style.

**Time Required:** One period

### Procedure:

1. The teacher instructs a student to read/listen to the following poem.

#### **Best Mom Award**

<http://www.poemsource.com/mother-poems.html>

For all the things I didn't say,  
About how I felt along the way--  
For the love you gave and the work you've done,  
Here's appreciation from your admiring son.

You cared for me as a little tot,  
When all I did was cry a lot,



And as I grew your work did too--  
 I ran and fell and got black and blue.  
 I grew some more and it didn't stop;

Now you had to become a cop,  
 To worry about mistakes I'd make;  
 You kept me in line for my own sake.

I got older, and the story repeated;  
 You were always there whenever I needed.  
 You guided me and wished me the best,  
 I became wiser and knew I was blessed.

So, for all the times I didn't say,  
 The love I felt for you each day,  
 Mom, read this so you can always see  
 Just how much you mean to me.

Mom, Thanks for everything!

**- Karl Fuchs**

- The students write a short letter to their mothers, expressing their love and gratitude. The ideas contained in the poem could be used in the letter, along with their own.

### Assessment Criteria:

- Content relevant
- Originality of ideas
- Effectiveness of language

**Feedback:** The teacher helps students to comprehend the poem, if required so.

### Activity – VI: Post-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

- share their personal experiences
- express themselves fluently and accurately.



## BEEHIVE

**Time Required:** One period

**Procedure:**

1. A discussion on the topic 'A Rainy Day' is initiated by the teacher.
2. After the discussion, the teacher instructs the students to write a diary entry on their experience of the day. (80-100 words)
3. Some of the best diary entries could be read out.

*This activity could be a part of the portfolio.*

**Assessment Criteria:**

Relevance

Appropriate description of the incidents

Coherence

Fluency and accuracy

Originality and innovativeness

**Feedback:**

Common expression errors can be discussed in the class.

Students to be encouraged to edit their own work.

### Activity – VII: Post-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

draw comparisons between two different objects/people/processes etc.

to reflect and analyse with a broader perspective.

express their ideas and views convincingly.

**Time Period:** One period

**Procedure:**

1. The teacher asks the students to write certain qualities of their mother in one column and about rain in the other column



eg. 'My mother is like the rain which showers happiness to all'.

(Write about 10 qualities for each)

Qualities of Rain	Qualities of mother
showers	gives happiness

- The teacher instructs each student to use these as hints and construct their own sentences.
- Students compile the information in the form of 80-100 word paragraph.
- The teacher asks some of the students to present their writing.
- All the work is evaluated by the teacher.

***This activity can be taken as part of the students' portfolio.***

### Assessment Criteria:

- Relevance
- Fluency and accuracy of expression
- Coherence
- Use of innovative ideas
- Able to compare and contrast

### Activity – VIII: Post-Reading

#### SKILL AREA: SPEAKING

- Learning Outcomes:** The students will be able to
- understand how animals spend their time on rainy days.
  - speak fluently and accurately.
  - compile the data and draw conclusions.
  - present ideas in a concise and coherent manner.

**Time Required:** Two periods



## BEEHIVE

### Procedure:

1. The teacher divides the class into groups of five and students select one animal/bird and find out how they spend their time during rainy days.
  - (a) Name of the animal/bird
  - (b) Country/place it belongs to
  - (c) Characteristic features
  - (d) How it spends its time during the rainy days. (hibernation period)
2. The group leaders distribute the work amongst themselves, each taking up one aspect of the project and then compile their findings.
3. Students collect relevant information from various sources available.
4. Illustrations are encouraged.
5. The best project is presented to the whole class.

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

### Assessment Criteria:

Content

Research

Organization- clear introduction, development of ideas and conclusion

Accuracy and fluency of expression

### Feedback:

The teacher assists the students and assesses the work.



# Packing

## Activity – I: Pre-Reading

### SKILL AREA: PROBLEM SOLVING/THINKING

**Learning Outcomes:** The students will be able to

- understand the concept of packing for a trip.
- to visualize concepts.
- understand the text.

**Time Required:** 20 minutes

#### Procedure:

1. The teacher divides the class into groups of four or five and assigns them the following task:  
Your class is going on a camping trip and you have been given the responsibility of drafting a list of essential items that students would need to take along. Remember there are no hotels, no stores and the next livable place is 10 kilometers away.
2. The teacher instructs them to prepare their list of essential items.
3. The list is put up on the board.
4. The groups are asked to review each others' list.
5. The most comprehensive list is discussed in detail.

***The activity need not be assessed.***

#### Feedback:

Some students may not know the names of some objects in English. Encourage them to find out the meaning word from a bilingual dictionary.

Some may not know what camping means. Other students may explain.

The teacher monitors the discussion.



## Activity – II: While-Reading

### SKILL AREA: VOCABULARY

**Learning Outcomes:** The students will be able to  
infer the meaning of unfamiliar words and phrases using contextual clues.  
enhance their vocabulary.

**Time Required:** 20 minutes

#### Procedure:

1. The teacher directs the students to read the first two pages (pgs 82-83) of the story and complete the task by picking out appropriate meanings from table I and II.
2. The students locate the expressions in the text.
3. The students then, pick the contextual meaning from the table I.
4. They fill in the second column from the table II.

#### Assessment Criteria:

Correct responses

#### Feedback:

The teacher uses the expressions in new sentences to clarify the meaning, if required.

### WORKSHEET

Expressions used in the text 1	Contextual Meaning 2	Substitute with another word/phrase 3
Impressed upon		
Spread himself over the chair		
Boss the job		
Potter about		
Loll on the sofa		
Messing about		
Care a hang		



### Contextual Meaning : I

Sit or lie in a relaxed manner	To supervise
To spread things untidily	It is not important
To do unplanned work	To sit comfortably
To tell/speak forcibly	

### Substitute words/phrases: II

Doing nothing important	Make oneself at home in a chair
Not bothered	Add to the confusion
Made it clear	Give directions
Laze around	

### Answers:

Expressions used in the text 1	Contextual Meaning 2	Substitute word/phrase 3
Impressed upon	To tell/speak forcibly	Made it clear
Spread himself over the chair	To sit comfortably	Make oneself at home in a chair
Boss the job	To supervise	Give directions
Potter about	To do unplanned work	Doing nothing important
Loll on the sofa	Sit or lie in a relaxed manner	Laze around
Messing about	To spread things untidily	Add to the confusion
Care a hang	It is not important	Not bothered

### Activity – III: Post-Reading

#### SKILL AREA: CREATIVE WRITING

**Learning Outcomes:** The students will be able to

express their thoughts in writing.

to express themselves creatively and imaginatively.

plan for writing for a specific purpose, audience and context.

write in a personal and informal style.



## BEEHIVE

### Task

Based on your understanding of the text and the style (humorous, first person account, detailed) adopted by the author to describe a simple task such as packing bags, write your experience of a journey with the help of inputs given below.

The grandmother/grandfather/any elder relative - strong headed, travels with a lot of luggage, is demanding, and is difficult to please.

Problems you faced packing all her paraphernalia!!(God's pictures, bird in a cage, betel leaves etc.)

Journey from village to city, full of funny situations, you almost get left behind trying to buy tea for her.

People giving strange looks at her mannerisms.

The most memorable journey.

**You can begin by using this beginning, or one of your own:**

**Once I had to go and fetch my grandmother from the village. Knowing her eccentric ways, I wasn't looking forward to the journey. Looking back I remember the day I reached the village .....**

**Time Required:** Two Periods

### Procedure:

1. The teacher discusses the features of the text.
2. The teacher makes a note of it on the blackboard.
3. She discusses the situation of travelling with an elderly person and how stories can be made interesting by including-
  - (a) Details
  - (b) Dialogues
  - (c) Feelings
  - (d) Descriptions

### Assessment Criteria:

Fluency and accuracy of expression

Creativity

### Feedback:

The teacher provides support by discussing the basic framework of a story, if required.

As an alternative, the teacher may help them practice by giving a story with spaces to be filled up with their ideas/words.



# *The Duck and the Kangaroo*

## Activity – I: Pre-Reading

### SKILL AREA: THINKING / SPEAKING

**Learning Outcomes:** The students will be able to

- write fluently and accurately.
- develop thinking and analytical skills.
- understand the feelings of others.

**Time Required:** One period

**Procedure:**

1. The teacher divides the class into two groups-one group imagines themselves as the animals living on the land and the other group imagines that they are the animals who live in water.
2. They are asked to think if given a chance to live in the water/land what they would like to do or see.
3. The teacher writes their responses on the board and relates it to the poem.

***This activity need not be graded.***

## Activity – II: Post-Reading

### SKILL AREA: THINKING / WRITING

**Learning Outcomes:** The students will be able to

- write fluently and accurately.
- develop thinking and analytical skills.
- understand the feelings of others.

**Task:** Imagine you are the duck in the poem 'The Duck and the Kangaroo'. Write a letter to another duck friend of yours telling her about your experience of the kangaroo ride. Make a mention of what it felt like to be away from the water.



## BEEHIVE

**Time Required:** One period

**Procedure:**

1. Students, as the Duck, share their experience with the class.
2. After discussion, students write a letter on the given topic and submit for its evaluation.
3. Some of the best letters may be shared with the class.

**Assessment Criteria:**

Format of the letter

Appropriate language and style

Creativity

**Feedback:**

Some students may be asked to imagine themselves as Kangaroo and share their experience with a friend through a letter with a friend.

Students are helped in writing appropriate language.

### Activity – III: Post-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

arrange the events of the poem in a logical sequence.

to understand the poem and read between the lines.

**Time Required:** One period

**Procedure:**

1. The teacher distributes the copy of the worksheet to students.
2. The students complete the task and exchange the completed worksheets.
3. The teacher reads out the correct answers and students self correct.

**Assessment Criteria:**

Correctly sequenced sentences.



### WORKSHEET

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

- a. He had also bought a cloak to keep out the cold.
- b. He requested the Kangaroo to give a ride on his back to see the world beyond.
- c. He might get rheumatic because of the wet and cold feet of the duck.
- d. The kangaroo thought for a while and found one objection.
- e. At last, they hopped the whole world three times round.
- f. He said that he would smoke a cigar every day.
- g. The kangaroo was ready, but for the sake of balance, he advised the Duck to sit at the end of the tail steadily.
- h. The Duck said that he had “bought four pairs of worsted socks for the wet feet”.
- i. The Duck was feeling bored to stay in his nasty pond.

#### Answers:

- a. The duck was feeling bored to stay in his nasty pond.
- b. He requested the kangaroo to give a ride on his back to see the world beyond.
- c. The kangaroo thought for a while and found one objection.
- d. He might get rheumatic because of the wet and cold feet of the duck.
- e. The duck said that he had “bought four pairs of worsted socks for the wet feet”.
- f. He had also bought a cloak to keep out the cold.
- g. He said that he would smoke a cigar every day.
- h. The kangaroo was ready, but for the sake of balance, he advised the duck to sit at the end of the tail steadily.
- i. At last, they hopped the whole world three times round.



## BEEHIVE

# FORMATIVE ASSESSMENT

### Activity – IV: Post-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

write a report using appropriate format and style.

think, imaginatively and write fluently and accurately.

**Task:** Imagine that you are a Press Reporter of The Jungle Times. You came to know about the duck's request to the kangaroo. Write a newspaper report of this unusual event.

**Time Required:** One period

**Procedure:**

1. The teacher divides the class into pairs and directs them to write the report.
2. The students complete the task.
3. The teacher evaluates their work and some interesting reports may be shared with the class.

**Assessment Criteria:**

Correctly sequenced sentences.

**Feedback:**

Teacher helps students to understand the format of report writing, if required.

### Activity – V: Post-Reading

#### SKILL AREA: THINKING/WRITING/SPEAKING

**Learning Outcomes:** The students will be able to

develop thinking skills.

enhance their creativity.

write fluently and accurately.

think imaginatively.

**Time Required:** One period



**Procedure:**

1. The class is divided into pairs.
2. The teacher distributes the worksheet.
3. The students complete the task.
4. The teacher reads the questions and the students answer the questions orally.
5. A class discussion is initiated by the teacher.

**Assessment Criteria:**

- Understanding and clarity
- Fluency and accuracy of expression

**Feedback:**

Students may be helped in writing appropriate language, if required.

**WORKSHEET**

**Answer the questions given below:**

1. The duck said he wanted to get out of his "nasty pond" because it was boring. Do you think they also get bored sometimes, just like people? Give reasons.

---

---

---

2. A lot of what the poet writes about is not 'real', does it mean that he is telling lies? If not, what is the poet doing when he writes a poem like this?

---

---

---



## BEEHIVE

3. The duck wished he could hop like the kangaroo. Do you sometimes wish you could do something like someone else or like a certain animal? Which person or animal, and why?

---

---

---

4. Do you think animals can communicate with each other? How?

---

---

---

5. At first the kangaroo would not carry the duck because of its wet and cold feet. Was that a selfish thing to do? Do you think the kangaroo would have cared about the wet feet if it had considered the duck a very good friend? Give reasons.

---

---

---



## *On Killing a Tree*

### Activity – I: Pre-Reading

**SKILL AREA: SPEAKING/READING**

**Learning Outcomes:** The students will be able to  
comprehend meanings using contextual clues.  
speak fluently.

**Time Required:** One period

**Procedure:**

1. The teacher instructs students to read the poem 'Trees' given in the book, in pairs.
2. While students are reading, teacher makes four columns on the board and writes the following:

Tree as a baby	Tree as a devotee	Tree as a young girl	Tree as an experienced person

3. The students discuss the poem in the light of the above points (in pairs as per seating arrangement)
4. The teacher instructs them to briefly justify their answer. (one minute)

**Assessment Criteria:**

This task need not be graded

### Activity – II: While-Reading

**SKILL AREA: SPEAKING**

**Learning Outcomes:** The students will be able to  
comprehend meanings using contextual clues.  
understand the poem by doing simple tasks and thus learning words with similar meaning.  
enhance their vocabulary and expression.



## BEEHIVE

# FORMATIVE ASSESSMENT

**Time Required:** One period

**Procedure:**

1. The teacher instructs a student to read the poem aloud.
2. Teacher asks leading questions to check whether the students have got the underlying meaning of the poem.
3. If not, identifies a student to read the poem once again, slowly.
4. The teacher distributes the worksheet.
5. The class is divided into pairs and the students discuss and match the pictures with the words/ phrases given.
6. The teacher instructs the students to use the given words to form one or two sentences describing the picture and to use all the three options given.

Eg., The bark of a tree is the discoloured skin of a tree. It is the reason why the hide of the tree is called leprous.

7. Each pair reads out their sentences.

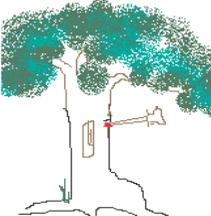
**Assessment Criteria:**

Assess the sentences given by each pair of students on the following criteria:

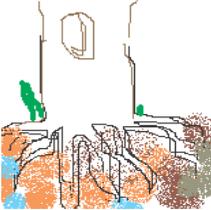
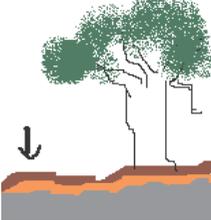
- a. Understanding of the concepts and key words
- b. Correct construction of sentences
- c. Linking ideas effectively

### WORKSHEET

Match the following words/phrases with the most appropriate picture. (There could be more than one correct matching pair).

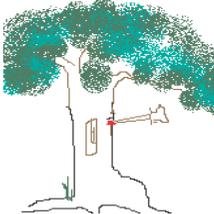
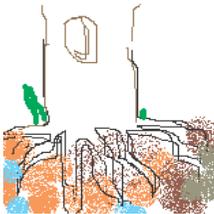
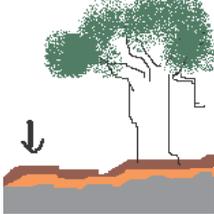
Table A	Table B
	<ol style="list-style-type: none"><li>1.<ol style="list-style-type: none"><li>a) Leprous hide</li><li>b) Bark of tree</li><li>c) Discoloured skin of a tree</li></ol></li></ol>



	<p>2.</p> <ul style="list-style-type: none"> <li>a) White and wet</li> <li>b) Most sensitive, hidden.</li> <li>c) Root</li> </ul>
	<p>3.</p> <ul style="list-style-type: none"> <li>a) Jab of the knife.</li> <li>b) Small cut.</li> <li>c) It will not kill a tree.</li> </ul>
	<p>4.</p> <ul style="list-style-type: none"> <li>a) Consuming the earth.</li> <li>b) Absorbing years of air and water.</li> <li>c) The roots anchor the tree to earth.</li> </ul>
	<p>5.</p> <ul style="list-style-type: none"> <li>a) Rising out of it.</li> <li>b) Feeding upon its crust.</li> <li>c) The tree stands upon earth.</li> </ul>
	<p>6.</p> <ul style="list-style-type: none"> <li>a) Hack and chop.</li> <li>b) Bleeding bark.</li> <li>c) The tree will heal.</li> </ul>
	<p>7.</p> <ul style="list-style-type: none"> <li>a) From close to the ground</li> <li>b) Rise new growth of plants.</li> <li>c) Miniature boughs.</li> </ul>



Expected Answers:

Table A	Table B
	<p>3.</p> <ul style="list-style-type: none"> <li>a) Jab of the knife.</li> <li>b) Small cut.</li> <li>c) It will not kill a tree.</li> </ul>
	<p>4.</p> <ul style="list-style-type: none"> <li>a) Consuming the earth.</li> <li>b) Absorbing years of air and water.</li> <li>c) The roots anchor the tree to earth.</li> </ul>
	<p>5.</p> <ul style="list-style-type: none"> <li>a) Rising out of it.</li> <li>b) Feeding upon its crust.</li> <li>c) The tree stands upon earth.</li> </ul>
	<p>1.</p> <ul style="list-style-type: none"> <li>a) Leprous hide</li> <li>b) Bark of tree.</li> <li>c) Discoloured skin of a tree.</li> </ul>
	<p>2.</p> <ul style="list-style-type: none"> <li>a) White and wet</li> <li>b) Most sensitive, hidden.</li> <li>c) Root</li> </ul>



### Activity – III: Post-Reading

#### SKILL AREA: WRITING / SPEAKING

**Learning Outcomes:** The students will be able to  
 learn across the curriculum.  
 work in groups and learn by doing.

**Task:** Project on 'Trees'

#### Subheads:

- Life of trees
- Importance of trees
- Types of trees
- Need to plant more trees

**Time Required:** Two days for preparation, one period for presentation.

#### Procedure:

1. The teacher divides the students into groups of five and directs them that each student has to contribute to the project as well as orally present their part.
2. Students work on a project about 'Trees'.
3. Groups meet to decide on the aspects that they will work on.
4. The teacher may help the groups in dividing the work among themselves.
5. The students are guided to the sources of information in the library, internet etc.
6. The project should be done in the school itself. Time should therefore be managed accordingly.
7. The project should be hand written with a few illustrations. (3-4 pages)

#### Assessment Criteria:

- Clarity of concept
- Team work/interaction among members.



## BEEHIVE

Effectiveness of presentation

Responses to questions based on their project

### Feedback:

The teacher shares observations about the projects.

Students may also give their observation.

The teacher ensures that every member contributes to the project.

### Activity – IV: Post-Reading

#### SKILL AREA: SPEAKING

**Learning Outcomes:** The students will be able to

appreciate the poem.

speak from the point of view of a tree. (extrapolate)

### Procedure:

1. The teacher writes the following task on the board:  
You are a tree. Speak to a group of students about
  - (a) how you have grown from a seed.
  - (b) how you depend on the earth and atmosphere for survival.
  - (c) how people harm and hurt you.
  - (d) how you withstand all threats with your strength.
2. The teacher instructs the students to use the ideas in the poem and their own ideas to draft a speech of about 150-200 words.
3. Students work in pairs as per seating arrangement.
4. Students present their speeches to the class.
5. Both the students in each pair to speak, dividing the four aspects between them.

### Assessment Criteria:

Relevance of content



Accuracy and fluency of language

Effectiveness of presentation

### Feedback:

The teacher notes down some of the common errors made by students and discusses them with the class.

The teacher gives suggestions for improvement of their presentation skills.

### Activity – V: Post-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

compare two objects people/processes etc.

reflect and analyse in a broader perspective.

express their ideas and views convincingly.

**Time Required:** One period

### Procedure:

1. The teacher directs students to write the qualities of a tree in one column and of a mother in other column. (10 qualities of each).

Qualities of a Tree	Qualities of a Mother
Shelter	Cares

2. Each student uses these as hints, and constructs sentences and writes a paragraph of around 100 words on 'Tree as Mother'.
3. The teacher guides the students to do the same.
4. Some students present their writing to the class.
5. All the compositions are checked by the teacher.

***This activity can be taken as part of the portfolio.***



## BEEHIVE

# FORMATIVE ASSESSMENT

### Assessment Criteria:

- Relevance
- Fluency and accuracy of language
- Coherence
- Use of innovative ideas
- Ability to compare and contrast

### Feedback:

The teacher identifies common language errors and discusses them in the class.



## *A Truly Beautiful Mind*

### Activity – I: Pre-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to  
 reflect on the contribution made by some famous scientists.  
 identify the qualities common to these scientists.

**Time Required:** One day and one period

#### Procedure:

1. The teacher distributes the worksheet to the students and explains the task.
2. The students complete it.
3. A day to be given to collect information if they are unable to complete it.
4. The students are asked to share their findings in the class.

#### Assessment Criteria:

The students may be assessed on the basis of their research skills and the information collected.

#### Feedback:

Teacher gives some additional information on the famous people discussed in this task.

The teacher to also guide the students about where to look for information-internet, library etc.

### WORKSHEET

Identify the people in the pictures. Work with your partner; try to answer as many questions as possible about them.



A



B



C



D



E



## BEEHIVE

# FORMATIVE ASSESSMENT

- 1) They are a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_ d) \_\_\_\_\_ e) \_\_\_\_\_ (names in full)
- 2) They excelled in \_\_\_\_\_
- 3) Their significant achievements and contributions are: \_\_\_\_\_  
\_\_\_\_\_
- 4) They are the recipients of \_\_\_\_\_
- 5) All of them share \_\_\_\_\_  
(Passion for research, perseverance, hard work, originality, scientific bent of mind desire to improve life on earth, questioning mind, critical approach etc)
- 6) Find information about their school life, make a note of it and share the information with the class \_\_\_\_\_

### Answers:

- A) C.V Raman
- B) Hargobind Khurana
- C) Venkatraman Ramakrishnan
- D) Marie Curie
- E) Vikram Sarabhai

### Activity – II: Pre-Reading

**Learning Outcomes:** The students will be able to

- understand the main ideas of the text
- reflect on the values
- express themselves fluently and accurately

**Times Required:** One period

#### Procedure:

1. The teacher



distributes the worksheet to the students.

instructs them to work in pairs and fill up the column I.

- Only after reading of the text, the students attempt to complete the column II.

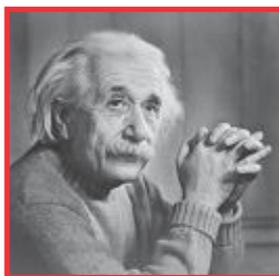
*This task need not be graded.*

### Feedback:

The teacher should encourage the students as the completed sheet could be used as a ready reckoner.

### WORKSHEET

Identify the person in the picture. Work in pairs; fill in the second column in the table given below after reading the lesson:



Details	What I know (I)	What I have learnt (II)
Name in full		
Birth place		
Year of birth		
Country		
Schooling		
Places lived		
Good at		
Did not like		
College education		
University attended		



Achievements		
Awards		
Contribution to world peace		
Two interesting quotes		

### Activity – III: While-Reading

**Learning Outcomes:** The students will be able to

- develop the fluency and accuracy of expression.
- understand the use of collocations.
- understand new vocabulary and use them appropriately.

**Task:** Make pairs of words by matching column A with column B, choosing the right combination.

**Time Required:** One period

**Procedure:**

1. The words in the table are written on the board.
2. The students make the right combinations.
3. Students share their responses.
4. Identify collocations.
5. The students make more pairs of words.

'A collocation' is two or more words that often go together. These combinations just sound 'right' to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound 'wrong'.

A	B
Difficult	Moustache
Antique	Exercise
Mechanical	Furniture
Regular	Violinist
Whispered	Problem



Amateur	Conversation
Walrus	Toy
Professional	Painter

### Answers:

Difficult exercise/ problem

Antique furniture

Mechanical toy

Regular exercise.

Whispered conversation

Amateur painter/ violinist

Walrus moustache

Professional painter/ violinist

### Assessment Criteria:

Correct answers

### Activity – IV: Post-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

develop their writing skills.

develop critical thinking skills.

**Task:** Newspaper Report Writing

**Time Required:** One period

### Procedure:

1. The teacher instructs the students to read the text carefully and identify the portion where the Theory of Relativity is discussed.
2. The teacher then writes the following task on the board:  
Imagine you are a reporter/correspondent of a national daily and Einstein has found the Theory of Relativity Prepare a newspaper report for the same.
3. The students write the report.
4. The teacher asks some of the students to present it in the class.



## BEEHIVE

- The teacher evaluates all the reports written by the students.

***This activity can be taken as a part of portfolio.***

### **Assessment Criteria:**

- Appropriate language
- Content
- Coherence
- Presentation

### **Feedback:**

The teacher checks the language errors and sees if the report is presented in the right format.

### **Activity – V: Post-Reading**

#### **SKILL AREA: THINKING/WRITING/SPEAKING**

**Learning Outcomes:** The students will be able to

- develop speaking skills.
- develop critical and analytical thinking skills.
- develop question framing skills.

### **Task: Role Play**

As a journalist, you have to interview scientists, prepare a questionnaire for the interview.

**Time Required:** Two periods

### **Procedure:**

- The teacher
  - divides the class into six groups.
  - assigns three groups the task of being journalists.
  - instructs them to prepare a questionnaire to interview Homi J. Bhabha, C.V. Raman and Meghnad Saha. (Some other scientists may be chosen)



assigns the other three groups the task of being Homi J. Bhabha, C.V. Raman and Meghnad Saha.

asks them to prepare themselves to face the interview by collecting information on the scientists.

instructs the two groups (one journalist group and one scientist group) to make a presentation.

2. The teacher must issue instructions that each member of the interviewing group must pose as a journalist and should ask a question.
3. Similarly in the scientist group, each member should pose as the scientist and answer the questions by turn.

### Assessment Criteria:

Clarity	Relevance of content
Diction	Research
Body language	Accuracy and fluency
Modulation and tone	

### Feedback:

The teacher gives observations on pronunciation and body language.

The teacher needs to guide students whenever required.

### Activity – VI: Post-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

- write fluently and accurately.
- think critically.
- draft a report using appropriate format and style.

**Task:** Report on a science exhibition.

**Time Required:** One period



## BEEHIVE

### Procedure:

1. The teacher divides the class in groups of five and instructs them to write down the important points related to a science exhibition.
2. Each student writes the report on a science exhibition, keeping in mind all the 'wh-questions' like when, where, what time, etc.
3. The teacher asks the group representatives to present the report in the class. (2 minutes each)

*This activity can be taken as a part of portfolio.*

### Assessment Criteria:

Appropriate style, accuracy and fluency

Content

Coherence

Presentation

### Feedback:

Teacher identifies common language errors and checks whether the report is presented with all the 'wh-questions' answered.



## *The Lake Isle of Innisfree*

### Activity – I: Pre-Reading

#### SKILL AREA: THINKING/SPEAKING

**Learning Outcomes:** The students will be able to

- discuss their thoughts in pairs or in groups.
- develop writing and speaking fluency and accuracy.
- speak without any written text in hand.

**Time Required:** One period

#### Procedure:

1. The teacher draws a dream bubble (as shown here) on the board and asks the students if they have seen something like this, if yes where?
2. They may say
  - ❖ storybooks
  - ❖ cartoons
  - ❖ thoughts
  - ❖ dreams (do not accept speech bubbles)
3. The teacher initiates a discussion on 'Dreams' and asks:
  - ❖ When/why do people dream?
4. Divide the class into pairs/ groups and instruct them to present a dream. It can be in the form of a story/poem. All students are expected to speak and participate.



#### Assessment (For Story/Poem):

- Content
- Clarity of thought
- Accuracy and fluency of expression
- Creativity



**Feedback:**

Some of the common errors made by the students may be put up on the blackboard and discussed.

**Activity – II: Pre-Reading**

**SKILL AREA: ANALYTICAL THINKING**

**Learning Outcomes:** The students will be able to

understand the difference between dream and reality.

develop reasoning skills.

**Time Required:** One period

**Procedure:**

1. The teacher explains that the poem 'The Lake Isle of Innisfree', exploring the poet's longing for the peace and tranquillity of a place where he spent a lot of time as a boy. She displays the following graphics and asks: 'Which of the following do you think the poet would dream of? Why?'



2. The teacher begins by showing these images and instructs students to find a similarity, asking leading questions to extract the word 'Dreams.'



Some dreams are possible	-	They become a reality.
Some dreams are impossible	-	The dreamer is called 'escapist'.

3. She discusses what kind of dream the poet is dreaming about.

***This activity need not be assessed.***

### Activity – III: While-Reading

#### SKILL AREA: READING /LISTENING

**Learning Outcomes:** The students will be able to

comprehend the poem without the teacher explaining it to them.

**TASK:** This poem is a lyric. (The teacher may explain that a poem that rhymes and can be set to music is a lyric. Also identify rhyme scheme) Here the teacher must not teach the poem by reading it out herself. Let one student read while the others listen.

**Time Required:** One period

#### Procedure:

1. The teacher instructs a student to read the poem aloud.
2. The teacher asks simple questions to check whether students have understood. If not, she should ask one more student to read it slowly.
3. The teacher may ask orally or prepare a worksheet with similar MCQs to check the comprehension of students.
4. The students answer the questions / complete the worksheet.

#### Assessment Criteria:

Correct responses

#### Feedback:

##### Discuss the Imagery

- a) Visual
  - ❖ cabin of clay and wattles
  - ❖ nine bean rows



## BEEHIVE

- ❖ a hive for the honey bees
  - ❖ midnight's all a glimmer
  - ❖ noon a purple glow
  - ❖ evening full of the linnet's wings
- b) Auditory
- ❖ the bee-loud glade
  - ❖ the cricket sings
  - ❖ lake water lapping with low sounds by the shore

***Link it with the MCQs***

## WORKSHEET

**Choose the correct option:**

- A. Where will the poet go?
- a) a forest
  - b) Innisfree
  - c) a city
  - d) his home
- B. The poet says, "And a small cabin build there, of clay." The poet wants to say that he .....
- a) will be happy only in a mud house.
  - b) does not want a huge house to be happy.
  - c) will build with his own hands.
  - d) will be happy in a small mud house in Innisfree .
- C. The poet will have .....
- a) linnets and a bee loud glade.
  - b) nine bean rows and a hive for honeybee.
  - c) eatables.
  - d) all his friends visiting.



- D. How will the poet live?
- by throwing a party.
  - alone and lonely.
  - alone and peaceful.
  - listening to the birds.
- E. The poet says, "I hear it in the deep heart's core." The poet wants to say that.....
- going to Innisfree is his fantasy and he can hear the sound of the lake water.
  - he is tired of the city.
  - he is longing to visit the sea shore.
  - The poet has a vision of the isle of Innisfree.
- F. In his vision the poet sees
- lake water lapping and low sounds by the shore.
  - glimmering midnight and shimmering noon.
  - peace dropping slowly through the morning veil.
  - the cemented pavements.
- G. The poet thinks about Innisfree when he is
- walking in a city.
  - tired and wishes to sleep.
  - driving on the roadway.
  - standing on a road or the pavement.

### Activity – IV: While - Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

understand the different shades of meaning of words associated with the theme of the poem

The teacher to inform students that Innisfree was a place of the poet's boyhood, an imaginary place for the poet. He mentions it in many of his poems.



## BEEHIVE

# FORMATIVE ASSESSMENT

**Time Required:** One period

**Procedure:**

1. The teacher instructs students to find what the following words mean by looking up a dictionary and to write down the meaning where the words are used as naming words (nouns).
  - a) dream
  - b) fantasy
  - c) vision
  - d) wish

2. The teacher discusses the same with the class and points out the differences.

Some of the differences are:

- a) Dream-a series of thoughts that come in sleep and also wishes. (*Example: We dream in the night. We dream of becoming famous.*)
- b) Fantasy-an exciting /imaginary thing that you imagine will happen (but it may not). An imaginary world. (*Example: I have this fantasy of becoming the richest man in the world. Disneyland is a fantasy world for children.*)
- c) Vision -sight, religious experience, the knowledge or imagination needed to plan the future. (*Example: The vision of people fails as they grow old. She had a vision of Lord Krishna himself. We need people with vision to run this country.*)
- d) Wish-a desire to do something, have something or have something happen. (*Example: I wish to go to France. I wish I had won the prize. We wish we could be children once again.*)

3. Using the words discussed, students write a paragraph of about 80-100 words predicting what the poem may contain.
4. The students submit the task which is reviewed after the poem is read.

**Assessment:**

Content  
Fluency  
Accuracy  
Creativity



### Feedback:

Read out some of the answers and invite comments from the class.

Point out the strengths and weaknesses of the written work of students and give your comments.

### Activity – V: Post-Reading

#### SKILL AREA: READING/SPEAKING

**Learning Outcomes:** The students will be able to

review their own writing.

enhance their speaking skills.

### Procedure:

1. The teacher
  - gives each student the text of what he/she had predicted about the poem. (in the previous activity)
  - instructs them to review their predictions on the basis of their understanding of the poem.
2. Each student speaks about the following:
  - a) What I thought about the poem before was \_\_\_\_\_.
  - b) Now I know that the poem is about \_\_\_\_\_.

### Assessment Criteria:

Content

Fluency

Accuracy

Creativity

### Feedback:

Review the poem to ensure that the students have comprehended the main ideas.

Encourage the students to raise their doubts and have a brief class discussion.



## BEEHIVE

### Activity – VI: Post-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

write a letter to an imaginary person.

enhance thinking, analytical and imaginative skills.

**Task:** Letter Writing

**Procedure:**

1. The teacher asks the students to imagine that they have visited a place similar to Innisfree.
2. Then the teacher asks them to write a letter to a friend describing the place, giving vital importance to 'how peaceful the place is'.
3. The students write the letter individually and submit for evaluation.

**Assessment Criteria:**

Content

Fluency and accuracy of expression

Originality

**Feedback:**

The teacher guides students to be brief with necessary information while writing the letter.

The best letters are shared with the class.



## *Reach for the Top*

### Activity – I: Pre-Reading

#### SKILL AREA: SPEAKING

**Learning Outcomes:** The students will be able to

discuss their ideas in their groups and express them individually.

speak without a written text in hand.

understand the word 'idol', the importance of hard work and sacrifices required to become famous or the best in a field.

**Time Required:** One period

#### Procedure:

1. The teacher divides the class into groups of 5 students each.
2. She instructs them to think of one sporting idol and think of one sacrifice they may have made to reach the top.
3. The teacher may give clues such as:
  - a) Time spent with the family.
  - b) Diet
  - c) Entertainment
  - d) A picture
  - e) Education
4. The group leader represents the group.

#### Assessment Criteria:

Knowledge

Accuracy and fluency

Creativity



## BEEHIVE

### Feedback:

1. Collect interesting information on sporting icons (Sachin Tendulkar, P.T. Usha, Roger Federer, Vishwanathan Anand, Sania Mirza, Saina Nehwal).
2. Share it with students and ask them to write 80-100 word paragraph.
3. Have a class discussion on sacrifices made and challenges faced by some successful people in other fields.

### Activity – II: Pre-Reading

#### SKILL AREA: SPEAKING

**Learning Outcomes:** The students will able to

    speak fluently and confidently.

    think logically and analytically.

### Procedure:

1. The teacher directs students to look at the pictures.



(The teacher may collect pictures of different sports and games and use them for this activity.)

2. The students are asked to answer the following questions:
  - a) Which sport would you like to take up?
  - b) Why do you prefer the sport?
  - c) What equipment and facilities would you need for the sport?
3. The teacher holds an 'open house' and lead students to the theme of the unit.



### Assessment:

- Content
- Accuracy and fluency of expression
- Convincing reasons

### Feedback:

- Have a class discussion on the sports and games facilities available to students.
- Have a brief discussion on other areas that are open for children to excel in today's world.
- List some of the common errors made by the students on the board and guide the class in correcting them.

### Activity – III: Post-Reading

#### SKILL AREA: THINKING/SPEAKING

- Learning Outcomes:** The students will be able to
- use the skill of prediction.
  - speak without any written text in hand.

### Procedure:

1. The teacher writes down the following on the board.
  - (a) Siberian born girl
  - (b) Started tennis lessons at the age of nine in the USA
  - (c) Separated from family
  - (d) Worked hard
  - (e) Took just four years to become the world number one in the sport.
2. The students identify the player.
3. The students speak briefly sentences using the given words / phrases (one minute).
4. The teacher displays the pictures of the player.
5. The teacher distributes the worksheet to the students for them to complete it.





## Assessment Criteria:

- Relevance of ideas
- Linking of ideas
- Clarity of expression
- Appropriate response

## Feedback:

Discuss and review the answers given by the students on the basis of their relevance and accuracy.

A few students may need to rewrite and submit their answers.

## WORKSHEET

### Choose the option that you consider correct to complete the sentences:

1. Maria Sharapova learnt 'that tennis excellence would only come at a price' when
  - a. she was denied her tenth birthday celebration.
  - b. her father had to leave for work to support her tennis-training.
  - c. she was separated from her mother.
  - d. she was forced to tidy up her room and clean it.
2. "When you come from nothing and you have nothing, then it makes you very hungry and determined". What this sentence means is that
  - a. only poor people can excel in sports and games
  - b. often difficult circumstances act as a motivation to excel in sports and games.
  - c. to succeed in sports and games one should go on a strict diet.
  - d. even if we are hungry, we should not lose our determination to excel.
3. Maria Sharapova did not mind tidying up the room and cleaning it because she
  - a. was very particular about cleanliness
  - b. used the experience to become tougher mentally
  - c. wanted to maintain good relations with her room mates.
  - d. was used to humiliation and insults.



4. 'Maria Sharapova cannot be pigeon - holed or categorized'. This statement implies that she
- is fond of pigeons and other birds.
  - is like a bird, wishing to fly to new heights.
  - is very strong willed and motivated, and has a distinct personality.
  - has different and often contrasting aspects to her personality.

### Activity – IV: Post-Reading

#### SKILL AREA: WRITING/SPEAKING

**Learning Outcomes:** The students will be able to

identifying appropriate words/phrases and use them appropriately on their own.

**Time Required:** One period

**Procedure:**

- The teacher divides the students into group of four or five as per their seating arrangement.
- The teacher divides the board into the following columns:

#### SANTOSH YADAV

Her Family background	Her rebellion	Her education	Her mountaineering skills	Her achievements and awards

- The students are instructed to mark in their books or note down as many points as possible based on the above guidelines.
- After the clues are written on the board, students are asked questions such as:
  - Why was Santosh called a rebel?
  - How do you know Santosh had conservative parents?
- Scoreboard may be maintained to sustain students' interest.



Some Expected Answers:

Her Family background	Her rebellion	Her Education	Her Mountaineering skills	Her Achievements and awards
<p>Born in Joniyawas, Rewari, Haryana</p> <p>Parents were rich landowners.</p> <p>Followed village custom. Sent her to village school.</p> <p>Wanted her to marry at 16 .</p>	<p>Wore shorts, not Indian dresses.</p> <p>Quietly fought the system.</p> <p>Threatened parents. No education, no marriage.</p> <p>Left home.</p> <p>When parents refused money, she decided to work part time.</p>	<p>Enrolled in a Delhi school.</p> <p>Wishing always to study a bit more.</p> <p>Joined Maharani college, Jaipur. Stayed in Kasturba hostel</p> <p>Saved money and enrolled in a course at Uttarkashi Nehru institute of mountaineering</p>	<p>Remarkable resistance to cold and altitude.</p> <p>Iron will, physical toughness, an amazing mental toughness.</p> <p>Climbing skill, concern for others. Desire to work with others</p>	<p>1992 Everest mission, saved Mohan Singh by sharing oxygen. Youngest woman to climb the Everest.</p> <p>1993 Indo-Nepalese Women's Expedition. Only woman in the world to have climbed Everest twice.</p> <p>Awarded the Padmashree.</p>

#### Assessment Criteria:

- Content
- Fluency and accuracy of expression
- Group work / Team spirit

#### Activity – V: Post-Reading

**SKILL AREA: SPEAKING / RESEARCH**

**Learning Outcomes:** The students will be able to know about successful people.



Speak fluently and confidently.

Compile the data and draw conclusions.

Make a presentation in a concise and coherent manner.

### Task: Group Work

Collect information about a sports icon and the challenges faced by him/her.

### Subheads:

Name of the icon

Short biography

Achievements

Sacrifices made

Challenges faced

### Procedure:

1. The teacher divides the class in groups of four or five.
2. Group leaders may distribute the work among themselves, each taking up one aspect of the project to work on, and then compile their work.
3. Students should be asked to select one sports icon and collect relevant information about him/her from various sources available.
4. Illustrations are encouraged.
5. The best project could be presented to the whole class.

### Assessment Criteria:

Relevant content

Research

Organization- clear introduction, development of ideas and conclusion

Accuracy and fluency of expression

Accuracy of data

### Feedback:

The teacher assists the students and assesses their projects.



### Activity – VI: Post-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

analyse content in their own posters and come up with perceptions.

develop sensitivity and awareness about pollution even on mountain peaks.

**Task:** Study the pictures.

**Time Required:** One period

**Procedure:**

1. The teacher displays the posters in the class.
2. The students discuss the given poster in pairs/groups.
3. The teacher instructs them to make a presentation on (take help from science teacher/ internet/library):
  - a) Garbage on the mountain is an environmental disaster.
  - b) Reasons for pollution on the Everest. Find out about the initiatives taken by various agencies to clean Mount Everest.
  - c) Conclusions and possible solutions.

#### MOUNT EVEREST : A GARBAGE DUMP ON TOP OF THE WORLD



source- [www.blog.mtnspirit.orghttp://expedition.toptotop.org/archives/2010\\_04.html](http://www.blog.mtnspirit.orghttp://expedition.toptotop.org/archives/2010_04.html)



source- [summitmurderseries.blogspot.com](http://summitmurderseries.blogspot.com)





## *The Snake Trying*

### Activity – I: Pre-Reading

**SKILL AREA: SPEAKING**

**Learning Outcomes:** The students will be able to

- identify the central theme.
- share their knowledge.
- enhance their presentation skills.

**Task:**

Group discussion and presentation.

Snakes - Facts and Myths.

**Time Required:** One period

**Procedure:**

1. The students are divided into groups of four or five.
2. They discuss the topic and make notes.
3. One representative from each group makes a presentation.
4. If the teacher feels that the class may need some help, the following points may be given:

<b>Facts</b>	<b>Myths</b>
All snakes are not poisonous	Snakes are evil and they take revenge.
Snakes are shy creatures and avoid humans	Snakes have supernatural powers.
Snakes bite a human only when they are disturbed.	Snakes carry precious stones on their hoods
	Snakes take different forms.
	Snakes can chase humans to kill

**Assessment Criteria:**

Content



Fluency and accuracy of expression.

Overall presentation

**Feedback:**

The theme of the poem could be linked to the presentations.

### Activity – II: While / Post-Reading

#### SKILL AREA: READING AND APPRECIATION

**Learning Outcomes:** The students will be able to  
understand the central theme of the poem.  
appreciate the poetic devices.

**Time Required:** One period

**Procedure:**

1. The teacher instructs students to read the poem 'The Snake Trying' and answer the questions given in the worksheet.
2. The students exchange the completed worksheets and teacher calls out the correct answers for the students to evaluate.

**Assessment Criteria:**

Peer Correction

**Feedback:** The teacher encourages students to discuss the following in class:

Theme

Narrator's attitude

Use of language

Imagery

Ending



## WORKSHEET

Choose the correct option:

- i) **'Sudden curvings of thin long body'. The expression suggests the snake's**
- ability to bend its body in many places.
  - fast slithering movement.
  - capacity for coiling into a ball.
  - desire to escape.
- ii) **There is only one snake but the poem talks of many 'shapes'. This shows that**
- a snake can assume different shapes.
  - while in movement, a snake appears to be taking many beautiful shapes.
  - a snake has magical powers and can change its form at will.
  - the poet is imaginative and is able to appreciate the beauty of the snake.
- iii) **The snake is harmless even to children because**
- it is lying unobserved.
  - it is small and green.
  - it is non poisonous.
  - it is gliding through the water.
- iv) **The reeds resemble the snake in that both are**
- thin and green.
  - supple and slim.
  - found in the water.
  - beautiful and graceful.
- v) **The expression 'pursuing stick' suggests that**
- a stick is following the snake.
  - a race is on between a stick and the snake.



- c. someone is chasing the snake away.
- d. children are playing with a stick on the shores of the rivers.

**Answers:** 1-b      2-b      3-c      4-a      5-c

### Activity – III: Post-Reading

#### SKILL AREA: CREATIVE WRITING

**Learning Outcomes:** The students will be able to  
enhance their creative writing skills.

learn to write a poem/short story.

**Task:** Write a short poem/story on any one of the following:

Crab, Scorpion, Spider, Bee

**Time Required:** One period

#### Procedure:

1. The class is divided into groups of four or five. Each group selects any one of the creatures and discuss the theme. They could also list out expressions to be used in the poem/short story.
2. After the discussion, students individually, write a poem/short story.

#### Assessment Criteria:

- Relevance of the content
- Imagery and poetic use of language
- Accuracy and coherence

#### Feedback:

- Some of the poem/stories could be read out and commented upon.
- Students may be encouraged to illustrate their poem/stories.
- It can form a part of the portfolio.



## BEEHIVE

### Activity – IV: Post-Reading

#### SKILL AREA: SPEAKING / RESEARCH

**Learning Outcome:** The students will be able to

- understand snakes associated with mythology.
- speak fluently and accurately.
- compile the data and draw conclusions.
- prepare a presentation in concise and coherent manner.

**Task:** Group Work

Collect information for a class presentation on 'The Snake and the Mythology'.

**Subheads:**

- Mythology (story)
- Country/place and relevance
- Description

**Time Required:** Two periods

**Procedure:**

1. The teacher divides the class into groups of four or five.
2. Group leaders distribute the work amongst themselves, each taking up one aspect of the project to work on and then compile their work.
3. The students are helped by the teacher to collect relevant information from various sources available.
4. Illustration are encouraged.
5. The students complete the work and submit for evaluation.

**Assessment Criteria:**

- Relevant content
- Research



Organization- clear introduction, development of ideas and conclusion

Accuracy of facts

Accuracy and fluency of expression.

**Feedback:**

The teacher assists the students and assesses the project.



## *The Bond of Love*

### Activity – I: Pre-Reading

**SKILL AREA: ANALYTICAL SKILLS**

**Learning Outcomes:** The students will be able to

- love and respect animals.
- develop sensitivity towards animals.
- enhance writing skills.
- enhance analytical skills.

**Time Required:** One period

**Procedure:**

1. The teacher divides the class into pairs.
2. The teacher distributes the worksheet in the class.
3. The students are instructed to complete the task.
4. Teacher facilitates a class discussion.
5. The students submit the completed work.

**Assessment Criteria:**

The activity need to be assessed.

**Feedback:**

The teacher helps the students where required.

### **WORKSHEET**

**The title of the story is "The Bond of Love."**

Discuss with your partner what the story could be about

---

---

---



Now, look at the two pictures of the bears. What is the difference in the attitude of the two human beings towards the bears? What emotions do the two arouse in you? Do you think the humans love the bears? Give reasons for your answer.



Picture 1 \_\_\_\_\_  
\_\_\_\_\_



Picture 2 \_\_\_\_\_  
\_\_\_\_\_

### Activity – II: Post-Reading

#### SKILL AREA: GRAMMAR

**Learning Outcomes:** The students will be able to

identify errors and correct them.

understand the story.

**Time Required:** One period

**Procedure:**

1. The teacher gives the students a dictation of the summary of the story (with errors).
2. The students find the errors and correct them.
3. The teacher calls out the correct answers and self evaluation is done by the students.

**Assessment Criteria:**

Correct answer

The peer assessment could be done.

**Feedback:**

The teacher conducts a brief discussion on the areas that students find difficult to understand.

**WORKSHEET**

Given below is a brief summary of the story *The Bond of Love*. There are some errors in the summary. Find the errors.

The narrator was passing through **wheat** (1) fields near **Chennai** (Mysore) when they were accosted by a **male** (2) sloth - bear. **The narrator** (3) shot the female bear. Bruno, the cub, was brought home, as its mother had been shot. The writer's wife welcomed him and soon Bruno adjusted to the family. It ate all that was cooked at home and became attached to the inmates of the house.

He survived having **eaten** (4) pesticide (5) and nearly a gallon of **diesel** (6). But as he grew in size, his tricks increased and he had to be chained most of the time. On people's advice, he had to be sent to the **forest** (7). All missed him but the writer's wife was **happy** (8) and wept and fretted when she realized that he was refusing food.

When the writer and his wife went to see Bruno, he recognized them from a distance and growled with **anger** (9). They asked the zoo authorities to give Bruno back, and after some **threats** (10) and formalities with the Government, he was taken back home. A special place was made for him, where he lived happily with the people he belonged to.

**Answers:**

- |              |                     |                         |
|--------------|---------------------|-------------------------|
| 1. Sugarcane | 2. Female           | 3. One of the narrators |
| 4. Drunk     | 5. Barium Carbonate | 6. Old engine oil       |
| 7. Zoo       | 8. Inconsolable     | 9. Happiness            |
| 10. Pleading |                     |                         |

**Activity – III: Post-Reading****SKILL AREA: WRITING**

**Learning Outcomes:** The students will be able to

develop sensitivity towards the caged animals.

enhance writing skills using formal language.



**Time Required:** One period

**Task:** Group work

Write an article on 'Caged Animals' in about 200 words.

**Procedure:**

1. The students discuss animals that are put in cages.
2. They list the effects of putting an animal in a cage.
3. They develop an article on 'Caged Animals' based on the discussion they had.
4. The best article may be published in the school magazine.

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

**Assessment Criteria:**

Relevant content

Coherence and accurate language

Effective organization

**Feedback:**

Some students may find it difficult to write using appropriate vocabulary; the teacher helps such students.

### Activity – IV: Post-Reading

#### SKILL AREA: LISTENING

**Learning Outcomes:** The students will be able to

listen and comprehend the poem.

**Time Required:** One period

**Procedure:**

1. The teacher distributes the worksheet in class.
2. Teacher reads out the given poem once or twice.
3. The students are instructed to complete the summary based on their listening of the poem.



## BEEHIVE

# FORMATIVE ASSESSMENT

### Assessment Criteria:

Correct Answer

## ENTERTAINMENT

The monkey-show is on:  
patient girl on haunches  
holds the strings,  
a baby in her arms.

Two red monkeys  
in red and purple pantaloons  
prepare to dance.

Crowd collects,  
Naked to the waist,  
the Master of Ceremonies'  
drums frenzy, cracks whip,  
calls the tricks  
to earn applause and copper coins.

The circle thickens as the plot thickens,  
children laugh, the untouchable women  
smooth their hair. A coolie  
grins at me, his white teeth  
gleam in the sunlight.

Only the monkeys are sad,  
and suddenly  
the baby begins to cry.

Anticipating time for payment,  
the crowd dissolves.  
Some, in shame, part  
with the smallest coin they have.  
The show moves on.

NISSIM EZEKIEL



### WORKSHEET

**Complete the summary of the poem.**

The poet is describing the scene of a (a) \_\_\_\_\_. He tells us how the show girl is (b) \_\_\_\_\_ strings to control the two monkeys. She also has (c) \_\_\_\_\_ in her arms.

The crowd (d) \_\_\_\_\_ as the monkeys show tricks. Everyone seems happy except for the (e) \_\_\_\_\_. As the show is about to end, people start (f) \_\_\_\_\_ as they (g) \_\_\_\_\_. A few give the woman the (h) \_\_\_\_\_.

#### Answers:

- (a) street show/ monkey show
- (b) holding
- (c) a baby
- (d) collects
- (e) monkeys
- (f) moving away
- (g) do not wish to pay
- (h) smallest coin they have

#### Activity – V: Post-Reading

#### SKILL AREA: GRAMMAR

**Learning Outcomes:** The students will be able to  
 find the correct words to fill in the blanks.  
 analyse and respond appropriately.

**Time Required:** One period

#### Procedure:

1. The teacher distributes the given worksheet to the students.



## BEEHIVE

2. She instructs the students to read the passage carefully.
3. The students complete the worksheet based on their reading.
4. The teacher evaluates the answers.

### Assessment Criteria:

Correct answer

The assessment could be done through peers

### Feedback:

The teacher may conduct a brief discussion on the areas that students find difficult to understand.

## WORKSHEET

Read the passage about Black Bears given below. Then use the information to complete the paragraph about Grizzly Bears by writing suitable words in each space. Do not add any new information.

Bears are large heavy mammals. They are found in North America, Europe, and Asia. Bears have poor eyesight, and most only have moderately good hearing, but they have a good sense of smell. The black bear has shorter claws and more fur between the toe pads and the pads do not appear together. They do not have a hump between their shoulder blades. The shape of the head is rounded and they have a longer snout. Their ears are longer and less rounded than those of the grizzly bear. Black bears commonly climb trees while grizzlies normally do not.

On the other hand, grizzlies have (a) ..... claws and (b) ..... fur between the toe pads and the pads (c) ..... together. Grizzly bears (d) ..... a hump between their shoulder blades. The shape of the head of a grizzly is (e) ..... and it has a (f) ..... snout. The ears are (g) ..... and (h) ..... rounded than those of the black bear.

### Answers:

- |            |             |
|------------|-------------|
| (a) longer | (e) flatter |
| (b) less   | (f) shorter |
| (c) appear | (g) shorter |
| (d) have   | (h) more    |



## *A Slumber did my Spirit Seal*

### Activity – I: Pre-Reading

#### SKILL AREA: LISTENING

**Learning Outcomes:** The students will be able to

- identify the poem.
- enhance their listening skills.

**Time Required:** One period

**Procedure:**

1. The teacher narrates/ reads the following story and instructs the students to listen to it.

#### Nandini

Nandini was a bubbly and loving girl of 12 years. She liked plying with friends and loved music. More than anything else she loved being with her father, talking to him on anything and everything. Suddenly life completely changed for her when she lost her father in an accident. She went into deep depression and refused to meet her friends. She felt very lonely and spent her time in her room brooding over her loss. She missed her father very badly. To give vent to her emotions, she started writing letters to her father in a diary. She did not really write; she talked to her father as if he were still alive. Gradually a change came over her. She got over her depression and started mingling with her friends once more.

2. The teacher puts up following questions on the blackboard and instructs the students to write the answers on a sheet of paper on the basis of their listening.
  - a. What sort of girl was Nandini?
  - b. What incident changed her life?
  - c. How did she behave under her depression?
  - d. Why did she start writing a diary?
  - e. How did her diary writing bring about a change in her?
3. The teacher may read the story once again, if required.
4. All the answers are discussed in class.



## BEEHIVE

### Main points for the Answers:

- Bubbly and loving.
- Death of her father.
- Spent her time in loneliness.
- To give vent to her emotion.
- Got over depression and mingled with friends.

### Assessment Criteria:

Peer correction

Correct response

### Feedback:

The teacher links the story with the poem to be read.

### Activity – II: Pre-Reading

**SKILL AREA: WRITING / SPEAKING**

**Learning Outcomes:** The students will be able to

identify the theme of the poem.

enhance their thinking skills.

**Time Required:** 20 minutes

**Task:** Individual work

Write out some beliefs related to death in the box.

E.g. If you are good to others, you will go to Heaven.



### Procedure:

1. The teacher explains the task.
2. The students write their views in the box.
3. The teacher may initiate a discussion on the beliefs written by the students.
4. The theme of the poem may be linked to this activity.

### Assessment Criteria:

The activity need not be graded.

### Activity – III: Post-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

write a diary entry.

imagine and write.

**Task:** As the poet Wordsworth write a diary entry on his experience of writing the poem in about 100 words.

**Time Required:** One period

### Procedure:

1. The students read the poem silently.
2. The teacher initiates a discussion on the theme of the poem.
3. The teacher clears the doubts during discussion.
4. The students are instructed write diary entry individually.
5. The best entries may be read out in the class.

### Assessment Criteria:

Relevance of content

Details from the poem

Accurate and cohesive language

Original and interesting ideas



## BEEHIVE

# FORMATIVE ASSESSMENT

### Feedback:

If the teacher feels that the students need some help, the following beginning of the diary entry could be given:

Date:

Time:

Lucy, the lovely child of nature, is now dead. Her death has disturbed me.

I have .....

### Activity – IV: Post-Reading

#### SKILL AREA: READING

**Learning Outcomes:** The students will be able to

enhance their reading skills.

enhance thinking and analytical skills.

**Time Required:** One period

### Procedure:

1. The teacher instructs the students to read the poem 'Tear No More'.
2. Initiates a discussion after reading.
3. The students complete the table and answer the questions given below:
4. All the answers are discussed in the class.

### Assessment Criteria:

Appropriate responses

The three questions are open ended. So any suitable answer to be accepted.

### Feedback:

Comparison between the two poems could be taken up for discussion.



**WORKSHEET**

Answer the following questions:

a) Complete the table

What the dead need not fear or do	List of examples to prove that death comes to all.
heat of the sun	Golden lads and girls
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- (b) 'Thou thy wordly task hast done Home art gone, and ta'en thy wages': What do these lines mean?
- (c) 'To thee the reed is as the Oak:'  
What does the poet want to convey in this line?
- (d) How is this poem similar to 'A Slumber did My Spirit Seal'?

**Answers:**

What the dead need not fear or do	List of examples to prove that death comes to all.
Heat of the sun	Golden lads and girls
Winter's rages	Chimney-sweepers
Frown of the great	The king
Tyrant's stroke	The learned/ scholar
Clothing and eating	The doctor
Lightning	Young lovers
Thunder	All lovers
Slander	Censure



## *The Snake and the Mirror*

### Activity – I: Pre-Reading

#### SKILL AREA: THINKING / SPEAKING

**Learning Outcomes:** The students will be able to  
organise their thoughts in a group and presenting them in a sentence or two individually.  
speak without any written text in hand.

**Time Required:** One period

#### Procedure:

1. The teacher  
divides the class into groups of 5-6.  
instructs them to think of one scary story and narrate it. The story may have the following points.

Snake

Night

You

Rats

No electricity

Thief

2. A representative from each group presents the story.

#### Assessment Criteria:

Content  
Fluency and accuracy  
Creativity

#### Feedback:

The class share their observations about the stories narrated.



### Activity – II: Post-Reading

#### SKILL AREA: READING / SPEAKING

**Learning Outcomes:** The students will be able to  
 identify key areas of the chapter through a series of MCQ's.  
 understanding the central theme story.

**Time Required:** One period

**Procedure:**

1. The teacher distributes the given worksheet and asks the students to complete it based on their reading of the story.
2. The students, after completing the worksheet, may exchange them for peer correction.
3. The teacher calls out the correct answers.

**Assessment Criteria:**

Correct Response

**Feedback:**

Wherever needed students may be advised to re-read the story.

The reason given by students for questions 5-8 could be discussed in the class.

### WORKSHEET

Choose the correct answer:

<p><b>1. What was the author?</b></p> <p>a) Ayurvedic doctor.                      b) Allopathic doctor.                      c) Naturopathy doctor.                      d) Homeopathy doctor.</p>	<p><b>2. Which medical book did the doctor have?</b></p> <p>a) Homeopathy.                      b) Book of medical practice.                      c) Materia Medica.                      d) A novel in Malayalam.</p>
<p><b>3. The mirror was a symbol of his pride of being</b></p> <p>a) a doctor.                      b) a handsome man.</p>	<p><b>4. After taking a close look at his face in the mirror, the doctor decided to:</b></p> <p>a) shave daily, grow a moustache and keep his smile.</p>



<p>c) a handsome bachelor and doctor. d) a bachelor.</p>	<p>b) maintain his bachelor status and live in peace. c) keep his hair straight and neat and oiled. d) marry a rich doctor and run a joint medical clinic.</p>
<p><b>5. Why was the author turned into a statue?</b> a) The snake was wrapped around his arm. b) The snake was large. c) He was shocked stiff. d) He was proud. (give 1 reason why) _____</p>	<p><b>6. What kind of wife did the doctor wish for?</b> a) A thin wife. b) A fat and rich wife. c) A thin and rich wife. d) A fat wife. (give 1 reason why) _____</p>
<p><b>7. What did the incident with the snake teach the doctor?</b> a) be less vain. b) be a better doctor. c) be bolder. d) marry a thin wife. (give 1 reason why) _____</p>	<p><b>8. Why was the vest not stolen?</b> a) It was used. b) It was dirty. c) It had holes in it. d) The thief did not need it. (give 1 reason why) _____</p>

**Answers:**

- 1 (d)            2 (c)            3 (c)            4 (a)            5 (c)  
6 (b)            7 (a)            8 (b)



### Activity – III: Post-Reading

#### SKILL AREA: READING

**Learning Outcomes:** The students will be able to

- comprehend simple passages.
- enhance their analytical skills

**Procedure:**

1. The teacher distributes the given worksheet.
2. The students are instructed to read the following passage (also given on page 63 of Beehive) and answer the questions that follow.
3. The students mark the correct answers in the worksheet based on their reading.
4. The teacher calls out the correct answers and the students evaluate.

**Assessment Criteria:**

Correct responses

**Feedback:**

The teacher helps the students if they are unable to comprehend correctly.

### Snakes

The Indian cobra is the common name for members of the family of venomous snakes, known for their intimidating looks and deadly bite. Cobras are recognised by the hoods that they flare when angry or disturbed; the hoods are created by the extension of the ribs behind the cobras' heads. Obviously the best prevention is to avoid getting bitten. This is facilitated by the fact that humans are not the natural prey of any venomous snake. We are a bit large for them to swallow whole and they have no means of chopping us up into bite-size pieces. Nearly all snakebites in humans are the result of a snake defending itself when it feels threatened. In general snakes are shy and will simply leave if you give them a chance.

### WORKSHEET

**Choose the correct answer:**

<p><b>1. The Indian cobra is feared because</b></p> <ul style="list-style-type: none"> <li>a) it has poison in its bite.</li> <li>b) it has a hood.</li> </ul>	<p><b>2. When do snakes bite human beings?</b></p> <ul style="list-style-type: none"> <li>a) When they are ready to kill.</li> <li>b) When they are threatened.</li> </ul>
--	--



c) it gets angry very quickly. d) its swallows its prey whole.	c) When they are angry. d) When they want to take revenge.
<b>3. Cobras flare their hood when they</b> a) are angry or disturbed. b) see their prey. c) want to open their mouth wide. d) want to warn people.	<b>4. Cobras can form hoods</b> a) to intimidate other animals. b) because they have an extension of the ribs. c) to display a spectacle mark. d) to swallow large preys.
<b>5. A human is not a natural prey of the cobra because</b> a) a person cannot be bitten. b) a person is a bit large for the snake. c) a person cannot be chopped. d) cobras are afraid of humans	

**Answers:**

1 (a)      2 (b)      3 (a)      4 (b)      5 (b)

**Activity – IV: Post-Reading****SKILL AREA: CREATIVE WRITING**

**Learning Outcomes:** The students will be able to  
comprehend and present genres like horror.  
write a script.

**Task:** Script Writing

**Time Required:** Two periods

**Procedure:**

1. The teacher divides the students into groups and instructs them to write a script for a short film based on the story.



2. She guides the students about script writing and tells them that they may  
divide the action into short scenes.  
sequence the scenes.  
add appropriate description.
3. The groups discuss the task and prepare a short script.
4. The groups present their scripts to the class.

### Assessment Criteria:

Effective conceptualization of the plot in terms of short scenes

Clear description of each scene

Correct use of language

### Feedback:

The scripts could be edited by the class.

The best scripts could be displayed.

Students having artistic talents could be encouraged to provide pictures/ drawings to the scripts.

The script could be enacted as a short play.

### Activity – V: Post-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

develop the skill of recalling and writing

develop critical thinking skills

### Procedure:

1. The teacher asks the students to think about an incident narrated by their grandparents/friend that is filled with horror e.g. a man suddenly spoke like his dead grandfather.
2. The teacher asks each student to write the incident.



## BEEHIVE

3. The teacher asks some of the students to narrate it in the class with proper expression and emotion.

### **Assessment Criteria:**

Appropriate language

Content

Coherence

### **Feedback:**

Teacher checks the language errors and sees if it is written as per the demands of the genre of horror.



## *A Legend of Northland*

### Activity – I: Pre-Reading

#### SKILL AREA: LISTENING

**Learning Outcomes:** The students will be able to

- differentiate between myths, legends and fables.
- listen to and use the information to complete the given exercise.

#### Procedure:

1. The teacher reads out the passage twice and ensures that the students have grasped the main ideas.
2. She distributes the worksheet.
3. The students complete the MCQs based on the passage and peer correction is done.

#### Assessment Criteria:

Correct response (Peer correction)

#### Feedback:

Students could be asked to identify the features of a legend in the poem.

#### Passage

##### **Myths, Legends and Fables**

'Myth' comes from the Greek word 'mythos' which means 'word of mouth'. Myths were stories that were made up by early people. They dealt with the adventures of gods and goddesses. In these stories gods and goddesses could use their powers to help people or make things more difficult for them. Myths were shared by groups of people and became part of their culture. Legends are also stories that have been made up, but they are different from myths. Legends are about people and their actions or deeds. These people lived in more recent times and are mentioned in history. The stories are based on facts, but they are not completely true. This is to make the story more interesting or to teach a lesson, like knowing right from wrong.

A fable is another type of story, also passed down from generation to generation and is told to teach a lesson. Fables are about animals that can talk and act like people.



**WORKSHEET**

**Based on your hearing of the passage, answer the following questions by choosing the correct option:**

1. Myths were written during .....

  - a) early times
  - b) recent times
  - c) modern times
  - d) Greek period

2. Myths deal with.....

  - a) the culture of groups
  - b) the relationship between gods
  - c) early people
  - d) the adventures of gods and goddesses

3. Legends are stories about.....

  - a) the explanation of natural events.
  - b) people and their actions or deeds
  - c) animals and plants
  - d) gods and goddesses

4. The main characters in a fable are .....

  - a) early people
  - b) people who lived in recent times
  - c) animals that can talk and act like people.
  - d) gods who act like people

5. .... and ..... are told to teach a lesson.

  - a) Myths and legends
  - b) Legends and fables
  - c) Fables and myths
  - d) Fables and epics



### Answers:

1a, 2d, 3b, 4c, 5b

### Activity – II: Pre-Reading

#### SKILL AREA: SPEAKING

**Learning Outcomes:** The students will be able to  
 develop quick thinking skills and enhance their power to imagine.  
 generate vocabulary needed for the understanding of the text.

**Time Required:** 20 minutes

#### Procedure:

1. The teacher writes the word legend on the board.
2. The teacher asks the students to find out all possible connotations associated with the word legend.
3. Students then think of all the synonyms for the word 'legend'.
4. The teacher writes all the words on the board and discusses their meanings and usage.

***This activity need not be graded.***

#### Feedback:

The teacher writes the correct meaning of the word in the end.

### Activity – III: Post-Reading

#### SKILL AREA: THINKING / SPEAKING / WRITING

**Learning Outcomes:** The students will be able to  
 understand the key areas of the lesson taught.

#### Procedure:

1. The teacher divides the class into pairs.
2. She then asks students to discuss with their partners the question given below:



## BEEHIVE

'Do you think St. Peter was right in cursing the woman? Why/ Why not?'

3. The teacher instructs the students to write a paragraph of about 120 words individually.
4. The students write and submit the paragraph for evaluation.

### Assessment Criteria:

Content  
Fluency/ Accuracy  
Grammatical accuracy  
Creativity  
Innovativeness and Originality

### Feedback:

Some of the paragraphs could be read out and common errors may be discussed.

*This task could form a part of the portfolio.*

### Activity – IV: Post-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

understand the characters in the poem.

identify the characteristics of the lady and Saint Peter.

**Time Required:** 20 minutes

### Procedure:

1. The teacher instructs the students to fill the table on the basis of their understanding of the text.

Complete the table based on the reading of the text. (5 qualities will be written)

Characterstics of the lady	Characterstics of St.Peter
Eg.Stingy	Eg.humble



- Once they have done the exercise the responses can be discussed in the class.

### Assessment Criteria:

Correct answers

### Feedback:

The teacher guides the students who are not very clear about the qualities of the characters.

### Activity – V: Post-Reading

#### SKILL AREA: RESEARCH/PRESENTATION

**Learning Outcomes:** The students will be able to

- understand legend.
- develop speaking skills.
- compile the data and draw conclusions.
- prepare a presentation in a concise and coherent manner.

**Time Required:** Two periods

### Procedure:

- The teacher divides the class in groups and instructs them to collect information about a person who has achieved the status of a legend.  
Subheads:
  - (a) Name of the legend
  - (b) Short biography
  - (c) Achievements and hardships
- Group leaders distribute the work amongst themselves, each taking up one aspect of the project to work on and then compile their work.
- Students should be instructed to collect relevant information from various sources available.
- Illustration may be encouraged.
- The best presentation is shown to the whole class.

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



## BEEHIVE

### **Assessment Criteria:**

Content

Research

Organization- clear introduction, development of ideas and conclusion

Accuracy and fluency of expression

### **Feedback:**

The teacher assists the students and assesses the project.



## Kathmandu

### Activity – I: Pre-Reading

SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

- write an advertisement.
- use their creativity.

**Task:** Prepare an advertising leaflet for a hotel situated in Kathmandu.

**Time Required:** One period

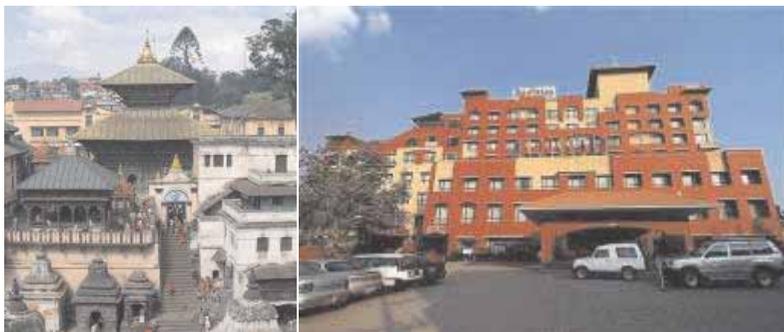
**Procedure:**

1. The teacher reads the following information and draws the outline/ picture/ map on the board-

(Charts, Pictures, Cutouts, Flash Cards etc. may be used.)

Hotel Aristocrat, situated in the vicinity of Pashupatinath temple in Kathmandu wants to attract more foreign tourists. So the owner plans to print an advertising leaflet. Look at the maps and picture of the hotel below. Then write the first page of the leaflet describing the following information-

- I. General position of the hotel.
- II. Information about nearby sights worth visiting.
- III. Amenities and Facilities.
- IV. Availability of transportation





## BEEHIVE

2. The teacher then asks the students to design the first page of the advertising leaflet covering the above details.
3. The class is divided into groups.
4. The students discuss in their respective groups and prepare the leaflet.

### Assessment Criteria:

Content-relevance and richness

Language-accuracy, appropriateness of words and phrases

Presentation

### Feedback:

Some of the leaflets could be taken up for discussion.

Common errors could be pointed out and corrected.

### Activity – II: While-Reading

#### SKILL AREA: READING

**Learning Outcomes:** The students will be able to  
understand the poem.  
comprehend and answer the questions related to the poem.

**Time Required:** One period

### Procedure:

1. The teacher instructs the students to read the first two paragraphs of the lesson silently.
2. The teacher puts up the following questions on the board:
  - a. What does the author wish to convey by the expression 'atmosphere of febrile confusion?'
  - b. Why are worshippers elbowing each other?
  - c. What does 'saffron-clad' suggest?



- d. Why do Westerners have to struggle for permission?
  - e. What is people's belief about 'Kaliyug'?
3. The students write the answers in their notebooks
  4. The answers are discussed in the class.

### Answers:

- a. many activities, crowd, animals, noise-all of these create an atmosphere of complete chaos.
- b. To push their way to the front.
- c. The Westerners are dressed in saffron clothes perhaps to show that they are Hindus.
- d. Only 'Hindus' are permitted to enter the temple. The policeman does not think the Westerners are Hindus.
- e. When the part of the shrine that is submerged in the river Bagmah emerges fully from the water, the goddess inside will escape and the Kaliyug will end.

### Assessment Criteria:

Correct answer

Peer correction (Teacher may read out the main points for each answer)

### Feedback:

The teacher could have a class discussion on the basis of the answers of the students.

### Activity – III: Post-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

write about the cities visited by them.

develop writing skills.

**Tasks:** Write a paragraph about a famous city you have visited.

**Time Required:** One period



## BEEHIVE

### Procedure:

1. The teacher divides the class in pairs.
2. The students discuss about the cities they have visited and come up with their experiences.
3. The teacher guides them in making notes in the table as given below:

Name of the city visited	City is famous for...	Main buildings and Monuments	Transportation system and roads	I admire it because	My experience

4. On the basis of the gathered information, students in pairs write a paragraph and submit for evaluation.

### Assessment Criteria:

Content

Language

Originality and creativity

### Feedback:

Some of the paragraphs could be read out and commented upon.

### Activity – IV: Post-Reading

#### SKILL AREA: SPEAKING

**Learning Outcomes:** The students will be able to

prepare and present a report on an imaginary event.

improve/enhance their speaking skills.

**Task:** Prepare and present a report on an imaginary situation playing the role of a correspondent of a T. V. news channel.



### Procedure:

1. The teacher divides the class into groups of four or five.
2. The students are given the following imaginary situation-
 

- a. A T.V. news channel is producing a programme based on citizen journalists, who raise their voice against different problems faced by people.
  - b. There is a shrine in your locality. The road in front of it is over crowded. The atmosphere is of utter confusion. The road is full of flower vendors and other hawkers, beggars and stray animals. It is jam packed round the clock with no traffic control. Most important, no security measures are being taken.
3. The students in their respective groups discuss the given situation for five minutes on how to present the report for an imaginary T.V. News channel show.
4. The teacher may suggest the following phrases:
  - (i) 'Hello viewers', .....
  - (ii) 'I am standing at' .....
  - (iii) 'Behind me you can' .....
  - (iv) 'What is the administration doing?' .....
  - (v) 'Most important' .....
  - (vi) 'With cameraman (name) , I am (name), for (Name of T.V. Channel)'.
5. Each group works as a production unit along with 'a correspondent' and enacts the presentation of reports in front of the class.

### Assessment Criteria:

Content  
 Expression  
 Presentation

### Feedback:

The teacher could ask the students to view a few TV news clippings.  
 The presentations could be discussed in the class for their overall effectiveness.



## BEEHIVE

### Activity – V: Post-Reading

#### SKILL AREA: CREATIVE/WRITING

**Learning Objectives:** The students will be able to

write a travelogue

enhance writing skills using formal language

**Task:** Group work

Write a travelogue in about 150 words about a religious place of your choice.

**Subheads:**

Religious place (Name)

Country/place

Details

Special features

**Time Require:** One period

**Procedure:**

1. The teacher defines and discusses the term 'travelogue'.
2. The students are instructed to list the features given in the text.
3. The students write a travelogue on the given topic.
4. Group leader from each group comes forward and presents their travelogue.

**Assessment Criteria:**

Relevant content

Coherence and accurate language usage

Effective organization

Presentation

**Feedback:**

This activity can be presented in the form of a competition and the best one may be put on the soft board.

The teacher checks if the groups have covered all the points.



## 'If I Were You'

### Activity – I: Pre/While-Reading

#### SKILL AREA: LISTENING

**Learning Outcomes:** The students will be able to

listen to and understand a piece of conversation and comprehend it.

**Time Required:** One period

**Procedure:**

1. The teacher, along with a volunteer, reads out the given conversation from the play.
2. The students listen for understanding.
3. The teacher writes the probable outcomes of the play and asks the students to write an appropriate ending.

**Assessment Criteria:**

Writing with accuracy and fluency

Listening for understanding

Creativity and originality

**Feedback:**

The teacher initiates a discussion on various answers given by the students.

**Gerrard is a playwright living alone in an isolated cottage. One day a man breaks into his cottage. Listen to the dialogue from the play, between Gerrard and the stranger:**

**INTRUDER :** This is your big surprise. I'm going to kill you.

**GERRARD :** A little harsh, isn't it?

**INTRUDER :** (with heavy sarcasm). Yeah, I'll be sorry to do it. I've taken a fancy to you, but it's just got to be done.



**WORKSHEET**

Based on the title of the play and the extract you just heard, predict what will happen to Gerrard.

Which of the following predictions do you think is the most probable? Circle your choice or give an answer that you think is better.

- a) The intruder, who is a struggling actor, wishes to impress Gerrard and so he is acting a part. He does not wish to kill Gerrard at all.
- b) Gerrard is killed by the intruder who hides in Gerrard's house.
- c) Gerrard is able to overpower the stranger and escape.
- d) .....

**Activity – II: Post-Reading**

**SKILL AREA: COMPREHENSION/WRITING**

**Learning Outcomes:** The students will be able to  
analyse the words and actions of the characters.  
enhance their comprehension.  
writing with fluency and accuracy.

**Time Required:** One period

**Procedure:**

- 1. The teacher divides the class into groups of four or five.
- 2. Teacher distributes the worksheet.
- 3. The students discuss in groups and complete the worksheet.

**Assessment Criteria:**

Correct answer.  
The teacher may decide on the answers depending about the response of the groups.

*The activity could be part of the portfolio.*

**Feedback:**

The teacher supports the students by giving clarification about characters with examples from the play.



**WORKSHEET**

Attempt a character study of Gerrard and the intruder by completing the table given below. You may use words given in the help box. Remember, all the words may not be appropriate.

- crook                      composed                      forceful                      foresighted
- courageous              clever                      humorous                      trusting                      nonchalant
- ingenious                      violent                      hardhearted                      smart                      bitter
- witty                      cautious                      wreckless                      bold                      careful
- alert                      soft-hearted                      easy-going                      unprepared
- short-tempered              patient                      uncaring                      sensitive                      irritable

Character	Quality	Evidence from the play
Gerrard	<ul style="list-style-type: none"> <li>• Presence of mind</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>	<ul style="list-style-type: none"> <li>• Sees a gun-carrying intruder enter his home but instead of showing fear he says, (pleasantly) ' Why, this is a surprise, Mr- er-'</li> <li>• .....</li> </ul>
The Intruder	<ul style="list-style-type: none"> <li>• Forceful</li> <li>• .....</li> <li>• .....</li> </ul>	<ul style="list-style-type: none"> <li>• Put those paws up!</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>



### Activity – III: Post-Reading

**SKILL AREA: READING/COMPREHENSION**

**Learning Outcomes:** The students will be able to understand the plot and characterisation.

**Time Required:** 20 minutes

**Procedure:**

1. The teacher instructs the students to read the story again silently.
2. Teacher distributes the worksheet and students mark the correct answer for each question.
3. The students exchange their completed worksheets.
4. The teacher calls out the correct answers and asks the students to mark the answers of their peers.

**Assessment Criteria:**

Correct response

**Feedback:**

Teacher conducts a brief discussion on the areas that students find difficult to understand.

### WORKSHEET

**Answer the questions by choosing the correct option.**

1. What distinct aspect of his character does Gerrard reveal when faced by a gun-carrying intruder?
  - a) nonchalance
  - b) presence of mind
  - c) fear
  - d) composure
2. The Intruder calls Gerrard a 'sympathetic audience' because .....
  - a) not many people would have liked to hear his story.



- b) he knew Gerrard would be sympathetic towards him.  
c) he was being sarcastic.  
d) his story was pathetic.
3. Gerrard tricked the Intruder into believing that he was a criminal. This proves that Gerrard was .....
- a) intelligent  
b) quick-witted  
c) wise  
d) knowledgeable
4. Gerrard had the disguise in his cupboard as he was .....
- a) a criminal  
b) an escaped convict  
c) a playwright  
d) an actor
5. The play 'If I Were You' is a .....
- a) comedy  
b) tragedy  
c) thriller  
d) melodrama

### Answers:

1. presence of mind  
2. he was being sarcastic  
3. quick-witted  
4. a playwright  
5. thriller



## Activity – IV: Post-Reading

### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

write a notice.

arrange their thoughts in a concise manner.

**Time Required:** One period

**Task:** Before the police arrives, the intruder who enters Gerrard's house escapes by breaking out of the cupboard. Working in groups, design a poster for his capture.

**Procedure:**

1. The teacher displays the poster given below as I and explains the task.
2. She instructs the students to observe and design a poster based on the hints given below that in II.

### I. Designing a WANTED PERSON Poster.

Study the 'Wanted Person' poster given below carefully. Notice how concise and accurate the description is.



#### WANTED

*Gabbar Singh. Wanted for the kidnapping and murder of Navroz Patravala. Last seen in Shimla. Height five feet eight inches, slim build, long face, beard, wavy black hair, sharp nose, large brown eyes. Scar on left side of face. This man is dangerous. His record shows he has committed at least two murders before this. Approach with caution. Suitable reward will be given for information leading to his capture.*

### II. HINTS

#### WRITING A DESCRIPTION

##### Physical qualities

**Build** - slim, over-weight, medium, large, stocky, lanky, hefty, pear-shaped, thin,

**Height** - tall, short, medium



**Clothes/ appearance** - elegant, sloppy, well-tailored, ill-fitting, casual, formal, untidy, neat, tidy,  
Shape of face/ expression -sharp-featured, bearded, unshaven, friendly, round, oval,

**Complexion** - fair, pale, swarthy,

**Eyes** - small, large, black, brown, protruding, shifty, staring, close-set

**Hair** - balding, close-cropped, thick, wavy, curly, plaited, long, thinning

**Special Features** - tattoo, scar, mole, stammer, peculiar gesture

### Assessment Criteria:

Content

Accuracy and fluency of expression

Creativity

### Feedback:

The best posters could be displayed and the art teacher may be requested to give her inputs.

### Activity – V: Post-Reading

#### SKILL AREA: WRITING/SPEAKING

**Learning Outcomes:** The students will be able to

    speak and write accurately and fluently.

    express their ideas in words.

**Time Require:** One period

### Procedure:

1. The teacher writes the expression on the board.  
'If they were'.....
2. Students decide and share which contemporary famous personality they dream of becoming.
3. The teacher asks the students what changes they would bring if they become the person of their dreams for a day.



## BEEHIVE

4. The students are instructed to write atleast ten lines and share them with the class by reading out what they have written.

### **Assessment Criteria:**

Creativity

Expression

Fluency and accuracy of expression

Clarity of thoughts

### **Feedback:**

Some students may be hesitant to read out their responses but the teacher needs to encourage them.





# *Moments*



## The Lost Child

### Activity – I: Pre-Reading

SKILL AREA: LISTENING

**Learning Outcomes:** The students will be able to

- listen for understanding.
- predict the theme of the lesson.
- understand verbal descriptions.

**Time Required:** 10 minutes

**Procedure:**

1. The teacher displays the following pictures on the board.
2. Reads the following transcript of the public announcement:

'A young girl about three years old is missing since yesterday. She has large black eyes and curly black hair.'

Which one of the faces is being described?



(1)



(2)



(3)



(4)

3. The students are asked to identify the lost child
4. The teacher relates the activity with the lesson.

***This activity need not be graded.***



## MOMENTS

# FORMATIVE ASSESSMENT

### Activity – II: While-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

use the skill of organising their thoughts in a group and putting it in a sentence or two individually.

Speak without any written text in hand.

**Task:** Description of the fair as seen by the child.

**Time Required:** One period



#### Procedure:

1. The teacher shows the given pictures to the class.
2. The students working in groups discuss the fair they would have seen.
3. The students describe the fair in 80-100 words in the first person.



(Begin..The fair was really exciting. There was so much to see .....the balloons; the snake charmer; the toys ;wanted to eat to my heart's content; colourful things; a sea of people; noise; roundabouts ....having fun till I lost sight of my parents; the worst moment of my life)

- The teacher evaluates the composition.

### Assessment Criteria:

Content

Fluency and accuracy

Creativity

### Feedback:

Some of the descriptions could be taken up for editing.

The best descriptions could be shared with the class.

*This activity could be part of the portfolio.*

### Activity – III: While-Reading

#### SKILL AREA: THINKING / SPEAKING

**Learning Outcomes:** The students will be able to

understand the key themes of the story.

enhance their thinking skill.

write accurately and fluently.

**Task:** The lost child is found by a man who asks the child about his parents/ home to make an announcement. Write the dialogue between the man and the child. (ask names, name of the village, what his parents were wearing, where he lost them, etc)

**Time Required:** One Period

### Procedure:

- The teacher divides the students into groups.
- The teacher stops at the end of paragraph 4 on page 4.



## MOMENTS

# FORMATIVE ASSESSMENT

3. The teacher explains the task and asks the students to write the dialogue.
4. One or two groups may be selected to enact the dialogues.

### Assessment Criteria:

- Content
- Fluency and accuracy
- Creativity

### Feedback:

The teacher may help students in writing the description in short.

### Activity – IV: Post-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to write a description of the lost child in the form of a Missing Person advertisement.

**Time Required:** One Period

### Procedure:

1. The teacher divides the students into groups.
2. She gives the Missing Child advertisement to the students.
3. The students study the advertisement and discuss its features in groups.
4. They work in groups to write an advertisement for the lost child (from the story).



### MISSING

Name: Sunny Kumar s/o Rakesh. Male, Resident of H.No. GA-65, Prahladpur is missing since 5 January 2010. He was last seen with his friends in the park. Height 122 cms, build strong, complexion wheatish, face round, short, black hair, large black eyes. Scar on chin. Wearing blue T-shirt and dark blue pants. Finder contact Police Station Pitampura, Tel. 011-2531610,253160.



### Assessment Criteria:

Content

Fluency and accuracy

Creativity

### Feedback:

Some of the advertisements could be taken up for editing.

The best advertisements could be shared with the class.

*This activity could be part of the students' portfolio.*

### Activity – V: Post-Reading

#### SKILL AREA: RESEARCH

**Learning Outcomes:** The students will be able to

enhance their knowledge about Indian writers in English.

enhance their research skills.

explore beyond the text.

**Time Required:** One day

### Procedure:

1. The class is divided into groups of four or five and the teacher initiates a discussion on contemporary female Indian writers in English.
2. The teacher distributes the worksheet and asks the students to identify the writer and collect information about her from various resources and complete the worksheet.
3. The findings of the students are discussed in the class. The teacher may add to the information collected by the students.



## MOMENTS

# FORMATIVE ASSESSMENT

### WORKSHEET

Picture	Name	Major Works	Interesting facts about the author or works
			
			
			
			
			



### Assessment Criteria:

Research

Team Work

Additional Information

### Feedback:

The teacher helps students in recognizing the author and identifying resources for information.



## *The Adventures of Toto*

### Activity – I: Pre-Reading

#### SKILL AREA: SPEAKING

**Learning Outcomes:** The students will be able to

share their thoughts in a group and express them in speech.

understand the needs of pets.

understand the reactions of their family members towards their pets.

**Time Required:** 20 minutes

#### Procedure:

1. The teacher asks the students, which of the following unusual pets they would like to have:
  - a) turtle
  - b) snail
  - c) guinea pig
  - d) porcupine
  - e) monkey
  - f) any other
2. The students answer the following questions:
  - ❖ Give three reasons why would you have the animal as a pet?
  - ❖ How would the others at home react to your pet?
  - ❖ Would the reaction of the family members change your choice? Give at least one reason
3. The students respond appropriately.

#### Assessment:

The task need not be assessed

### Activity – II: Pre-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

share thoughts in a group and express them accurately and fluently in writing.



**Task:** Paragraph Writing

**Time Required:** One period

**Procedure:**

1. The teacher distributes the following picture with notes and explains the task.
2. The students expand the given notes into a paragraph of about 80-100 words.
3. They may use information of their own.

400 kinds -- human like appearance--  
live in forests--long tail--helps swing--  
jump from tree to tree



**Assessment Criteria:**

Richness of content

Fluently and accuracy of expression

Originality and creativity

**Feedback:**

Some of the paragraphs could be displayed.

Students could be encouraged to comment on the paragraphs written by their peers.

The teacher provides feedback on the paragraphs with observations on content and language.

**Activity – III: Post-Reading**

**SKILL AREA: READING**

**Learning Outcomes:** The students will be able to  
understand the key areas of the lesson taught.

**Time Required:** One period



## MOMENTS

# FORMATIVE ASSESSMENT

### Procedure:

1. The teacher instructs the students to read the lesson silently.
2. The teacher reads the MCQs (or distribute the worksheet) and instructs the students to note down their option for each question.
3. Peer correction may be done.
4. The teacher reads out the correct answers and the students mark the answers of their peers

### Assessment Criteria:

Correct answer

### Feedback:

The teacher may conduct a brief discussion on the areas that students find difficult to understand.

## WORKSHEET

### Choose the correct option and fill in the blanks:

1. Grandfather wanted to hide the monkey because .....
  - a) it was an unusual pet
  - b) grandmother was terrified of monkeys.
  - c) grandmother did not like pets.
  - d) grandmother would not have accepted the monkey as a pet.
2. Grandfather was not the least bit offended with the destructive pet because .....
  - a) the monkey did not destroy grandfather's things.
  - b) he was amused by the antics of the monkey.
  - c) the monkey was smart.
  - d) it was an unusual pet.
3. Grandfather described the scene as an 'exhibition that attracted ... crowds' because.....
  - a) monkeys are an unusual sight at a station.
  - b) it is unusual to see a monkey with an old man.
  - c) people don't usually travel with monkeys.
  - d) people expected the monkey to put up an act.



4. During bath Toto behaved like a child because he .....
- used the tub to take a bath.
  - bathed in warm water.
  - tested the water before bathing.
  - hated people laughing at him.
5. If you had to describe Toto in one word, it would be .....
- irritating
  - amusing
  - mischievous
  - annoying

### Answers:

- grandmother did not like pets
- the monkey was smart
- people don't usually travel with monkeys
- hated people laughing at him
- mischievous

### Activity – IV: Post-Reading

#### SKILL AREA: READING

**Learning Outcomes:** The students will be able to  
read for comprehension.  
use the information to complete the given task.

**Time Required:** 20 minutes

#### Procedure:

- The teacher distributes the worksheet and asks the students to read the paragraph carefully.
- The students complete the MCQs based on their reading.



## MOMENTS

# FORMATIVE ASSESSMENT

3. The students read the given passage.
4. The teacher calls out the correct answers and peer correction is done.

### Assessment Criteria:

Correct answers

### Feedback:

Teacher conducts a brief discussion on the areas that students find difficult to understand.

### PASSAGE

My next pet was a pigeon, the most revolting bird to look at, with his feathers pushing through the wrinkled scarlet skin, mixed with the horrible yellow down that covers baby pigeons and makes them look as though they have been peroxidizing their hair. Because of his repulsive and obese appearance, we called him Quasimodo.

Since he had an unorthodox upbringing, without parents to teach him, Quasimodo became convinced that he was not a bird at all, and refused to fly. He walked everywhere. He was always eager to join us in anything we did. He would even try to come for walks with us. So you had to either carry him on your shoulder, which was risking an accident to your clothes, or else you let him walk behind. If you let him walk, then you had to slow down your own pace to suit his, for should you get too far ahead you would hear the most frantic and imploring coos and turn around to find Quasimodo running desperately after you.

### WORKSHEET

**Read the questions given below and write the option you consider the most appropriate in your answer sheet:**

1. The narrator describes the pigeon as a 'revolting bird' because he .....
  - a) could not fly.
  - b) had to be carried everywhere.
  - c) had wrinkled skin covered with yellow feathers.
  - d) was fat.
2. Quasimodo got his name because he .....
  - a) was fat and ugly.
  - b) was attractive .



- c) could not fly.
  - d) loved behaving like human beings.
3. We know that Quasimodo was always eager to go on walks because he .....
- a) walked everywhere.
  - b) did not want to fly.
  - c) protested loudly if he was not taken along.
  - d) always copied whatever humans did.
4. Quasimodo considered the humans cruel when they .....
- a) tried to leave him at home.
  - b) lifted him on their shoulders.
  - c) took him for a walk.
  - d) walked too fast.
5. The phrase 'risking an accident to your clothes' means .....
- a) the bird pecked at their clothes.
  - b) there was a chance of the bird soiling their clothes.
  - c) the bird risked a fall.
  - d) the bird did not like their clothes.

### Answers:

- 1. had wrinkled skin covered with yellow feathers.
- 2. was fat and ugly.
- 3. protested loudly if he was not taken along.
- 4. walked too fast.
- 5. there was a chance of the bird soiling their clothes.



## *Iswaran the Storyteller*

### Activity – I: Pre-Reading

SKILL AREA: SPEAKING / WRITING

**Learning Outcomes:** The students will be able to

identify the theme of the story.

learn the art of story writing/telling.

**Time Required:** One period

**Procedure:**

1. The teacher divides the class into groups and instructs them to write a 'Ghost Story'.
2. The students discuss in their groups and prepare the outline of a ghost story.
3. Each group presents the story to the class using different presentation strategies like group/ individual narration, dramatisation etc.

**Assessment Criteria:**

Creativity and understanding

Effectiveness of presentation

Originality and imagination

**Feedback:**

The teacher links the stories to the lesson and explains the essentials of the genre.

### Activity – II: Post-Reading

SKILL AREA: READING

**Learning Outcomes:** The students will be able to

understand the story.

enhance their reading skills.

**Time:** 20 minutes



**Task:** Read the story and answer the MCQs by ticking the right option.

**Procedure:**

1. The students read the story silently.
2. Doubts of students are discussed briefly in a class discussion.
3. The worksheet containing the MCQs is given to the students. Alternatively they are read out as students mark their answers.
4. Student exchange their worksheets/answers and mark them on the basis of the answers provided by the teacher.

**Assessment Criteria:**

Correct answer

**Feedback:**

Wherever students have doubts, the teacher may ask them to revisit the relevant portions of the lesson and have a discussion.

The teacher may also encourage students to give reasons for their answers.

### WORKSHEET

Answer the following questions by choosing the most appropriate option:

1. As a junior supervisor Mahendra had to
  - a) construct factories, bridges and dams.
  - b) oversee construction work at different sites
  - c) move from place to place every now and then
  - d) work in a coal mine and railway construction site.
2. Mahendra was highly adaptable because
  - a) his needs were few and simple as a bachelor
  - b) he had to live in makeshift canvas tents.
  - c) he was a conservative and traditional person
  - d) he had the services of an expert cook wherever he went.



## MOMENTS

# FORMATIVE ASSESSMENT

3. Iswaran had the amazing capacity to produce vegetables and cooking ingredients even in places where there were no shops. This shows that he
  - a) was highly resourceful and smart.
  - b) was capable of walking long distances to procure vegetables and ingredients.
  - c) was devoted to cooking and had the desire to excel in it.
  - d) wanted to please his master with tasty dishes even in remote sites.
4. Iswaran was interested in reading Tamil thrillers because he
  - a) had a lot of spare time and reading helped him pass the time.
  - b) had been influenced by the authors of the book he read.
  - c) was by nature imaginative and fond of suspense.
  - d) was imaginative and liked to be dramatic while recounting tales.
5. Mahendra enjoyed listening to Iswaran's stories because
  - a) they were packed with horror and suspense.
  - b) they were woven around real incidents of life.
  - c) Mahendra had no TV and Iswaran's stories helped him spend his leisure time.
  - d) of the dramatic way in which Iswaran narrated them.
6. Iswaran said that the factory area was once a burial ground. He based this view on
  - a) a human skull lying in the path
  - b) a number of human skulls found in the area
  - c) the appearance of the ghost of a woman at night.
  - d) the appearance of a skeleton holding a foetus in its arms.
7. Mahendra asked Iswaran to get his digestive system as well as head examined because
  - a) Mahendra did not believe in ghosts or spirits
  - b) Mahendra thought that Iswaran was talking nonsense
  - c) Iswaran was ill and needed medical treatment immediately.
  - d) Iswaran was behaving in an odd way that disturbed Mahendra.



8. After hearing Iswaran's story, Mahendra avoided looking out of his window at night because
- he was afraid that Iswaran would be standing outside, ready to tell another story.
  - he had lost interest in the beauty of the new moon.
  - he was afraid that he would see ghosts.
  - the story had frightened him.
9. Mahendra decided to quit his job after he
- saw a dark cloudy form clutching a bundle outside his window at night.
  - broke into cold sweat and fell back on the pillow, panting.
  - learnt that Iswaran had seen him the previous night sighting the 'ghost'
  - realized that he was actually camping in a haunted place.
10. It is probable that Iswaran himself had appeared as the ghost. If so, he would have done it to
- frighten his master and take pleasure in it.
  - teach his master a lesson for calling him crazy and not believing his story.
  - ensure that they would leave the camp site and move to a better place.
  - satisfy his desire for drama and suspense.

### Answers:

1- b; 2- a; 3- a; 4- c; 5- d; 6- b; 7- b; 8- d; 9- c; 10- b.

### Activity – III: Post-Reading

#### SKILL AREA: WRITING/READING

**Learning Outcomes:** The students will be able to

write a report.

write fluently and accurately.

**Time Required:** One period

**Task:** Write a report for the newspaper on the elephant incident in Iswaran's school in about 150 words.



## MOMENTS

# FORMATIVE ASSESSMENT

### Procedure:

1. The teacher instructs students to re-read the relevant portion of the lesson and explains the task.
2. Students write a newspaper report in about 150-200 words covering the incident at Iswaran's school.
3. The teacher provides the following hints.

### Report

#### Hints:

#### Format

- Heading: Concise, eye-catching.
- Date, place
- 1st paragraph: what the news is about
- 2nd paragraph: details
- 3rd paragraph: Interview of Iswaran

#### Language

Use of a mixture of active and passive voice and use of simple past tense.

#### Style

Formal, use of some quotes from people who witnessed the incident and a brief interview of Iswaran.

### Assessment Criteria:

Content - relevant, appropriate details from the story

Language - accurate, fluent and appropriate style

Originality

### Feedback:

Some of the reports could be read out and edited.

*This task may form a part of the students' portfolio.*



### Activity – IV: Post-Reading

#### SKILL AREA: READING

**Learning Outcomes:** The students will be able to

- find out various components of a short story.
- enhance their reading skills.

**Time Required:** One period

**Procedure:**

1. The teacher instructs the students to read the story once again.
2. The students fill the following column based on their reading of the story and understanding of the genre of short story.

Subject matter	
Setting	
Point of view	
Characters	
Plot details/symbolism/dialogue	
Possible theme(s)	

3. A class discussion may be initiated on the responses of the students.

**Assessment Criteria:**

- Understanding
- Clarity of concepts

**Feedback:**

The teacher explains the major components of short story writing.



## MOMENTS

# FORMATIVE ASSESSMENT

### Activity – V: Post-Reading

**SKILL AREA: READING / LANGUAGE**

**Learning Outcomes:** The students will be able to  
find words from the text and categorise them as per their usage.  
use the words in sentences.

**Time Required:** Two periods

**Procedure:**

1. The students draft a few line summary in their own words and share with their class.

**Assessment Criteria:**

Understanding

Expression

**Feedback:**

The teacher clarifies, the activity, if required.



## *The Kingdom of Fools*

### Activity – I: Pre-Reading

#### SKILL AREA: LISTENING / SPEAKING

**Learning Outcomes:** The students will be able to

use the skill of listening to organise their thoughts in a group and putting them in a sentence or two.

speak without any written text in hand.

**Time Required:** One period

#### Procedure:

1. The teacher divides the class into groups of four or five students.
2. Instructs them to listen to a story about Ali.

#### STORY

Ali was the son of Moosa, the rich farmer. However, he grew up into a foolish young man. Once his father asked him to deliver ten donkeys to Hajji. Ali took ten donkeys to Hajji. The trip was long and Ali made himself comfortable on a donkey. When he reached, Hajji angrily asked why he had got only nine donkeys. Poor Ali sat back on his donkey to count. He found out that Hajji was correct. He took the money for nine donkeys and walked back home. When he came home his father shouted at him.

3. The teacher asks the students to answer the following questions (The questions could be discussed by students in their groups).
  - Why did Moosa shout at Ali?
  - Why do you think Ali was foolish?
  - Do you think Hajji was clever? Why?
  - What happened to the tenth donkey?
4. The teacher evaluates the answers.

***This task need not be assessed.***



## MOMENTS

# FORMATIVE ASSESSMENT

### Activity – II: Post-Reading

#### SKILL AREA: READING

**Learning Outcomes:** The students will be able to  
comprehend the main theme in the story.

**Time Required:** 20 minutes

**Procedure:**

1. The teacher distributes the given worksheet.
2. Instructs the students to complete the worksheet based on their reading of the text.
3. The teacher calls out the correct answers and the students do peer assessment.

**Assessment Criteria:**

- Correct response
- Relevant reasons

**Feedback:**

The reasons given by the students could be used to revise the lesson.

### WORKSHEET

**Choose the correct answer:**

1. Who are the fools in this story? a) King. b) Guru. c) Disciple. d) King and minister.	2. What did the disciple learn? a) He should not be greedy. b) He should not become fat. c) Fools are dangerous. d) One should listen to elders. (give 1 reason why) _____
3. Why was the merchant called to court? a) To listen to his crimes. b) To thank the king.	4. The new law in the kingdom of fools was that a) night would be day and day would be night.



<p>c) to pay for the death of a thief. d) the king wanted to punish him. (give 1 reason why) _____</p>	<p>b) People should not sleep at night. c) People should only work at night. d) People should not sleep in the morning. (give 1 reason why) _____</p>
<p>5. Everything was available in the kingdom of fools</p> <p>a) for money. b) for a single duddu. c) for a single rupee. d) in exchange for some food.</p>	<p>6. The thief was killed when</p> <p>a) he went to steal from the merchant. b) he was following his old profession. c) the wall fell on him. d) he made a hole in the wall.</p>
<p>7. Identify the order in which people were blamed:</p> <p>a) Merchant, bricklayer, dancing girl, goldsmith. b) Dancing girl, goldsmith, merchant, bricklayer. c) Disciple, goldsmith, merchant, bricklayer. d) King, minister, guru, disciple.</p>	<p>8. Who did the bricklayer blame?</p> <p>a) The merchant. b) The goldsmith. c) The disciple. d) The dancing girl. (give 1 reason why) _____</p>
<p>9. Why was the disciple put on the stake?</p> <p>a) the merchant was thin. b) the stake was large. c) fat man would fit the stake. d) he was greedy. (give 1 reason why) _____</p>	<p>10. Who did the dancing girl blame?</p> <p>a) The merchant. b) The goldsmith. c) The bricklayer. d) The disciple. (give 1 reason why) _____</p>
<p>11. Who did the goldsmith blame?</p> <p>a) The merchant. b) The dancing girl.</p>	<p>12. How did the guru save the disciple?</p> <p>a) By advising the king. b) By fooling the king.</p>



## MOMENTS

## FORMATIVE ASSESSMENT

c) The bricklayer.

d) The disciple.

(give 1 reason why) \_\_\_\_\_

c) By teaching the king and minister a lesson.

d) By arguing with the king.

(give 1 reason why) \_\_\_\_\_

### Answers:

Q1 (d)

Q7 (a)

Q2 (c)

Q8 (d)

Q3 (c)

Q9 (c)

Q4 (a)

Q10 (b)

Q5 (b)

Q11(a)

Q6 (c)

Q12 (b)

### Activity – III: Post-Reading

#### SKILL AREA: WRITING

The teacher can conduct this activity when the students have the checked worksheet (Activity-II) with them.

**Learning Outcomes:** The students will be able to

comprehend the story and summarise it in their own words.

express themselves creatively.

#### Procedure:

1. The teacher divides the students into groups of four or five.
2. Students summarise the story in order of events.
3. Each group can go into as much detail as possible.
4. Students write their own ending.
5. Each group presents their summary to the class.

#### Assessment Criteria:

All the main events/ episodes in the story have been included.



The events/ episodes have been narrated in the correct sequence.

The summary is written in accurate and fluent language.

Creativity in the ending.

### Feedback:

The teacher helps the students where required.

### Activity – IV: Post-Reading

#### SKILL AREA: SPEAKING/WRITING

**Learning Outcomes:** The students will be able to

understand the characters.

explore beyond the text (extrapolate).

**Time Required:** One period

**Task:** Role play - As the king and minister of the story construct a dialogue discussing their deeds after their death.

### Procedure:

1. The teacher divides the class into pairs.
2. Instructs them to act as the dead king and the minister of the story.
3. The students construct a dialogue between the king and the minister. The following hints may be given.
  - a) KING: Sorry for being a foolish ruler, will be a better ruler in future.
  - b) MINISTER: Will be a better advisor. Will work for a better king. Will use brain.
4. Each pair can go into as much detail as possible.
5. After discussing the task, students enact the roles of the king and the minister (in pairs).

### Assessment Criteria:

Consistent with the characters in the story

Creative ideas

Use of relevant content from the story

Effectiveness of role play



## MOMENTS

# FORMATIVE ASSESSMENT

### Feedback:

The teacher invites comments and suggestions from the class on the role play.

The teacher works with the class to edit some of the dialogues.

### Activity – V: Post-Reading

#### SKILL AREA: READING/SPEAKING

**Learning Outcomes:** The students will be able to  
draw comparison between the characters in two stories.  
enhance their reading skills and analytical thinking.  
explore beyond text.

**Time Required:** Two periods

### Procedure:

1. The teacher provides the students any of the stories about wise fools, such as Shekhchilli or Gopal Bhar and the students to read it in class.(The stories are available in Ramanujan's collection of folk tales. The teacher may distribute photocopies)
2. After reading, a class discussion is initiated on the differences and similarities in portrayal of 'fools' in the two stories.
3. The teacher encourages all the students to speak and contribute to the discussion.

### Assessment Criteria:

Understanding

Clarity of concepts

Participation in discussion

### Feedback:

The teacher clarifies the doubts of the students and helps them understand the character of 'fools' in the two stories.

The teacher may encourage the students to read Shakespeare's plays where the fool is not really foolish [King Lear, As You Like It or Twelfth Night]



## *The Happy Prince*

### Activity – I: Pre-Reading

#### SKILL AREA: SPEAKING

**Learning Outcomes:** The students will be able to

use the skill of organising their thoughts in a group and putting it in a sentence or two individually.

Speak without any written text in hand.

**Time Required:** One period

**Task:** Individual activity

**Procedure:**

1. The students imagine that each of them has won rupees 1 lakh.
2. The teacher asks how they would spend the money.
3. Writes the responses on the board and leads them to the central theme of the story.

*This task need not be assessed.*

### Activity – II: Post-Reading

#### SKILL AREA: WRITING/GRAMMAR

**Learning Outcomes:** The students will be able to

understand the key themes of the story.

enhance their thinking skills.

**Time Required:** One period

**Procedure:**

1. The teacher divides the class into teams as per their seating arrangement.
2. The following sentences with blanks may be put up on the blackboard. Alternatively they could be given in the form of a worksheet.



## MOMENTS

## FORMATIVE ASSESSMENT

3. The students discuss the incomplete sentences and complete them on the basis of the story they have read.
4. Groups may exchange their worksheets and the teacher calls out the correct answers.

### Assessment Criteria:

Correct answer

### Feedback:

Students are encouraged to construct a similar exercise in groups on the other incidents in the story.

It could be conducted as a quiz.

### WORKSHEET

Use nouns and adjectives to complete the following sentences.

- a) The happy prince was a\_\_\_\_\_
- b) He was happy when he was a\_\_\_\_\_
- c) The swallow found a \_\_\_\_\_ to sleep in.
- d) The prince gave the\_\_\_\_\_ to the seamstress.
- e) The \_\_\_\_\_ was given to the \_\_\_\_\_ in the attic.
- f) The gold leaves on the statue were given to\_\_\_\_\_
- g) The swallow was a\_\_\_\_\_
- h) The swallow died of\_\_\_\_\_
- i) The happy prince died of a\_\_\_\_\_

### Suggested answers:

- a) The happy prince was a golden statue.
- b) He was happy when he was a young prince.
- c) The swallow found a golden bedroom to sleep in.
- d) The prince gave the red ruby to the seamstress.
- e) The first blue sapphire was given to the poor playwright in the attic.
- f) The gold leaves on the statue were given to poor people.



- g) The swallow was a kind bird.
- h) The swallow died of extreme cold.
- i) The happy prince died of a broken heart.

### Activity – III: Post-Reading

#### SKILL AREA: LISTENING

**Learning Outcomes:** The students will be able to comprehend the listening text.

**Procedure:**

1. The teacher instructs the students to listen to the following story, and reads out or plays a recording of the story.

#### STORY

Once upon a time, there was a very big forest. There on a huge banyan tree lived many crows. They were selfish and arrogant. They always quarrelled with other birds.

When the rainy season came, dark clouds gathered in the sky. A small mynah was returning to her nest. When she was passing by the banyan tree, it started raining. “I will stay here for a while until it stops raining,” thought the little mynah.

The selfish crows saw her perching on the tree. One of them shouted, “Leave this banyan tree at once. Or we will peck you”. The mynah found she had no choice. She flew off to a nearby tree, where luckily she found a hollow in a broken branch. She took her shelter there.

Shortly after, the rain became heavy followed by thunderstorm. The wind was very strong. Even the leaves and branches were not enough to give shelter to the crows. But the mynah was safe inside the hollow of the broken branch.

One of the crows said, “Look at the mynah! How comfortable she is.” Another crow said, “I do not think she will let us share the hollow.” Then another crow said, “We should not have been so rude. We forgot that we may need help someday.”

Suddenly the mynah called out, “Come! My friends! Come to this hollow. Or you will get hurt. The rain is not going to stop soon. It seems that it may rain for a long time”



The crows flew down to the hollow. They thanked the mynah. “We are sorry for being unkind, dear friend! Now we will never be so selfish.” (<http://www.english-for-students.com/The-Selfish-Crows.html>)

2. The teacher puts up the following questions on the blackboard.
3. The students are asked to write the answers on a sheet of paper or she distributes the worksheets.

### Assessment Criteria:

Correct answer

The worksheets could be peer assessed.

### Feedback:

The teacher reads the story more than once if students are unable to comprehend something.

## WORKSHEET

### I. Write true or false:

- a. The crows lived in a huge mango tree.
- b. The crows were quarrelsome and selfish.
- c. The mynah decided to stay in the tree where the crows lived because she was very tired.
- d. The crows welcomed the mynah to their tree.
- e. The mynah decided to take shelter in a hollow of a broken branch because she knew that the rain would not stop.

### II. Complete the following sentences.

- a. The crows were not safe in the rain because \_\_\_\_\_ to give proper protection.
- b. The crows thought that the mynah would not let them share the hollow because they \_\_\_\_\_ to the mynah.
- c. The mynah invited the crows to her hollow because she felt that \_\_\_\_\_.
- d. The crows thanked the mynah and resolved never \_\_\_\_\_.
- e. The story tells us that we can change arrogant and selfish people by \_\_\_\_\_.



### Answers:

- I. (a) False (b) True (c) False (d) False (e) True.
- II.
  - a) the leaves and branches of the banyan tree were not enough.
  - b) had been rude.
  - c) the rain was not going to stop soon/it might rain for a long time.
  - d) to be so selfish.
  - e) our kindness/ kind deeds.

### Activity – IV: Post-Reading

#### SKILL AREA: SPEAKING

**Learning Outcomes:** The students will be able to

- reflect on the theme of the story.
- relate the story to their own experience.

**Task:** Hold a group discussion on the following topic.

‘How can students help the society?’

**Time Required:** Two periods

#### Procedure:

1. The teacher divides the class into groups.
2. The teacher announces the topic and moderates the discussion.
3. After discussing of the topic the groups can make a brief presentation to the class.

#### Assessment Criteria:

Relevant content	Speaking fluently	Language
Presentation	Group dynamics	

#### Feedback:

As it is a group discussion, the teacher goes around to monitor while the groups are discussing the topic. It is necessary that every student participates in the discussion.



## MOMENTS

# FORMATIVE ASSESSMENT

The presentation could be made either by a representative of each group or in an informal manner by the entire group.

### Activity – V: Post-Reading

#### SKILL AREA: THINKING/WRITING

**Learning Outcomes:** The students will be able to  
organise their thoughts and give them words.  
enhance their writing and thinking skills.

**Time Required:** One period

#### Procedure:

1. The teacher asks the students to brainstorm on the following topic.  
‘Money brings happiness’
2. After brainstorming for ten minutes the students are asked to write a composition on the topic (for/against) and give reasons for their thoughts.
3. Some compositions are read out in class/published in the school magazine.

#### Assessment Criteria:

Clarity of thoughts  
Language and accuracy  
Relevance of content

#### Feedback:

The teacher helps the students in writing accurately.  
Students are guided while relating their experiences by recapitulation.



## *Weathering the Storm in Ersama*

### Activity – I: Pre-Reading

**SKILL AREA: LISTENING**

**Learning Outcomes:** The students will be able to  
listen to a piece of news for understanding.

**Time Required:** 20 minutes

**Procedure:**

1. The teacher reads out the following news item.
2. The students fill the information in blanks while listening.
3. The teacher reads out the passage again.
4. The students may do peer assessment.

**Assessment Criteria:**

Correct response

**News Item**

A strong cyclone hit the coastal area of Orissa last night causing damage to life and property. The cyclone was caused by a low pressure area over the Bay of Bengal. Winds blew at a speed of 350 km/hr, uprooting trees and destroying buildings. Over one thousand people are reported to have been killed, while more than two thousand people are still missing. Farmers have suffered the most, losing their crops and coconut trees. Relief operations are being undertaken by the Indian army. Emergency medical facilities are being provided to the injured. The Prime Minister has announced a relief package of ₹ 200 crores from the Prime Minister's Relief Fund.

Details of the cyclone	Damage	Relief and Rescue
<ul style="list-style-type: none"> <li>• Area hit _____</li> <li>• Caused by _____</li> <li>• Speed of wind _____</li> </ul>	<ul style="list-style-type: none"> <li>• _____ killed</li> <li>• _____ missing</li> <li>• _____ uprooted</li> <li>• _____ destroyed</li> <li>• _____ and _____ lost</li> </ul>	<ul style="list-style-type: none"> <li>• Relief operations by _____</li> <li>• Emergency _____ being provided</li> <li>• Relief package of _____ from P M's Relief Fund</li> </ul>



## MOMENTS

## FORMATIVE ASSESSMENT

### Answers:

Details of the cyclone

**Area hit** : **Coastal Orissa**

**Caused by** : **a low pressure area over The Bay of Bengal**

**Speed by Wind** : **350 km/ hr**

### Damage Caused

- ☞ over 1000 people killed
- ☞ over 2000 people missing
- ☞ trees uprooted
- ☞ buildings destroyed
- ☞ crops and coconut trees lost.

### Relief and Rescue

- ☞ relief operations by the Indian army
- ☞ Emergency medical facilities being provided
- ☞ Relief package of ₹ 200 crores from PM's Relief Fund.

### Activity – II: While-Reading

#### SKILL AREA: SPEAKING AND WRITING

**Learning Outcomes:** The students will be able to  
prepare a report/ description and read it in front of the class.  
speak fluently and confidently.

**Task:** Students prepare a written piece in the form of a report/description on the basis of the episode of the text assigned to them and present the same to the class.

**Time Required:** One period

### Procedure:

1. The class is divided into groups comprising of four or five.
2. The teacher distributes the flash cards to each group. Each flash card contains one episode along with hints/clues for the development of a report. Episodes of events are based on the text in the following manner.



### FLASH CARDS

#### Groups - 1 and 5

##### Episode:

#### The Cyclone and its after - effects

Hints:- On 27th October 1999 cyclone of 350km/h hit the coastal area of Orissa - Heavy continuous rain and speeding waves of the surging ocean for 36 hours - brought down houses and trees - killed hundreds and affected millions - Prashant away from his family. Thrived on coconut water and pulp.

#### Groups 2 and 6

##### Episode:

#### Prashant's return to his village

Hints:- Met his uncle's friends - swam through the waters by pushing away the dead bodies - reached Kalikuda, his village - searched for his family at Red Cross shelter - fortunate to find all of them - they were weak but alive.

#### Groups 3 and 7

##### Episode:

#### The Red Cross Shelter

Hints:- Decided to move forward - arranged for improving life at the shelter - formed a group - arranged food from the local merchant and provided other basic amenities - on the fifth day a military helicopter threw packets of food and blankets.

#### Groups 4 and 8

##### Episode:

#### Prashant's help in rehabilitation

Encouraged women to participate in the 'work for food' programme - organized social events like cricket matches - helped the childless parents and orphaned children to join and set up new foster families - did not let anyone suffer - forgot his wounds while helping others.

3. The groups discuss the episode assigned to them and prepare a report/description using the given hints (10 minutes).
4. The teacher monitors the activity.
5. The group leader presents the report in front of the class on behalf of their group (3 - 5 minutes for each group).



## MOMENTS

# FORMATIVE ASSESSMENT

### Assessment Criteria:

- Relevant content
- Accurate and coherent language
- Effective presentation

### Feedback:

- The teacher guides students on how to speak with proper pause, stress and intonation.
- The teacher suggests to the students that they note down the logical sequence and unfamiliar words while listening.
- The teacher instructs them to focus on stress/pause and intonation of the speaker while listening.

### Activity – III: Post-Reading

#### SKILL AREA: WRITING

- Learning Outcomes:** The students will be able to
- read the summary of the lesson and answer questions.
  - read for understanding.
  - write fluently and accurately.

**Task:** Students read the given summary of the lesson and answer the questions in 100 - 150 words each.

**Time Required:** One period

### Procedure:

1. The teacher divides the class into groups and distributes the flash cards with the summary of the lesson, along with the question to each group. The summary is as follows:

#### Summary

Prashant visited his friend's house in Ersama on 27th October 1999. It is a small town of coastal Orissa. In the evening a dark and dangerous storm quickly gathered. Winds beat against the houses with the speed of 350km/h. Heavy and continuous rain filled the darkness. The trees were uprooted and crashed to the earth. People and houses were washed away. The destruction continued for 36 hours. Two days later the rain stopped and the water slowly began to recede. Prashant was worried about his village and his family. It was dangerous to move but he decided to go back to his village. He took a long stick and



started his eighteen kilometer long journey. He faced many difficulties on his way to his village. He found everything submerged in water. On the way he found two friends of his uncle. They were also returning. He had to push away the human and animal dead bodies to move ahead. He went to the Red - Cross shelter and was relieved to find that all his family members had survived.

There were over two thousand people crowded in the shelter. He took the lead and organized a group of youth and elders. They requested the local merchants to part with rice. They succeeded and managed food for the people in the shelter. They cleaned their surroundings and provided medical aid. They gathered empty utensils from the shelter. They deputed the children to lie in the sand with these utensils on their stomach to communicate to the passing helicopters that they needed food. Finally they got food. Prashant found that a large number of children had been orphaned. He brought them together and put a separate shelter for them and women were requested to look after them. Prashant persuaded the women to work in the food-for-work programme, organized by an NGO. He organized sport events for the children to divert their attention.

They created foster families for widows and orphans.

Six months after the super cyclone, Prashant's wounded spirit had healed simply because he had no time to bother about his own pain.

### Groups 1 and 5

Q - What havoc did the super cyclone wreak on the life of the people of Orissa?

### Groups 2 and 6

Q - How was Prashant, a teenager, able to help the people of his village?

### Groups 3 and 7

Q - How did the people of the community help one another? What role did the women of Kolikeeda play during these days?

### Groups 4 and 8

Q - What are the leadership qualities that you see in Prashant? How can the student community serve society during times of natural disasters?

- The students write the answers and submit them for evaluation.



## MOMENTS

### Assessment Criteria:

- Relevant content
- Expansion of the content
- Fluency and accuracy of expression

### Feedback:

- The teacher discusses some common errors made by the students.
- Some answers could be shared with the class.

### Activity – IV: Post-Reading

#### SKILL AREA: SUMMARIZING / WRITING

- Learning Outcomes:** The students will be able to
- write fluently and accurately.
  - understand the central theme.

**Task:** Summarize the whole story in 150 - 200 words.

**Time Required:** One period

### Procedure:

1. The teacher explains the task.
2. The students discuss the main points or outlines of the story in groups of 8-10.
3. They further elaborate the story in about 150-200 words.
4. They verify that they are not missing out on the necessary details.
5. They redraft the summary after checking the language errors.
6. The group leader presents the summary to the class.
7. Each student submits his/her individual work the next day.

### Assessment Criteria:

- Content
- Fluency and accuracy of expression



### Feedback:

The teacher may use her model writing for initiating the discussion.  
Must ensure that each individual is participating.

### Activity – V: Post-Reading

#### SKILL AREA: CREATIVE SKILLS

**Learning Outcomes:** The students will be able to

- develop sensitivity for the suffering caused by natural disasters.
- familiarise themselves with language used in newspapers etc. to describe events.

**Task:** Make a collage collecting information about recent cyclone hit in any place of the world.

**Time Required:** One period

### Procedure:

1. The teacher explains the task and divides the class in groups of four or five.
2. The students do the project.
3. They are encouraged to provide visual support.
4. The map of the cyclone hit location may also be attached.
5. They observe and decide the language used in the news report.
6. The group leaders present their work to the class.

### Assessment Criteria:

- Relevance of information
- Artistic layout
- Presentation skills

### Feedback:

The teacher ensures the participation of each member of the group.  
The teacher elaborates on the kind of language used and the style used in newspaper reports.



# The Last Leaf

## Activity – I: Pre-Reading

SKILL AREA: CREATIVITY

**Learning Outcomes:** The students will be able to  
understand the central theme and writer's message.  
enhance their creative and imagination skills.

**Task:** Predict the theme from the title of the story 'The Last Leaf'.

**Time Required:** One period

**Procedure:**

1. The teacher distributes the worksheets in class.
2. Students are instructed to complete the second part of the task in pairs.
3. The teacher facilitates a class discussion.

### WORKSHEET

Discuss with your partner what the story could be about. (Hints: season when leaves fall from trees)

We think the story \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Now, look at the two pictures of the same plant taken at different times of the year. What emotions do the two arouse in you?

Picture 1: \_\_\_\_\_

Picture 2: \_\_\_\_\_

*This task need not be graded.*



### Activity – II: While-Reading

#### SKILL AREA: SPEAKING

**Learning Outcomes:** The students will be able to  
 understand the story.  
 enhance their speaking skills.

**Time Required:** One period

This activity is to be conducted just after Sue discusses Johnsy's fears about the last leaf with Behrman.

#### Procedure:

1. The teacher divides the class in groups.
2. On the basis of their reading of the text till this point, the teacher instructs the students to predict what they think could happen next.
3. The students are asked to speak what they predict and why.

#### Assessment Criteria:

Coherence and connectivity  
 Appropriate vocabulary/word choice  
 Innovativeness and Originality  
 Logicality of prediction

#### Feedback:

For students who are not trained in the art of self expression, this activity may not take off too well. The teacher is expected to motivate students to express their opinion without any inhibitions.

Some of the common errors of the students may be discussed in the class.

### Activity – III: Post-Reading

#### SKILL AREA: READING

**Learning Outcomes:** The students will be able to  
 read for understanding.  
 map concepts using a graphic organiser.



## MOMENTS

# FORMATIVE ASSESSMENT

**Time Required:** One period

**Procedure:**

1. Students read the story silently.
2. After the students have finished reading the text, they are given the worksheet.
3. After they have done the exercise the responses are discussed in the class.

**Assessment Criteria:**

Understanding of the text

Clarity of concepts

Valid reasons

Accept varied answers with acceptable reasoning.

**Feedback:**

The teacher may support the students by clarifying the qualities of the characters with examples from the story.

### WORKSHEET

Theme

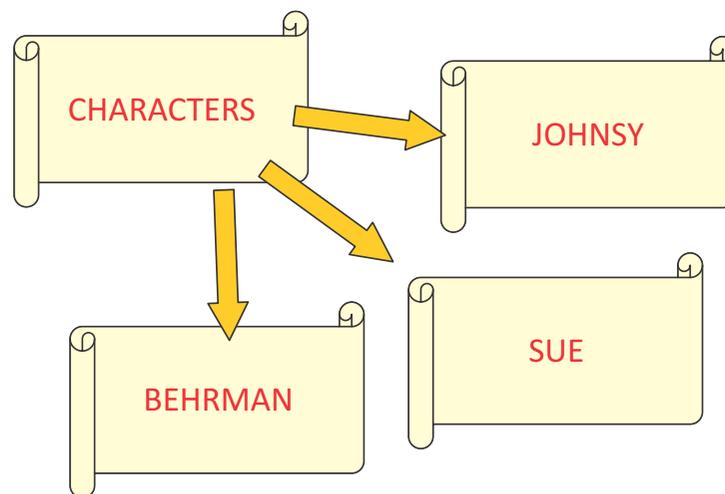
1. What is the theme of the story 'The Last Leaf'? Choose the correct option and complete the banner. You may write the theme in your own words.
  - ☞ Everyone gets a chance to paint a masterpiece
  - ☞ Art is permanent but life is transient
  - ☞ Friends must give up their lives for each other
  - ☞ Doctors are of little help when people suffer from serious illnesses



- ☞ You should not judge people by their outward appearances or social persona.
- ☞ One must be mentally strong to survive a sickness
- ☞ Good art always stems from sacrifice

2. Write at least two qualities of each of the characters in the story. You may choose words from the words given in the box below or write words on your own. Give reasons to support your choice.

Protective	Arrogant	Sensitive	Loving	Immature	Friendly
Faithful	Treacherous		Sympathetic		Unfeeling
Caring		Emotionally weak		Sincere	Sacrificing
	Emotionally strong	Determined	Submissive	Resigned to fate	Gruff



### Activity – IV: Post-Reading

#### SKILL AREA: WRITING/THEATRE

**Learning Outcomes:** The students will be able to

write realistic dialogues and understand the perspective of different characters.

enhance their creativity and theatrical skills.

**Task:** Role play



## MOMENTS

# FORMATIVE ASSESSMENT

**Time Required:** Three periods

**Procedure:**

1. The teacher divides the class into groups of four or five.
2. Each group is assigned an episode from the story.
3. The students write the dialogue for their part of the story after discussion amongst themselves.
4. The whole story is enacted by the class in chronological order.

**Assessment Criteria:**

Clarity of thoughts

Quality of dialogues

Team work

Appropriate language

**Feedback:**

The teacher guides the students in framing the dialogues and understanding the character for dramatic presentation.

### Activity – V: Post-Reading

**SKILL AREA: THINKING/WRITING/SPEAKING**

**Learning Outcomes:** The students will be able to

learn the technique of personification.

enhance their creativity and thinking skills.

give words to their thoughts.

**Time Required:** One period

**Procedure:**

1. The teacher instructs the students to define personification and elaborate on the technique of personification.



2. Students think if they had been the last leaf what they would like to tell Sue before falling down.
3. The students are asked to write minimum five lines as the leaf and speak in the class.

### **Assessment Criteria:**

Clarity of thought

Fluency of expression

Understanding of the concept

Presentation

### **Feedback:**

The students may find it difficult to understand personification, the teacher may explain.



## *A House is not a Home*

### Activity – I: Pre-Reading

#### SKILL AREA: THINKING/SPEAKING

**Learning Outcomes:** The students will be able to

- understand the term 'disaster'.
- distinguish between natural and human caused disasters.

**Task:** Oral Presentation

**Time Require:** One period

#### Procedure:

1. The teacher divide the class into groups of four or five.
2. Each group is given a copy of the worksheet.
3. They discuss the pictures in their group for 5-7 minutes.
4. The students brainstorm about the different kinds of disasters that may take place.
5. They discuss the ways of dealing with such disasters and methods of disaster-preparedness.
6. They list the physical, emotional and economic impact of these disasters.
7. Each group makes a 2-3 minute presentation on human-made and natural disasters and the effects of disasters.
8. They suggest methods of disaster preparedness.

### WORKSHEET

Look at the pictures showing different kinds of disasters or calamities that may occur.

Identify the natural and man-made calamities.





*This activity need not be graded.*

### Activity – II: While-Reading

#### SKILL AREA: DESIGNING/CREATIVITY

**Learning Outcomes:** The students will be able to  
 think about ways of dealing with disaster.  
 design a poster.

**Time Required:** One period

#### Procedure:

1. The teacher divides the class in groups.
2. Each group is given a copy of the worksheet.
3. They discuss the pictures in their groups for 5-7 minutes.
4. They brainstorm about the ways of dealing with a fire accident.
5. They study the essential format of the poster.
6. Working in groups the students design a poster to be put up in the school informing students what they should do in case a fire breaks out.

#### Assessment Criteria:

- Relevance of content
- Innovative ideas



## MOMENTS

## FORMATIVE ASSESSMENT

Appropriate visual

Effectiveness of the slogan

Overall impact

### Feedback:

The teacher discusses the various safety measures to be used during floods.

### WORKSHEET

Look at the following poster listing precautions in case of an earthquake.

**Slogan** ← **BE PREPARED** **REMAIN SAFE**

**Visual** ← 

**Instruction** ← **Immediately seek refuge under a safe location such as beneath a table or desk.**

**Issued by** ← **BE PREPARED** **REMAIN SAFE**

**Earthquake Vulnerability Reduction Programme**  
**Government of India**

### Activity – III: Post-Reading

**SKILL AREA: READING/WRITING**

**Learning Outcomes:** The students will be able to comprehend the text.



### Procedure:

1. The students are asked to read the lesson silently.
2. The worksheet is distributed to the students and they are asked to solve it individually.

### Assessment Criteria:

Correct answer

### Feedback:

Where necessary, the students could be advised to revisit the lesson.

## WORKSHEET

### Choose the correct option:

1. What did the narrator feel as he joined a new High School?
  - a) upset
  - b) lonely
  - c) happy
  - d) awkward
2. The cat showed it loved the narrator by \_\_\_\_\_
  - a) purring loudly
  - b) swatting his pen
  - c) always lying on top of his papers
  - d) always staying close to him
3. What does the narrator mean when he says, "There was no time to grieve"?
  - a) He had to reach school on time.
  - b) His mother was in a hurry to leave.
  - c) They needed to spend time on getting resettled.
  - d) The narrator had to look for his cat.



## MOMENTS

# FORMATIVE ASSESSMENT

4. Why did the narrator keep returning to the burnt house at first?
  - a) to help clear the debris.
  - b) to look for his cat.
  - c) to look for his books and backpack.
  - d) to show it to his friends.
5. Why did the narrator go to see his house as it was being rebuilt?
  - a) to plan his bedroom.
  - b) to show the house to his friends.
  - c) to keep an eye on the builders.
  - d) hoped his cat would have returned to the house.

### Answers:

1. lonely
2. always staying close to him
3. They needed to spend time on getting resettled
4. to look for his cat
5. to plan his bedroom

### Activity – IV: Post-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to  
express themselves through a diary entry.  
write fluently and accurately.

**Task:** Diary Writing

**Time Required:** One period

#### Procedure:

1. The teacher instructs the students to write a diary entry describing the following situation.



The day he gets his cat back, Zan is delighted. In the evening he sits down to write his diary. Working in groups, complete his diary.

**Begin with.....**

Today my Tabby is back and so am I. She is sitting in her usual place-on top of my papers as I write this. In these last few months, we have .....

- The teacher asks some students to read out their entries.

### Assessment Criteria:

- Richness of content
- Effectiveness of presentation
- Originality

### Feedback:

- Students could be encouraged to comment on the diary entries written by their peers.
- Teacher could give feedback on the diary entries with comments on content and language.

### Activity – V: Post-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

- collect information about firefighting.
- enhance their understanding of the ways to fight with natural disasters.

**Task:** Group Work - PPT

Visit a Fire Station and enquire about the people working there and the nature of their work.

**Time Required:** One day

### Procedure:

- The teacher divides the class into groups of four or five.
- Decides on the fire station that students would visit.
  - In their groups, the students collect information from different people.



## MOMENTS

- (b) Later they arrange the information collected and write their report.
- (c) They edit their presentation and present it to the class.
- (d) Each student is asked about the contribution he /she has made.

### **Assessment Criteria:**

Information collection

Team work

Report

Presentation

### **Feedback:**

The teacher ensures that each student is polite and courteous in his/her interaction with the public.



## *The Accidental Tourist*

### Activity – I: Pre-Reading

#### SKILL AREA: SPEAKING

**Learning Outcomes:** The students will be able to

- understand the central theme.
- express ideas in speech or writing.
- speak and write with fluency and accuracy.

**Time Required:** One period

#### Procedure:

1. The teacher divides the class in pairs.
2. She instructs the students to think of examples of people doing silly stuff without actually meaning to do it.
3. Some hints
  - a. tripping and falling.
  - b. dropping things and breaking them.
  - c. forgetting important things and getting into trouble.
4. The pairs may present their ideas to the class.

***This task need not be assessed.***

#### Feedback:

The teacher relates the responses to the theme of the story.

### Activity – II: Post-Reading

#### SKILL AREA: WRITING/SPEAKING

**Learning Outcomes:** The students will be able to

- understand the central theme of the story.
- identify and understand new words and use them.



## MOMENTS

**Time Required:** One period

**Procedure:**

1. The teacher divides the students into groups of four or five as per their seating arrangement.
2. The teacher divides the board into the following columns:

**Bill Bryson**

Mistakes made by Bill Bryson.	What he wants to do

3. The teacher instructs the students to mark in their books or note down as many points as possible based on the above pointers.
4. After students note down the answers, the groups complete the columns on the board by writing one point at a time by taking turns.
5. The group that produces the maximum inhere ideas is the winner.

Some expected answers:

Mistakes made by Bill Bryson	What he wants to do
<ul style="list-style-type: none"> <li>☞ Spilled the contents of his bag on the concourse.</li> <li>☞ Cut his finger.</li> <li>☞ Stuck in crash position, had to claw the leg of the man sitting next to him to be rescued.</li> <li>☞ Knocked a soft drink on the lap of a lady.</li> <li>☞ Turned his gums, teeth, tongue into bright blue after sucking on a pen.</li> <li>☞ Could not eat food without spilling it.</li> </ul>	<ul style="list-style-type: none"> <li>☞ Wants to be suave.</li> <li>☞ Wants to eat dinner without looking as if he has been caught in an earthquake.</li> <li>☞ To get into a car without leaving a part of his coat out of the car door.</li> <li>☞ Wants to wear light coloured trousers without discovering ice cream, chewing gum etc. on them.</li> </ul>



### Assessment Criteria:

- Correctness of answers
- Understanding of the story
- Fluency of expression

*The work of the entire group may be assessed.*

### Activity – III: Post-Reading

#### SKILL AREA: LISTENING/SPEAKING

**Learning Outcomes:** The students will be able to speak without any written text in hand.

**Time Required:** One period

#### Procedure:

1. The teacher puts up the following sentence on the blackboard.  
'Comedies are enjoyable only when the characters do silly things.'
2. The teacher discusses the sentence. Pointers may be given like:

Examples
Interesting when author is stuck under another seat.
When author's mouth is filled with ink.
When he spills juice on a lady.

3. The students speak for a minute on the topic, giving examples from real life, films, TV shows etc.
4. The students share their observations about each other's performance.

### Assessment Criteria:

- Relevant content
- Fluency of expression
- Appropriate examples



## MOMENTS

# FORMATIVE ASSESSMENT

### Feedback:

The teacher motivates the students, who hesitate to speak, to express themselves without inhibitions.

### Activity – IV: Post-Reading

#### SKILL AREA: WRITING/SPEAKING

**Learning Outcomes:** The students will be able to:

compare and analyse various chapters and draw out similarities.

**Times Required:** One period

### Procedure:

1. The teacher divides the class in groups.
2. The teacher instructs the students to write down similarities between 'Packing' and 'The Accidental Tourist', the lessons they have read in the class.

Some examples:

- a. ...both are comedies.
- b. ...both deal with men who make silly mistakes.
- c. ...both have comic action as well as comic language.
- d. ... we enjoy both the chapters when the author/friends do silly things.
- e. ... both deal with travelling-one with packing, the other with air travel.

3. The students may read aloud their answers quickly.

### Assessment Criteria:

Aptness of comparison

Use of appropriate language.

Understanding of the humor in the two stories

### Feedback:

After the task, the teacher may help the students to summarize the story in their own words.

Some contrasts could also be discussed.



## The Beggar

### Activity – I: Pre-Reading

**SKILL AREA: SPEAKING**

**Learning Outcomes:** The students will be able to

learn the skill of organising their thoughts in a group and putting it in a sentence or two individually.

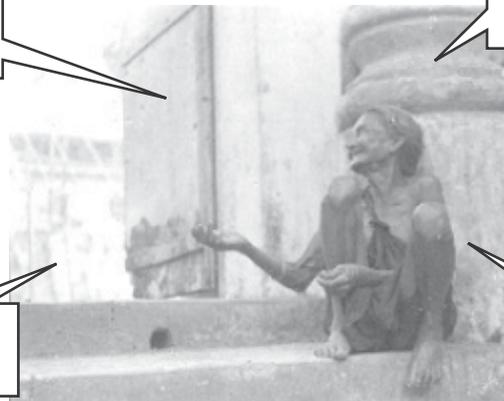
speak without any written text in hand.

**Time Required:** One period

**Procedure:**

1. The teacher divides the class into pairs.
2. Each pair gives at least two reasons why people beg.
3. The teacher writes the main reasons on the board.

**Why do people beg**






4. Students answer the following questions:
  - ❖ Do you think a beggar always gives you the true reason? Why/ why not?
  - ❖ What according to you is the reason behind begging?
    - a) Ill health
    - b) Poverty



## MOMENTS

- c) Losing a job etc.
- d) Laziness
- e) Habit
- f) Easy way to earn money
- g) Any other reason

### Assessment Criteria:

*This task need not be assessed*

### Activity – II: While/Post-Reading

#### SKILL AREA: SPEAKING

The teacher may take up the following task when she has completed a reading of the lesson and wants to check whether the students have grasped the main ideas. This may be done orally also.

**Learning Outcomes:** The students will be able to

- understand the key theme of the story.
- enhance their thinking skills.
- write fluently and accurately.

**Task:** Find the partner.

**Time Required:** 25 minutes

### Procedure:

1. The class is divided into two groups of equal number of students.
2. The teacher distributes the cards each with one complete and one incomplete sentence on it.
  - (i) One group with incomplete sentences (given at I).
  - (ii) The second group with expected answers (given at II).
3. The teacher frames more sentences for larger classes.
4. The students speak and find out the answer card to make pairs.
5. The students do not show their card to the other group. They only speak.



### Assessment Criteria:

- Correct sentences
- Coherence and aptness of expression.

### Feedback:

The teacher must ensure that the students speak and not just show the cards to each other. Wherever there is doubt, students may be asked to read the relevant portions again. Teacher may also offer simple explanations if necessary.

### WORKSHEET

#### Complete the following sentences.

- a) The beggar pretended \_\_\_\_\_
- b) The beggar wanted \_\_\_\_\_
- c) The beggar avoided \_\_\_\_\_
- d) The beggar was not \_\_\_\_\_
- e) The beggar went with Sergei \_\_\_\_\_
- f) The beggar was \_\_\_\_\_
- g) The beggar did not \_\_\_\_\_
- h) The beggar changed \_\_\_\_\_
- i) The beggar told Sergei \_\_\_\_\_
- j) The beggar became \_\_\_\_\_

#### Expected answers can be varied. Some are

- a) The beggar pretended to be a teacher.
- b) The beggar wanted to beg.
- c) The beggar avoided work
- d) The beggar was not very strong
- e) The beggar went with Sergei because he was trapped by his own words.
- f) The beggar was a drunkard.
- g) The beggar did not chop any wood



## MOMENTS

# FORMATIVE ASSESSMENT

- h) The beggar changed into a better person.
- i) The beggar told Sergei that he hadn't changed him.
- j) The beggar became a respectable man.

### Activity – IV: Post-Reading

#### SKILL AREA: LISTENING/WRITING

**Learning Outcomes:** The students will be able to  
know about the problem of begging.  
suggest ways to rehabilitate 'beggars'.

**Time Required:** One period

#### Procedure:

1. The teacher divides the class in groups of four or five.
2. The announcement is read aloud by a student twice-slowly and clearly.  
“The Delhi government wants the streets clear of beggars for the Commonwealth Games in October. And it's come up with a plan: since most beggars are from outside the city, it wants them repatriated to their home or rehabilitated.”
3. The students discuss the above news item in their groups and think of ways to resettle the beggars based on the above announcement.
4. Then, they do the following task individually.  
You run an NGO which helps beggars. Write an article/make an advertisement/draw a chart/make a model for rehabilitation. The students may be given the following hints.
  - a) Types of housing planned.
  - b) Financial help (private/public).
  - c) Employment opportunities
  - d) Integrating them into the society through education, employment etc.

#### Assessment Criteria:

Understanding  
Clarity of thought



Fluency and accuracy

Creativity and originality

**Feedback:**

The teacher helps the students where required

**Activity – V: Post-Reading**

**SKILL AREA: WRITING/SPEAKING**

**Learning Outcomes:** The students will be able to

write and speak a dialogue.

enhance their creative skills.

enhance their speaking skills.

**Time Required:** One period

**Procedure:**

1. The class is divided into pairs.
2. The students are instructed to construct a dialogue and speak it in pairs on the following situation:  
“If Olga and Lushkoff met after the ending of the play, what would they say to each other.”
3. Students are given pointers like.
  - a. Olga –What she is doing now. Her reaction at seeing Lushkoff. Her reaction to his thanks and her advice to him.
  - b. Lushkoff –greet Olga. Thanks her. His explanation of his present state.

**Assessment Criteria:**

Aptness with reference to the characters in the story

Use of incidents in the story

Fluency and accuracy of language

**Feedback:**

Teacher puts up some good dialogues on the board and encourages students to edit them.

*This task is made part of the students' portfolio.*



# *Extended Reading Texts*



# *Gulliver's Travels*

## Activity – I: Memoir Writing

### SKILL AREA: WRITING/SPEAKING

**Learning Outcomes:** The students will be able to  
write and speak fluently and accurately.  
enhance their creativity.

**Time Required:** One period

### Procedure:

1. The teacher divides the class in three groups.
2. Each group is given the following situation to imagine once visiting a particular fantasy land and write a memoir:  

Group 1: a place where all the people were very small in size and you are the normal-sized person.

Group 2: a place where all the people were very large in size and you are the normal sized person.

Group 3: a place where there were all animals and you were able to communicate with them.
3. All the groups must mention the following in their memoir:  
where they lived.  
what they ate.  
how they traveled.  
advantages and the dangers of their particular situation.

### Assessment Criteria:

- Creativity
- Team work
- Fluency of expression
- Language



## EXTENDED READING TEXTS

# FORMATIVE ASSESSMENT

### Feedback:

The teacher may discuss the technique of writing a memoir, if some students find it difficult to write.

The grammatical errors must be corrected and discussed in class.

### Activity – II: Discussion on 'size'

#### SKILL AREA: THINKING /SPEAKING

**Learning Outcomes:** The students will be able to

think about the prejudices around them related to size.

speak fluently and confidently.

understand the feelings of others.

**Time Required:** One period

### Procedure:

1. The teacher elicits response from the students about the prejudices they face with respect to their size (height, weight etc.)
2. Students re-read Gulliver's statement in which he says that the bigger humans are the more savage and cruel.
3. The students respond to the following questions.
  - Is this true in their experience?
  - What prejudices do people have based on body size?
  - Are shorter people treated differently from the tall ones?
  - Are taller people allowed to act smart and smaller expected to act less mature?
4. The teacher writes their responses on the board and concludes the discussion on a positive note.

*This activity need not be graded.*



### Activity – III: Draw a Scene

#### SKILL AREA: CREATIVITY/SPEAKING

**Learning Outcomes:** The students will be able to  
 present a scene through a painting.  
 enhance their creativity.

**Time Required:** Two periods

#### Procedure:

1. The teacher asks the students to describe their favourite scene in the novel.
2. The students are asked to paint/draw through their imagination, their favourite scene.
3. The drawing period may be utilized for this activity.
4. The students describe the scene that they have drawn.
5. The drawings are displayed on the class display board for the students to appreciate each other's work.

#### Assessment Criteria:

Creativity  
 Understanding of the scene

#### Feedback:

The art teacher may be included to evaluate the work of the students.

### Activity – IV: Match the Words

#### SKILL AREA: VOCABULARY

**Learning Outcomes:** The students will be able to  
 enhance their vocabulary and use new words appropriately.

**Time Required:** One period

#### Procedure:

1. The teacher distributes the following worksheet in the class.
2. The students are match the words in Column A with their meaning in Column B.



3. After the exercise, the students peer assess.

**Assessment Criteria:**

Correct answers

**Feedback:**

Some students may not be able to understand /find the correct match they must be helped and allowed to locate the meanings from dictionary.

The students may be asked to use the words in sentences.

**WORKSHEET****Match the column**

S. No.	A	S. No.	B
1	scimitar	1	a common language used by speakers of different languages
2	observe	2	a sheath for a sword or dagger or bayonet
3	conjecture	3	a detailed list of all the items in stock
4	prodigious	4	curved sword that comes from the Middle East
5	lingua franca	5	watch attentively
6	bate	6	a phenomenon that follows and is caused by some previous phenomenon
7	scabbard	7	a source of materials to nourish the body
8	inure	8	anticipate with dread or anxiety
9	capital ship	9	to believe especially on uncertain or tentative grounds
10	dexterity	10	reason with (somebody) for the purpose of dissuasion
11	inventory	11	so great in size or force or extent as to elicit awe
12	victuals	12	flap the wings wildly or frantically
13	engage	13	a warship of the first rank in size and armament
14	relieve	14	cause to accept or become hardened to; habituate
15	accord	15	adroitness in using the hands
16	consequence	16	treat with contempt



17	mock treat with contempt	17	place limits on
18	expostulate	18	concurrence of opinion
19	confine	19	consume all of one's attention or time
20	apprehend	20	free from a burden, evil, or distress

### Activity – V: Think and Answer

#### SKILL AREA: THINKING AND WRITING

**Learning Outcomes:** The students will be able to

think critically.

frame their thoughts in a coherent manner.

write fluently and accurately.

**Time required:** One period

#### Procedure:

- The teacher discusses the virtues taught to Lilliputian children with students.
- After discussion the teacher divides the class in groups and instructs the students to respond to the following questions.
  - What does each one mean?
  - Are they relevant in present times? Give reasons for the answer.
  - Make a list of values required to be taught to the children.
- Some of the students are asked to speak out their answers.

*This activity need not be graded.*



## *Three Men in a Boat*

### Activity – I: Alternative Point of View

#### SKILL AREA: CREATIVE WRITING

**Learning Outcomes:** The students will be able to  
enhance their creative thinking.  
write fluently and accurately.

**Time Required:** Two periods

#### Procedure:

1. The teacher discusses the novel 'Three Men in a Boat' by Jerome K Jerome.
2. The following points are taken up for discussion.  
What would have been there in the mind of the writer when he wrote the novel?  
What is his role in the novel?
3. The students to rewrite a section of their choice in 'Three Men in a Boat' from another character's point of view, in their own words.
4. The teacher instructs them to:  
write in 150-200 words.  
be ready to answer questions about their interpretation of events.
5. Some students are asked to read their summary and the others may ask questions related to their interpolations of the scene.

#### Assessment Criteria:

Fluency and accuracy  
Creativity  
Relevance  
Logical Approach

#### Feedback:

Some students may find it difficult to understand the point of view of the other character. Teacher may explain with example.  
The grammatical errors must be discussed.



### Activity – II: Literary Devices

**Learning Outcomes:** The students will be able to understand the literary devices used in the novel.

**Time Required:** One period

**Procedure:**

1. The teacher discusses the use of literary devices in a novel.
2. The teacher instructs the students to identify and discuss at least three literary devices which Jerome uses to create the humorous tone throughout the novel.
3. The teacher makes sure that the students use at least one direct example from the text for each device discussed.

**Assessment Criteria:**

- Clarity of concept
- Participation
- Appropriate examples

**Feedback:**

The teacher may explain and elaborate on the use of literary devices if required.

### Activity – III: Word Search

**Learning Outcomes:** The students will be able to identify various characters in the novel.

**Time Required:** 20 minutes

**Procedure:**

1. The teacher distributes the following word 'search sheet' in the class.
2. The students find out the names of at least ten characters.
3. The students exchange their sheets and the teacher calls out the correct answers.

**Assessment Criteria:**

The activity need not be graded formally.

**WORD SEARCH**

R	D	W	N	M	L	C	U	B	Z	B	E	E	Q	V
A	H	T	R	E	B	L	E	H	T	E	D	I	A	F
O	S	E	W	Y	S	M	B	P	K	W	U	H	D	E
Z	Q	I	P	Y	N	U	L	J	I	S	R	P	S	C
C	A	G	R	G	F	I	O	L	T	Q	T	O	K	H
M	A	U	F	R	U	C	L	H	M	C	R	S	W	T
B	R	B	J	Q	A	I	C	U	R	M	E	Q	K	C
K	C	G	B	H	S	H	F	W	I	E	G	P	H	C
U	J	S	D	I	D	L	O	R	A	H	T	D	G	A
B	L	I	O	I	E	Z	P	W	U	K	Z	R	E	P
M	V	M	D	E	B	Y	N	B	R	K	E	A	O	B
S	G	D	B	Z	W	F	F	L	Y	V	B	J	R	P
E	G	P	L	D	C	G	E	U	S	Z	T	F	G	F
J	A	M	R	M	Q	Z	H	M	W	S	J	Y	E	A
C	V	W	S	Z	C	A	P	T	A	I	N	P	M	Z

**Answers:****Name of the Characters**

CABBIE	HAROLD
CAPTAIN	HARRIS
ETHELBERTHA	PORTERHOUSE
GEORGE	PRIMROSE
GERTRUDE	QUILP
WILLIS	SOPHIE



### Activity – IV: Enact a Scene

#### SKILL AREA: THEATER AND WRITING

**Learning Outcomes:** The students will be able to

- express themselves.
- enhance their creativity and theatrical skills.
- enhance their writing and speaking skills.

**Time Required:** Two periods

#### Procedure:

1. The class is divided into groups and asked to select one of their favourite scenes.
2. The students are instructed to write script and dialogues for their favourite scene and enact it in the class.
3. The teacher must ensure that each group selects a different scene to enact.

#### Assessment Criteria:

- Clarity of thought
- Fluency
- Theatrical Skill
- Language

#### Feedback:

The students prepare the novel in the form of a play and stage it on the annual day function.

### Activity – V: Compare and Contrast

#### SKILL AREA: WRITING AND SPEAKING

**Learning Outcomes:** The students will be able to

- draw comparisons.
- understand the growth of a character.
- enhance their writing and speaking skills.

**Time Required:** Two periods



## EXTENDED READING TEXTS

# FORMATIVE ASSESSMENT

### Procedure:

1. The teacher divides the class in two groups and instructs them to answer the following questions as per their understanding of the character.
  - Group 1.** Compare and contrast one of the major characters (Harris, George, or Jerome) with himself/herself at the beginning of 'Three Men in a Boat' and himself at the conclusion of the novel.
  - Group 2.** Compare and contrast George with Harris, making sure to use specific quotations from the text in the analysis.
2. The group leaders read out the answers.

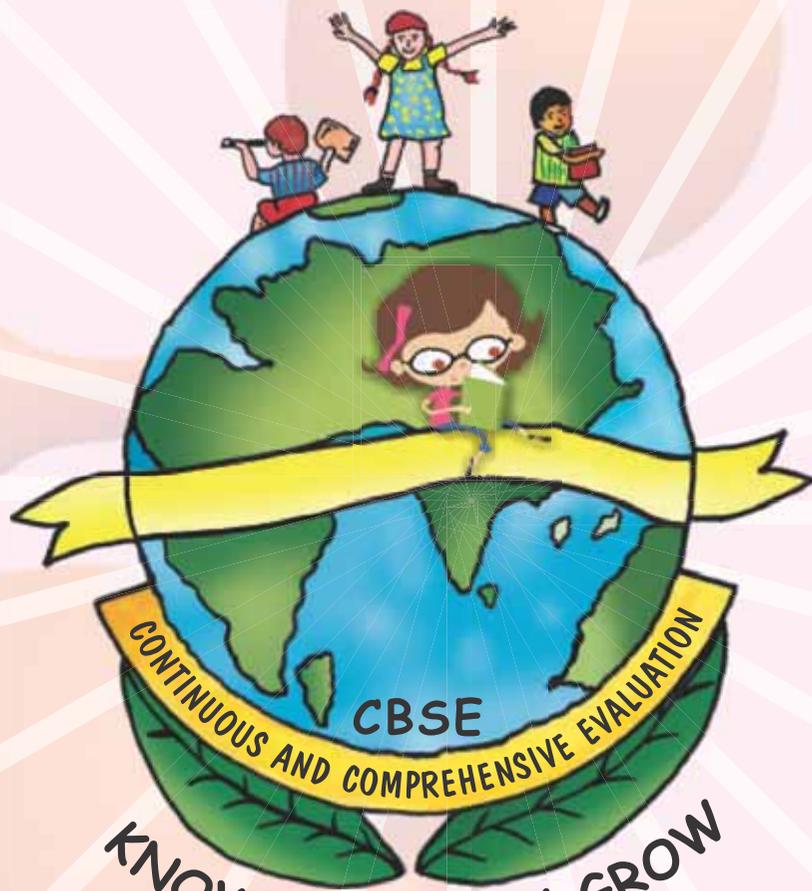
### Assessment Criteria:

Clarity of thought  
Fluency and accuracy of expression  
Language  
Understanding

### Feedback:

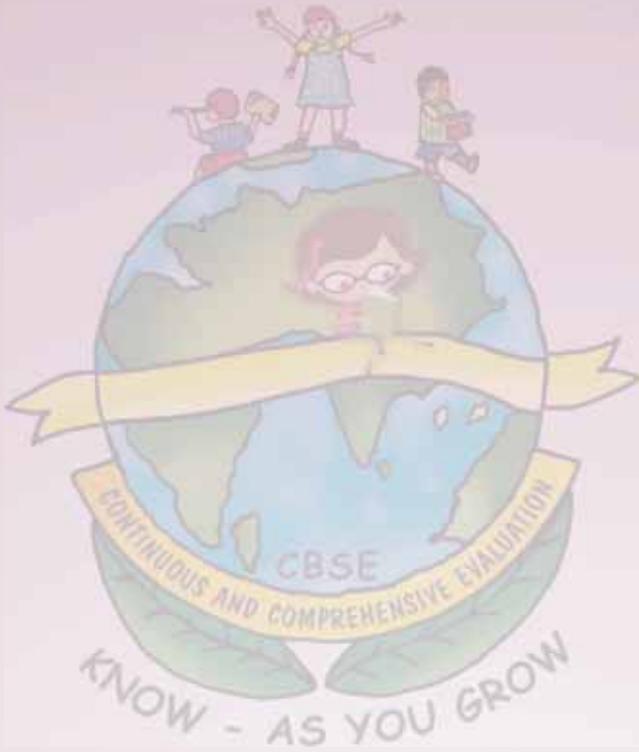
Some students may not be able to understand the growth of the character from beginning to end. The teacher should help them by explaining with examples.





CBSE

KNOW - AS YOU GROW



**CENTRAL BOARD OF SECONDARY EDUCATION**

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