






How Do I Learn Best?





Linguistic


Logical/Mathematical


Visual-Spatial


Musical


Intrapersonal


Interpersonal




Manual of Academic

Procedures (MAP)

for English Teachers

IX and X classes

By

SCERT

(Under RMSA)

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Forward

With the implementation of the Right to Education Act, 2009, the role of SCERT as the State Academic Authority assumes greater challenges and prospects. We need to make inroads for bringing about positive changes in mindset and attitude along with the educational reforms.

SCERT has developed this module for teachers teaching English to IX and X class, under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) which is a unique educational programme which has been designed in such a way to respond effectively to the emerging demands of our society and rapid developments that are taking place due to liberalization Privatization and Globalization. This is clearly the next step after universalizing elementary education. Universalisation of Access, Quality improvements, equity, Institutional reforms and strengthening of resource institutions are key strategies to achieve the target of Universalizing secondary education.

Universalisation of secondary education denotes two processes. **Firstly Access**. This means universal provision of secondary schools and universal enrolment of children in the age group of 14 to 18 group. All children in the age group of 14 to 18 should have access to secondary schools. There should not be any discrimination on grounds of sex, religion, caste, place, or socio economic status. **Secondly Success**-By simply providing access to secondary schools we cannot claim that we have universalized secondary education. Along with access to schools we should make adequate provisions in the schools so that children can experience success in secondary education. Adequate number of trained teachers, qualitative learning and teaching materials, aids and equipment, classrooms, etc. should be provided in each and every school to facilitate successful completion of secondary education. Success is to be determined in terms of attainment of Minimum Levels of Learning which means most of the students would acquire most of the competencies.

This manual is developed by the Expert team of 10 KRPs and 20 RPs from different educational Departments. The manual is prepared as per the 5 Days scheduled of INSET programme to be conducted by SCERT for the Teachers teaching English to IX and X classes. The purpose of developing this manual is a holistic and convergent programme committed to universalize quality education at Secondary Stage (IX and X class) with a clear time frame. It strives to provide quality benchmarks in the concept, strongly recommends to transition towards a theme based approach than an activity based approach. Secondary education is an important link from the foundation stage of elementary education to the worlds of further education and skills development and the world of work. One aims in developing this manual is to ensure that all teachers/students are learning a curriculum that is relevant and useful to them as well as learning the skills and attitudes that will make them positive and productive members of society. As under RMSA the emphasis has been given for States to be creative and supports the states in designing new ideas having significant impact on the ground for the qualitative universalization of the education at secondary level keeping in view their respective geographical boundaries with the following Learning outcomes.

The NCF 2005 suggests that everything we do in or for the school should be geared towards a measurable development in student's learning level and prepares them for independence of thought and action, life-long learning, democratic values, creativity and life skills.

The 12th Five Year Plan document has also emphasised on improvising learning outcomes at all levels through

At the SCERT, it will be our effort to incorporate these aspects into the curriculum, assessment and training. It will also be our endeavor to bring back the glory to this noble task of teaching and meaningfully contribute to the holistic development of the young children in our schools.

My sincere thanks to the coordinators and all the contributors who have been involved in developing this manual.

Ms. Anita Setia

Director, SCERT

ABOUT THE MANUAL.....

Welcome to the Manual of Academic Procedures (MAP) for English teachers teaching IX and X classes.

The Academic Manual is a compendium of key documents relevant to academic quality. This Manual of Academic Procedures (MAP) is designed to provide a quick of information concerning teaching, learning and assessment. It is intended to contain the main points of information you need to know, with additional information obtainable through annexures. This module will help our teachers by enhancing self-esteem, emotional intelligence and team or group work skills of students and teachers in teaching learning and will also help our teachers:

0. to feel good about themselves and each other?
1. to be motivated and confident in their daily responsibilities?
2. to have good speaking and problem-solving skills?
3. to have excellent work ethic and team spirit?
4. in Curriculum adaptation and curriculum transaction.
5. Shifting from basic competencies to learning outcomes.
6. in Making their teaching learning Joyful, meaningful and interesting.

And each of our students

0. to be confident, well-adjusted, positive individuals?
 1. to be sensitive, thoughtful, considerate people?
 2. to have good speaking, listening and problem-solving skills?
 3. to have excellent work ethic and team spirit?
 4. enjoy Teaching Learning in a barrier free and friendly environment.
 5. greater gender and social sensitivity and equity amongst students?
 6. less aggression and violent behaviour?
 7. nurturing skills for personal success amongst young people ?
 8. developing authentic community and citizenship values?
 9. children taking turns in speaking and listening, sharing ideas, contributing to a group situation, observing, thinking, concentrating
 10. learning relationship skills, assertive communication
 11. cooperative games, rounds, drama techniques, puppet play and discussions - designed to promote trust, respect, empathy and understanding.
 12. exploring issues relating to personal, social, moral and health education.
0. enhanced self-esteem, emotional intelligence and team or group work skills of students and teachers in schools.

The Manual's content is divided into 5 different sections, which are listed below and can be accessed by using this module.

Section 1 :

0. Icebreaking activity
1. Revisiting the syllabus- from content to learning
2. CBSE circulars
3. Learning Outcomes/ learning expectations
4. Mind mapping- K.W.L chart (know, want to learn and what I have to learn)

0. Shifting from basic competencies to learning outcomes
1. Listening and Speaking- Exploring textbooks for listening and speaking
2. Examples from the text
3. Incorporating ASL into text
4. Listening for specific purpose.

Section 2:

23. Icebreaking activity
24. How do I learn the best?
25. Vocabulary development
26. Grammar- in context

Section 3

Icebreaking activity
Reading- types: unseen passage (prose, poetry), OTBA- from the novel
Reading activities
Strategies to read novels in the classroom
How to take up novels in the classroom
How to take text

Section 4

Icebreaking activity
Writing to creative writing
Approaches- Process approach to writing
Types of writing- Story writing, articles, diary writing, letter writing (letter to the editor)

Section 5

Icebreaking activity
Blooms Taxonomy
Blue print of question papers
Developing question papers
Innovative projects
Language across curriculum- interdisciplinary projects

The Manual is accessible to the teachers teaching IX and X classes in DOE schools. The first two sections have been tried out in 2 days INSET training programme held on 17 & 18th Feb' 15 and the gaps have been incorporated in the module in the Review and feed back workshop held on 26th feb' 15 at DIET Motibagh with the coordinator.

Comments about the Manual should be addressed to Dr.Pratibha Sharma, Jt Director SCERT or the Coordinators' Dr. Anamika Singh, Sr. Lecturer DIET Moti Bagh Dr. Kussum Sharma or De-mail – pratibha.scert@gmail.com, anamika_talan@yahoo.com, drkusumsharma@yahoo.com

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Pre Test

Dear Teachers

Welcome to training programme in English language teaching-learning. We sincerely hope that this programme will provide you scope for learning and understanding the recent developments in the field of language teaching-learning. This is also an opportunity to share our experiences, problem faced in the classroom, successful practices and not so encouraging moments in our teaching life in and outside the school. In order to understand ourselves let's respond to the following questions. Please choose the options you feel are appropriate. You may choose more than one option. Thank you for your cooperation.

a. Name : b. Age :
c. Sex : Male / Female d. Experience :
e. Qualifications :
f. Name of the school : e. Teaching Classes & Subjects:

During the last three years I have participated in

0. One orientation / training programmes in English language teaching.
1. Two orientation / training programmes in English language teaching.
2. More than two orientation / training programmes in English language teaching.
3. Not attended any orientation / training programme

The purpose of teaching English is that within ten years of education learners can

0. read the text book.
1. know the answers of the questions in the text book.
2. understand the summary of the lesson.
3. develop basic literacy skills of reading and writing.

English is taught / learnt through

0. learning of grammar
1. learning of sounds and symbols.
2. learning to use the language in meaningful contexts.
3. learning by developing vocabulary.

Multilingualism is

0. teaching many languages
1. using translation to teach English
2. a strategy of using the languages of children in the classroom.
3. providing textbooks in child's own language.

According to you, which of the following statements is not correct?

0. Teaching of prose is meant for learning language.
1. Teaching of prose is meant for understanding the system of a language
2. Teaching of prose is meant for generating the ideas and to think critically about issues.
3. Teaching of prose is meant for learning the rules of grammar.

I consider that examination should be on subject specific

based on textbooks

what children have learnt over a period of time. strictly according to the syllabus.

I want to take part in the process of developing textbooks because

4. I know the processes involved in learning a language.
5. I have collection of stories which I have read in school.
6. I can frame good questions on grammar.
7. I am a qualified and an experienced teacher.

According to you which of the following vocabulary development strategies are best to help students in finding the meanings of the unfamiliar words?

0. Guessing the meanings of unknown words.
1. Writing down all unknown words and find their meanings in dictionary.
2. Memorizing meanings of words before reading.
3. Making guesses about the meanings of unknown words using context clue.

In a lesson (Prose, Poetry, Story) it is important that there should be

0. a moral message .
1. examples of bravery.
2. examples of our achievements.
3. lived-in experiences of children.

I follow one of the strategies mentioned below for developing skills of speaking in English in my class.

0. Learners are told to speak only in English.
1. Learners are assigned the task of writing answers in English.
2. Learners are told to read-aloud a passage from the English textbook.
3. Learners are told to express their views on a given topic wherein mixing of code and code switching is allowed.

I believe that familiarity with the text is important for the readers because it

- 0. enhances speed of reading.
- 1. develops skill of speaking.
- 2. supports in developing learner's own view-point.
- 3. helps in writing answers.

In my school 'Continuous and Comprehensive Evaluation' is part of the processes of

- 0. giving marks /grades.
- 1. teaching and learning.
- 2. taking tests and exams continuously.
- 3. do away with written examinations.

The purpose of teaching grammar is

- 0. to familiarize the children with the rules of language.
- 1. to know the definition of grammatical categories.
- 2. to enable the learners to discover how language is used.
- 3. None of the above.

'Group work' and 'pair work' are given in order to encourage

- 0. cooperation and mutual learning.
- 1. competitiveness and fast learning.
- 2. frankness and interaction.
- 3. Individual learning.

In the English class, a child gives the correct answer but uses a word or phrase in her language, you, as the teacher

- 0. ignore it.
- 1. ask the child if she can say it in English.
- 2. scold the child.
- 3. say the sentence in English yourself.

Say whether you agree, partially agree or disagree to the following statements.

		Agree	Partially Agree	Disagree
16.	Textbook is the only tool for teaching-learning of English / language			
17	Language learning takes place only in school.			

Identification of letters is essential for learning to read during the initial stages of learning.

Language skills develop from Listening to Writing in linear manner (LSRW)

Learning to write is a developmental process

Language skills are transferable from one language to another.

Children use the English language comfortably during group work.

Project work in English language learning should be inter-disciplinary.

Teaching vocabulary is listing the difficult words and their meanings.

Good pronunciation is the key to speak English

Young children are capable of reflecting on stories.

Classroom should have discussions on social realities which children can understand.

To teach English more effectively, I would like to know / learn the following better. Please (✓) marks, if you feel the need for training on the following.

Sl. No.	Activity			Please(✓) mark
28.	How to organise pair work, group work			
29	Language / English language activities suitable for the developmental stages of children.			
30.	How to link units and lessons across classes.			
31.	How to develop materials.			
32.	Useful teaching materials & tools (i.e., picture books & videos) and how to use them			
33.	Language pedagogy that suits young learners.			
34.	The meaning and the purpose of English education at elementary schools			



Programme Itinerary for the 5 Days INSET Prog for TGT English teaching IX and X (Material Developed under RMSA)

Day / Time	8:30:00am – 10:15am	10:15am – 11:30am	11:30- 11:45	11:45am – 1:00pm	1:00pm – 2:30pm
Day 1 Section 1	<ul style="list-style-type: none"> Icebreaking activity Revisiting the syllabus- from content to learning CBSE circulars Learning Outcomes/ learning expectations Mind mapping- K.W.L chart (know, want to learn and what I have to learn) Shifting from basic competencies to learning outcomes 			<ul style="list-style-type: none"> Listening and Speaking- Exploring textbooks for listening and speaking Examples from the text Incorporating ASL into text Listening for specific purpose. Reflections	
Modalities:	Group work, Lecture, Discussion, PPT			Group work, Lecture, Discussion, PPT	
Day 2 Section 2	<ul style="list-style-type: none"> Icebreaking activity How do I learn the best? Vocabulary development 			<ul style="list-style-type: none"> Grammar- in context Activities Reflection	
Modalities:	Lecture, Discussion, PPT followed by Group Work on Lesson Adaptation & Presentation by each group; group editing			Lecture, Discussion, PPT followed by Group Work on Lesson Adaptation & Presentation by each group; group editing	
Day 3 Section 3	<ul style="list-style-type: none"> Icebreaking activity Reading- types: unseen passage (prose, poetry), OTBA- from the novel Reading activities 			<ul style="list-style-type: none"> Strategies to read novels in the classroom How to take up novels in the classroom How to take text Reflections	
Modalities:	Lecture, Discussion, PPT followed by Group Work & Presentation by each group; group editing			Lecture, Discussion, PPT followed by Group Work o & Presentation by each group; group editing	
Day / Time	8:30:00am - 10:15am	10:15am – 11:30am		11:45am – 1:00pm	1:00pm – 2:30pm
Day 4 Section 4	<ul style="list-style-type: none"> Icebreaking activity Writing to creative writing Approaches- Process approach to writing 			<ul style="list-style-type: none"> Types of writing- Story writing, articles, diary writing, letter writing (letter to the editor) Reflections	
Modalities:	Lecture, Discussion, PPT followed by Group Work & Presentation			Lecture, Discussion, PPT followed by Group Work & Presentation by each	Lecture,

	by each group; group editing	group; PPT	Discussion, group editing
Day 5	<ul style="list-style-type: none"> Icebreaking activity Blooms Taxonomy 		<ul style="list-style-type: none"> Innovative projects Language across curriculum- interdisciplinary projects
Section 5	<ul style="list-style-type: none"> Blue print of question papers Developing question papers 		<ul style="list-style-type: none"> Reflections Feed back
Modalities:	Lecture, Discussion, PPT followed by Group Work & Presentation by each group; group editing		Group Work Lecure, Discussion, PPT

SECTION- 1

Day 1--SESSION 1 & II

Objectives of the session:

- Warming up
- Make Course Participants (CPs) comfortable
- Get CPs to know each other
- Discuss syllabus (IX & X)

Brief outline:

- Ice breaker (the participants will be asked to form a circle, one of them will be a den, standing in the centre).
- Ice breaker (introducing the partner).
- A brief revisiting of the syllabus and learning outcomes of language learning at secondary level
- Showing latest CBSE & DOE Circulars
- To give introduction of the Five Day Course to the CPs

Ice Breaking Activities-

As described in ppt (*Section-1 (Annexure-1)*)

Expected Learning Outcome and its impact on classroom:

- Teachers will implement the knowledge gained in using the language in meaningful situations.
- They will be able to use language in real life situations.

Study material to be provided to the participants:

- A4 sheets
- Copies of the syllabus and circulars attached (*Section-1 Annexures-2*)

Power point presentations on the theme:

PPT (*As annexed in Section-1 Annexures-1*)

Group work:

Group discussion –as and when instructed and required

Any Modifications:

The CPs will discuss and suggest any modifications, simplifications, additions or deletions in these activities as per their learners' needs.

Ice breaking activities

- Asking questions (How to conduct, questions) personalised

OBJECTIVES:

- To charge up CPs.
- Energise CPs to ensure active participation and make the CPs comfortable.
- Make the CPs interact with each other.

ACTIVITY 1 (Change the places (energiser))

The Facilitator will instruct the CPs to:

form a circle and choose a person as 'den' who will occupy the centre position

0. the den will then ask people who are similar in some way (or wearing similar kind of articles) to swap their places, for e.g. the den can instruct people wearing watches (placed preferably) opposite to each other to swap their places.
1. while the people swap places the den tries to occupy a position of any one of them. The person whose position is occupied becomes the den. The game thus goes on.

ACTIVITY 2

The CPs will be instructed by the RP to :

interact with the participant sitting next to him/her and acquire information about him/ her (likes and dislikes, favourite past times, favourite colour, favourite dishes etc.) 2-3 mins

then instead of introducing himself/ herself, the CP has to introduce his/ her partner to the group. A few interesting responses may be shared with the whole class.

Activity 3

The Facilitator will ask the CPs to discuss all these issues in their groups and later on a few interesting points may be discussed with the whole class to bring home the qualities of a good teacher.

Mind Mapping Activity

The facilitator will ask the CPs to take an A4 sheet and fold into three parts. In the first part, they will write their experiences, qualifications etc. In the second part, they will write about their expectations from the course in next 5 days.

Third part will be left blank wherein they will their take-home, every time they learn something new or interesting.

They may paste this paper on the wall or keep it with themselves.

DAY 1 -- SESSION III & IV**Enhancement of Listening and Speaking Skills****Objectives**

- To enable teachers to explore textbooks for enhancing Listening and Speaking skills.
- To highlight the importance of learning the skills of listening and speaking in language learning
- To familiarize teachers with various strategies involved in listening and speaking and to enable learners to learn and use them in context.
- To enable teachers to develop listening and speaking activities for promoting English language learning.
- To enable teachers to promote communicative efficiency of the learners
- To equip the teachers to enable the students use their current proficiency to the fullest to make

themselves understood

To enable the teachers to use balanced activities approach combining language input, structural output and communicative output to develop the communicative efficiency of the students

Time Distribution

Ice-breaking activity – 10 to 12 minutes

KWL chart – 7 to 8 minutes (For Reflections)

Listening activities – 20 minutes

Speaking activities – 30 minutes

Preparation of activities by participants – 30 minutes

Presentation by participants – 40 minutes

Expansions and variations – 10 minutes

Enhancement of Listening & Speaking Skills

Activity

Please solve this riddle:

Name an English word of more than 3 letters that both begins and ends with the letters 'he' in that order.
I begin with T, have T in the middle and I end in T.

What am I?

A puppy is one, but a dog is not. A Kitten is one, but a cat is not.

A cookie is one, but a cracker is not.

What is it?

It has 7 letters

All poor people have it Wealthy people need it

What is it?

(Hint: It is greater than God)

ANSWERS:

Headache or Heartache

A Tea-pot

A word with double letters

Nothing

LISTENING ACTIVITIES

ACTIVITY: Word-Game Listening

SKILLS: Listening for specific information and detail

Students listen to the text that the teacher reads aloud. The activity will engage students with the text in an interactive way. The students are divided into two teams. They are given a list of words. They are told that they should choose one of the words, but make sure that no one sitting next to them has chosen the same word. They must check the meaning of the word if they do not know it before the activity begins.

Students are asked to raise their pens. They may not put their pen down until they have heard their word. The teacher starts reading an extract from the text. The teacher goes on reading. They will listen with considerable interest for their words. For the specific information, the teacher may ask them to explain their words in context.

LISTENING GAMES

Dictation can be used as an interactive activity and a listening game to improve proficiency of students.

GROUP DICTATION

Students work in groups. A text is divided into two parts.

Groups read the portions of the text allotted to them one after the other.

Both the groups take the dictation while it is being read.

The teacher may ask them to read aloud what they have written.

He may also ask them to sum up their understanding, of the text either orally or by penning them.

This can also be played as a game by dividing the class into groups.

Listening Processes

Bottom-Up Process (Focus on Words and Phrases)

Top-down Process (Focus on overall meaning)

KWL Chart (For Reflections)

How to use textbooks to enhance speaking and listening skills?(The Last Column will be filled-in by Participants at the end of the Session)

What I Know	What I Want To Know	What I Have Learnt
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Listening activity:1

Listen to the passage carefully:

It's time to change one bad habit of your children. Limit screen time and caffeine for them at bedtime if you want them to get quality sleep and perform better in life, says a study. "Good quality and sufficient sleep are vital for children. Just like a healthy diet and exercise, sleep is critical for children to stay healthy, grow, learn, do well in school, and function at their best," said Orfeu Buxton, associate professor at Pennsylvania State University.

According to researchers, although the majority of parents endorsed the importance of sleep, 90% of children did not sleep the full amount of time recommended for their age group. For children who had electronic devices on in the bedroom after bedtime, sleep deficiency was more likely. "A consistent bedtime routine improves sleep, whereas television use in the bedroom is generally associated with curtailed sleep," the authors said. Some of the primary consequences of poor sleep among children are behavioural problems, impaired learning and school performance, sports injuries, problems with mood and emotional regulation and a worsening of health-related issues including obesity.

Evidence also indicates that in adolescence, lack of sleep may be related to high-risk behaviours such as substance abuse, suicidal behaviour and drowsy driving. Parents must follow at least nine hours of sleep for kids ages six through 11 years and at least eight hours for children aged 12 to 17 years. The team recently showed that reading on an iPad before bedtime, compared to reading a print book, can impair sleep, delay circadian timing and degrade alertness the following morning.

(Hindustan Times, January 29, 2015)

Now answer the following questions:

What is the main idea of the passage?

Suggest a suitable title for the topic.

What does this passage suggest about?

Listen to the passage AGAIN and answer the following questions:

Why is good sleep necessary for the children?

What is the effect of electronic devices used at bed time?

Listening Activity: 2

Listen to the Conversation between Lencho and his wife.

Lencho: I am going out. Do you want to come, too?

Wife: Maybe. Where are you going?

Lencho: I am going to the post office to post a letter to God.

Wife: Why have you written a letter to God?

Lencho: He is the only one who can help me with 100 pesos.

First of all the students would listen for the main idea. The teacher might set this sort of task: "What is the most important idea in this conversation/ What is the main thing they are talking about?"

The teacher will write some choices on the board: 'Post Office' or 'Letter'? The students are expected to answer post office. In order that students listen to the conversation for details using the same dialogue the teacher may set this task: "Why is he going to the Post office?" The students are expected to answer "to post a letter to God"

Expected Learning Outcomes:

To develop communicative skills and preparation for ASL through textbooks

Strategies

Pre-listening phase prepares students for both top-down and bottom-up processing through activities involving activating prior knowledge, making predictions, and reviewing key vocabulary. The while-listening phase focuses on comprehension through exercises which require selective listening, gist listening, sequencing etc. The post-listening phase typically involves a response to comprehension and may require students to give opinions about a topic. **Therefore, it is only through listening that we receive, perceive, conceive and interpret.**

Listening Activity : 3

Select any chapter from the textbook. Read a paragraph from the text. Ask them a few comprehension questions. Now read the paragraph again and omit certain prepositions or any other component you want to focus on. The students should be able to point out the mistake and in the process identify the importance of that word.

Speaking Activity: 1

Analysing some statements ASL ---Stage 1-- Introduction

---Stage Two Topic Presentation

Reference chapter- *The Snake and the Mirror (Beehive, Class IX)*

A few statements are selected from the chapter. Each is divided into two – first part on one slip and the second on another. Each participant is handed over one slip. The participants find a partner with a slip bearing the other half of the statement. Thus pairs are formed and they exchange information about

personal likes and where they live. In pairs everyone speaks for a minute about the completed statement and exchange ideas.

(1) I had just set up medical practice	and my earnings were meagre. (1)
One feels tempted to look into the (2) mirror	when it is near one. (2)
I would always keep that attractive (3) smile on my face	...to look more handsome. (3)
(4) I was after all a bachelor,	and a doctor to on top of it. (4)
(5) I was turned to stone	but my mind was very active. (5)

At the second stage the whole group is involved. Now every participant has to speak before the entire group. He/She introduces his/her partner to the group. One of them speaks for a minute on the statement of the pair. The second partner puts forth two-three questions on the presentation by the first partner.

ASL Stage 3 Problem Solving

A card with a problem prompt will be given to the pair. They are expected to read the problem and discuss it to reach a solution.

Prompt

The thief left behind only the dirty vest of the doctor.

Taking cue from this incident from your chapter discuss with your partner the importance of personal hygiene and how to motivate your friends to maintain it.

Time allotted:

Prompt reading and discussion by students – 2 minutes

Questioning by the teacher(2 or 3 questions) – 2 minutes

Activity 2 Speaking Skill Exploring Text

Chapter – The Sermon at Benares

Instructions -The teacher will divide the participants in groups of four each for ASL activity to explore the text. Among them two will act as students one will be the examiner and the other will be the observer doing the assessment. The teacher will assign the characters from the text. For example – one student will say I am Siddharth and the other will be Gautmi. Then they will tell about their characteristics as they have understood from the text. The teacher will also give them the topics like: Lencho's woe, Postmaster's dilemma, childhood activities of Nelson Mandela, and sufferings of Anne Frank, adventures of Valli, Mijbil the Otter etc.

Step 1 After the greeting the teacher will introduce herself, then ask the students to introduce themselves one by one.

Step 2 – Topic presentation for one minute: Students will select one topic and speak on that. After the topic presentation, the other student will ask one question and then the teacher will ask 2-3 questions.

Step 3- The teacher will present a problem card with a problem written on that. For example: 'You wish to attend a birthday party of your close friend in the evening and your teacher has announced a test for the next day. You need to prepare for the test and you don't want to miss that occasion too. What shall you do in this situation?' Discuss with your partner. Your time is 2 minutes. Then the teacher will ask questions on the solution.

Another group activity for CP's

Class will be divided into groups of four – two speakers, one teacher, one observer.

Each group will be allotted a chapter from the textbooks of classes IX- X.

The group is expected to prepare a three stage ASL presentation on the given chapter.

At the next stage each group will present their ASL role play before the entire class.

During these presentations notes/observations will be taken by all the viewers to be discussed at the end of the presentation.

Learning outcomes

To enable the teacher participants to explore the prescribed textbooks for enhancement of speaking skills of the learners and prepare them for the Assessment of Speaking and Listening skills.

Variations / Expansions – Speaking Activity

Divide the students into pairs. Give them the following situations to work on:

We see a lot of beggars on the red-lights, around religious places etc. On the basis of your understanding of the chapter “The Beggar” discuss the problem of begging in India and how it can be resolved.

Wanda is continuously teased and made fun of by the students of her class. If you were her friend, how would you help her? (The Hundred Dresses)

Valli was a bold girl. Imagine that she wants to go for another bus ride and has decided to ask her mother for permission. What can she say to convince her mother? (Madam Rides the Bus)

You have seen a lot of stray animals on the roads with nobody to look after them. Discuss how we can resolve this problem of Stray Animals by encouraging people to adopt them. (The Adventures of Toto, Mijbil the Otter)

References

ITPD in English at Secondary Stage, NCERT.

Teaching Listening and Speaking from Theory to Practice by Jack C. Richards, Cambridge University Press.

SECTION- 2

Day 2 – SESSION 1 & II

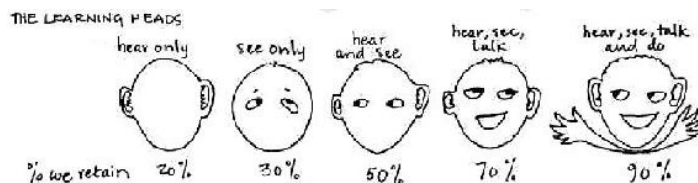
Objectives of the Session

The teachers will be able to:

- create interest in teaching English through icebreaking activity
- understand and identify different kind of learning styles
- identify the kind of learners they are
- develop different kind of vocabulary building activities for their class.
- understand how to create interesting vocabulary building activities
- understand the meaning of words.
- develop active and passive vocabulary
- develop vocabulary through activities
- able to use words in different contexts

Brief Outline

Learn about *how you learn*, and your preferences for teaching approaches, methods, and techniques that work *best* for you and vocabulary building. *How good* are you at teaching the *Art of Learning*?



Expected Learning Outcome and its Impact on Classroom

Find out *how* they learn *best* and improve *learning*, grades, relationships and their productivity. *How good* are you at teaching the *Art of Learning*? Develop vocabulary building activities in the classroom. Develop icebreaking activities in the classroom, creative, interesting, meaningful and joyful learning atmosphere in the classroom.

(It's no secret that students *learn best* when they self-regulate, set their own academic goals, develop strategies to meet them and reflect on their academics.)

Teaching Learning Material Required:

Questionnaire on How do I learn the best, PPT (on different learning style strategies i.e Visual, Auditory, Tactile, Kinaesthetic learners ...Preference ,Challenges and Strategies of different learning styles) , charts, marker pen ,A4 sheets ,sketch pen etc

Activity 1(Ice breaking)

How do I Learn the Best?

Time: 20 minutes

TLM Required:

Questionnaire on "*How do I Learn the Best*" (as attached in Section -2, Annexure -2)

Procedure/Methodology

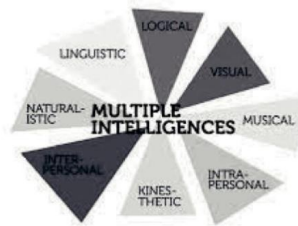
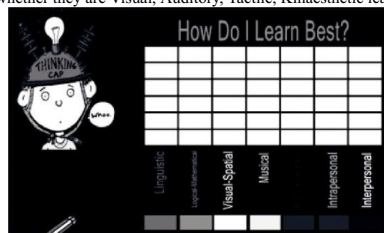
Ask the participants about "How they learn the best", Which are their learning styles or do they know What kind of learners they are?

Ask the CP's to answer the question given in the questionnaire in the manual (*Section-2 Annexure-2*) Activity 1

Give them 10 minutes to answer the given questions.



Ask them to do the total in the end and find out whether they are Visual, Auditory, Tactile, Kinaesthetic learners



Variation/Expansions:

You can use the above graphics in T-L understanding. Also to check the multiple intelligence in children.

Activity 2

Different Learning Styles and Strategies Hand-out given in the Annexure

Time: 35 minutes

TLM Required: PPT, Chart paper, Marker Pen, sketch pen etc

Procedure/Methodology

Divide the groups according to the types of learners they are **A-** Visual,

B- Auditory, **C-** Tactile,

D- Kinaesthetic learners

Now in their groups let them discuss and write on the chart paper about the Preferences, the Challenges and the Strategies of their learning styles. Ask each group for the presentation of their group work.

Now the RP will make a power point presentation (PPT on different learning style strategies i.e Visual, Auditory, Tactile, Kinaesthetic learners ...Preference, Challenges and strategies of different learning styles as is placed in (*Section-2 Annexure-1 & Annexure-3/4*))

Followed by the discussion with the facilitator.

Variation/Expansions

You can use other Questionaries' available on the internet to know your own learning styles; modify the activities as per the requirement of your students.



VOCABULARY

Activity 3

Ice Breaker

Discuss with the participants about the movie 3 Idiots and start a discussion on "How important vocabulary is", when Aamir Khan changes only 2 words in the speech to be delivered by his classmate.

What happens when one memorizes words without understanding? Initiate a discussion with the participants by asking the following question?

Why Teach Vocabulary?

Expected Responses

Vocabulary development in mother tongue happens quite naturally as a child is surrounded with innumerable words at home.

Developing vocabulary in second language therefore requires natural contexts and examples as well.

Words presented as isolated elements, are quickly forgotten.

Isolated words do not present a linguistic reality. (the meaning of the word in most cases is partly defined by the context (Behydt, 1987).

Teaching children to use and improve their use of English is to improve their range of words, the flexibility and appropriateness with which they use them.

Vocabulary usually grows and evolves with age and helps in acquisition of knowledge.

Next question to be asked by the facilitator to take up the discussion

What does knowing a word involve?

Expected Response

How it is pronounced and spelled?

Its grammatical category (N,V, Adjetc)

How, where and when it is used?

Its denotative meaning/core meaning.

Its connotative meaning.

Its syntactic forms.

The limitations there are to its use.

How frequently it occurs in spoken and written languages.

Its root form, and what affixes/suffixes it can take.

Vocabulary includes single words, parts of words, compound words, fixed phrases and idiomatic expressions (e.g., make up one's mind, kick the bucket).

Procedure/Methodology

Before moving to the activities below the RP is requested to read the (*Section-2 Annexure 5*), on Vocabulary

The RP is also requested to identify and take photocopies of some lessons from class IX and X text, so that the following activities can be done interestingly

in the class.

Ask the participants:

How can we introduce new words?

Expected Responses

A number of techniques can be used to introduce/ teach new words to learners. Some of them are:

- Showing a picture/ object/ illustration
- Act/ mime
- Examples – give another word (hyponyms)
- Giving synonyms
- Giving antonyms
- Explaining through context

Introducing associated ideas or collocations using dictionaries

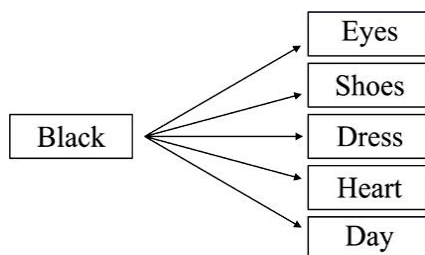
A few activities are given below:

Activity 4- Word Networks (Semantic maps)

1. Write a single word in the centre of the board, and ask learners to brainstorm all the words they can

think of which are connected with the central word. Every word that is suggested is written on the board with a line connecting it to the original word. Let us take the word **Black**. (From the lesson On - Black

Aeroplane class X)



Discuss the connotation of the words through sentences and phrases Example; Black Aeroplane

Black Hole (Ranga's Marriage) Black Heart
Black Thoughts

So the word **Black**, here suggests dark shades and something sinister

Give the groups some class X or IX text material and ask them to do this activity.

Discuss the connotation of the words the participants have identified, through sentences.

The RP will explain the two aspects of a word.

Denotation – what a word refers to in the real world.

Connotation –association or positive or negative feelings a word might evoke.

It means that whether a particular word is the appropriate one to use in a certain context or not. E.g. *weep* and *cry* are almost synonymous but weep is more formal, tend to be used in writing more than in speech, and is in general much less common. Denotation refers to the look up the word snake in a dictionary, you

will discover that one of its denotative meanings is “any of numerous scaly, legless, sometimes venomous reptiles, having a long, tapering, cylindrical body and found in most tropical and temperate regions”.

Connotation on other hand refers to the associations that are connected to a certain word or the emotional or cultural suggestions related to that word. The connotative meanings of a word exist together with the denotative meanings. The **connotations** for the word snake could include evil or danger.

Examples of denotation and connotation in the Lesson “Bond of Love”

The word home, house, residence and dwelling all have the same denotation, but the connotation of each word is very different.

Denotation: Where a person lives at any given time

Connotation

Home: cozy, loving, comfortable

House: the actual building or structure

Residence: cold, no feeling

Activity 5 - Words we Know

Give a text to you learners, ask them to underline the words that they know and put it under the heading “active vocabulary” and put the words that they have come across earlier but are not very sure of the meaning under the heading “passive vocabulary”. Now ask them to:

Guess the meaning of the new words ,

Use these words in contexts to bring home the meaning.

Text class IX Beehive lesson-The Fun They Had and Kathmandu

Activity 6 - Word Formation

Use of		
Prefix	-	im
Possible	-	impossible
Practical	-	impractical

Make a list of the words that have ‘im’ as a prefix.

Other prefixes are:

Ante, auto, inter, mis, per, pre, re, sub

Use suffixes to form new words

Suffixes to make the adjectives from nouns: -ed, -ful, -al, -less

Blur	-	blurred
Point	-	pointed
Beauty	-	beautiful
Use	-	useful
Accident	-	accidental
Operation	-	operational
Care	-	careless

Suffixes to make nouns from adjectives: -ity, -ness

Stupid	-	stupidity
Careless	-	carelessness

Suffixes to make nouns from verbs: -age, -er, -ee, -or

Waste - **wastage**
Pay - **payee**
Advise - **adviser**
Coordinate - **coordinator**

Ask the participants to identify prefixes and suffixes from the lessons in the textbook of class IX and X and use in sentence making and revisiting opposites

Activity 7 Explaining through Context

Textbook-based Activity Understanding Vocabulary in Context

By the end of the session participants will have:

- Reflected on the importance of vocabulary
- Reflected on the importance of context when guessing meaning
- Participated in several fun activities can be exploited to focus on vocabulary practice

Demonstration Class X First Flight NCERT Textbook

Material: Paragraph 1 on page 32 of the text

Stage 1: Paraphrases/ synonyms

Aim : To get participants to guess meaning from context

To get paraphrases words from a text

Materials and preparation

Paraphrases/ synonyms from 1st paragraph and words for the cut outs. Cut up the paraphrases and words into separate cards. 8 scraps of paper.

Tell participants to look at the text 'His First Flight' in taken from **First Flight** Textbook in English for Class X. Read the 1st paragraph of the text out aloud to the class.

Give each group one of the paraphrases/ synonyms from the paragraph. Tell them to discuss the meaning of their paraphrase/ synonym in their groups. Now tell the class that you are going to read the text again and this time they should tell you to stop if they hear a word which is similar to their paraphrases/ synonyms. After stopping you, that group should repeat the sentence. Substituting their paraphrases/ synonyms for the word in the text.

Original word from the text Paraphrase/Synonyms

Brink edge, threshold

Flap move loosely

Attempted to try

Muster collect

Plunge thrust forcefully

Upbraiding scolding/reproach

Starve die of hunger

Threatening putting in danger

Now tell participants to read the paragraph of the text silently.

Give each group a word from the paragraph and a scrap of paper. Tell the groups to find their word in the paragraph and write a paraphrases/ synonyms for it on the scrap of paper. Tell them

to use dictionaries if they want, but remind them that the paraphrases must fit the context of the paragraph.

Possible paraphrase/Synonyms

Brink of ledge – extreme corner of a narrow portion extending from a cliff

Flap his wings – flutter his wings

Muster up courage – to gather determination and willpower

Wings will never support him – wings not strong enough

Take that plunge – get ready for final action

Upbraiding him – to be angry and reproachful

Great expanse of sea – wide area and open space

For the life of him he could not move – completely frightened.

Swap the scraps of paper among the groups and give them sometimes to find the word in the text that fits their paraphrases/ synonyms.

Now tell the class that you are to read the paragraph aloud and they should tell you to stop if they hear a word which is similar to their paraphrases/ synonyms. After stopping the RP, that the group should repeat the sentence substituting their paraphrase for the word in the text. If a group has the same sentence as another group, but a different word to paraphrase, they should repeat the other groups paraphrase as well as giving their own.

For example: To start the activity, the trainer will read the first part of the passage and the activity will be taken up as shown

Trainer: Somehow when he had taken a little run forward to the brink of the ledge and attempted to flap his wings he became afraid. The great expanse of sea stretched down beneath, and it was such a long way down – miles down. He felt certain that his wings would never support him

Group 1: Somehow when he had taken a little run forward to the extreme corner of a narrow portion extending from a cliff attempted to flap his wings he became afraid. The great expanse of sea stretched down beneath, and it was such a long way down – miles down. He felt certain that his wings would never support him

Group 2: Somehow when he had taken a little run forward to the extreme corner of a narrow portion extending from a cliff attempted to flap his wings he became afraid of the wide area and open space stretched down beneath, and it was such a long way down – miles down. He felt certain that his wings would never support him

Group 3: Somehow when he had taken a little run forward to the extreme corner of a narrow portion extending from a cliff attempted to flap his wings he became afraid of the wide area and open space beneath, and it was such a long way down – miles down. He felt certain that his wings were not strong enough to take the flight.

This activity can continue for the next few lines

Now distribute some material from the texts and ask the participants of each group to do paraphrasing through context.

Ask the groups to give a presentation each Discuss.

Instructions for the facilitators:

Take care of the time management during all the activities. Discussion at each stage is important.

Read the session carefully and identify the texts to be used during the session.

DAY 2 -- SESSION - III & IV

Grammar In Context

Objectives of The Session:

- Facilitate learners to use language in correct form.
- Enable learners to use language with utmost appropriacy and accuracy.
- Enable teachers to teach the grammar in context.
- Device strategies for correction in grammar.
- Enable learners to use grammatically correct expression in oral and written communication.

Brief Outline:

- Testing of previous knowledge with the use of visual clippings.
- Usage of Correct forms of Verbs ,Modals, Change of Voice and Reported Speech.
- PPT
- Activities and Worksheets.
- Grammar Games.
- Case Studies.

Expected Learning Outcomes:

- ☞ After the session the participants will be able to facilitate
- learners to use the language in correct form.
- The participants will be able to use the language with utmost accuracy and appropriacy in the classroom transactions.
- ☞ To enable the participants to explore texts for grammatical activities.
- ☞ The teachers will be able to develop strategies for correction of Grammar exercises.
- The participants will be able to enhance the oral and written communication with grammatical correctness.

Study Material

- Activities and Worksheets.
- Power point presentation on each theme.

Icebreaking Activity

An Audio clipping on ASL is played to the participants where in a conversation is taking place between the teacher and the student. One question slip is given to each group and after the clipping ends the questions assigned to each group are read aloud by one of the group members and responses obtained.

-
- 1 .What do you hear in the clipping?
 2. Do you think this conversation is grammatically correct?
 - a. On the part of the Teacher
 - b .On the part of the student.
 - 3 .Identify the grammatical components.
 4. Find out the areas where improvement is required.

Power Point Presentation: Grammar in context.pptx (*See Section-2, Annexure 6*)

ACTIVITIES:

1. **ACTIVE PASSIVE VOICE**

The passage Handout is given to all the participants. They will be instructed to identify the sentences as in Active/Passive. The group is divided in two teams-A&B. The team A will search for all those sentences written in Active form and the other team B will find out all the sentences with passive form. Both the teams will construct new sentences using change of voice.

New clothes had been made for Rama. The old dresses of her elder sister were always passed to her. No one cared to buy good clothes for her. But today, she was lucky to receive a new dress. She was being taken to a school by her parents. When they reached school, everyone looked at them. They were greeted well by the principal. Mr. Sharma, Rama's father handed over his daughter Rama to the Principal. Rama was asked by her principal to sit in a corner.

Rama could not understand anything. She was fascinated by the colours used in the pictures. Suddenly, Rama noticed that her teacher was standing there with a broad smile on her face. This was the new beginning for her.

2. **NARRATION**

Task:---ROLE PLAY

The class will be divided into five groups. Three participants from each group will come forward. Handouts will be provided to the groups. One of the group members will frame a question according to the theme given in the handout provided. The second will answer the question asked and the third will report the conversation to the entire class in the INDIRECT speech. The participants will be performing the task and speak the dialogue according to the topic.

SITUATIONS

HANDOUT 1--Reading books is a good leisure activity. **HANDOUT 2**--Requesting teacher for a free period.

HANDOUT 3--Seeking permission to go for a movie with friends. **HANDOUT 4**--Interviewing candidate for the post of a teacher.

HANDOUT 5--Asking your friend for a book.

3.MODALS

Task:---SITUATIONAL DIALOGUE

The different groups are given a situation each and are told to discuss it in their groups and then come forward and speak out three sentences using modals for the situation provided to them.

SITUATION 1--Saving Girl Child

SITUATION 2---Swachh Bharat Abhiyan

SITUATION 3---Promises I make to myself

SITUATION 4---Healthy Lifestyle

SITUATION 5---Good Manners

4.TENSES Task---DESCRIBING VISUALS

The class is divided into four groups and each group is given a picture and they are to analyse which tense and form it is representing and formulate it in a grammatically correct sentence what the picture is depicting. Then one participant from each group will describe the picture using appropriate tense.

Supporting example from text She is reading a book.



ACTIVITY 5 QUIZ:

A Quiz is conducted in the class. The class is divided into four groups .Four placards having a set of 3 questions each and numbered A,B,C&D respectively are prepared on Tenses, Modals, Voice and Narration. Group A is named TENSES ,Group B is called Modals, Group C is named Voice and Group D is Narration. One participant from Tenses Group is going to ask one question each to all the other three groups.The Modals group wil do the same with other three groups probing a question each from their card and the other two groups C and D will repeat the same.

INSTRUCTIONS FOR THE TEACHERS:

The facilitated will be acting as a scorer, a participant from the tenses has to explain why the three responses given to the question on his placard were correct and so on the other groups. This is to promote further understanding of the usage of the grammar component.

A

TENSES

Fill in the blanks using the correct form of the verbs and identify the tenses used.

The boy _____(reach) the station before the train arrived.

It _____(rain) for four hours.

These metros _____(run) late nowadays.

B

MODALS

Fill in the blanks with suitable modals:

We _____ respect our elders.

You _____ abide by the traffic rules.

One _____ to be polite and humble to the poor.

**C
VOICE**

Change from active to passive voice:

I prepared a cup of tea. First i boiled the water. Then i put the tea leaves, sugar and milk bringing it to a boil.

A cup of _____.

First water _____.

Then tea leaves, sugar _____.

**D
NARRATION**

Meena: Will you be going to the market?

Priya: Yes, I will go.

Meena: Please get me a pen.

Meena asked Priya _____.

Priya replied _____.

Meena _____.

**WORKSHEETS:
WORKSHEETS 1**

1. Exercises on Tenses

Identify the correct form of the verb:

I don't do housework.

I am going to tidy the room.

Jim is coming today.

The bus arrives on time.

Jim will come late.

6 . He likes to be punctual.

I am looking for a job.

We have a party today.

She has been writing books for four years.

Rohan has stolen money from the wallet.

WORKSHEETS 2

MODALS

Use modals such as can, may, must, should, need & ought to in a positive or negative form to complete the following

- 1 You give me a lift. I can go by train.
- 2 Don't talk. You be quiet.
- 3 I need a computer at home. I buy one.
- 4 I don't understand. you repeat it?
- 5 drive fast. We have enough time.
- 6 We stop here. It is not allowed.
- 7 How can I get there? - You take a taxi .
- 8 I failed the English test. But I try.
- 9 You do very well.
- 10 She take her mother to the doctor immediately.

WORKSHEETS 2

VOICE

Change the following from the active into the passive :

(the first one has been done as an example):

A crocodile eats Henry – Henry is eaten by a crocodile.

- A crocodile is eating Henry
- A crocodile has eaten Henry
- A crocodile ate Henry
- A crocodile was eating Henry.
- A crocodile had eaten Henry.
- A crocodile will eat Henry.
- A crocodile is going to eat Henry.
- A crocodile will have eaten

WORKSHEETS 3

NARRATION

Change the following sentences into indirect speech.

- 'What do you want?' she asked him.
- 'Are you coming with us?' he said to me.
- He said 'When do you intend coming back?'
- 'Do you come from China?' said the prince to the girl.
- The poor man exclaimed, 'Will none of you help me?'
- 'Which way should I go?' said the little girl.

0. Alladin said to the magician, 'What have I done to deserve so severe a punishment?'

1. 'Don't you know the way home?' I said to her.

2. 'Are you doing well?' said Mohan to his friend.

'Who is there?' said mother to son.

CASE STUDY:

A Case study of IX-A revealed as under:

TOPIC : Narration

Area of Improvement : Change of tense

Eg. – Sita said, "I am going to my school."



'Reporting verb' 'Reported verb'

The response obtained was – Sita said that she went to her school.

It was observed as the majority of the learners were unable to change the tense in the reported speech according to the reporting verb.

From the above case study it is deduced that the most common error committed and the grammar component in which it is made is to be taken care by the facilitator. And suitable strategies should be adopted for the rectification of the error.

Reflections

Care has to be taken whether the task administered is feasible to do in the class or any practical problems can be faced.

The thing learnt or grasped by the learners.

The thing the learners were not able to understand or comprehend.

Variation / Expansion

As observed in the work sheets given the topic can be taken up as follows. For instance when we are discussing verbs, we can also talk about Infinitive and Gerund. A variety of exercises on the topics can be given to test their knowledge.



SECTION- 3

Day 3 – SESSION 1 & II

READING COMPREHENSION



Objectives of the session

The participants will be able to:

Introduce the concept of 'Reading Comprehension' through an interesting activity.

Select different types of unseen passages for comprehension from a number of genres keeping in mind the level of students.
Frame varied questions ranging from simple to complex/factual to analytical for the selected passage.

Select important passages from the novels for OTBA and frame questions in synchronisation with the objectives of introducing OTBA in the curriculum.
Equip students with different reading techniques for better comprehension of passages and attempting questions.

Brief outline

Icebreaking activity to introduce reading comprehension.

Discussion on selecting appropriate passages from a number of genres of literature.

Discussion on framing different types of questions for selected passages.

Selecting passages from novels for OTBA and framing questions for them.

Introducing reading activities.

Expected learning outcomes and its impact on classroom:

Participants will learn to incorporate different genres in selection of comprehension passages to make this exercise interesting and meaningful for their students.

Participants will feel confident in framing questions for a given passage to assess the level of understanding of the students.

Participants will be able to guide their students to follow specific reading strategies for attempting related exercises.

Participants will prepare their students to relate theoretical concepts of extensive passages under OTBA to answer subjective and analytical questions.

The classrooms will become a playhouse of interesting and fun filled reading activities.

A-Ice- Breaking Activity



Procedure /Steps involved:

Participants will be given a card (*Section-3, Annexure-2*) each containing few lines highlighting the important elements of any of the reading genres mentioned below:

Fiction- novel, short story, one act play, poetry

Non Fiction- biography , autobiography, memoir, travelogues, debate, speech, report, essay, article

They will be asked to read the points and identify the genre to join their respective group .

In their groups they will read out their cards to confirm that they are sitting in the right place.

Each group will be provided with passages (*Section-3, Annexure-1*) as examples pertaining to different genres. They will write down the genre of each passage and pick out the one that is related to their group.

One participant from each group will present the important traits of the genre they are dealing with along with its example passage.

Each group will now be asked to develop an ice breaking activity for their students , related to reading comprehension .

B- Making Comprehension Passages interesting:Questioning techniques&Reading Strategies

Comprehension passages are an important part of language learning and assessment. The different types of passages from different genres of literature serves the purpose of making exercises of comprehension passages more interesting and meaningful.

Procedure/Steps Involved

Each group will be provided with three different types of passages and they will be asked to categorise them into – analytical, descriptive and informative passages. Let them discuss the markers of identifying the passage type and compile the work.

Chalk down all the points on blackboard and discuss with respect to the headings given below:



Brainstorm the ways in which reading comprehension exercise can be made interesting, leading them to correlate the knowledge of different types of genres for selecting comprehension passages keeping in mind the three types of passages.

Provide each group a set of questions for one of the passages already available to them.

Elicit from the participants the question type (factual, understanding, analytical).

Tell them to frame questions from a specific passage covering all major types of questions discussed earlier. Discuss the questions framed with the whole group. At this juncture discuss with participants, the specific reading strategies for quick and clear understanding of the passage in order to answer the related questions.



Skimming: it is used to obtain gist or overall sense of a text. For skimming, a text is read more slowly and in more detail.



Scanning: it is a fast reading technique used to look for specific information in a text



Summarizing: it refers to the technique of shortening a longer text. It is employed to extract the main points in order to make a decision and then give opinion or draw conclusion

C Open Text Book Assessment



Objectives:

To apply theoretical concepts to a real life scenario by encouraging active group learning in class

To develop critical thinking and problem solving skills

To select appropriate passages from the novel which give the flexibility to frame subjective, creative and open ended questions which involve analysis and thinking.

Procedure/Steps Involved:

Tell participants to refer to the passage from the novel (*Section-3, Annexure-4*)

Ask them to list differences between the questions from the unseen passage and those from OTBA passage.



Discussion about creative, subjective and open ended questions in reference to the OTBA passage.

Ask participants to frame questions from another OTBA passage in their respective groups.

D Reading Activities



Read and find out: tell the participants to find out nouns/pronoun/adjectives/verbs etc. from the given passage
Converting the passage from the given form to another form(e.g. converting dialogues into reported speech)
Giving appropriate title to the given passage

Paraphrasing

Drawing a picture related to the given passage

Drawing flowchart based on the given passage

Matching events/characters with the content of the given passage

Facilitator Instruction

Ice breaking activity

A Cards

Speech

Biography

Biography

Novel

Novel

Novel

Poem

Travelogue

Report

Autobiography

Play

Short story

Short story

Short story

Memoir

Essay

Article

Article

B.Example of passages of different genres (as in Section-3, Annexure-3)

- Handout 1:** Francis Bacon-essay of Friendship
- Handout 2:** Accidental death of an Anarchist by Dario Fo (Play)
- Handout 3:** Roger Federer stuns Novak Djokovic to win Dubai Open (Report)
- Handout 4:** Beating Stress With Nutrition (Article)
- Handout 5:** Animal Farm - A Fairy Story by George Orwell (Novel)
- Handout 6:** Harry Potter and the Chamber of Secrets (Novel : J.K. Rowling)
- Handout 7:** Playing it my way-Autobiography Sachin Tendulkar
- Handout 8:** 2014 Malala Yousefzai Nobel Prize Acceptance Speech
- Handout 9:** Napoleon: A Biography : By Frank McLynn
- Handout 10:** Buddhadeva Bose : Frogs (Poem)
- Handout 11:** Dina Nath Nadim : Blade of grass (Poem)
- Handout 12:** The Sparrows : By J.Jayashree

Reading Comprehension Activity

It is an account that creates a vivid mental image. The ability to describe people, places, or objects accurately is a useful life skill. Whether you are talking with a stylist about the exact hairstyle you want, sharing a funny or startling scene from your day with a friend in an email, or reporting on the structure of a plant cell for a biology class, you will use description to make your point.

Most academic writing is also **analytical**. Analytical writing includes descriptive writing (i.e. facts or information), *plus* the added feature of *re-organisation*. That is, in analytical writing you not only give information, but you also re-organise it into *categories, groups, parts, types or relationships*. Sometimes, these are categories or relationships which are already part of the discipline (e.g. In the discipline of Law, there are 2 types of law: common law and statute law). Sometimes, these are categories or relationships which you create specifically for your text (e.g. If you are comparing two theories, you might break your comparison into 3 parts, based on 3 aspects of the theories, such as: how each theory deals with social context, how each theory deals with language learning, and how each theory can be used in practice). The kinds of instructions for an analytical assignment could be, e.g. analyse, compare, contrast, relate, examine, classify, etc.

The analytical passages generally deal with the analysis of ideas/issues/events and are the most difficult in terms of the questions that follow. Most of the questions are implicit in nature ('central theme', 'what would the author do in a particular situation', 'what is the author implying when he says this...' etc.) Additionally the passages can be about any issue/topic/idea that is not from one's area of interest or is one is not comfortable with. For example, I was always very comfortable with the passages dealing with science/environment/wildlife/history. But bring in philosophy/religion/ psychology and the engineer in me used to start sending out warning signals to skip the passage right away.

Analytical passages would require you to gain a significant understanding of the ideas that the author had in mind while writing the piece. This is required for questions like 'appropriate title for the passage' or 'the author would have written this passage for a journal/a newspaper etc....'

- 7 Another important thing to note is that analytical passages usually have an 'open ended' style –

they analyse the central idea from all angles and perspectives. To prepare for such passages it would help if you read books/articles/blogs that deal with subjects/areas outside your comfort zone. Reading editorials, reading news/op-eds that deal with varied subjects will give you good exposure to various ideas and would make sure that during the actual exam you are able to assimilate ideas easily and answer questions quickly.

Descriptive passages generally describe an event/a person/a place, etc. The difference here is that these passages contain a lot of factual descriptions and in some cases some opinions/judgements but absolutely no inferences. With descriptive passages the strategy is only slightly different. Figuring out the main purpose of the passage is easier here. Also the description of particular instances can be easily figured out with a quick reading of the passage. However the questions might be tricky at times asking you to draw inferences based on the author's description. Again, reading all kinds of sports articles would help (description of matches, opinions based in that and some things left for the readers' inference).

In the case of a data driven passages, the best way forward is to look for specific data. Such passages have a lot of numbers/percentages/fractions thrown around along with the author's opinions on them. While dealing with such passages it is best to read the questions first so that you have an exact idea of what exactly you are looking for – otherwise it is very easy to get lost under heaps of data. Most of the questions in the case of descriptive and data driven passages will be explicit questions that would deal with main

idea, correct/incorrect description, facts, vocabulary based questions, writing structure and opinions of the author. These questions are relatively easy to answer provided one knows where to look for the answers.

Types of Passage

Analytical

Informative

Informative

Descriptive

Analytical

Analytical

Descriptive

Passage 1 (Section-3, Annexure-1)

Types of Questions

Q1. Analysis and creativity.

Q2. Knowledge

Q3. Understanding

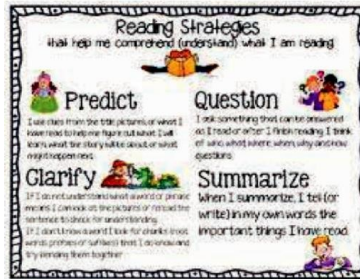
Q4. Analysis

Facilitator instructions for reading activities

Discuss reading activities with CPs.

Ask them to go through passages given in Annexure II using reading techniques discussed earlier.
Frame questions.

Answer questions framed by other group.



Day 3--SESSION III & IV

Let's Read Novel in a Novel Way

Objectives of the Session: -

- To orient the teachers with some ideas of teaching novels.
- To share some good practices of teaching learning novels.
- To develop some strategies to read novels in the classroom.

Brief Out line: -

- The group should be divided into smaller groups depending upon the number of participants.
- Hand outs containing a portion of the text from the prescribed novels may be provided to all the participants.
- The facilitator may start the session by sharing his own experiences regarding journey to different places
- Volunteers amongst the participants may be asked to share similar experiences.
- The facilitator may devise a situation similar to the one mentioned in the prescribed novel. Eg. If you are left alone on a sea shore or in a desert, forest, etc.
- Show ppt and then encourage participants to share their good practices of teaching novels.
- Make the participants work in groups and develop strategies and activities on novels.

Expected Learning Outcome:

Teachers will be using strategies devised in INSET in their teaching learning process.

They will be able to develop good reading habits among their students by implementing the good practices shared in the programme.

Teaching learning material:

Various worksheets on novels

PPT on Ideas for Teaching Novels (Section-3, Annexure-6)

PPT/video on any one novel (Section-3, Annexure-5)

Group work:

After group discussion on sharing good practices and watching ppt and discussing the participants will develop activities and strategies to teach novels by adapting and exploiting the novels.

Through the use of novels, we seek to create student interaction with "real literature." How can a teacher best approach the teaching of a novel? "How will students be held accountable for their understanding of this book? In what ways will I assess progress? How will students demonstrate their understandings of story theme, character development, plot, vocabulary, and other story elements?" These are some common questions which come in our mind while teaching novels. Let's try to solve these questions in this session.

Stories play a very important role in the lives of our children. So do the novels. They help them understand their world and to share it with others. The stories satisfy their hunger for curiosity and imagination. Children can be supported to understand, enjoy, read and tell complex stories in language well above their active command. Reading for pleasure can be encouraged in number of ways. Some of the innovative methods of teaching long reading (Novel) may include the following strategies: -

Regularly schedule class time for **silent reading as an activity**.

Students can use a **graph to keep a record of their reading**, date, number of pages read and time.

Role Play :- Preparation session : silent reading Event / Theme / Chapter based role- preparation

Demonstration: Enactment of incidents of the novel by the groups. (one by one)

Through CDs/Films: - Movies related to the novels can be shown to the class before, during and after the reading of the novel. The content of the novel can be divided according to term syllabus.

▪ y Silent reading in smaller groups leading to preparation of question bank along with answer key. It will assist in comprehending the prescribed novel.

Counting words to Assess Reading Speed

Directions for counting words per page:

Find a page from the book which is full from top to bottom.

Count the number of words in three lines.

Divide that number by three to get the average.

Count the number of lines on one page.

Multiply the no. of lines by words in one line to calculate words on a page.

▪ Students can be required to bring the graph to class; the teacher can check their progress by

glancing at their graph which is open at their desks.

▪ Once a week the teacher can ask if any student has completed a chapter of the book or the entire book and enhance their interest by using a few words of praise or clapping, etc.

▪ The teacher can ask students to prepare a **book response sheet** given below:

BOOK RESPONSE SHEET

Title of the book _____
Author _____

Type of book: (Detective, Autobiography, Biography, Adventure, Travelogue, Romantic)

Number of pages _____

What did you like about the book _____

What did you dislike about the book _____

Would you suggest your friend to read this book? Why/ why not? _____

Tell the students to choose one sentence from the text of the novel individually and write it down on the black board or read aloud to share it with the class. The following options by the teacher may be of great help to the students:

A very Interesting sentence.

A surprising sentence.

A sentence that contains the main idea.

A sentence that the student doesn't understand.

A sentence that reminds the student of some real life incident.

A sentence that makes a great sense to the student.

A sentence that makes student laugh.

A sentence that makes student feel sad.

Ask the students to share the reason for selection of that particular sentence.

Let's Practice these in the Class

Author's Biography and Inspiration behind the Novel

Rather than just focusing on the actual story of the novel, tell the students about the author e.g. details such as where he was born, raised, where he received his education and literary influences in



his life. Also motivate them to study what inspired the author to write the novel, incidents preceding the writing of the novel or after the completion of the novel. Were there some real life events in the contemporary society? The teacher may focus on exploring all such questions.

Role Play

Focus on some of the key themes in the novel. One example situation is set in your school and involves getting a new school principal. This new principal changes all the old school rules and implements a new set which students deem unfair. In the scenario, students must discuss or act out and explore ways of approaching the principal and changing the new rules to promote student equality. Encourage students to reflect on the methods used in the novel.

Group Discussion

Group discussion is a common way to study novels and short stories that is a kin to the traditional book club. In this form of study, students read a novel or short story as a whole class, either reading aloud together or silently alone, then discuss the work by responding to discussion questions or exploring different themes present in the text.

Character Letters

Teachers can ask students to write letters from the perspective of a character in a novel. In one version of this exercise, students choose a major character and write a letter pertaining to the time in the novel when the character faces a crucial decision or turning point. In a different version of this exercise, students can choose a minor character and write letters expounding on his experiences and perspective. Students can exchange and respond to character letters in class.

Describing Words

Give examples of words or short phrases which describe a character in the story:

Brainstorm all the words which can be used for describing people for example: nice, good, bad, Nasty fine, elegant, Rude, cruel, dull, lovable, beautiful, ugly, stylist, old, etc...

ask the students to say which words fit each character appropriately

Creating Book Covers

Teachers can have students create alternative titles and book covers for the novel. In this activity students can be asked to design new book covers and create a title. Each student can write a paragraph explaining his or her choice of titles. Students can also present and defend choices. To integrate technology, teachers can have students create book covers on computers.

Plot Pieces.

Divide students into groups. Assign each group one page from a different parts of the novel. After they have read the page, ask students to compose a paragraph that outlines the plot of the novel. Ask students to elect a representative from each group to present their plot summary. Compare plot summaries and revisit these summaries at the end of the novel.

First Impressions.

Ask students to read the first page of text silently. Next, ask for a volunteer to read the first page aloud. Then, ask students to write down as many things as possible that they have learned from the first page. Next, ask students to write down three questions based on their reading of the first page. This activity will help students read context clues and it will teach them to site text evidence when making generalizations about a novel.

Cover Up

Read a summary of the novel from the back cover, from the inside flaps, or from an Internet source. You can also print out this summary or excerpt so that students can refer to it. Next, ask students



to design a cover based on information gleaned from the summary or excerpt. Allow students to explain their cover design. If you are reading a novel that is divided into parts, have students design a cover at the end of each part of the novel. Revisit cover designs at the completion of the novel and ask students to write a paragraph discussing their various understandings of the novel. This activity will help students know the ways their understanding developed throughout the reading.

Front Matter

Though students read novels throughout their schooling, very few are taught the importance of the title, copyright, and acknowledgments. The pages that contain this information are called the "front matter." In small groups, ask students to explore the front matter of the novel. Instruct students to list 10 things they learned from these pages. In a more open-ended version of this activity, you can ask students to answer the following questions: What does the front matter tell you about what will and what will not be in this novel? What does the front matter tell you about the novel's plot and themes?

Last Lines

Instruct students to read the last sentence or the last paragraph of the novel silently. Next, ask someone to read these last lines aloud. From these last lines, ask students to draw a comic strip that shows the plot of the novel. Each frame of the comic strip should contain narrative and dialogue. The last frame of the comic strip should be based on information from the novel's last lines.

Beginning and Ending

Ask students to read both the first sentence and the last sentence of the novel. Next, ask the students to construct a poem, paragraph, or short story using the first and last sentences of the novel as the first and last sentences for their writing. Your students' writing should summarize what they think will be the plot of the novel.

Graphic Organizers

This strategy provides an alternate system for organizing and beginning a piece of writing. These are visual tools that help students to organize their thoughts and ideas.

Concept Map

Venn Diagram

Flow Chart

Tree Map

Multi-Flow Map

Double Bubble

Cause/Effect

Compare/Contrast etc.

Gulliver's Travels Some Activities Write about Gulliver's Home Life

Gulliver's life at home in England is not the main focus of the book, but it is mentioned a few times through the book. Based on what you know about it, write a 500-word, or longer, story about Gulliver's boyhood or his life with his wife and children, prior to his first voyage. Present your stories to your classmates.

Draw your Favourite Scene

Draw or paint your favorite scene from the book. Present your drawing to your classmates and explain why you chose that scene.

Compare and Contrast the Lilliputians and the Giants

Make a chart comparing and contrasting the Lilliputians and the giants. How, besides physical size, are they different? How are they similar? Don't forget to include how they treat their own kind, as well as how they treat Gulliver.



Give Gulliver a Modern Identity.

Write a story...

Worksheet

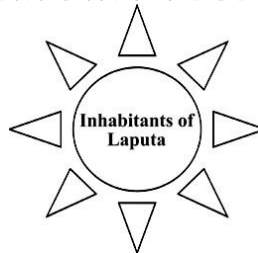
Based on your reading of the Novel, using the prompts given in the table below make a G.O.(graphic organizer) of any one of Gulliver's voyage.

- Gulliver is lost at sea...
- How he finds land
- The kind of place he finds
- The kind of people he meets
- What happens to him there
- Some important beliefs of the people

Worksheet

Based on your reading of the novel make a flow chart of any one of Gulliver's adventures.

Brainstorm the features of the inhabitants of Laputa that make them different from normal human beings and write them in the mind map given below.



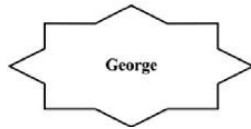
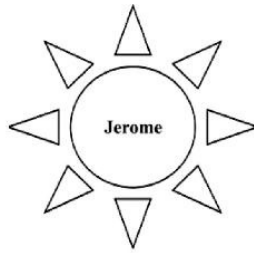
Three Men in a Boat

Q.2. Match the things and places in the story with their descriptions

London	This location is a town near the beginning of the trip where boating is popular and the residents wear the most flashy boating costumes
---------------	---

Thames River	- This location is where Harris and J stop for lunch the first day, under some willows
Hampton -	- This location is the largest city in England and the home of the three men who embark on the boat trip.
Sunbury Lock	- This location is where Harris and J catch the train to Kingston.
Walton	- Harris and J pass through this on the first afternoon of rowing.
Waterloo Station	- This is the starting point of the journey
Kempton Park	- This place is a quaint riverside town on the way
Kingston	- One of the major rivers in England, this flows down through Oxford to London. It is here that the men take their boat trip

List the character traits of the main characters for writing character sketches in the figures given below:



Q.2. Find who is who and write.....

George/ Harris/ J/ Two Well-dressed Sisters/Montmorency/ Uncle Podger/ Mrs. Poppets/
This person is the narrator of the book .He is a young, single, middle-class man living in London.

_____ This character is a bank clerk who works on Saturdays. It is this person's idea to take the river trip. _____



This person is a young single character with a fondness for drink. At one point, this person manages to get fairly drunk one night and imagines being attacked by swans. _____

This character is a rat terrier. _____

This character is a housekeeper for three young men in London. _____

This person is another's uncle who turns the smallest task into a major endeavor requiring the help of everyone in the household. _____

These characters accompany several others on a boat outing dressed in boating costumes that are designed for appearance and not practicality. _____

Diary of Anne Frank

Q1. Read the passage given below about Anne Frank. There are certain mistakes in the passage. Correct them.

To escape the German concentration camps, the Jewish family of Otto Frank went into hiding in 1942. During the families two years in hide, 13-year-old anne frank kept a diary. She wrote her last diary entry on August 1 1944. Three days later, police raided the family's hiding place. Anne and her sister were shipped to a concentration camps. Anne died their nine months later. Since that time, Anne's diary has been publish in 30 languages.

Answer Key

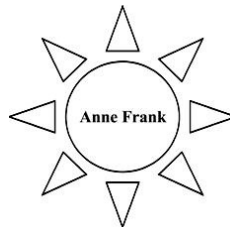
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Q2. In her novel Anne frank has described in detail the secret Annex where she was forced to spend her time. Based on your reading, draw a map or ground plan of the place.

Q3. Anne was a very popular and carefree girl before her family was forced to go in hiding. Enlist some characteristics of her character in the diagram given below.

Q2. In her novel Anne frank has described in detail the secret Annex where she was forced to spend her time. Based on your reading, draw a map or ground plan of the place.

Q3. Anne was a very popular and carefree girl before her family was forced to go in hiding. Enlist some characteristics of her character in the diagram given below.



Worksheet

Match the characters in Column A with their descriptions in Column B

Column A	Column B
Otto Frank	The father of the family that hides in the annex along with the Franks According to Anne, he is intelligent, opinionated, pragmatic, and somewhat egotistical.....
Edith Frank	- Mr. van Daan's wife. She is petty, egotistical, flirtatious, stingy, and disagreeable. Mrs. van Daan frequently complains about the family's situation—criticism that Anne does not admire or respect.
Mr. van Daan	The teenage son of the van Daans,. Anne first sees him as obnoxious, lazy, and hypersensitive, but later they become close friends
Peter van Daan	Anne's father. Otto is practical and kind.....
Mrs. van Daan	A dentist and an acquaintance of the Franks who hides with them in the annex.
Daan Albert Dussel	- A man who helps hide the Franks in the annex.

Mr. Kugler	- Anne's mother. Anne feels little closeness or sympathy with her.....
Mr. Kleiman	A worker in Otto Frank's office.
Bep Voskuijl	- Another man who helps the Franks hide. He is also referred to as Mr. Koophuis.
Miep Gies	- Bep's father.
Mr. Voskuijl	Miep's husband.
Jan Gies	- A secretary at Otto's office who helps the Franks hide
Hanneli	The love of Anne's life from the sixth grade. Peter Schiff is a boy one year older than Anne. She has dreams about him while in the annex. He is also referred to as Peter Wessel.
Hello Silberberg	A boy with whom Anne has an innocent, though romantic
Peter Schiff	Anne's school friend. The Nazis arrest her early in the war.

The Story of My Life

Given below are some important events in the Journey of Helen's learning. On the basis of your reading of the novel "The story of my life" complete the information in the boxes given below. The following events are important as they tell you how Helen overcame the obstacles in the path of her education and achieved breakthroughs.



Helen gets a new teacher	Helen receives a Doll
When: Who: What happens: Importance of the event:	When Who gave: What happens: Importance of the event:
Helen learns her first word	Helen learns the meaning of love
What: How: What happens: Importance of the event:	What: Who: What happens: Importance of the event:

Worksheet 1

Match the names of the characters with their descriptions in the opposite columns:

Mr. Anagnos	- This character suggested that the main character's parents contact the Perkins Institution for the Blind, which they did.
Bishop Brooks	- The director of the Perkins Institution.
Dr. Alexander Graham Bell	The main character enjoyed this character's company because he always gave her something meaningful to ponder.
Miss Anne Sullivan	This character taught English composition class at Radcliffe College
Margaret T. Canby	This character was the oculist (eye doctor) who could do nothing for their daughter.
Dr. Chisholm	She was Helen's teacher

Frau Gröte -	- was the author of The Frost Fairies.
Miss Sarah Fuller	This character was a German teacher at Radcliffe College.
Ella	- This was the principal of the Horace Mann School.
Mr. Gilman	- This was the principal at Radcliffe College.
Charles Townsend Copeland	This character was subject to Helen's terrible fits and spiteful acts.

Worksheet 2

Match the words in column A with their definitions in column B with pictures column c.



Quiver To open to
view, to
show



Hearth Suffering or
distress
caused by injury
or
misfortune



Sorrow The feeling of
deep
regret



To reveal Floor of a
fireplace



Sentiment Tremble or
shake
by sudden
strong
emotion



Repentance An emotion
characterized
by
tenderness



FEW MORE ACTIVITIES TO TEACH THE NOVEL

We can use the following activities to make the teaching and reading of the novel more interesting. The teacher may choose one or more activity depending on the students and their interest levels. These activities may help in a better understanding of the novel; its story, plot, characterization and a few other



aspects of the novel viz. Style, use of language, the narrative and so on. The activities may be Pre reading, While reading, Post reading or General. Pre-reading Activities are generally designed to generate interest and assist students in approaching the text in question. For Example Introduction of themes and issues often through discussion. Introduction of related literature or film with similar themes, students anecdote, etc

Introduction of period or social context, often through research, documentary film, working with images from the period; etc.

Predictive strategies (e.g., collaborative or individual creative writing)

While Reading Activities like reading, writing, listening, speaking; viewing, producing, etc. **Post-reading Activities** are summative assignments and activities designed to synthesize learning, extend understanding, link to the next unit, etc. All of the above activities may be completed as post reading activities. The following activities may be used generally as and when the need may be:

Interview a character from your book. Write at least ten questions that will give the character the opportunity to discuss his/her thoughts and feelings about his her role in the story. How you choose to present your interview is op to you.

Write a diary that one of the story's main characters might have kept before, during or after the book's events. Remember that the character's thoughts and feelings are very important in a diary.

Dramatize a scene from the book. Write a script and with rehearsals before presenting it to the class.

Imagine yourself as a salesman. Draft an advertisement for selling this book.

Make puppets and present a show of one or more interesting parts of the book.

Take the roles of the reporter and the author. Conduct a mock interview with your partner.

Write a book review as it would be done for newspaper. Be sure you have read it before writing your own.

Prepare comic strips from any chapter that you liked the most; include three of four dialogues in bubbles.

Make three posters about the book using two or more of the following media: paint, crayons, chalk, paper, ink or raw materials.

Retell the story in your own words to the class.

Write about what you learned from the story.

Write a different ending for your story.

Write a letter to the author of the book.

Questions based on the Novel

Assess Helen Keller's 'The Story of my Life' as an autobiography describing the struggles and achievements of her life.

Describe Helen's condition before the arrival of her teacher Ms Sullivan.

How did Ms Sullivan help Keller portray the meaning of love?

How did the efforts of Ms Sullivan help Helen change her life?

Describe Helen Keller's stay at the Perkins Institute for the Blind in Boston.

When and how did Helen learn to speak? How did she feel after speaking to her mother and younger sister?
Comment on Helen Keller's visit to Niagra Falls in 1893 and her Visit to the World's Fair with Dr. Alexander Graham Bell.
Discuss how did Helen Keller deal with the matter of plagiarism regarding the story 'the Frost King'?

Describe Helen Keller's struggle at the Cambridge School to prepare for Radcliffe.

- Why does Helen say? —But college is not the universal Athens I thought it was" regarding Radcliffe? Describe her experiences.
11. Reading was not the only pleasure of Helen kKeller. Her pleasures and amusements were many and varied. Describe with the help of illustrations from the novel.

Who were the people, acquaintances and public figures who helped and guided Helen Keller to transcend her limitations giving her a new purpose and happiness in her life? How is it shown in the book?

It is very easy to sympathise with a disabled person but it is difficult to understand his feelings. Discuss with reference to The Story of my Life.
How does Helen Keller describe objects, events and persons in the book "The Story of my Life"?

How does Helen Keller's emerge as a person before you after reading the book "The Story of my Life.?"

Do you find the life of Helen Keller as a blind and deaf person interesting? Why/Why not?

Is there any inspiration that one can draw after reading "The Story of My Life"? Enunciate with the help of the text.
How is religion treated in the book "The Story of My Life"?

How did Helen enjoy the company of Mark Twain?

Character:

Write character sketch of Helen Keller as portrayed in her autobiography.

Discuss the role of her father, Arthur H. Keller in her life.

Write the character sketch of Ms. Anne Sullivan as described in the novel.

A teacher can play a very-significant role in the life of one's pupils. Describe with reference to "the Story of My Life."
Give a pen sketch of Kate Adams Keller.

Questions based on 'The Diary of Anne Frank':

What kind of a girl do you think Anne Frank was? Describe her character.

Which character of the group in hiding do you like best? Why?

Pretend that Anne survived the concentration camps. Write an account of what she did when she grew up.

What can ordinary people do to make sure that other ordinary people within their society are not persecuted?

"War claims innocent victims along with people greedy for power". Do you agree? Discuss with reference to "The diary of Anne Frank".
Discuss the significance of the World War in the novel.

"If we can save someone, then everything else is of secondary importance?" How far did this belief


help Anne's family?

Imagine that you are in hiding with your family. Write descriptions of everyone's character, your feelings, conversations you have, and things you do.

Extended Activities which can be taken up following the reading of the Novel:

Setting up of book reading club in the class/ school.

Quiz competitions related to the novel can be conducted in the class/ school.



SECTION- 4

Day 4 -- SESSION 1 & II

From Writing to Creative Writing

Time distribution

- Ice-breaking activity – 20 minutes
- Spoken language vs. Written language -30 minutes
- Brainstorming activity: 30 minutes
- Process Approach to Writing- 30 minutes
- Preparation of activities by participants – 30 minutes
- Presentation by participants – 30 minutes
- Expansions and variations - 10 minutes

Objectives of the session

- understand the difference between written and spoken language
- identify what writing involves
- understand the process of writing
- develop writing tasks suited to the learner's needs
- identify ways of encouraging / motivating learners to write

Ice –Breaking Activity(Activity 1)

Time required: 20 minutes

My Favorite Things

The RP will share the information about the Ice Breaker with the CP's. They will be given half a sheet of paper. The CP's will draw a picture of their favorite thing and write a sentence or two explaining their choice. Each CP will be given a different item to write about.

Draw the picture of your favorite Breakfast Food	Write 2-3 sentences explaining your choice.
	<hr/> <hr/> <hr/> <hr/> <hr/>

Topics: - (RP's can choose other topics as well)

- My favorite dress
 - My favorite fruit
 - My favorite book
 - My favorite hero
 - My favorite author
-
- 

My favorite thing to do with friends My favorite thing to do at school My favorite place to visit

My favorite color

My favorite vegetable My favorite movie...

The CP's will then exchange their sheet with their partner. The sheets will be read in front of the group by the partner.

Activity II: Differentiating between Speaking and Writing

Procedure/Methodology

(Before moving to the activities below the RP is requested to read the *(Section-4, Annexure-1)* on Speaking and writing.)

The RP is also requested to make cards for sentences listed below.

The group will be divided into pairs or threes and given a card per pair/group.

May or may not be in complete sentences

Generally, uses complete sentences

Uses punctuation marks to convey the meaning such as the use of exclamation marks to show surprise.

Cannot use non-verbal communication

Cannot check with the reader immediately in most situations

Usually has no contact with the listeners

Use standard dialect

Is systematically organized in terms of subject matter and themes

Uses facial expression, volume and voice modulation to make the meaning clear

Uses non-verbal communication like eye contact etc

Can check with the listener(s) whether the intended meaning has been understood or not

Can be questioned by the listeners

May use non-standard dialect

Can shift context and themes as per the situation

Is addressed to a reader

Is addressed to a listener

The following chart would be made and one member from each group will be invited to paste their slip under the suitable / correct heading. RP will ensure that each statement pasted on either side, is followed by an interaction/discussion (justifying the choice).

Spoken Language	Written Language

Completed chart will look like this:

Spoken language	Written language
May or may not be in complete sentences	Generally, uses complete sentences
Uses facial expression, volume and voice modulation to make the meaning clear	Uses punctuation marks to convey the meaning such as the use of exclamation marks to show surprise.
Uses non-verbal communication like eye contact etc	Cannot use non-verbal communication
Can check with the listener(s) whether the intended meaning has been understood or not	Cannot check with the reader immediately in most situations
Can be asked questions by the listeners	Usually has no contact with the listeners
May use non-standard dialect	Use standard dialect
Can shift context and themes as per the situation	Is systematically organized in terms of subject matter and themes
Is addressed to a listener	Is addressed to a reader

Brainstorming activity: (Activity III) Procedure/Methodology

The RP will write the following Question on the Black Board/ White Board and invite the CP's to discuss/ brainstorm with their partner and then write their response on the BB or WB

What makes a good writer?

(Expected responses of CP's)

creative

original

knowledgeable

Knows the target reader

Is planned, etc.

Then the RP will share the information given below (PPT). A discussion regarding CP's views on these points may be sought.

Always thinks of the audience

Does not deviate from the main purpose

Spends considerable time to plan (Ideas and Arguments)

Makes good use of reliable sources of knowledge

Lets ideas flow smoothly (coherence and cohesion)

Follows a rough organisation plan

Seeks and makes use of feedback

Gives a lot of attention to choice of words (lexis)

Willingly (re)revises (accuracy and appropriacy)

Looks back at the writing at long intervals

(The list has been taken from M.L. Tickoo (2003) *Teaching and Learning English*. New Delhi:



Orient Longman)

Activity IV: Process approach to writing

Procedure/Methodology

Six groups will be made and then one card will be given to each group. A single word would be written on each of them.

1.BRAINSTORMING	2.OUTLINING	3.DRAFTING
4.REVISIONS	5.PROOF-READING	6.REWRITE THE FINAL DRAFT

The CP's will discuss the word given on their card (within their group), and then one participant from each group will share their thoughts on the topic. After listening to the CP's, the RP will share the following information about the Process Approach to Writing (PPT)
The RP should also read Annexure on Process Approach as detailed on page no. _____

Process approach to writing emphasizes the steps a writer goes through when creating a well-written text. The stages include:

Brainstorming: writing down many ideas that may come to an individual's mind or through discussions as a whole class activity.

Outlining: organizing the ideas into a logical sequence

Drafting: writer concentrates on the content of the message (rather than the form).

Revisions: in response to the writer's second thoughts or feedback provided by peers or teacher, the draft is revised.

Proof-reading: with an emphasis on form. Correct the language and appropriateness of its use.

Rewriting the Final draft: Write the final draft now.

Note for RP: Print out of the following two pages to be distributed to the CPs

Cleanliness- What needs to be done?' Rubrics of Assessment

A discussion on these two sheets will be carried out, so as to understand the process of writing and its assessment.

Activity V (for Presentations by the CPs)

Time required: 30 minutes

Procedure/Methodology

Based on the sheets provided and using Process Approach, the CPs will be motivated to write on the following topics: (RPs can choose other current and relevant topics)

- * Clean India Campaign.
- * Rising Prices and the common man * Generation Gap
- * Importance of family * Road Rage

Dreams vs. Reality

The CPs put their write ups on chart papers in bold writing. The same is read in front of the whole group and then pasted on the wall.

Summing up (by the RP either through speech or chart or PPT)

Teach students the stages appropriate to writing; brainstorming, drafting, editing, revising, fine-tuning etc
Provide models of successful writing and discuss the features that make them effective; ask students to 'notice' successful writing
Discuss the purpose of writing and the audience before delving into any sort of writing practice

Select writing topics that are of interest to students and represent tasks that will be useful to their future learning
Avoid writing for its own sake like questions and answers; devise real-life tasks so that students develop real-life skills.

DAY 4 -- SESSION III & IV

FROM WRITING TO CREATIVE WRITING (Short Stories, Articles, Letter to Editor)

Objectives:

- to understand the structure of creativewriting
- to initiate teachers to understand the processes and strategies involved in creative writing
- to help teachers develop skills for teaching effective writing through controlled and guided activities
- to help teachers design and develop different activities on writing
- to enable teachers to promote the teaching of writing in English using personal experiences

Learning outcomes:

Upon completion of Session 4 - Writing to Creative Writing - participants will be able to:

- enhance students' ability to communicate effectively in writing in a variety of situations
- use students' personal experiences in guided/controlled activities to develop their writing skills
- help students use their personal experiences and local environment to develop their creative writing skills
- stimulate students' interests in creative writing
- inspire students to develop their creative thinking and imagination
- introduce to students formal written communication through letters
- enhance students' ability to write creatively through the technique of shared writing.

How To Teach Story Writing



Note: According to CBSE revised syllabus for Classes IX and X, in Section B Question 4, students would be asked to write a short story based on a given outline or cue/s in about 150-200 words. The Question would be of 10 marks

Procedure:

Through PPTs discuss the revised syllabus in Section B and the different types of writing prescribed in the new syllabus.

- Creative Writing - Short Story

ACTIVITY 1

Story Writing Plan

In groups, participants will write a story.

While writing a story, they will observe the following steps.

Step One: Sketch the basics of their story

Step Two: Think about their secondary characters

Step Three: Plan the setting of their story

0. Where the story takes place

1. Sights and sounds of the place

Step Four: Fill in the details of their story

0. Name of the characters

1. Describe the characters using adjectives

Step Five: Include one major incident in their story

Step Six: Plan the dialogues

Step Seven: Write the story

Step Eight: Revise

Note: For details of Activity 1 refer to (Section-4, Annexure-2)

- Personal Writing - Diary Entry
- Social Writing - Article
- Public Writing - Letter to Editor

The participants are now divided into groups for the story writing activity.

The groups are then initiated into Activity 1.

After Activity 1, groups share their stories one by one

Participants are then asked to reflect on the activity done

After reflecting on the activity, participants assess what they learnt in this session

ASSESSMENT

What is the most exciting thing you have learned about short story writing?

Would you like to share it with other teachers? Why?

CASE STUDY 1

Mrs. X, a secondary school teacher, decided to enhance the writing skills of her students. She began by telling her students that writing a story is now a part of their curriculum according to their new syllabus and that there is no way they could escape it. She then asked the students to write a story by giving them certain cues.

Points to ponder

Do you think the above method would be effective in your class? Why? Why not?

Do you think your students will enjoy going through the steps followed above? What difficulties do you anticipate while doing the above activity?

REFLECTION

What would you have done differently to make this activity more effective?

In a big class, how would you make sure that each student does this activity?

Variation/Expansion:

Instead of Feedback and Assessment, participants may be given a Case Study to reflect upon and give their opinion/s.

Teaching Learning Material Required:

Overhead Projector
Laptop/Personal Computer
Blackboard/Whiteboard
PPTs
Worksheets
Colored Chart Papers
Sketch pens
Markers

HOW TO TEACH ARTICLE WRITING

Note: According to CBSE revised syllabus for Classes IX and X, in Section B Question 3, students would be asked to write an article based on visual or verbal stimulus in about 100 - 120 words. The Question would be of 5 marks.

ACTIVITY 2

Article Writing Plan

Introduce your students to the following basics of writing Articles.

Outline of the Article -

- a. Before starting to write an Article, make its outline
 2. Choose a topic

E.g.

Impact of TV viewing on Teenagers

0. Make a list of points on the topic

Organize the Article -

Arrange the points under each of the following headings:

Situation

0. what is the position or status with regard to the topic

Problems/Causes/Effects/Impact etc.

0. What are the problems/causes/effects/impact regarding the topic

Solution

0. What could be the solution

Note: For details of Activity 2 (*Section-4, Annexure-2*)

Procedure:

The Groups are reshuffled for Activity 2 on Article writing.

The participants are initiated into Activity 2 through ppt.

After Activity 2, groups are asked to reflect on the activity done.

After reflecting on Activity 2, participants assess what they learnt in this session.

ASSESSMENT

Has this activity added anything to your knowledge about Article writing and how would you promote it amongst your students?

Do you think you could have done it better? How?

REFLECTION

Do you think your students will enjoy going through the preparatory steps involved in Article Writing?

Which part of the Activity would you like to modify to suit your classroom situation?

Variation/Expansion:

Instead of Feedback and Assessment, participants may be given Case Study 2 to reflect upon and give their opinion/s.

Teaching Learning Material Required:

Blackboard/Whiteboard

PPTs

Overhead Projector

Worksheets

White/Smart Boards

Markers

HOW TO TEACH DIARY ENTRY

Note: According to CBSE revised syllabus for Class IX, in Section B Question 3, students would be asked to write a diary entry based on visual or verbal stimulus in about 100 - 120 words. The Question would be of 5 marks.

Procedure:

Regroup the participants for Diary Entry.

Before asking participants to compose their diary entries, facilitators will present a diary entry from Anne Frank's 'The Diary of a Young Girl' to introduce the text type features such as what content to include, and language items such as the use of past tense when narrating a past event.

Now distribute a handout containing three sample diary entries in different styles (see Appendix 5). In groups, ask the participants, to discuss and note the differences between a story and a diary entry or an article and a diary entry.

Using the samples as a guide, encourage them to list the sections in a diary entry - where to write the date, the personal address 'Dear Diary,' the introduction, body of the text and the ending.

In groups, participants write their shared/collaborated diary entries (Activity 3).

Encourage the groups to revise their drafts to check for spelling, grammar, tense and style.

After Activity 3, groups are asked to reflect on the activity done.

After reflecting on Activity 3, participants assess what they learnt in this session.

Activity 3

Diary Writing Plan

Layout

0. Put the date at top left hand side of the page. E.g. - 19/02/2015.
 1. Below the date, address the diary as if you are talking to it. E.g. - **Dear Diary**. You can give a name to your diary. E.g. - **Dear Kitty**
- Don't forget to sign off - 'Bye for now'.
 0. End off with your name.

Text

0. Start writing
0. write whatever is on your mind
1. about how you feel (positive or negative)
2. why you feel in a particular way

Language

0. Write the entries in the First Person. Use 'I', 'we', 'us', 'we', 'they', etc.
1. Write mostly in past tense.
2. Use short sentences. You are writing to yourself.

Style

0. Write the events in a chronological order. Start with events that happened early in the day, and end with events that took place last thing in the evening.
1. Talk about events that involved you, or your relatives, or close friends.
2. Avoid talking about strangers, and events you were not involved in.
3. Use emotive language. If you are feeling sad, explain what is making you feel sad. If you are happy, write down why. Include your emotions in your diary. Do not be afraid

to write about your thoughts and feelings. Use informal tone.

ASSESSMENT

What difficulties do you anticipate while teaching diary entry?

Do you think you could have done it better? How?

Extension Activities:

Write your own diary entries and share your writing with the students. Then, motivate your students to maintain personal spiral notebooks and write in it their diary entries.

Teaching Learning Material Required:

Personal spiral notebook

Pens or pencils (pens are preferred to encourage fluency and discourage erasing)

Writing prompts

Internet access

Printouts of sample diaries or copies of Anne Frank: The Diary of a Young Girl by Anne Frank, and/or Zlata's Diary: A Child's Life in Sarajevo by Zlata Filipovic

HOW TO TEACH LETTER WRITING

Note: According to CBSE revised syllabus for ClassX, in Section B Question 3, students would be asked to write a letter to editor based on visual or verbal stimulus in about 100 - 120 words. The Question would be of 5 marks.

Activity 4

Make a list of the ways in which you could promote interest in the activity of Writing. How would you motivate students to write?

Hints:

- Topics should be interesting - more guidelines will be helpful.
- Relevance of writing is also very important – students will see the importance and need for developing writing skills in English.
- Demonstrate the importance of writing by focusing in the process of writing in the classroom.

Activity 5

Make a list of all the problems you have in teaching Writing. _____

Hints:

- Correcting the written work of the students conscientiously and to the satisfaction of the students.
- Not achieving any improvement in students' writing.
- Not knowing how to help students to improve their writing.
- Getting students to write imaginatively.
- Assessing written scripts appropriately.
- Getting students to be motivated to write.

Accuracy: the focus when you revise, should be on grammar, ensure subject-verb agreement, correct use of pronouns and articles, no shift in tense and voice.

Brevity: Economy in word usage, of pruning away of useless words. **Clarity:** a person's ability to state his/her thoughts without any ambiguity.

Check for grammatical correctness, avoid longwinded sentences and repetition of words, thoughts and ideas and be more concrete in your descriptions.

Unity and coherence are the basic requisites of good writing. Unity is achieved by adhering to the view expressed, in the chosen theme.

Format of a Letter

Sender's Address



Date

Receiver's Address

Salutation

Subject:

Content (3-4 Paragraphs)

Subscription

The KISS Rule

In all your formal correspondence, the KISS-rule is relevant: *KISS means Keep It Short and Simple*. Never use two sentences when one will do. Many newspapers state that a letter to the editor should not exceed 150 words.

Plan for a Letter – Giving your Opinion

Paragraph 1 – Identify yourself, state the problem and give your opinion. **Paragraph 2** – State one aspect of the problem, give your opinion and support it. **Paragraph 3**– State another aspect, give your opinion and support it. **Paragraph 4**– Summarize your points and restate your opinion.

Steps/Measures should/must be taken in order to deal with/solve/combat...

We should focus our attention on ways to solve the problem of...

One possible *way* to solve/overcome this problem would be...

Another way to combat/deal with the problem (of) is

An alternative to eradicate this problems is

It would be a good idea if ...

The ... Situation could be improved if ...

By (+ing)...., we can ensure that...

→ I (definitely) feel/think that...

→ I am inclined to believe that...

→ It seems/appears to me...

→ As far as I am concerned

Letter Writing

Students identify parts of arguments – using the ARE framework – by reading and evaluating letters

to the editor. They identify weaknesses and strengths of letters, suggesting improvements to arguments used within the letters.

Procedure:

Begin the exercise by reviewing ARE argument construction with the class.

Introduce the class to the idea of writing letters to the editor. Most students are not familiar with the layout of print newspapers, so this is an opportunity to teach them the parts of a newspaper

– editorials offering the opinions of the newspaper's own editorial board; guest editorials and opinion pieces by people or organizations in the larger community; and letters to the editor from individuals.

Discuss with the class the reasons why people might be motivated to write a letter to the editor. Discuss what might make a letter's arguments effective or weak.

Divide the students into groups of two or three, if they will be working in groups.

Give each student a copy of the letter to the editor they will be analyzing, and a copy of the "Dear Sir..." worksheet.

Explain to students that they will be trying, as best they can, to fill out the worksheet and identify all the parts of the author's argument.

Monitor student work on the assignment. Depending on the level of student proficiency and the complexity of the letter, this should take approximately 20-30 minutes.

Lead a discussion on the letter.

Discuss possible improvements to the letter, focusing on missing parts of the author's argument.

Teaching Learning Material Required:

Letter to the editor, clipped from newspapers or taken from the Internet. With students working in groups of two to three, the whole class can work with one letter.

"Dear Editor..." worksheet for all students.

OPTIONAL: One or more copies of the local daily newspaper for students to look at in groups.

Extension Activities:

Assign students to write a "better version" of the letter they analyzed.

For the main activity, two letters can be used. In this version, each group works first on letter A and then swaps their analysis with a group working on letter B. This approach takes more time but allows for integration of peer editing into the exercise as well as comparison between the two letters.

Once students have learned refutation, they can work separately or in groups to research and write responses to letters to the editor. These can be presented to the class, shared for peer editing, and/or evaluated for a writing grade based, in part, on use of ARE and Four-Step Refutation techniques.

To practice constructing arguments of their own, students can be assigned (working separately or in groups) to write letters to the editor of their local newspaper.

These can be on topics of their choice, in response to a current event, or in response to an assigned recent reading from the newspaper.

ACTIVITY 1

Writing a story can be a challenge to the students. However, we can help the students write a complete imaginative story by familiarizing them with different parts of a story, introducing visual or written prompts that inspire them to think of story ideas, and encouraging them to plan before starting to write. Before you ask your students to write a story, do the following in the class.

Start by reading short stories to your students. By doing this you are showing them what a short story is.

Spend about 15 minutes brainstorming the different elements of the story - about the characters, plot, setting and dialogues of the story.

This would be a good preparatory ground for the students to write their own story.

STORY WRITING PLAN

While doing this activity, participants observe the following steps.

Step 1: Sketch the basics of your story

Your story should have -

A main character

The main character faces a problem

He/she solves the problem



Note: Don't get into details at this stage.

Step 2: Think about your secondary characters

- ✓ relatives
- ✓ friends
- ✓ villain
- ✓ wise character
- ✓ funny character

Step 3: Plan your setting

Imagine a place where the story takes place

- ✓ forest
- ✓ market
- ✓ school
- ✓ neighborhood

Write as many details as you can about this place

Write about the sights and sounds you hear in this place

- ✓ The forest was full of trees, rivers and mountains.
- ✓ There were a number of shops in the market.
- ✓ The forest was home to a number of birds and animals

Sights

- ✓ wet leaves
- ✓ fallen branches/twigs/leaves
- ✓ fading light
- ✓ dark night

Sounds

- ✓ birds singing
- ✓ leaves rustling
- ✓ wind whispering
- ✓ little girl crying
- ✓ brother howling

Say something about the weather

- ✓ It was a sunny day/a cloudy day/raining heavily.

Step 4: Fill in the details of your story

Name the characters

Describe the characters using adjectives

little
sweet
innocent
clever
loving
brave

young
naughty
mischievous
funny
restless

bad
cunning
wicked
sly

learned
intelligent
wise
understanding

Step 5: Include one major incident in your story

Introduce the problem

Describe the incident

Give a solution to the problem.

Note: The solution must be solved by the main character.

Step 6: Plan your dialogues

Avoid too long or too short dialogues. Do not use the word, 'said'. Instead use 'exclaimed', 'ordered' etc.

E.g. The little girl exclaimed, "Oh dear, what shall I do now?"

Use action words to describe the incident or problem





Step 7: Write your story

Write the first draft of your story

Step 8: Revise

Look at your plan again and make sure that you have included everything in your story.

Make sure your story reads well.

Correct your spelling and grammar.

PRACTICE EXERCISES ON STORY

WRITING

Help your students write short stories in a variety of ways.

1. Give readymade outline of a short story and ask the students to write the story around the outline.

Sample Questions

While coming home from school, Nishant/Nishi saw a dog wounded at the side of the road. He/she brings it home. Develop his/her story with the help of the outlines given below in 150-200 words.

A one month old dog - wounded - brought home looked after - given milk, love and care now young looks after everybody.

Write a story in 150 - 200 words using the following hints.

A tall, strong boy - weak in studies - students make fun of him - a young student falls in the school swimming pool - no one helps - the boy jumps into the pool - saves the student - everyone thanks.

2. Give the students a few story starter sentences on the board and ask them to complete the story.

E.g.

Read the following story prompts and build a story around each, using your own imagination and ideas in about 150 - 200 words.

This morning when I woke up and looked into the mirror, I could not recognize my face. It was someone else's. 'This is not me...' I cried aloud ...

Hints:

a stranger's face

afraid of myself

scared to go out

realized I was not dreaming

I was in an alien planet

The people were strange

found out a way of coming back to earth

great relief

Sample Questions

The teacher asked the students to write a story. Shubha/Shubham could not complete the story. Help her/him complete the story.

The alien came out of his oval spaceship. He looked around but could not see anything. There was a thick dust cloud on the ground and this was making visibility difficult. The alien put on his specs and...

0. Complete this story in 150-200 words:

It was a quiet, cold and dark night, like it usually is in winters when all retire to bed early. Suddenly a shriek jerked the people in the building out of their beds. It was distinctly the voice of ...

Complete the following story in 150 - 200 words.

I shall never forget the week my great aunt stayed with us ---

0. Neeraj/Neera decided to write a story to be published in a magazine for children but due to high fever, he/she could not complete the story. Complete the story so that it could be given for publishing.

Priya hurried towards the bus stop .The rain splashed her curly hair and pale face but her face had been wet long before the rain touched it. She had been crying and ... (150 - 200 words)

e) Complete the following story in 150 - 200 words.

The afternoon was hot and so was the railway carriage. The next stop was Kolkata. The old lady opposite was fast asleep and I wondered whether she had missed her stop. But I didn't dare wake her up.....

3. Give students picture prompts and ask them to develop a story around it.

Look at the picture given below and build up a story around it using your own imagination and ideas. Begin with the starter given below. (Word limit: 150 - 200)

E.g.

The Funniest Man I had ever seen As I looked out of the car window, I saw a funny looking man staring at me. He slowly walked up to me with flowers in his hands and...




Hints:

strange, funny features

suspicious movements

reaction of the people in the neighbourhood



how you found out his secret
was an evil man with evil designs in his mind
your reaction

Sample Questions

Look at the pictures given below and build up stories around them using your own imagination and ideas. (Word limit: 150 - 200)



a)



b)



c)



d)



e)

4. Suggest four unrelated things and encourage the students to write a story that includes all of them. Sample Questions
Write a story in about 150 - 200 words. Your story should include

→ a bus, a boy, a boat and a cricket bat

→ a bicycle, an old book, birds and a pair of scissors → your English teacher, a tree, a monster and a girl

--an invisible man, a tray, you and a pond--a tree, the moon, you and a dog

5. Give short story topics and ask students to write their story around the topics. Sample Questions

Write a story in 150 - 200 words about

-- a mischievous boy who suddenly vanishes.

-- the funniest thing that happened to me.

-- the strangest day of my life.

-- a machine that needed breakfast.

-- the day I wore my best clothes.

ARTICLE WRITING PLAN

Suppose your topic is - 'Impact of TV viewing on Teenagers'. This is how you should help students write an Article.

Introduce your students to the following basics of writing Articles.

1. Outline of the Article -

a. Before starting to write an Article, make its outline

Choose a topic

E.g.

Impact of TV viewing on Teenagers

Make a list of points on the topic -

E.g.

0. Television causes children and teenagers to become less caring
1. Television violence causes aggressive behavior
0. Television gives information about the world
1. It is a source of entertainment
2. Children spend a great deal of time in front of a television
3. Parents should limit the time their children spend on watching television
4. Young children need guidance
5. No social interaction
6. No physical exercise
7. Not able to concentrate on homework
8. Parents must monitor their children
9. According to a research, children spend about two hours 40 minutes in front of the television every day

Organizing the Article -

Arrange the points under each of the following headings:

Situation

0. what is the position or status with regard to the topic

E.g.

0. Television gives information about the world
1. It is a source of entertainment
2. Children spend a great deal of time in front of a television
3. According to a research, children spend about two hours 40 minutes in front of the television every day

1. Problem/causes/effects/impact

0. What are the problems/causes/effects/impact regarding the topic E.g.

0. Television causes children and teenagers to become less caring
1. Television causes aggressive behavior
2. No social interaction
3. No physical exercise
4. Not able to concentrate on homework

2. Solution

0. What could be the solution E.g.

0. Parents should limit the time their children spend on watching television
1. Young children need guidance
2. Parents must monitor their children

Writing the Article -

0. Write a short 3-paragraph Article on the topic - Impact of TV viewing on Teenagers.

1. Include one paragraph for Situation, one paragraph for Problem and one paragraph for Solution.

E.g.

Para 1 - Children spend a great deal of time in front of a television.

Television gives information about the world. It is a source of entertainment. According to a research, children spend about two hours 40 minutes in front of the television every day.

Para 2 - Television causes children and teenagers to become less caring.

Television causes aggressive behavior. No social interaction. No physical exercise. Not able to concentrate on homework.

Para 3 - Parents must monitor their children. Parents should limit the time their children spend on watching television. Young children need guidance.

Organizing sentences -

0. Write complete sentences

E.g.



0. No social interaction - **There is** no social interaction.

1. No physical exercise - **There is** no physical exercise.

2. Not able to concentrate on homework - **They are** not able to concentrate on homework.

1. Avoid repetition of words. Use pronouns to avoid repetition.

E.g.

0. Television causes aggressive behavior - **It** causes aggressive behavior.

1. Parents should limit the time their children spend on watching television -

2. **They** should limit the time their children spend on watching television.

2. Join similar sentences

E.g.

0. No social interaction. No physical exercise - There is no social interaction **or** physical exercise.

Organizing transition between paragraphs

0. Connect paragraphs together

E.g.

0. Television causes children and teenagers to become less caring - **As a result**, television causes children and teenagers to become less caring.

1. Parents must monitor their children - **Therefore**, parents must monitor their children.

1. Each paragraph should lead to the next.

Writing the first draft

Children spend a great deal of time in front of a television. Television gives information about the world. It is a source of entertainment. According to a research, children spend about two hours 40 minutes in front of the television every day.

As a result, it causes children and teenagers to become less caring. It also causes aggressive behavior. There is no social interaction or physical exercise. They are not able to concentrate on homework.

Therefore, parents must monitor their children. They should limit the time their children spend on watching television. Young children need guidance.

Practicing revision techniques

0. Self evaluation


1. Peer evaluation

Writing the final Article

0. **Begin with a Heading.**

1. **Write the writer's name at the bottom of the title.**

Leave a line and write your article.



PRACTICE QUESTIONS ON ARTICLE WRITING

Vishal/ Vaishali is quite concerned about the increasing incidents of deaths and accidents caused due to road rage. He/She decides to write an article on the need for people to control their anger and inculcate the habit of disciplined driving.

Study the following information and write the article in not more than 100 - 120 words. Causes of road rage

0. intolerance and lack of self discipline
1. family and work related stress
2. stress greater in summer
3. traffic jams, delays

Avoid road rage - Be a disciplined motorist

0. Know traffic rules
1. Be polite to fellow drivers
2. Start before time if you have an appointment
3. Maintain your cool-don't carry stress while driving

You are Soni/Sonu. Write an article in about 150 words on 'Terrorism-A threat to Humanity' by taking help from the points given below:

4. Bomb blasts occur frequently
5. Terrorists attack anywhere, any time
6. Have a vast network, Use latest technology
7. We must fight this evil
8. We should be vigilant
9. Security forces should be alert

You have noticed that some girl children of your area do not go to school. You feel disturbed and decide to write an article for the school magazine on the topic - Need to educate the girl child. (100


0. 120 words)

You are Arun/Aruna, Head boy/girl of Vidya Mandir School, New Delhi. You are disturbed to find that many children are obese due to fast food culture and lack of physical activity. Write an article on the topic 'Junk Food- a Health Hazard' for your school magazine in 100 - 120 words.

Mobile phones are being used both in urban and rural areas. Craze for mobile phones among students has been increasing day by day. They are busy on mobile phones most of the time. Write an article on the topic 'The menace of mobile phones' in not more than 100-120 words.

Air pollution means mixing of harmful gases in air. It is caused by the smoke emitted from factories, vehicles, burning of coal or wood for fuel. It is harmful for human beings, animals and plants. Write an article in about 100 - 120 words on 'The Harmful Effects of Air Pollution'.

0. Taking help from the visual given below, write an article for a national daily on 'Cruelty to Animals', sharing your concerns and suggestions about the issues highlighted. (100 - 120 words)





Prices of all vegetables are increasing day by day and it is difficult for the common man to maintain the monthly budget. The government is trying to control the prices but it has failed. Write an article in 100 - 120 words on 'Increasing Price Rise of Vegetables' and give suggestions on how to control it.

Write an article on "Value of Good Manners in Life. (100 - 120 words)

Write an article for your school magazine on how to save the planet earth. (100 - 120 words)

A diary entry is an individual's account of a day of his or her life.

Sample Diary Entries

From Anne Frank's 'The Diary of a Young Girl'

Sample 1

July 15, 1944

Dearest Kitty,

"It's a wonder I haven't abandoned all my ideals, they seem so absurd and impractical. Yet I cling to them because I still believe, in spite of everything, that people are truly good at heart.

It's utterly impossible for me to build my life on a foundation of chaos, suffering and death. I see the world being slowly transformed into a wilderness, I hear the approaching thunder that, one day, will destroy us too, I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too shall end, that peace and tranquility will return once more"

Yours, Anne M. Frank

Sample 2

July 9th 1942

Dear Kitty,

"Here's a description of the building... A wooden staircase leads from the downstairs hallway to the third floor. At the top of the stairs is a landing, with doors on either side. The door on the left takes you up to the spice storage area, attic and loft in the front part of the house. A typically Dutch, very steep, ankle-

twisting flight of stairs also runs from the front part of the house to another door opening onto the street. The door to the right of the landing leads to the Secret Annex at the back of the house. No one would ever suspect there were so many rooms behind that plain gray door. There's just one small step in front of the door, and then you're inside. Straight ahead of you is a steep flight of stairs. To the left is a narrow hallway opening onto a room that serves as the Frank family's living room and bedroom. Next door is a smaller room, the bedroom and study of the two young ladies of the family. To the right of the stairs is a windowless washroom with a sink. The door in the corner leads to the toilet and another one to Margot's and my room... Now I've introduced you to the whole of our lovely Annex!"

Yours, Anne M. Frank


Sample 3

23th Feb 1944

Dear Kitty,

"The best remedy for those who are afraid, lonely or unhappy is to go outside, somewhere where they can be quite alone with the heavens, nature and God. Because only then does one feel that all is as it should be and that God wishes to see people happy, amidst the simple beauty of nature. As long as this exists, and it certainly always will, I know that then there will always be comfort for every sorrow, whatever the circumstances may be. And I firmly believe that nature brings solace in all troubles."

Yours, Anne M. Frank



SECTION- 5

DAY 5 -- SESSION I & II

Objectives of the Session:

After this session the teachers will be able to:

- Understand the concept of Bloom's Taxonomy.
- Understand the concept of HOTS and LOTS.
- How to frame questions at different levels.
- Analyse and develop a balanced question paper in terms of desired level

Brief Outline:

- Ice Breaker
- Elicit previous knowledge on assessment and Bloom's taxonomy.
- Show PPT on bloom's Taxonomy with some explanation and elicit question words for each knowledge level. Then provide more information.
- Handout (from the textbook First Flight for class x, chapter-Mijbil the Otter, pg no.105) will be provided to discuss questions at different levels
- Ask the participants to pick a text from their book and frame questions corresponding to different knowledge levels and share.
- Give the Blueprint of Xth class paper,
- Discuss the question paper. Analyse the sample Question paper.
- Framing of the Question paper by the CP's group wise (Activity).

Expected Learning Outcome and its impact:

- Teachers will implement the knowledge gained in framing proper questions.
- They will be able to identify and develop a balanced question paper.

Study material to be provided to the participants:

- Idioms and Proverbs (slips from Handout 1)
- Textbook Handouts (for Activity). (Handout-2)
- Sample Questions based on a Paragraph. (Handout-3)
- Analyzing a question paper (Handout 4)
- Blueprint Handouts. (Section-5, Annexure-1)
- Sample question Paper

Power point presentations on the theme:

1. PPT of Bloom's taxonomy (Section-5, Annexure-1)

Group work:

- Analysing a Question paper (individual/group Activity).
- Preparing the Question paper (section wise) in groups.

Case study:

Individual / Group Problem areas in question framing to be discussed. Example: The questions that are

generally not done well by the students.

Reflections:

1. CP's share their experiences/challenges regarding the use of different levels of questions. 2 a) one thing that I have learnt today is.....

0. Something that I did not like/ it could have been done differently is.....

One Question that I have.....

Instructions for the Facilitator

ICE BREAKING ACTIVITY: Find my partner: (15 minutes)

STEPS:

Popular sayings are written on two strips of paper.(Handout 1)

Each CP is given a slip which has either the beginning marked by no. or the end of the Quotation has the author's name.

CP directed to locate their partners, which marks the completion of the saying.

Now the partners seated together.

Both partners find out about each other by asking Questions.

NOTE: The number of Quotations can be according to the number of CP or even less.

2.OMG! It is missing.....Interrogate to locate.

STEPS:

The R.P. shows surprise that his/her specs/handbag/laptop or anything is missing.

The CP's form groups of 5 to interrogate/question on the lines of police officer/detective.

Varieties of questions are categorized.

Handout 1

Handout 1

IDIOMS/PROVERBS

The early bird /catches the worm.

There is no time /like the present.

Time and tide /wait for no man.

You can lead a horse to the trough/ but you cannot make it drink.

A stitch in time/ saves nine.

Where there is smoke /there is fire.

Honesty is the/ best policy.

Make hay/ while the sun shines.

Two wrongs/ don't make a right.

While in Rome/ do as the Romans do.

Fortune favours/ the bold.

When the going gets tough/the tough gets going.

Hope for the best /but prepare for the worst.

Better late/than never.

Birds of a feather/flock together.

Keep your friends close and/ your enemies closer.

A picture is worth/ a thousand words.

The early bird catches/ its worm.

East or west/home is the best.

God helps those / who help themselves.

Cleanliness is next /to Godliness.

Beggars can't be/ choosers.

Actions speak /louder than words.

Easy come/ easy go.

Too many cooks /spoil the broth.

All good things /must come to an end.

Necessity is the /mother of invention.

Handout 2

Bloom's Taxonomy

Read the paragraph given below and answer the questions that follow:

Identify the role of each question:

It was Louisa Mebbin who drew attention to the fact that the goat was in death-throes from a mortal bullet-wound, while no trace of the rifle's deadly work could be found on the tiger. Evidently the wrong animal had been shot, and the beast of prey had succumbed to heart-failure, caused by the sudden report of the rifle, accelerated by senile decay. Mrs. Packletide was pardonably annoyed at the discovery; but, at any rate, she was the possessor of a dead tiger and the villagers, anxious for their thousand rupees, gladly connived at the fiction that she had shot the beast.

Who was Louisa Mebbin?

How did the goat die?

How did the tiger die?

-Rifles deadly work || why has the rifle's work has been called deadly? What figure of speech has been used here?

-Mrs. Packletide was pardonably annoyed at the discovery □ the writer feels that Mrs. Packletide was annoyed at the discovery, why does he use the term -pardonably || ?

What is the writer's attitude towards Mrs. Packletide?

How did the villagers react to the tiger's death?

If you were Mrs. Packletide, how would you have handled Mrs. Louisa Mebbin?

Handout 3

Mijbil, as I called the Otter, was, in fact, of a race previously unknown to science, and was at length christened by zoologists *Lutrogale perspicillata maxwelli*, or Maxwell's Otter. For the first twenty four hours Mijbil was neither hostile nor friendly; he was simply aloof and indifferent, choosing to sleep on the floors far from my bed as possible. The second night Mijbil came on to my bed in the small hours and remained asleep in the crook of my knees until the servant brought tea in the morning, and during the day he began to lose his apathy and take a keen, interest in his surroundings. I made a body-belt for him and took him on a lead to the bathroom, where for half an hour he went wild with joy in the water, plunging and rolling in it, shooting up and down the length of the bathtub underwater, and making enough slosh and splash for a hippo. This I was to learn, is a characteristic of otters; every drop of water must be , so to speak, extended and spread about the place; a bowl must at once be overturned, be sat in and splashed in until it overflows. Water must be kept on the move and made to do things; when static it is wasted and

Familiarize students with the language through innovative projects.

Develop the thought process in English and thus resulting in effective communication. Enhance the students listening, speaking, reading and writing skills.

Creative thinking in English

Brief Outline Of The Session:

Projects have been designed to address large classrooms and can be conducted as group activity.

Expected Learning Outcomes

Learning outcomes will be different for different activities

Teaching Learning Material Required:

Handouts of the above study material / extracts from the textbooks class IX, X

Material to be provided to the groups like chart papers, sketch pens, pencils, erasers, adhesive (double sided tape)

GUIDELINES FOR THE FACILITATORS:

Copies of the chosen extract / Projects based on selected lessons and poems. Clear instructions about the aim and the outcome of each activity.

Fix and regulate the time of each activity.

Appreciate each group to motivate and enhance participation.

Variations:

Left to the discretion of the facilitator, at the choice and comfort / or according to the material chosen.

Procedure

The facilitator will initiate a discussion by asking the following questions to the CP's

Q 1 What do you all understand by the word *Innovation*?

Expected Responses

Is a new idea, device or process.

As the application of better solutions Meeting new requirements

In articulated needs of classroom teaching

The term innovation can be defined as something original More effective

"Breaks into"

A process that brings together various novel ideas in a way that they have an impact on education.

Innovation refers to the use of a better and, as a result, novel idea or method,

Note for facilitator Innovation differs from improvement in that innovation refers to the notion of doing something different rather than doing the same thing better

Q. 2 What is the need for *Innovative Projects*?

Expected Responses

Catalyst to growth

Leads to better and more effective teaching processes

Breaks monotony

Brings positive and learning by doing atmosphere in the class

Brings efficiency, productivity, newness

To improve the students' abilities

To discover and solve real life problems

And if you're a teacher, you're probably interested in innovation in the classroom, so let's start there -- with project-based learning, for example.

Note for the Facilitator

Project-based learning is an example of innovation, but probably not the way you'd expect. While learning through projects is indeed innovative compared to sit-and-get, drill-and-kill, teacher-led and textbook-sourced instruction, PBL's primary innovation is probably its flexibility. There's almost no other learning trend or innovation that can not only co-exist with PBL, but also fit seamlessly and entirely within it.

PBL promotes innovation in education by making room for it.

But creating that innovation -- what does that require? What kinds of ingredients can you put into the tin, shake up, and end up with innovation?

So let's discuss some projects which can be taken up

Activity 1- Class IX - Beehive - Lesson -The Fun They Had

Objective of the Activity

- 0. To introduce the lesson and its main theme
- 1. To enable the students to express their views in speaking
- 2. To make the students reflect on their school system in a positive manner

Procedure

The teacher will put the students in groups and ask the students to:

Make a list of things they like the most and the things they would like to change in their school giving reasons and suggestions, as shown in the table below

Things I like most in school	Why ?	Things I would like to change in school	How ?

After the students fill in the table, they will discuss with each other.

Ask the group leaders to give the main ideas of the group

The teacher can initiate a discussion and introduce the chapter.

The teacher can do Formative Assessment with this activity.

Activity 2 – Class IX – Beehive- Poem- Wind and The Road not Taken

Objectives of the Activity



To encourage creativity and fun filled learning. To enhance speaking skills

To build confidence.

Procedure

Divide the class into groups

Provide information about few famous Indian Scientists on slips of paper

(Information can be taken from any reliable source but should cover the details given in the table below)

Give each group one Scientist of their choice.

Ask the students to read the information and identify and fill in the details as per the table

Name	Birth Year	Country	Schooling	Places lived	Good at	Did not like

College Education University Attended Achievements in Science Awards

Contribution to the World

Now distribute big size balloons (1 to each group)

Ask each group to draw/ make a flow chart/ map out/ their chosen personality on the balloon.

Ask each group to give a presentation on the chosen scientist using the balloon as a prop.

Activity 4 - Poem -The Snake Trying

Objectives


- 1) To enable the students to expand notes into a cohesive piece of writing
- 2) To enable the students to present ideas systematically with a beginning , middle and end 3) To enable the students to do project work through analysis, organization,
- 4) To enable students to relate to real life situations
- 5) To enable the students to enhance their creativity and be original in their approach

Task

Theme based individual project titled “My Snake Book”

Procedure

Each child is shown the illustration below and encouraged to make their project titled “My Snake Book”



Were your language skills enhanced and vocabulary enriched?

Don't you think that the ready availability of the material makes it easier for the teacher to take up these activities in their classroom?





AnnexureS

SECTION - 1

Annexure-1

**5 DAYS INSET PROGRAMME
FOR
TGTs, {ENGLISH}
FOR IX & X
UNDER RMSA**

ICE BREAKING ACTIVITIES

- Change places/ making a circle

Ice breaking 2

- Introducing your partner

Who/ what makes a good teacher ?

- Look at these statements. Do you agree or disagree with each one? Why?

1. Good teachers make good STUDENTS.
2. Teaching is about passing on knowledge.
3. It's important to use the most up-to-date methods.
4. It's important to tell teachers/ students about new ideas.
5. There's no difference between pre-service and in-service teacher training.

MIND MAPPING (KWL)

WHAT I ALREADY KNOW <ul style="list-style-type: none">• MY QUALIFICATION• MY EXPERIENCE IN THE FIELD OF ELT	MY EXPECTATIONS FROM THE COURSE <ul style="list-style-type: none">• WHAT I WANT OR EXPECT TO LEARN THESE 5 DAYS	My take home
---	--	---------------------

REVISITING THE SYLLABUS 9TH & 10TH

- A discussion on the SYLLABUS with latest modifications & ASL

CBSE CIRCULARS

- TO BE ADDED

SHIFTING FROM BASIC COMPETENCIES TO LEARNING OUTCOMES- BROAD OBJECTIVES AT SECONDARY LEVEL

SHIFTING FROM BASIC COMPETENCIES TO LEARNING OUTCOMES- BROAD OBJECTIVES AT SECONDARY LEVEL

- Possessing the competence to understand what the learner hears:
- Speaking with appropriate expression.
- Reading with comprehension, and not merely decoding
- Writing with cohesion and coherence
- Developing the ability to use language in different contexts
- Writing independently and creatively
- Using language with control over different registers

At the end of class X learners will be able to do the following (learning outcomes)

- Have confidence and proficiency in oral and written communication
- Develop the ability and knowledge required in order to engage in independent reflection and inquiry
- Use appropriate English to communicate in various social settings
- Develop language skills to question and to articulate their point of view
- Have competence in the different registers of English
- Develop sensitivity to, and appreciation of, other varieties of English, Indian Englishes, and the culture they reflect

- Accesses knowledge and information through reference skills (consulting a dictionary/thesaurus, library, internet etc.)
- Develop curiosity and creativity through extensive reading
- Develop self-learning to enable them to become independent learners
- Review, organise and edit their own work and work done by the peers
- Give a brief oral description of events/incidents of topical interest
- Retell the contents of authentic audio texts (weather reports, public announcements, simple advertisement, short interviews, etc.)
- Participate in conversations, discussions, etc. on topics of mutual interest in non-classroom situations
- Narrate the story depicted pictorially or in any other non-verbal mode

- Respond in writing to business letters, official communications
- Read and identify the main points/significant details of texts like scripts of audio-video interviews, discussions, debates, etc.
- Write without prior preparation on a given topic and be able to defend or explain the position taken/views expressed
- Write a summary of short lectures on familiar topics by making/taking notes
- Write an assessment of different points of view expressed in a discussion/debate
- Read poems effectively (with proper rhythm and intonation)
- Grasp the theme of the poem and appreciate the creative uses of language
- Trans-code information from a graph/chart to a description/report

QUESTIONS PAPER DESIGNS 2014-15							Marks-90	
MATHEMATICS CODE NO. 041							CLASS-IX	
S. No.	Typology of Questions	Time-3 Hours					Total Marks	% Weightage
		Very Short Answer (VSA) (1 Mark)	Short Answer - I (SA) (2 Marks)	Short Answer - II (SA) (3 Marks)	Long Answer (LA) (4 Marks)			
1	Remembering - (Knowledge based: Simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define, or recall information)	1	2	2	3	23	26%	
2	Understanding- (Comprehension - to be familiar with meaning and to understand conceptually; interpret, compare, contrast, explain, paraphrase, or interpret information)	1	1	1	2	14	16%	
3	Application (Use abstract information in concrete situations to apply knowledge to new situations; Use given content to interpret a situation, provide an example, or solve a problem)	1	2	3	2	22	24%	
4	High Order Thinking Skills (Analysis & Synthesis - Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)	1	1	4	1	19	21%	
5	Creating, Evaluation and Multi-Disciplinary- (Generating new ideas, product or ways of viewing things; Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcome based on values)				3	12	13%	
TOTAL		4x1=4	5x2=12	10x3=30	11x4=44	90	100%	

Note: The questions paper will include a section on Objective Test based assessment (for pattern of 10 marks). The class studies will be applied/assessments in advance. These test studies are designed to test the analytical and higher order thinking skills of students.

* Out of the 11x4 (marks) will to assess the value inherent in the tests.

**QUESTION PAPER DESIGN FOR SCIENCE (CODE NO. 086/090)
CLASS IX (2014-2015)**

TIME: 3 Hours		Max. Marks: 90						
S. No.	TYPOLGY OF QUESTIONS	LEARNING OUTCOMES AND TESTING COMPETENCIES	VERY SHORT ANSWER (VSA) 1 MARK	SHORT ANSWER-I (SA-I) 2 MARKS	SHORT ANSWER-II (SA-II) 3 MARKS	LONG ANSWER (LA) 5 MARKS	TOTAL MARKS	% WEIGHTAGE
01	REMEMBERING (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories, identify, define, or recall information)	<ul style="list-style-type: none"> • Reasoning • Analytical Skills • Critical Thinking Skills etc. 	3	--	1	1	11	15%
02	UNDERSTANDING (Comprehension -> be familiar with meaning and to understand, conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)		--	1	4	1	19	25%
03	APPLICATION (Use abstract information in concrete situation, to apply knowledge to new situations, Use given content to interpret a situation, provide ex. examples, or solve a problem)		--	--	4	1	17	23%
04	HIGH ORDER THINKING SKILLS (Analyze & Synthesize: Clarify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate single pieces of information from a variety of sources)		--	2	--	1	9	12%
05	EVALUATION AND MULTIDISCIPLINARY (Appraise, judge and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)		--	--	3	2	19	25%
			3x1=3	3x2=6	12x1= 36	6x5=30	78 (24)	100%
			9x1=9	3x2=6*	--	--	15 (12)	
			12x1= 12	5x2= 12	12x1=36	6x5=30	90 (60)	
		TOTAL						

Note: The question paper of SA-II will include a section on Open Text Based Assessment (OTBA) of 10 marks. The case studies will be supplied in advance. This material is designed to test the analytical and higher order thinking skills of students.

* One question of 3 marks will be included to assess the value inherent in the tests.

SOCIAL SCIENCE CODE NO. 087							Time-3 Hours		Marks-90	
QUESTIONS PAPER DESIGNS 2014-15							CLASS-IX			
S. No.	Typology of Questions	Very Short Answer (VSA) (1 Mark)	Short Answer - I (SA) (3 Marks)	Long Answer (LA) (5 Marks)	Total Marks	% Weightage				
1	Remembering - (Knowledge based) Sample recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define, or describe information.	2	2	3	18	20%				
2	Understanding - (Comprehension) To be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information.	2	1	2	15	17%				
3	Application Use abstract information in concrete situation, to apply knowledge to new situations. Use given content to interpret a situation, provide an example, or solve a problem.	2	4	2	24	26%				
4	High Order Thinking Skills (Analysis & Synthesis) Classify, compare, examine, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources.	2	2	2	18	20%				
5	Creating, Evaluation and Multi-Disciplinary - Evaluation and Multi-Disciplinary (Formulating new ideas, product or ways of solving things; Appraise, judge, and/or justify the value or worth of a decision or outcome, or to provide outcomes based on values)		3*		9	10%				
6	MAP		2		6	7%				
TOTAL		8+1= 8	14+3= 17	8+5= 13	40	44%				
					90	100%				

Note: This question paper will include a section on 0 term/ fact based questions or questions of 10 marks. The case studies will be supplied to students in advance. These case studies are designed to test the analytical and higher order thinking skills of students.

* One question of 3 marks will be included to assess the value inherent in the text.

E-mail: director@cbseacademic.in
Website: www.cbseacademic.in

Te: 011-23212803
23211576
Tele Fax: 011-23234324



केन्द्रीय माध्यमिक शिक्षा बोर्ड

(मानव संसाधन विकास मंत्रालय, भारत सरकार, के अधीन एक स्वायत्त संगठन)

शिक्षा सदन, 17, इन्स्टिट्यूशनल क्षेत्र, राउज एवेन्यु, दिल्ली-110002.

CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organization under the Union Ministry of Human Resource Development, Govt. of India)
"Shiksha Sadan", 17, Institutional Area, Rouse Avenue, Delhi-110002



CBSE/ACAD./DIR. (ART & I)/ASL/2014

03rd July,
2014

Circular No: Acad-20/
2014

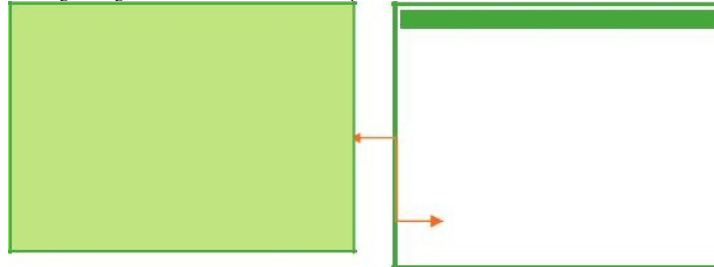
The Heads of all affiliated Institutions

Assessment of Speaking and Listening Skills

[Academic Session 2014-2015]

The CBSE's implementation of the Assessment of Speaking Listening Skills project in classes IX & XI in English from the academic session 2013-14, has brought to the foreground, a reformatory approach to the teaching-learning and assessment of students' competency in the English language. Schools Head and teachers acknowledge that students get more opportunities to practise their oral-aural skills through the transaction of a well- structured, balanced curriculum. The Board supports schools through the reference materials, updates, samples and other necessary guidelines on the www.cbseacademic.in-ASL Gateway, to conduct the ASL for SA-I, in class IX, SA-I & SA-II in class X and mid-term examination in class XI.

Therefore, School Heads are directed to go through the annexure A and documents uploaded in the



Advisory for School Heads & Teachers: Handbook

Content

Focus of each assessment task [Tasks 1, 2, 3, & 4]

- o Objective/s of assessment tasks
- o Domains and Topics for assessment
- o Topic Questions for speaking assessment
- o Teaching tips for conducting activities in class o Performance descriptors
- o Guidelines for School Heads

ASL Gateway Class-wise specifications

• Samples of audio tracks, worksheets, mark sheet
• Language practice activities • Training calendar

• Periodic updates through circulars • Guidelines for awarding grades • Project updates

• Proforma for feedback

• Advisory for Schools Head & Teachers Link : <http://www.cbseacademic.in/aslcorner.html>

ASL Gateway, and disseminate the information to teachers and students to ensure optimal utilization of all available resources. For clarifications, please contact:

Ms. Neelima Sharma, Consultant [English]	011-23233552
Ms. Rajeswary P. Education Officer [Academics]	011-23231248
Dr. Praggya M. Singh, Joint Director	011-23215130

Sd/-

(Dr. Sadhana Parashar)

Director (Academic, Research, Training & Innovation)

Copy to the respective Heads of Directorates, Organizations and Institutions as indicated below with a request to disseminate the information to all the schools under their jurisdiction:

The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg,
New Delhi-110016.

The Commissioner, Navodaya Vidyalaya Samiti, B-15, Sector-62, Institutional Area, Noida-201309.

The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110
054.

The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017.

The Director of Education, Govt. of Sikkim, Gangtok, Sikkim – 737101.

The Director of School Education, Govt. of Arunachal Pradesh, Itanagar –791 111

The Director of Education, Govt. of A&N Islands, Port Blair - 744101.

The Director of Education, S.I.E., CBSE Cell, VIP Road, Junglee Ghat, P.O.744103, A&N Islands

The Secretary, Central Tibetan School Administration, ESS Plaza, Community Centre, Sector 3
Rohini, Delhi-110085.

All Regional Directors/ Regional Officers of CBSE with the request to send this circular to all the
Heads of the affiliated schools of the Board in their respective regions.

All Associate Professor & Additional Directors/ Advisors/ Consultants

All Additional Director/ Joint Director/ Deputy Director/ Assistant Director, Vocational Cell, CBSE

The Research Officer (Technology) with the request to put this circular on the CBSE websites.

All Assistant Professor & Joint Directors, CBSE

All Assistant Professor & Deputy Directors, CBSE

The Deputy Director (Examination & Reforms), CBSE

The Assistant Librarian, CBSE

The Public Relations Officer, CBSE

The Hindi Officer, CBSE

PS to Chairman, CBSE

PS to Secretary, CBSE

SO to Controller of Examinations, CBSE

PS to Director(Special Exams and CTET), CBSE

PA to Professor & Director (Academics, Research, Training & Innovation), CBSE

PA to Director (Information Technology)

PA to Director (EDUSAT)

Director (Academics, Research, Training and Innovation)

Assessment of Speaking and Listening Skills-2014-2015

ADVISORY FOR HEADS OF SCHOOLS

ASL is mandatory for Classes IX, X and XI.

Recording of Speaking Assessment: Speaking Assessment (SA-I & SA-II) must be recorded in its entirety to Monitor quality assurance of the test delivery

Provide guidance and support for teachers as assessors.

Feedback for training and other communications.

Note: Recordings may be kept safely and securely for 6 months after the conduct of assessment.

Content preparation:

Topics may be given not more than three days before the assessment

Students may be given a choice under the domains given in the specifications.

Rote learning is to be discouraged and students made aware of marking down for the same in SA-I.

Note: Teachers should encourage student pairs to tackle different topics with greater depth to avoid repetition of ideas and promote higher standards of preparation.

Managing the test delivery:

School heads may set aside the dates for the ASL for SA-I in their calendars a week before the commencement of SA1 in all schools. Assessments must be conducted during this window period. Ideally, each class may be allotted **one entire** day or, **either** one of the following options may be used:

Students may be assessed according to the original format in pairs, with examiner and students sitting in a separate class room, and the next pair waiting outside and ready to step in after the previous pair finishes.

Teachers may also explore the format of conducting the test within the classroom in the presence of all students [note:applicable only for SA-I or term examination in class XI].

If **format ii.** is taken up, the procedure is as follows:

Students sit in pairs according to the list made for the testing.

Each pair move up to the first desk close to the teacher for their assessment.

While the assessment is being done, other students do work assigned to them during the specified period/s in their time table on that day.[Monitors /prefects may be assigned the duty of maintaining silence while the assessment and recording are being done]

The recorder is placed on the teacher's table for the recording.

If there are students who are very weak, and nervous, the teacher may keep them back in the recess/after all have finished so that their assessment is done apart from others.

The purpose of doing the assessment in the classroom is to reassure students about the process and motivate them.

Teachers may begin with 3 'best' pairs in class so as to set the benchmark of excellence in the beginning of the assessment. [It has been observed that, in some schools, ASL the classroom has yielded very good results as it promotes interest in listening to varied ways of answering questions and encourages responses that were more cautious with fewer errors]

Note: These options may also be used for ASL in Class X, for SA-II.

Recording information:

Funds may be allocated in the school budget in the beginning of the session for the purchase of recorders. [Ideally, *one recorder for per teacher*]

Once the recording of the speaking test is completed for all sections of each level i.e. Class IX A, B, C... and Class XI A, B, C... etc., they should be transferred to CD s/ DVDs along with award lists of speaking and listening assessments copied in it, may be securely stored by the Principal/ Head of School and one copy each by the Examination In-charge and teacher concerned.





NOTIFICATION

GUIDELINES FOR AWARDING GRADES IN ENGLISH CLASSES IX AND X [2013-2014]



1. The Summative Assessment for class IX shall have a component of ASL carrying 20 marks.
2. The Summative Assessment for class X shall have a component of ASL carrying 10 marks.
3. Distribution of Marks in Written Assessment and ASL or SA I and SA II in class IX and X shall be as follows:

CLASS	Written Assessment		Assessment of Speaking and Listening Skills (ASL)						Total (SA I and SA II)
			SA I			SA II			
	SA I	SA II	Speaking Skills [20]	Listening Skills [20]	Marks of ASL	Speaking Skills [20]	Listening Skills [20]	Marks of ASL	
									190
IX	70	70	20	20	$40 + 2 = 20$	20	20	$40 + 2 = 20$	70+20
X	80	80	20	20	$40 + 4 = 10$	20	20	$40 + 4 = 10$	80+10

Award the better Marks out of SA-I and SA-II for ASL.

Class	Calculation of ASL Marks for Grading [100]
IX	Marks Obtained in ASL $\times 0.5$
X	Marks Obtained in ASL $\times 10$

4. Calculation of Grade for ASL :

Calculate Grade for ASL and show it separately on Performance Profile for Class IX as per the CCE guidelines for calculating grades on the 9 point scale.

5. EXAMPLES:

- Example 1 –Class IX

CLASS IX	Written Assessment		ASSESSMENT OF SPEAKING AND LISTENING SKILLS (ASL)						Grading for ASL
			SA I			SA II			
	SA I	SA II	Speaking Skills [20]	Listening Skills [20]	Marks obtained in ASL [20]	Speaking Skills [20]	Listening Skills [20]	Marks Obtained in ASL [20]	
Candidate 01	70	70	14	16	$= (14 + 16) \div 2 = 30 \div 2 = 15$	16	14	$= (16 + 14) \div 2 = 30 \div 2 = 15$	$15 \times 5 = 75$ $15 \times 5 = 75$ Grade B1
Candidate 02	70	70	14	16	$= (14 + 16) \div 2 = 30 \div 2 = 15$	18	15	$= (18 + 15) \div 2 = 33 \div 2 = 16.50$ <i>(Better Marks)</i>	$15 \times 5 = 75$ $16.50 \times 5 = 82.50$ <i>(Better Marks)</i> Grade A2

• Example 2 –Class X

CLASS X	Written Assessment		Assessment of Speaking and Listening Skills (ASL)						Grading for ASL
	SA I	SA II	SA I			SA II			
			Speaking Skills [20]	Listening Skills [20]	Marks obtained in ASL [10]	Speaking Skills [20]	Listening Skills [20]	Marks obtained in ASL [10]	
Candidate 01	80	80	18	16	$-(18 + 16) \div 4$ $= 34 \div 4$ $= 8.5$ <i>(Better Marks)</i>	16	14	$-(16 + 14) \div 4$ $= 30 \div 4$ $= 7.5$	$7.5 \times 10 = 75$ $8.5 \times 10 = 85$ <i>(Better Marks)</i> Grade A2
Candidate 02	80	80	14	16	$=(14 + 16) \div 4$ $= 30 \div 4$ $= 7.5$	18	15	$=(18 + 15) \div 4$ $= 33 \div 4$ $= 8.25$ <i>(Better Marks)</i>	$7.5 \times 10 = 75$ $8.25 \times 10 = 82.5$ <i>(Better Marks)</i> Grade A2
Candidate 03	80	80	14	16	$-(14 + 16) \div 4$ $= 30 \div 4$ $= 7.5$	15	15	$-(15 + 15) \div 4$ $= 30 \div 4$ $= 7.5$	$7.5 \times 10 = 75$ $7.5 \times 10 = 75$ Grade B1

Note :

- i. The school will have to provide marks obtained by the candidates in Assessment of Speaking and Listening (ASL) in English to the Board for both for SA I and SA II at the time of Collection of Assessment Data of students in Class IX and Class X electronically. The better marks out of two summative assessments in ASL for class X academic session 2013-14 will be uploaded by the schools as marks only. The process of uploading marks remains the same as per the past practice.
- ii. The audio recordings of speaking test of classes IX and XI students along with the soft copy of the award list of speaking and listening test will be required by CBSE after 20 February, 2014 the CDs of which may be sent to respective Regional Offices of CBSE. There should be separate CDs for classes IX and XI with a clear marking of the School Code and name of the schools and total number of students assessed.

For any further queries, please contact Ms. Neelima Sharma, Consultant (English) at 011-25233552(LL), 09810659529 (M) or email to neelimasharma.cbse@gmail.com

Sd/-
(DR. SAIDHANA PARASHAR)
Director (A, R, T and I)

WEEK WISE SYLLABUS(2014-2015)
CLASS -IX
SUBJECT ENGLISH (184)

DATE/MONTH	CONTENTS
1/4/2014-5/4/2014	Beehive- The fun they had Writing skill – Para graph (The first day in my new class) Discussion among students on “The difference between working efficiency of machine and human being”
7/4/2014 – 11/4/2014	Beehive- The road not taken (Poem) Comprehension , appreciation and recitation of the poem Reading Skill- Reading poem aloud and silently Activity-oral/quiz based on “Traffic Rules ”
14/4/2014- 19/4/2014	Moments- The lost child Writing skill- Informal letter (to your friend advising him/her to accompany with their parents in any fair) Paragraph-., Books are our good friend' Grammar – Tenses
21/4/2014- 26/4/2014	Moments-The adventures of Toto Writing skill- formal letter (To NDM Commissioner to control the stray animals in your locality) Grammar- Prepositions
28/4/2014- 3/05/2014	Beehive- The sound of music Reading Skill- seen passages from the text Paragraph- Strengthening the CWSN (child with special needs) Grammar modals (have to /has to /had to ,must,should,need,ought to, and their negative forms)
5/5/2014-9/05/2014	Novel- Gulliver's Travels- Part –I /Three Men in a boat Chapter (1 to 5) Unit test - I Holiday Home work
11/5/2014- 30/06/2014	SUMMER VACATION
1/7/2014-5/7/2014	Beehive- The little girl Novel- Gulliver's travels Part II /Three men in a boat chapter – (6 to 10) YUVA- Session -9.1 – The mouse and the Lion
7/7/2014- 11/7/2014	Moments- Ishwaran the story teller Writing skill- Application to the principal for starting extra classes for Math and English Grammar – Passive voice Activity based on speaking and listening skill

14/7/2014- 19/7/2014	Beehive - The wind (poem) Writing Skill – Debate writing Grammar - Reporting (statement questions)
21/7/2014- 26/07/2014	Beehive – A Truly Beautiful mind Writing skill – Article writing (Indian scientists) Grammar- Reporting (Commands and Request)
28/7/2014- 2/08/2014	Moments – In the Kingdom of fools Beehives – Rain on the roof (poem) Reading skill – Reading the poem aloud and silently Grammar – Subject – Verb concord
04/08/2014- 8/8/2014	Beehive – The snake and the mirror, The lake isle of Innisfree (poem) Writing skill -Paragraph Writing based on verbal/ visual stimulus
11/8/2014 -	Moments – The happy prince

16/8/2014	Writing skill - informal letter (to your younger brother /sister advising him/her to prepare forthcoming exam seriously) Activity – speaking and listening Unit test - II
19/8/2014 - 23/8/2014	Beehive - My childhood, A legend to the Northland (poem) Paragraph – Dr. A.P.J. Abdul Kalam Yuva session-3.3 My Principles are my strength
25/8/2014 - 30/8/2014	Beehive – Packing Grammar - Tenses Activity – Quiz/oral /Staging the lesson (packing) Revision
1/9/2014 – 6/9/2014	Revision
8/9/2014 – 20/09/2014	S A - I
22/9/2014 – 27/9/2014,29/9/2014	Discussion of question paper of S A – I Writing Skill – Story writing based on picture composition Grammar - Determiners
30/09/2014- 1/10/2014	AUTUMN BREAK
4/10/2014,7/10/2014 – 10/10/2014	Writing skill – Article writing Grammar – Clauses (Noun clause, relative clause, adverb clause of condition and time) . Discussion on' Indian festivals ,,
13/10/2014 - 18/10/2014	Moments – Weathering the storm in Erasma Writing Skill – formal letter (to Editor of newspaper about frequent breakdown of electricity in your locality) Discussion among students on the topic – Natural calamities and their safety measures

20/10/2014 – 25/10/2014	Moments – The Last leaf Reading skill – Seen passages from the text Writing skill – Complaint letters
27/10/2014- 1/11/2014	Novel - Gulliver's Travels Part – III /Three men in a boat Chapter (11 to 15) Writing skill- Short paragraph (Role of social media, Junk food)
3/11/2014- 7/11/2014	Beehive-No men are foreign(Poem) Reading Skill-Reading poem aloud and silently Writing Skill-Notice Writing Unit Test III
10/11/2014- 15/11/2014	Beehive- Reach for the top Activity based on “Female Sports Person” YUVA SESSION -9.8 –My Friend is special
17/11/14-22/11/14	Beehive- “The Duck and the kangaroo(Poem) Novel-Gulliver's travels , Part –IV/Three man in a boat, chapter(16-19)
24/11/14-29/11/14	Beehive –The Bond Of Love Reading Skill –Seen Passage from the lesson Writing Skill-Speech Writing (conservation of animals)
01/12/14-06/12/14	Writing skill-Formal Letters Grammar-Sentence reordering ,sentence ,transformation, combining sentences
08/12/14-12/12/14	Writing skill-E-mail Writing Letter- Informal Letters Grammar-Dialogue completion
12/12/14-20/12/14	Moments-A House is Not a Home Activity based on ” Disaster Management” YUVA SESSION-9.13;Looking Positively at ourselves Unit Test –IV
22/12/14-24/12/14	Beehive – On Killing A Tree (Poem)

	Discussion on "Save Trees" in the Classroom Project based on "Van Mahotsava" Holiday Homework
25/12/14-15/01/15	Winter break
16/1/15-17/1/2015	Beehive- Kathmandu
19/1/2015- 24/1/2015	Beehive- The snake trying (poem), A slumber did my spirit seal (poem) Reading skill- Comprehension appreciation and recitation of the poem Writing skill- short story based on given outline
27/1/2015 - 31/1/2015	Beehive- If I were you Writing Skill – Report writing (short news paper report) Grammar –Editing and Omission
2/2/2015- 7/2/2015	Moments – The accidental tourist Grammar- Gap filling with one or two words test preposition, Article, conjunction and tenses.

9/2/2015-13/2/2015	Moments – The Bagger Reading skill- Unseen passage Listening and speaking skill – activity based
16/2/2015- 21/2/2015	Writing Skill –Informal letters (to younger brother/sister advising him/her to set goal for the future.) Grammar- Practice tenses Revision
23/2/2015- 28/2/2015	Revision
2/3/2015 – 31/3/2015	S A – II Declaration of the Result

**Weekwise Distribution of Syllabus
Academic Session 2014-15
Class - X
Subject : English
(Language and Literature)**

Date	Content
1.4.14 - 5.4.14	First Flight : Ch. No. 01 A letter to God (Narrate an incident when optimism helped you to come out of a difficult situation) Poem : Dust of Snow Writing Skills : Notice Writing (Dance competition)
7.4.14 - 11.4.14	First Flight : Ch. No. 02 Nelson Mandela : Long walk to freedom (Write the wrongly spelt words on the board and ask the students to correct them) Poem : Fire and Ice Grammar : Preposition (Rules and Exercises)
14.4.14 to 19.4.14	Grammar : Tenses, Determiners, Voice (Rules and Exercises)
21.4.14 to 26.4.14	Footprints without feet : Ch. No. 01 A triumph of surgery First Flight : Poem : Atiger in the Zoo Writing : Report writing (Teachers' Day Celebration) Listening Skills (Reading of passage by

teacher / Audio tape followed by questions)

28.4.14 to 13.5.14	First Flight : Ch. No. 03 Two stories about flying i) His first flight ii) Black Aeroplane (Brainstorming : Ideas on the factors which help learning a new thing like cycling) Discussion : positive attitude helps a person face a difficult situation Writing : Application to the Principal (For introducing instrumental music classes in school)
01.05-2014	Weekly Unit Test
5.5.14 to 9.5.14	Footprints without feet : Ch. No. 02 The Thief's story First flight : Poem : The ball poem Writing : Formal letters (Letter of complaint to the S.H.O. on the nuisance created by the loudspeakers) (Letter to the editor - viewson involvement of children in reality shows) Discussion of value based question of Chapters and poems covered so far. * Activities of FA-1 should be completed by 10.5.14
11.5.14 to 30.6.14	Summer Holidays : Read the prescribed novel as mentioned below : i) Diary of a young girl - 1947 June 12, 1942 to March 14, 1944 ii) The story of my life - 1903 : Chapter : 1-14
01.07.14 to 05.1.14	First Flight : Ch. No. 04 From the diary of Anne Frank

7-7-14 to 11-7-14	Poem : How to tell the wild animals Grammar : Reported Speech Discussion of the novel read by the students during summer holidays. i) Article (Internet : A boon for children) ii) Speech (Importance of moral Education) iii) E-mail (To friend describing his/ her about a visit to book fair) iv) Informal letter (to grandfather about how you miss him in the hostel.)
14.7.14 to 19.7.14	Footprints Without Feet : Ch. No. 03 The Midnight Visitor First Flight : Poem : Amanda Writing : Story composition Grammar : Modals (Rules and practice)
21.7.14 to 26.7.14	First Flight : Ch. No. 05 The Hundred Dresses - 1 (Role play on Bullying) Grammar : Clauses (Rules and Practice)
28.7.14 to 2.8.14	First Flight : Ch. No. 05 and 06 The Hundred Dresses - 1 (Continued) The Hundred Dresses - 2 Grammar : Subject-Verb Concord (Rules and practice)
4.8.14 to 8.8.14	First Flight : Ch. No. 06 The Hundred Dresses - 2 (Continued) Grammar : Omission Reordering of Sentences. Yuva Session : 10.12
7.8.14	Our Prized Possession (Weekly Unit Test)

11.8.14 to 16.8.14	Footprints without feet : Ch. No. 04 A Question of trust First Flight : Poem : Animals (Write a paragraph on the topic : "Need to develop respect and care for animals") Grammar : Dialogue completion Gap filling (Forms of words / verbs) Reading : Unseen passage and poem for comprehension.
19.8.14 to 23.8.14	Footprints without feet : Ch. No. 05 Footprints without feet Grammar : Connectors (Rules and practice) Discussion of value based questions of the chapters and poems done so far. Yuva Session : 3.1 : Attitude is everything
25.8.14 to 30.8.14	Revision of Grammar and writing skills. * All activities of FA-2 should be completed by 30.8.14
1.9.14 to 6.9.14	Revision of Literature
8.9.14 to 20.9.14	SA - 1
22.9.14 to 27.9.14	Discussion of SA-1 Paper First Flight : Ch. No. 07 Glimpses of India : i) A baker from Goa (Design a word web of a baker of Goa.)
30.9.14 to 1.10.14	Autumn Break
4.10.14 to 10.10.14	First Flight : Ch. No. 07 Glimpses of India

	<p>i) Coorg ii) Tea From Assam (Write about the features related to coorg and its people)</p> <p>Poem : The trees Grammar : Practice of Modals Yuva Session : 10.10 : It there were No Nights</p>
13.10.14 to 18.10.14	<p>First Flight : Ch. No. 08 Mizbi the otter (Composing a story about any animal using 10 words given by the teacher) Poem : Fog Figure of speech : Simile, Metaphor alliteration.</p>
20.10.14 to 25.10.14	<p>Foot prints without feet : Ch. No. 06 The making of a scientist.</p>
27.10.14 to 1.11.14	<p>Practice of Grammar : Editing, Omission, Recording of sentences. Speaking skills : Interview Reading : Unseen poems for comprehension</p>
30-10-2014	<p>Weekly Unit Test</p>
3.11.14 to 7.11.14	<p>Modem Rides the bus (Discussion in pairs on "Awareness gained from interaction with others and presentation in the class. Reading : seen passages from the text for comprehension.</p>
10.11.14 to 15.11.14	<p>Footprints without feet : Ch. No. 07 The Necklace</p>

	<p>Writing : Speech writing (Importance of outdoor games in life) Grammar : Practice of Clauses</p>
17.11.14 to 22.11.14	<p>Writing : i) Formal Letter (Letter of apology to the Principal on misbehaviour in the school. To the MCD commissioner against mosquito menace). ii) Report Writing : On 'Anti' crackers, day celebration in your school). iii) Notice (Educational Tour, charity show). iv) Article (Commercialisation of the hospitals)</p>
24.11.14 to 29.11.14	<p>Footprints without feet : Ch. No. 08 The Hack Driver Writing : E-mail writing (To the editor about rash driving of the private school vans by the drivers) Grammar : Reported speech (Practice) *All the activities of FA-3 should be completed by 29.11.14.</p>
1.12.14 to 06.12.14	<p>Foot Prints Without Feet : Ch. No. 09 Bholi Writing : Dialogue writing (5 sets of dialogues between a vendor and a customer) Grammar : Connectors (Practice)</p>
8.12.14 to 12.12.14	<p>First Flight : Ch. No. 10 "The sermon at Benaras (Write the story about a great person which influenced you the most with its moral values) Poem : The tale of custard the Dragon</p>

11.12.14	<p>Grammar : Determiners (Practice) Weekly Unit Test</p>
15.12.14 to 20.12.14	<p>First Flight : Ch. NO. 11 - The Proposal Brainstorming : Tell the students to write ideas on the board to control the anger Grammar : Preposition (Practice)</p>
22.12.14 to 24.12.14	<p>First Flight : Ch. No. 11 The Proposal (Continued...) Poem : For Anne Gregory</p>
25.12.14 to 15.1.15	<p>Winter Break Reading of the Prescribed Novel : Diary of a Young Girl : 1947 March 16, 1944 to August 01, 1944 OR The story of my life - 1993 Chapters 15 - 23</p>
16.1.15 to 17.1.15	<p>Discussion of the chapters of the novel read by the students.</p>
19.1.15 to 24.1.15	<p>Footprints without Feet : Ch.No. 10 The Book that saved the earth Writing : Informal letters (To mother describing experiences of the first day in the boarding school. Application to the principal (Request to provide safe drinking water facility in the school)</p>
27.1.15 to 31.1.15	<p>Reading : Comprehension (Unseen Passages and poems) Tense : (Practice of tenses with correct forms of verbs)</p>

	<p>Discussion of value added questions *All the activities of FA-4 should be completed by 31.1.15</p>
2.2.15 to 7.2.15	<p>Discussion of the Novel : Plot, Characters, etc. Yuva Session : 10.06 I can improve my performance in coming board exams.</p>
9-2-15 to 13-2-15	<p>Revision : Writing skills Listening skills activity (Playing a recorded audio of passage following by questions)</p>
16-2-15 to 21-2-15	<p>Revision : Grammar (Practices of all topics)</p>
23-2-15 to 28-2-15	<p>Revision : Literature.</p>
01-03.15 to 31.3.15	<p>Summative Assessment - 2</p>
	<p>Prescribed Text Books : a) First flight b) Footprints without feet (Supplementary Reader) Novels : Diary of a young girl - 1947 By : Anne Frank OR The story of my Life - 1903 By : Helen Keller For purpose of formative assessment and related activities to each chapter, the teacher should refer to the teacher's manual for formative assessment - English (Class X) part 2 published by CBSE. For value based questions - refer to the website of Directorate of Education.</p>

Class IX (SA-I)

English Language and Literature 2014-15 (Code No. 184)

Typology	Testing competencies/learning outcomes	VSAQ 1 mark	Short Answer Questions 1 80-100 words 4 marks	Long Answer Questions I 80-100 words 4 marks	Long answer Question II 100-120 words 5 marks	Very Long Answer Question 150-200 words (5 marks)	Marks
Reading Skills	Conceptual understanding decoding analyzing, inferring, interpreting and vocabulary	12	04	.....	.....	.....	20
Creative Writing Skills and Grammar	Expressing an opinion, reasoning. Justifying. Illustration, appropriacy of style and tone, using appropriate format and fluency. Applying convention, using integrated structures with accuracy and fluency.	10	.....	.....	01	01	25
Literature and Test Books		03	04	01	.....	01	25
Total		25x 01= 25 marks	08x02= 16 marks	01x04= 04 marks	01x05= 05 marks	02x10= 20 marks	70 marks
Assesment of Speaking and Listerning Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and over all fluency						20 marks
Total							90 marks

Class IX (SA-II)

English Language and Literature 2014-15 (Code No. 184)

Typology	Testing competencies/	VSAQ	Short	Long Answer	Long	Very	Marks
	lessurning outcomes	I mark	Answer Questions I 80-100 words 4 marks	QuestionsI 80-100 words 4 marks	answer Question II 100-120 words 5 marks	Long Answer Question 150-200 words (5 marks)	
Reading Skills + OTBA	Conceptual understanding decoding, analyzing, inferring interpreting, centical thinking and vocabulary		10	.....	.....	02	.....
Crestive Writing Skills and Grammer	Recalling reasoning, appreciation, applying literary conventions, extrapolating, illustrating and justifying etc extracting relevant information, identifying the center theme and sub themes, understanding the writer's message and writing fluently		10	.....	.....	01	01
Literature and Test Books			03	04	01	.....	01
Total		= 23x01	04x02=	01x04=	03x05=	02x10=	70
		23	08	04	15	20	marks
		marks	marks	marks	marks	marks	
Assesment of Speaking and Listerning Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and over all fluency						20
Total							90
							marks

**QUESTION PAPER DESIGN FOR SCIENCE (CODE NO. 086/090)
CLASS IX (2014-2015)**

TIME: 3 Hours		Max. Marks: 90						
S. No.	TYPOLGY OF QUESTIONS	LEARNING OBJECTIVES AND TESTING COMPETENCIES	VERY SHORT ANSWER (VSA) 1 MARK	SHORT ANSWER-I (SA-I) 2 MARKS	SHORT ANSWER-II (SA-II) 3 MARKS	LONG ANSWER (LA) 5 MARKS	TOTAL MARKS	% WEIGHTAGE
01	REMEMBERING (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories, identify, define, or recall, information)	<ul style="list-style-type: none"> Reasoning Analytical Skills Critical Thinking Skills etc. 	3	-	1	1	11	15%
02	UNDERSTANDING (Comprehension -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)		-	1	4	1	19	25%
03	APPLICATION (Use abstract information in concrete situation, to apply knowledge in new situations, Use given content to interpret a situation, provide an example, or solve a problem)		-	-	4	1	17	21%
04	HIGH ORDER THINKING SKILLS (Analyze & Synthesize: Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)		-	2	-	1	9	12%
05	EVALUATION AND MULTIDISCIPLINARY (Appraise, weigh and/or verify the value or worth of a decision or outcome, or to predict outcomes based on values)		-	-	3	2	19	25%
	Total (Theory Based Questions)		181=3	162=6	126=3	675=9	75 (24)	100%
	Practical Based Questions (PBCQ)		93=3	92=3	12=3	675=9	15 (12)	
	TOTAL		1281=3	962=6	1283=3	675=9	90 (96)	

Note: The question paper of SA-II will include a section on Open Text Based Assessment (OTBA) of 10 marks. The case studies will be supplied in advance. This material is assigned to test the analytical and higher order thinking skills of students.

* One question of 3 marks will be included to assess the value as criterion in the exams.

QUESTIONS PAPER DESIGNS 2014-15
CLASS-IX

S. No.	Typology of Questions	Time-3 Hours				Total Marks	Marks-90 % Weightage
		Very Short Answer (VSA) (1 Mark)	Short Answer - I (SA) (3 Marks)	Long Answer (LA) (5 Marks)			
1	Retechnology - (Knowledge based) Simply recall questions to know specific facts, terms, concepts, principles, or theories. Identify, define, or recall information.	2	2	2	18	20%	
2	Understanding - (Comprehension) to be familiar with meaning and to understand conceptual, interpret, compare, contrast, explain, paraphrase, or interpret information.	2	1	2	15	17%	
3	Application If we obtain information in concrete situations, to apply knowledge to new situations. If we given content to interpret a situation, provide an example (or solve a problem).	2	4	2	24	20%	
4	High Order Thinking Skills (Analysis & Synthesis) Classify, compare, contrast, or differentiate between different pieces of information. Organize and/or integrate unique pieces of information from a variety of sources.	2	2	2	18	20%	
5	Creating, Evaluation and Multi-Disciplinary Evaluation and Multi-Disciplinary (Examining new ideas, product or ways of viewing things. Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcome based on values)		3*		9	10%	
6	MAP		2		6		
TOTAL		8	14	10	32	100%	

Note: The question paper will include a section on Open Text based assessment (questions of 10 marks). The case studies will be supplied to students in advance. These case studies are designed to test the analytical and higher order thinking skills of students.

* One question of 3 marks will be included to assess the value inherent in the texts.

Module One: Learn It!

LEARN

How We Learn: Bloom's Levels of Learning

So, how does learning really work? A researcher named Bloom explained how we learn, or process information. In order to do this, he created "levels" in the learning process. The lower levels are more straightforward and fundamental, and the higher levels are more complex. The levels are:



In high school, the focus was mainly on memorizing facts and recalling information. On tests, you probably had to explain ideas or concepts.

High School typically involved using Levels One and Two...



These first two levels are important! When Remembering and Understanding are firmly in place, they will allow you to think critically and creatively, and give you a strong foundation as you advance in the learning process.

By the time you graduate high school, tactics for remembering and understanding should be automatic! If not, you will need to learn these skills quickly to survive in college!

3 Adapted from https://www.apa.org/ed/new_blooms.html, Anderson, L.W. & Krathwohl, D.R. [(Eds.) (2001)]

Module One: Learn It!

LEARN

What College Professors Expect

In college, professors expect you to use all SIX levels of learning. In fact, you may not even be able to pass a course without using at least levels 1 – 5.



Change How You Think

In order to elevate your learning to Bloom's higher levels, you must change the way you think. A Nobel prize winning psychologist named Kahneman divided the way we think into two categories. He said there are two systems, or ways, of thinking:

Kahneman's Systems of Thinking

System 1	System 2
<ul style="list-style-type: none">Operates automatically and quickly with little or no effort and no sense of voluntary.You just do. You just react.	<ul style="list-style-type: none">Effortful mental activitiesComplex computationChoice and concentration

Adapted from Kahneman, D. (2011). *Thinking, Fast and Slow*. Macmillan Press.

How do you think? When you run into something you don't know, do you automatically reach for your smart phone and accept whatever answer pops up on the screen, or do you thoughtfully and critically gather and analyze information until you have a viable answer? Reaching for your smart phone is operating in System 1. Gathering information and analyzing it in a thoughtful way is System 2.

So how will System 2 thinking help me learn better? Think of it this way - the richer and deeper the thinking, the richer and deeper the learning.

Module One: Learn It!

IFARN

Develop The Skills To Learn

Each of the levels of learning is a skill you have to learn. That learning process begins with awareness, and continues with hard work until you have mastered that skill. Once you have mastered each skill, you will no longer need to think about it, you will just do.

Think about Maslow's Stages of Learning below in terms of Bloom's Learning Levels and other skills you might need to learn, such as note taking or writing. Where are you at with each one? (Examples: Active Listening, Note Taking, Writing Papers, Critical Reading)

Maslow's Stages of Learning



Adapted from "Learning a New Skill is Easier Said than Done", Gordon Training International. <http://www.gordontraining.com/free-workplace-articles/learning-a-new-skill-is-easier-said-than-done/>.

Higher Learning and My Learning Style

In addition to changing the way you think, developing higher learning skills also requires you to know your learning style and utilize strategies associated with your learning style. Your learning style determines HOW you learn...and move up the levels of learning.

What was your dominant learning style? Circle one: Auditory Visual Tactile Kinesthetic

Module One: Learn It!

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Learning Style Strategies

So, how do you make your learning style work for you? Here are some characteristics and strategies for each learning style:

Visual: This is all about the EYES. If you are a visual learner, you learn best by reading or watching something demonstrated.

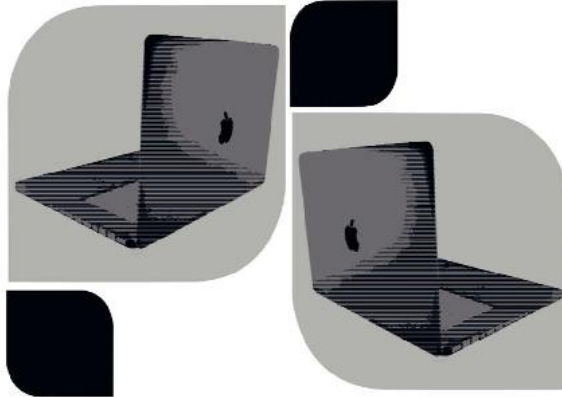


Module One: Learn It!

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More Study Tips for Visual Learners...

- Watch videos of the concepts you are learning.
- Try to translate words and ideas into symbols, pictures, and diagrams.
- Underline, highlight, or circle printed material.
- Visualize facts to be memorized.
- Create mind maps and mind movies.
- Use mnemonics and acronyms to remember information.



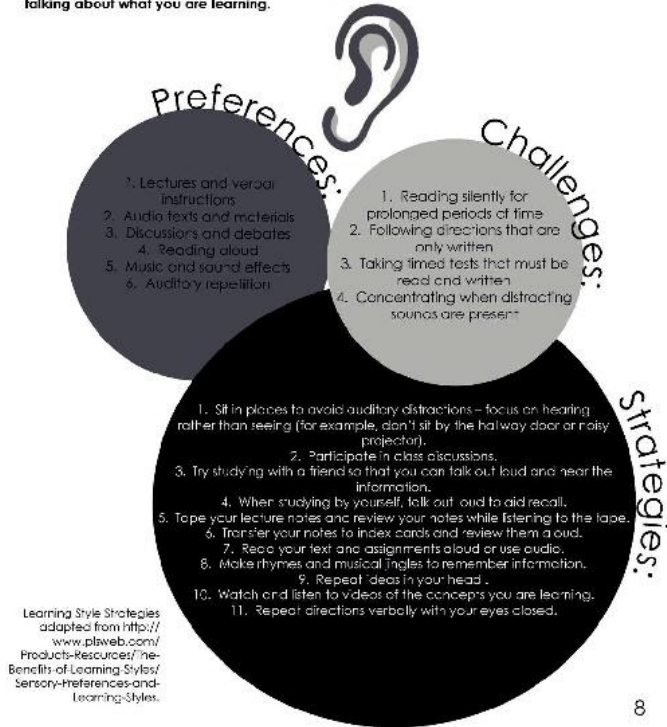
Learning Style Strategies adapted from <http://www.pisweb.com/Products-Resources/The-Benefits-of-Learning-Styles/Sensory-Preferences-and-Learning-Styles>.

Module One: Learn It!

LEARN

Learning Style Strategies

Auditory: If you are an auditory learner, you learn best by listening and talking about what you are learning.

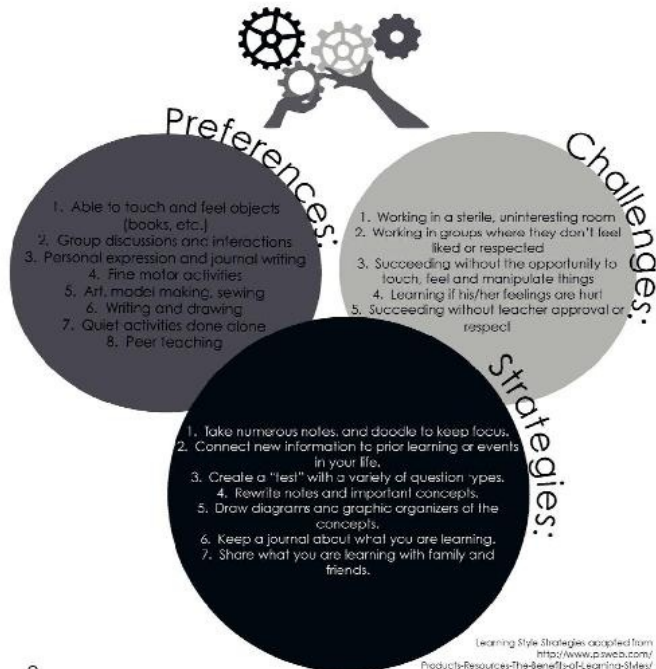


Module One: Learn It!

LEARN

Learning Style Strategies

Tactful: If you are a factual learner, you learn best when able to feel what you are learning through small muscles and personal relationships.



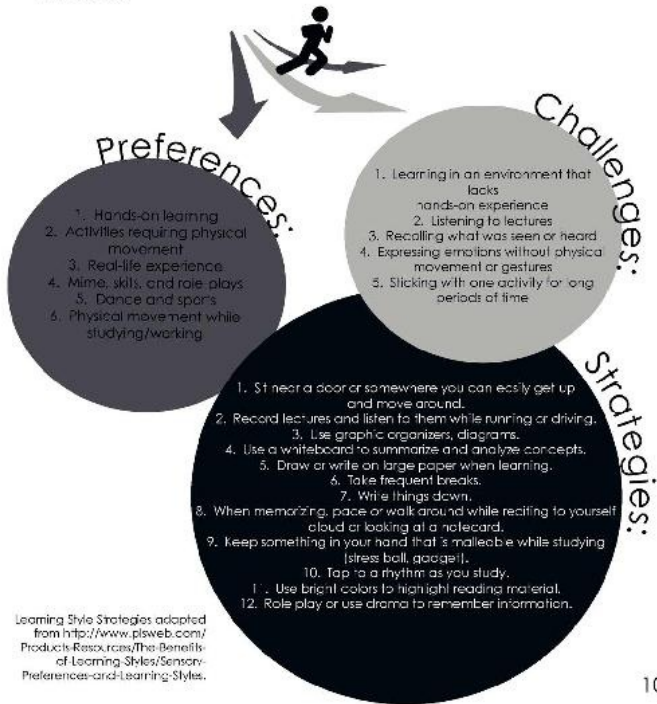
Learning Style Strategies adapted from
<http://www.pwweb.com/>
Product-Resource-The-Benefits-of-Learning-Styles/
Inventory-Preferences-and-Learning-Styles.

Module One: Learn It!

LEARN

Learning Style Strategies

Kinesthetic: This learning style is about MOVING and DOING. If you are a Kinesthetic learner, you learn best when you are able to move and practice what you are learning.



HOW DO I LEARN BEST?1

This questionnaire aims to find out something about your preferences for the way you work with information. Choose the answer which best explains your preference and click on the box next to the letter. Please select more than one response if a single answer does not match your perception. Please answer each question.

You are about to give directions to a person who is standing with you. S/he is staying in a hotel in town and wants to visit your house later. S/he needs help with directions, Would you?

- 0. Draw a map on paper
- 1. Tell her/him the directions
- 2. Write down the directions (without a map)
- 3. Collect her/him from the hotel in your car
- 2. You are not sure whether a word should be spelled 'dependent' or 'dependant'. Do you: c. Look it up the dictionary
 - see the word in your mind and choose by the way it looks
 - sound it out in your mind
- 0. Write both versions down on paper and choose one.

You have just received a copy of your itinerary for a world trip. This is of interest to a friend. Would you:

- 0. Phone her immediately and tell her/him about it
- 1. Send a copy of the printed itinerary
- a. Show her/him on a map of the world
- 0. Share what you plan to do at each place you visit 1 VARK adapted by Singh, R, 1999

You are going to cook something as a special treat for your family. Do you:

- 0. Cook something familiar without the need for instructions
- a. Thumb through the cookbook looking for ideas from the picture
- 0. Refer to a specific cookbook where there is a good recipe

A group of students has been assigned to you to find out about wildlife reserves or parks. Would you:

- 0. Drive them to a wild life reserve or park
- a. Show them slides and photographs
- c. Give them pamphlets or a book on wildlife reserves or parks
- b. Give them a talk on wildlife reserves or parks.
- 6. **You are about to purchase a new music system. Other than price, what would most influence your decision?**
 - b. The sales person telling you what you want to know
 - c. Reading the detail about it
 - d. Playing with the controls and listening to it
 - a. It looks really smart and fashionable

Recall a time in your life when you learned how to do something like playing a new board game. Try to avoid choosing a very physical skill, e.g. riding a bike.

How did you learn best? By:

- a. Visual clues – pictures, diagrams, charts

c. Written instructions

0. Listening to somebody explaining it d. Doing it or trying it

You have an eye problem. Would you prefer that the doctor:

- 0. Tell you what is wrong
- 0. Show you a diagram of what is wrong
- 0. Use a model to show what is wrong

You are about to learn to use a new programme on a computer. Would you:

- 1. sit down at the keyboard and begin to experiment with the program's features
- 0. read the manual which comes with the program
- 0. telephone a friend and ask questions about it

You would like to visit friends whose address/location you do not know. Would you like them to:

- 0. draw you a map on paper
- 0. tell you the directions
- 1. write down the directions (without a map)
- 2. collect you from the hotel in their car

Apart from the price, what would most influence your decision to buy a particular book:

- 0. you have used a copy before
- 0. a friend talking about it
- 1. quickly reading parts of it
- 0. the way it looks is appealing

A new movie has arrived in town. What would most influence your decision to go (or not go) ?

- 0. you heard a radio review about it
- 1. you read a review about it
- 0. you saw preview about it

Do you prefer a lecturer or teacher who likes to use ?

- 0. a textbook, handouts, readings
- a. flow diagrams, charts, slides
 - field trips, labs, practical sessions
 - discussion, guest speakers



When you have finished marking your selections, fill the boxes with your scores?

Total	a	b	c	d
	Visual	Aural	Read	Kinaesthetic


What are Learning Styles?

Information enters your brain three main ways: sight, hearing and touch, which one you use the most is called your Learning Style

- **Visual Learners** learn by sight
- **Auditory Learners** learn by hearing
- **Tactile Learners** (kinesthetic) learn by touch



Visual Learners



- Prefer to see information such as pictures, diagrams, cartoons, demonstrations
- Picture words and concepts they hear as images
- Easily distracted in lecture with no visual aids
- Overwhelmed with intense visuals accompanied by lecture
- Benefit from using charts, maps, notes, and flash cards when studying

Let me see it!

Auditory Learners



- Prefer to hear information spoken
- Can absorb a lecture with little effort
- May not need careful notes to learn.
- Often avoid eye contact in order to concentrate
- May read aloud to themselves
- Like background music when they study

Let me hear it!

Tactile or Kinesthetic Learners

- Prefer touch as their primary mode for taking in information
- In traditional lecture situations, they should write out important facts
- Create study sheets connected to vivid examples
- Role-playing can help them learn and remember important ideas
- May benefit by using manipulatives


Okay, I get it now.



Let me experience it!

Your Intelligence Profile created by Howard Gardner

- A theory of "multiple intelligences," suggesting abilities seem to cluster in eight different areas:
 - *Verbal-Linguistic skills*
 - *Logical-Mathematical skills*
 - *Bodily-Kinesthetic skills*
 - *Visual-Spatial skills*
 - *Intrapersonal abilities*
 - *Musical abilities*
 - *Naturalistic abilities*



Myers-Briggs Personality Inventory (MBTI)

- Extraversion/Introversion **E/I**
- Sensing/Intuition **S/N**
- Thinking/Feeling **T/F**
- Judging/Perceiving **J/P**

Extraversion/Introversion (Social Orientation)

- **Extroverts**
 - Like talking with others and taking action.
 - Prefer active learning and group projects.
- **Introverts**
 - Prefer to have others do the talking.
 - Prefer lectures and structured tasks.

Sensing/Intuition (Information Processing)

- **Sensors**
 - Are most at home with facts and examples.
 - Are drawn to realistic and practical applications.
 - Prefer memorable facts, and concrete questions.
- **Intuitives**
 - Prefer concepts and theories which can give greater play to imagination and inspiration.
 - Prefer interpretation and imagination.

Thinking/Feeling (Decision Making)

- **Thinkers**
 - Like to take an objective approach and emphasize logic and analysis in their decisions.
 - Prefer objective feedback, and thrive when there is pressure to succeed.
- **Feelers**
 - Prefer emotion to logic.
 - Give greater weight to the impact of relationships in their decisions.
 - Prefer positive feedback and individual recognition.

Judging/Perceiving (Achieving Goals)

- **Judgers**
 - Prefer clearly defined strategies to achieve goals.
 - May jump to closure too quickly.
 - Prefer orderliness, structure, and deadlines.
- **Perceivers**
 - Like to consider all sides to a problem and may be at some risk for not completing their work.
 - Prefer spontaneity and flexibility.

My mind is made up! Don't confuse me with facts.

Let's think this through.

Surface Learning



- Studying the minimum of what needs to be learned
- Relying primarily on rote memorization, often exercised at the last minute (Cramming)
- Motivation comes from grades
 - In a hurry to get it over with.
 - Risky - no real learning occurs
 - Much less likely to lead to college success

Risky Business

Deep Learning

Essential! I need to know more...


- Goal is to truly understand course material
- Involves actively constructing learning experiences
- Leads to better memory retention
- Deep learners enjoy the process of learning for its own sake
- Deep learners use more thinking skills

Discovering Your Own Learning Style

ideas...

- Take a Learning Styles test.
- Think about your favorite classes in high school or college so far. What do they have in common? Did you like...
 - mastering facts?
 - discussion? or working on your own?
 - lecture? or pairing or grouping?
 - hands-on activities?
- Do some self-analysis (called metacognition).
- How do you think you learn?



Using Knowledge of Your Learning Style

Knowing your learning style, both your strengths and your weaknesses, can help you study more effectively.

See it! Hear it! Experience it!



Build Strengths across the Learning Styles

Dr. Anamika Singh, Sr. Lecturer

Build Strengths across the Learning Styles

- Make the best use of your learning style.
- Work harder in skills that don't come easily to you.
- Be flexible and adaptable, try new things and new ways.
- Keep growing! Don't be easily satisfied!






Different Teaching Styles

Are they compatible with your learning style?

- Lecture – teacher talks all period
- Group discussion – teacher talks but encourages discussion
- Small groups – teacher aids (facilitates) group interaction
- Visual focus – teacher uses lots of visual aids
- Verbal focus – words, words & more words
- Logical sequence – teacher presents material in a step-by-step, reasonable format
- Random sequence – teacher jumps all over the place



Really important - be adaptable!



Build Positive Relationships with Your Instructors

- Much of college is about interactions with your professors.
- The success of those interactions will have a major impact on your overall college success.
- Don't let your learning style or personality preferences control your behavior.
- Take responsibility for relating to your instructors in a way that will be most beneficial to you.
- They will be more responsive if you appear to be confident and in control.



Making the Most of the Student-Instructor Relationship

- Make it a point to attend class regularly, and on time.
- If you have a question, ask it.
- Save your "cuts" for emergencies.
- Sit near the front.
- See your instructor outside class when you need help.
- Share one or more "one minute papers" and your ideas with your instructor.



Communicate! Communicate! Communicate!

Solving Problems with Instructors

- Instructors are human (it's true, honest.) You can talk to them.
- If you are struggling in a course, talk to classmates and approach instructor.
- Be courteous and forthright. We all make mistakes: instructors & students both.
- Keep copies of your work.
- Direct complaints to instructor first.
- If unsuccessful, appeal in writing to instructor's supervisor or the school's "Ombudsperson"



Remember!
No matter what your Learning Style it's very important to-

- Be involved in class – participate!
- Link classroom experience to the outside world
- Relate class concepts to your own life.
- Ask questions and offer criticism.
- Stimulate further relevant discussion.
- Don't get distracted – stay "on-task"
- Keep an open mind: there are many ideas beyond your own.

All life is learning - it never stops!





Learning Styles Workshop
SCERT/RMSA/2014-15



Learning Styles



"Specified patterns of behavior and/or performance according to which the individual approaches a learning experience; a way in which the individual takes in new information and develops new skills; the process by which an individual retains new information or skills"

(Sarasin, L.C, 2006)



How do we Learn?

- By Seeing (visual)
- By Hearing (auditory)
- By touching (tactile)



Why is an Understanding of Learning Styles Important?

- ✓ Diverse learning communities
- ✓ Determine what's best for your students
- ✓ Mismatch between instruction and learning styles disastrous





Purpose of this Workshop

Introduction to Learning Styles!!

Specifically:

- Instruments for Measurement
- Instructional Strategies
- Resources and Assessment Tools



Steps of Teaching Effectiveness:

- Understanding Learning (both of self and student)
- Understanding Teaching
- Assessing Learning
- Accommodating Differences



Understanding Learning

How do your students learn best?

How do you learn best?



Understanding Teaching

Consider how you teach in terms of how your students learn: Teaching strategies reflect learning preference



Reflection Activity

*Think of a recent class.
How did you present new material?
What methods did you use to help students learn (lecture, discussion, group work, etc)?*



Assessing Learning

How do you determine whether your students are actually learning?



Accommodating Differences

Using a knowledge of different learning styles to drive instruction

Ensuring that all students have the opportunity to learn



Examining the 3 Learning Styles



Visual Learners: Defined

(global, affective, abstract, random, concept-oriented):

Learn by reading and observing others



Visual: Learning

- Holistic focus: need to see how pieces fit together
- Need to visualize what they're doing (may stop, look into space and visualize what they're learning)
- Learn best in interactive format: role play, modeling, groups, etc.
- Become impatient with extensive listening



Visual: Teaching

- Use multiple visual formats: charts, presentation software, video, notes, worksheets, flip charts, diagrams, etc.
- Write goals/objectives of lesson on board
- Open-ended creative questions encouraging multiple interpretations and solutions



Visual: Teaching

- Leave white space in handouts for note taking.
- Invite questions to help them stay alert
- Emphasize key points to cue when to take notes.
- Webbing (mind mapping)



Visual: Assessment

- Need open-ended assessment
- Assign groups problem-solving activities (focus on process and product)
- Individual research projects to show mastery of material
- Objective tests should include *short answers*
- Individual oral presentations (explore, explain and present material)
- Demonstrations (applying material in real contexts)



Auditory Learners: Defined



(concrete sequential, independent, perceptual, field-independent, competitive).

Learn through hearing and speaking





Auditory: Learning

- **Most commonly rewarded in post-secondary classrooms**
- Skill-oriented & Achievement-oriented
- Memorize well
- Clarify learning through articulation
- Learn from hearing others speak
- Prefer processing the spoken versus written word
- Precise, logical, definite



Auditory: Teaching

- Traditional lecture; independent work
- Group discussion: feedback, paraphrasing from peers
- Individual conference/interviews with instructor
- Allow "thinking time" to process information
- Use the Socratic method of lecturing by questioning



Auditory: Teaching

- Tasks calling for specific answers/solutions
- Phrasing information several different ways
- Begin new material with "what is coming" Conclude with "what was covered"
- Auditory activities, such as brainstorming, buzz groups, or Jeopardy
- Give time to debrief in order to make connections

Auditory: Assessment



- Objective, specific questions orally or written (true-false, multiple-choice, matching, fill-in)
- Summative evaluation requiring individual, specific pieces of information
- Independent research projects

Tactile Learners: Defined



(random learners, behavioral, both dependent and independent learners).

Learn by touching and doing

Tactile: Learning

- **Most neglected at post-secondary levels**
- Needs rarely addressed outside of laboratory-required classes
- Need opportunities for creative, hands-on learning; interactions with concrete materials
- Learning accommodated through movement

Tactile: Teaching

- Experiential learning activities: labs, modules, educational games
- Simulations (interact with/apply concepts)
- Interaction via technology: audio, video, computers
- Demonstrations/ Role play/ Case Studies



Tactile: Teaching

- Internships/Practica/ Field trips
- Give frequent stretch breaks (brain breaks)
- Have students transfer information from the text to another medium such as a keyboard



Tactile: Assessment

- Respond least effectively to traditional methods of testing, papers, etc. so need to modify conventional assessment
- Demonstrations of learning
- Role playing
- Simulations, replicas, exhibits, models



Working in groups, how could you revise your earlier lesson from incorporating different learning styles



CONCLUSION

- Implications
- Strategies



How Do We Do It?

- Familiarize yourself with research on Learning Styles
- Organize informal discussion or focus groups to share understandings/gain additional perspectives
- Analysis of Student Behavior
- Develop & Implement Teaching Strategies
- On-going Assessment
- Commitment: time, resources, administration, faculty



Workshop: A great first step!



ANNEXURE FOR VOCABULARY

Key Concepts

When we learn a new word or a phrase we make sense of the word or phrase by its pronunciation, spelling, and its grammatical function and so on. Let's see what the key points related a word.

Pronunciation and spelling

What a word sound like and what it looks like.

Grammar

A word may have an unpredictable change of form in certain grammatical contexts. E.g., irregular past form of a word (fight : fought) , transitive or intransitive; irregular plural forms (mouse: mice); adjective or verbs together with their following prepositions (remind someone of, responsible for).

iii. Collocation

We often combine words in certain ways to form a new meaning. For example : heavy rain, a strong wind , make a mistake, etc

It is the appropriate combination of words

Sound sleep, aspiring musician, watching a movie, good girl, humming a tune (examples from text

)

Activity

Provide text material of class IX and X (poems) to the participants and let them identify different collocations and make sentences

iv. Aspects of meaning

Denotation – what a word refers to in the real world.

Connotation – association or positive or negative feelings a word might evoke.

Whether a particular word is the appropriate one to use in a certain context or not. E.g. weep and cry are almost synonymous but weep is more formal, tend to be used in writing more than in speech, and is in general much less common. Denotation refers to the look up the word snake in a dictionary, you will discover that one of its denotative meaning is “any of numerous scaly, legless, sometimes venomous reptiles, having a long, tapering, cylindrical body and found in most tropical and temperate regions”.

Connotation on other hand refers to the associations that are connected to a certain word or the emotional or cultural suggestions related to that word. The connotative meanings of a word exist together with the denotative meanings. The connotations for the word snake could include evil or danger.

Example of denotation and connotation.

The word home, house, residence and dwelling all have the same denotation, but the connotation of each word is very different.

Denotation: Where a person lives at any given time Connotation

Home: cozy, loving, comfortable House: the actual building or structure Residence: cold, no feeling

Dwelling: primitive or basic surroundings

Meaning relationships- how the meaning of one word relates to meaning of others.

Synonyms- two words that have the same sense; e.g. conceal and hide, stubborn and obstinate, etc.

Antonyms – two words that differ only in the value for a single semantic feature; e.g. dead: alive, hot: cold etc.

Hyponyms – words that serve as specific examples of a general concept (e.g., dog, lion, rat are animal).

Co-hyponyms or co-ordinates- other words that are the same kind of thing (e.g. red, green, blue are co-ordinates).

Super ordinates- general concepts that 'cover' specific items (e.g., animal is the super ordinate of dog, lion rat).

Word formation

Derivation – addition of a derivational affix, changing the syntactic category of the word to which it is attached (nation to national, warm to warmth, simple to simply, etc)

Compound – creating a new word by combining two free morphemes (roots); e.g. blackboard, suitcase, tea-cups, sunrise, toothbrush, etc.

Blend- combination of parts of two pre-existing words; e.g. smog < smoke +fog , brunch< breakfast+ lunch, etc.

Acronym- word formed from the first letter(s) of each word in a phrases; e.g. NASA< National Aeronautics and Space Administration, RADAR, etc.

Abbreviation- a word formed from the names of the first letters of the prominent syllables of a word; e.g TV, television.

Back formation – word formed by removing what is mistaken for an affix, (e.g., pea< Pease,

edit< editor, burgle< burglar, etc)

Folk etymology- formation of a word by submitting a common native form for an exotic

(often foreign) form; e.g., cockroach< Spanish cucuracha "wood louse".

Proper Name – formation of a word from a proper name ;e.g sandwich < (Earl of) Sandwich,

hamburger< Hamburg.

Zero Derivative or category extension- extension of a word for one syntactic category to

another, e.g., man (Noun) man (Verb), Chair (Noun) chair (Verb), etc.

vi. Content /Open-class words (Noun, Verbs, Adjectives, Adverbs)vs. Function/closed- class words

(Articles, Prepositions, Pronouns, Determiners)

Sight words/ vocabulary: a set of the most common words that young students need to be able to recognize quickly as they see them in print. Examples (in English) : the of, and, a to, in that, I, it , was, is, he, for, you, on, with, but, they, his, have, not, this, are, from, one, all, there, her , were, which, if, me, can, some, know, time, only, yes, because, how, first, say, before, day, again, want, always, look, why, etc.

GRAMMAR IN CONTEXT

FORMS OF TENSES

- **Simple Tenses**
- There are three basic times when verbs can take place: past, present, and future.
- **1. Simple present tense verbs** show actions that happen regularly or that are permanently happening.
 - We play football in the backyard.
 - My niece skips down the road.

- **2. Simple past tense verbs** are verbs that show actions that took place in the past.
 - We played football in the backyard.
 - My niece skipped down the road
- **3. Simple future tense verbs** are verbs that show actions that have not taken place yet, but that will take place in the future.
 - We will play football in the backyard.
 - My niece will skip down the road.

PROGRESSIVE/CONTINUOUS FORMS

- That just means that they show an action that is in progress or that is continuing.
- We are playing. (present progressive)
- We were playing. (past progressive)
- We will be playing. (future progressive)

PERFECT TENSES

- **1. Present perfect tense verbs** show actions that were finished recently or ones that were completed at an indefinite time in the past. These use has or have.
 - We have played football.
 - My niece has skipped down the road.
- **2. Past perfect tense verbs** show actions that came directly before another action in the past. These use had.
 - We had played football.
 - My niece had skipped down the road before I came.
- **3. Future perfect tense verbs** show actions that will happen before other future actions happens. These use will have and shall have.
 - By tomorrow, we will have played football.
 - By noon, my niece will have skipped down the road.

PERFECT CONTINUOUS TENSE

- We have been playing. (present perfect progressive)
- We had been playing. (past perfect progressive)
- We will have been playing. (future perfect progressive)

Form	Type verb	Use	Form	Formal infinitive	Verb form	Verb form	Verb form
Simple Present	Every day	something happens regularly					
	Monday	She often watches TV.					
	3 times a week	My father works every day.					
	usually	She goes to school.					
	often	We go to school every day.					
Simple Present (with auxiliary verb)	every day	She is always late.					
	Monday	She is always late.					
	3 times a week	She is always late.					
	usually	She is always late.					
	often	She is always late.					
Simple Present (with auxiliary verb)	every day	She is always late.					
	Monday	She is always late.					
	3 times a week	She is always late.					
	usually	She is always late.					
	often	She is always late.					

MODALS

MODALS are conjunctions of auxiliary verbs which are used to express possibility, ability, permission, obligation, etc.

There are 16 modals in English: can, could, may, might, must, shall, should, would, ought to, need, used to, had better, would rather, would sooner, would prefer.

There are 16 modal verbs in the English language but, all of them have different meanings. Here are some:

Can
Could
May
Might
Should
Must
Ought to

Are you familiar with the modals?

Present tense form	Past tense form	Learning points
Will	Would	Spelling: future tense of 'will' is 'would'.
Can	Could	Used to express possibility or ability.
May	Might	Used to express possibility or ability.
Shall	Should	Used to express obligation or advice.
Must	Had to / ought to	Used to express obligation or necessity.

Use this for **ORAL** Use this for **COMPOSITIONAL WRITING**

ACTIVE AND PASSIVE VOICE

- Active voice**
 - In most English sentences with an action verb, the subject performs the action denoted by the verb.
 - These examples show that the **subject** is doing the verb's action. Because the subject does or "acts upon" the verb in such sentences, the sentences are said to be in the **active voice**.
- Passive voice**
 - One can change the normal word order of many active sentences (those with a **direct object**) so that the subject is no longer active, but is, instead, being acted upon by the verb - or passive.
 - Note in these examples how the subject-verb relationship has changed.
 - Because the subject is being "acted upon" (or is **passive**), such sentences are said to be in the **passive voice**.

CONVERSION OF ACTIVE INTO PASSIVE

- Move the active sentence's direct object into the sentence's subject slot.

ACTIVE VOICE	→	PASSIVE VOICE
The boy kicked the ball.	→	The ball was kicked by the boy.
SUBJECT	→	OBJECT
- Place the active sentence's subject into a phrase beginning with the preposition **by**.

ACTIVE VOICE	→	PASSIVE VOICE
The boy kicked the ball.	→	The ball was kicked by the boy.
SUBJECT	→	PREPOSITIONAL PHRASE
- Add a form of the auxiliary verb **be** to the main verb and change the main verb's form.

ACTIVE VOICE	→	PASSIVE VOICE
The boy kicked the ball.	→	The ball was kicked by the boy.
VERB	→	VERB + BE + VERB

CONVERSION OF PASSIVE INTO ACTIVE

- Move the passive sentence's subject into the active sentence's direct object slot.

PASSIVE VOICE	→	ACTIVE VOICE
The ball was kicked by the boy.	→	The boy kicked the ball.
OBJECT	→	SUBJECT
- Remove the auxiliary verb **be** from the main verb and change main verb's form if needed.

PASSIVE VOICE	→	ACTIVE VOICE
The ball was kicked by the boy.	→	The boy kicked the ball.
AUXILIARY VERB	→	MAIN VERB
- Place the passive sentence's object of the preposition **by** into the subject slot.

PASSIVE VOICE	→	ACTIVE VOICE
The ball was kicked by the boy.	→	The boy kicked the ball.
OBJECT OF PREPOSITION	→	SUBJECT

NARRATION

Direct / Indirect Speech

I am feeling ill!

Paul said that he was feeling ill.



DIRECT SPEECH

Direct speech reports what someone has said or written by putting their exact words in quotation marks.

"Amazing Man is here to save the day!" declared Amazing Man.

INDIRECT SPEECH

Indirect speech reports what someone said, although it's not word for word and it doesn't use quotation marks.


Amazing Man said he'd like to defeat the bad guys.

PLACE & TIME

Direct Speech	Indirect Speech
today	that day
now	then / at the moment
yesterday	the day before
...days ago	... days before
last week	the week before
next year	the following year
tomorrow	the next day / the following day
here	there
this	that
there	there
ago	previously / before
tonight	that night

TENSE CHANGE

Direct Speech	Indirect Speech
will	would
can	could
must / have to	must or had to
was / might	might
should	should
ought to	ought to



Yes, it is!

Sorry, I'm busy tonight and forever!

Is the interview finished?

Would you like to go out with me?

He asked her if the interview was finished. She replied that it was finished. Then, he asked her if she would like to out with him. She told him that she was busy that night and forever!



- Where are you going?
- I am going for shopping.
-
-

• GRAMMAR IS THE ESSENCE OF LANGUAGE

SECTION - 3

Annexure-1

Passage 1

WELLINGTON: Kumar Sangakkara and Lahiru Thirimanne struck fluent centuries to help Sri Lanka outplay a hapless England by 9 wickets in a Pool A ODI match of the cricket World Cup on Sunday.

The duo combined well to make the James Anderson-led bowling attack not only look ordinary but also put up a commanding batting display in their record second-wicket partnership against England in ODIs.

Opener Tillakaratne Dilshan (44) was the only casualty in an otherwise supreme batting show -- off-spinner Moeen Ali being the beneficiary of the lone wicket to fall.

The 25-year-old Thirimanne, who was dropped on 3 off Stuart Broad in the 4th over of the innings, capitalised on the spill to become the youngest Sri Lankan to score a century in a World Cup. His 143-ball knock was studded with 13 fours and 2 sixes - hit the winning six.

Sangakkara showed his class once again to register a chanceless 23rd ODI hundred, his 86-ball knock laced with 11 fours and 2 sixes.

Sri Lanka though were guilty of dropping more than a couple of catches in the England innings but their effort with the bat put a curtain on all the shortcomings.

Earlier electing to bat, England rode on Joe Root's 121 to post 309 for six in 50 overs and a quickfire 19-ball unbeaten 39 from Jos Buttler in the end raised English hopes of a good showing.

But that was not to be as Sri Lanka looked unfazed after what looked an ordinary bowling effort, to make the chase look simple and register their third win of the tournament.

After losing their opener against New Zealand, the Angelo Mathews-led side side has certainly done well to post three wins on a trot, against Afghanistan, Bangladesh and now England.

The Eoin Morgan-led side on its part is struggling with just a single win from four matches and that too has come against minnows Scotland.

Batting first, England were in a bit of trouble at 161 for four before a 98-run partnership between Root, whose 108-ball stay was laced with 14 fours and 2 sixes, and James Taylor (25) put the innings back on course to a big total.

The defiant stand, which is a record 5th wicket partnership for England in World Cup matches, came in just 11 overs as the Sri Lankan bowlers had little answer to the brisk run-scoring.

In the end though it was Buttler's cameo that really pushed the England total beyond the 300 plus mark.

England started off well with Ali (15) and Ian Bell (49) sticking it out in the first 9 overs.

Fielding was a big let down by the islanders, as Bell was dropped in the fourth over twice and later Root was also given a life when he was in single digits.

Medium-pace Mathews (1-43) drew first blood after picking up Ali and off-spinner Tilakaratne



Dilshan (1-29) soon scalped Gary Ballance (6) with a caught and bowled effort.

Bell hung around for a while only to see new-ball bowler Suranga Lakmal (1-71) deny the opener his fifty. Morgan (49) also stuck around for sometime but Thisara Perera (1-55) got his prized wicket an over before the start of the powerplays in the 35th over.

After that it was a Root-Taylor show as the duo combined the right dose of caution and aggression to not only see England out of trouble but also took the attack to the opposition.

Root, who struck his 4th ODI ton in 52 matches, was severe on Perera in the 45th over as he smashed a six and three fours after Taylor's opening six to fetch 25 runs from six balls.

Taylor got out to Lasith Malinga (1-63) after his 26-ball cameo and Root was trapped LBW off left-arm spinner Rangana Herath (1-35) but only after the duo had done sufficient damage.

The final five overs gave England 52 runs and the last over 22 as Buttler smashed 6 fours and a six to finish off with a flourish.

Passage 2

NEW DELHI: Mobile phone bills might see a marginal increase of up to 1.5% owing to the hike in service tax rate to 14% from 12.36% as proposed in the Union Budget.

"Currently the telecom industry is under a lot of stress and operators aren't even passing the cost of spectrum to the users but since they can't go on endlessly absorbing all costs, this might translate into a slightly higher bill," Prashant Singhal, global telecoms leader at EY said.

Last time around, telecom operators had absorbed the hike in the service tax rate. The tariff rates announced are usually inclusive of the service tax.

Speaking from the point of view of telcos, Neeraj Katariya, managing consultant at PwC, said that the revenue accruing to the telecom operators' might will take a hit of 2% due to the increase in service tax rate.

"They may have to revise their tariffs structures for pre-paid customers, as their ability to offer full talk time on some vouchers will go down by about 2%," Katariya explained.

He added that operators might not touch post-paid tariffs, but customers using pre-paid plans could also end up paying higher bills due to increase in service tax.

Currently, the average revenue per user accruing monthly to the industry is about Rs 119, according to the data released by the sectoral regulator.

The telecom industry is all geared up for the sale of 2G and 3G airwaves which the government will auction next week, beginning March 4. Given the dynamics of the industry and the criticality of the airwaves being put up for auction, the government is expected to net upwards of over 1 lakh crore.

Passage 3

This is the age of science and technology. Science has changed the face of the earth with its too many wonderful inventions and discoveries. If one of our ancestors were to return to the earth, he or she would not be able to recognize it—so tremendous, complete and fundamental has been the change.

Science has benefited mankind in an unprecedented manner by its wonderful progress and development. And still the development, research, inventions and discoveries are going on a very fast track. These are of fundamental nature and of far reaching consequences, so much so that the world would get further transformed unrecognizably.

Science touches all of us and our life at every step, as a big boon and blessing. It has helped us to conquer space and time. The world has now become a global village, thanks to very fast and reliable means of travel and communication. Science has also helped man to conquer the moon and to explore the outer space. Many a fatal disease is now checked and eradicated. For example, small pox is now a disease of the history only. The great and significant researches in the fields, of agriculture, irrigation, water-management etc., have helped in developing new variety of seeds, fertilizers, pesticides, and effective methods of water conservation. These benefits and facilities were not available to our forefathers.

The use of computers and super computers has further revolutionised our life and work with the dawn of scientific era, the barriers of the nations are crumbling fast and the international living and interaction are very much in sight. Nations and countries have come closer and isolation has been eliminated. A new composite culture marked with greater tolerance and understanding, and secularism is now assured. In a sense, science has unified the world and reduced differences in outlook and thinking. By removing many superstitions and blind beliefs, modern science has inculcated scientific temper and spirit in man to great extent.

Because of science and technology there has been tremendous progress in the fields of industry, commerce and human resources development as well. Consequently, there is a new world economic order in sight and the gap between the developed and developing countries are being reduced. The new economic order ensures a great industrial and corporate cooperation, globalization, expansion and liberalization among the nations. The quality of life and standard of living, in various underdeveloped and developing countries, have improved and the countries are likely to be upgraded further. The contribution of science in the betterment of human life has been great and significant and further expectations from it are no less significant or great. The boons and blessings of science assure us further strengthening of human equality, fraternity and liberty.

Man feels more safe, secure, comfortable and important. Today than ever before, because of scientific development and advancement. The day is not far off when we shall have colonies on the moon and the planets. Science has achieved much, and promises to achieve still more and more in the years to come. Science has tamed forces of nature, conquered space and time, eradicated many fatal diseases, given us food, clothing etc., and enough to spare. Now there are no more famines, epidemics and pestilences. Science has even pushed further the threats of death and increased the average longevity of man.

But science has been a mixed blessing. It has been a boon and blessing in certain fields; it has also proved a curse and bane in many others. It has given us many dangerous and destructive weapons like atom and hydrogen bombs and missiles. During the Second World War itself 300,000 people died in Hiroshima and Nagasaki when the USA dropped atom bombs there in 1945. The biological and chemical weapons are still more destructive. The bombs and other means of mass destruction now produced are far more lethal and powerful than used in 1945. The biological and chemical weapons are still more dangerous and destructive. They have the added advantage, as the source of attack can remain hidden and unidentified to a great extent. These weapons can be used to cause global havoc and destruction without any open declaration of war. Then there are well-organised terrorist groups spread all over the world. They use these weapons in their desperation and use unprecedented deaths and ruination.

Shakespeare has said that there is nothing either good or bad, but thinking makes it so. There have been many scientific researches and discoveries which have unfortunately been hijacked to harmful



destructive paths. It is reported that about half a million scientists are now employed on weapon research throughout the world. The huge amount of money spent on these dangerous researches far exceeds the amount of money being spent on developing technologies for new energy resources, improving human health, raising agricultural productivity, controlling pollution etc.

At the end of the last world war, many of the scientists were taken away by the victorious countries for developing their own biological and chemical war weapons. It is alleged that the outbreak of plague in India in 1994 was genetically engineered. Obviously, science is being used so much for destructive purposes and so little for meeting real needs of humanity. This turns science into a bane. It is man who is ultimately responsible for turning science into a curse instead a blessing. By itself science can be said to be a blessing, boon or bonanza; the bane and curses are brought about by our wrong orientation and priorities.

The misuse of science has ushered in our life many undesirable elements. There has been erosion in man's faith in God and religion. Morality and ethics have been marginalized and materialism has increased unprecedented. Rapid, unplanned and indiscriminate industrialization has resulted in pollution on a vast scale. No doubt, science and technology has taken giant strides in recent times, but it has dehumanized human life in the same proportion.

Human values have been pushed in the background and man has become more selfish, cruel, sensual, violent and destructive. There is no more simple living and high thinking. But let us hope that ultimately sanity prevails and science is used more and more for the benefit of mankind. It depends solely upon man himself how he uses science and its discoveries and researches. Science as knowledge and power is neither savior nor destroyer.

Passage 4

YANGON, Myanmar (AP) — Myanmar's forestry department has captured a rare white elephant in the jungles of the country's western Ayeyarwaddy region, an official said Sunday.

The 7-year-old female was captured Friday, six weeks after it was initially spotted in a reserve in Patheingyi township, forestry official Tun Tun Oo said. It's the ninth white elephant in captivity in the country.

"We had to be careful," Tun Tun Oo said of the 1.9-meter-tall (6-foot-3) elephant. "It's wild. We didn't want the elephant or the forestry department officials to get hurt."

White elephants, which are actually albinos, have been revered for centuries in Myanmar, Thailand, Laos and other Asian nations.

Often pinkish in color, with fair eyelashes and toenails, the animals were normally kept and pampered by monarchs as symbols of royal power and prosperity — and many people still believe they bring good luck to the country.

Myanmar already has eight white elephants in captivity, most from the Ayeyarwaddy region. Five are in the zoo in the capital, Naypyitaw, and three are in Yangon's zoo.

It was not immediately clear where the recently captured elephant will be housed.

Previous white elephants transported from Myanmar's jungles have been heralded in lavish ceremonies in which military leaders sprinkle them with scented water laced with gold, silver and precious gems.

A war was fought in the 16th century between Thailand and Myanmar — then known as Siam and Burma, respectively — over disputed ownership of four white elephants.

According to the World Wildlife Fund, there are between 25,600 and 32,750 Asian elephants remaining in the wild. Only males carry tusks and are the exclusive victims of poaching for their ivory.

The capture of wild elephants for domestic use has become a threat to wild populations. India, Vietnam and Myanmar have banned capture in order to conserve their wild herds, but in Myanmar elephants are still caught each year for the timber industry or the illegal wildlife trade, the WWF says.



Passage 5

The term 'tradition' and 'modernity' are expressions of values which helps us in observing the process of social and cultural transformation in societies as they pass from the 'primitive' to 'pre-industrial' to 'industrial' and 'post-industrial' phases of social development.

Modernization is a conceptual tool which social scientists have widely used in analyzing the process as well as the quality of social change. All societies have tradition, but what we describe as 'traditional societies' refers to a specific historical phase of social and cultural development.

Traditional societies have substantial degree of differentiation of social strata, divisions between village, town and city, relatively higher level of technology that depends upon wide use of animal energy; have an evolved written literary tradition along with oral cultural tradition. Such societies also have organized systems of polity with differentiation of political, military and religious offices of specialized elite, and a fairly advanced system of trade, commerce, money and banking. The values, beliefs, ways of life, aesthetic and symbolic standards and forms of the society constitute its tradition which maintains continuity with the past. It is this element of continuity which characterizes a social or cultural attribute or value in a society as being traditional. The passage from traditional to modern stage of society initiates major social and cultural transformation.

As society passes from traditional to modern phase of development, the closure of opportunities to status mobility is rendered more and more open. New institutional measures and social forces emerge in society that makes the social system more open. These measures are both cultural and social structural.

Science and technology play an important role in this process, which revolutionizes the outlook of people and also basically alters its production system and economy. These developments coincide, as they did in India, with basic changes in the political system. Traditional Indian society which was anchored on the institutions of caste 'feudalistic and other-worldly outlook and values on life underwent major changes through the rise of national movement for freedom.


The establishment of the democratic Indian republic cherishing the values of secularism, socialism and democracy challenged the traditional values of caste inequalities. The key to this process is the exposure of Indian society and its elite to the culture of science, technology and democracy in the West. The new institutions of education, law and justice, industry and commerce, health and medicine, transport and communication etc. were introduced. They ushered new processes of social and cultural changes in society. These came into contact with Western values of rationalism, science and technology which the British colonial administration introduced in India mainly for the consolidation of a colony, but which had new and unexpected outcome in the rise of cultural renaissance in India and the national freedom movement.

Passage 6

The youth people feel that they are happier than their ancestors. The present age of India is witnessing tradition along with progress. The young generation is brought up in the culture of smart phones, gadgets, computers, etc.

Some people say that our ancestors lived a stable life and were more happier than us. Science has made our life complicated. Our ancestors had respect for elders, joint family, love and affection for juniors and sympathy for the disabled and those in poverty. Air pollution, random fatal diseases, political violence, and terrorism were not even round the corner. Men lived in peace and amity. Trains, roads and other media of transportation were not packed to suffocation.

But at the same time the life of our ancestors were crowded with superstitions, mass illiteracy, child marriage, etc. We are at least able to mitigate some of the social evils practiced in the society. Thus,



our social life doesn't seem to be as complex as our forefathers.

Our forefathers used to live in open environment. They could take breath in pure atmosphere. But, we have narrow apartments. We cannot move out for evening walk as the roads are crowded with vehicles. The air pollution makes the situation bitter. Even small towns become over laden with smoke and fumes due to the explosion of the modern industry. The environment in which our ancestors used to live was much clean than that of ours.


The progress of science has brought the earth and even the sky close together. The gifts of science, like the mobile phone, car, airplane, telephone, internet, electronic mails, etc. have great impact on our lives. We cannot stay for a single day without our cell phone.

The satellites have expanded the scope of human knowledge. Meteorologists give accurate data about weather and ground conditions for plantation and agriculture. As against this our ancestors lived a life of miserable situation, they would complain. They completely lived at the mercy of nature.

The modern age has taken its birth on the past systems and values. We follow fashion and knowledge together. The world today is thinking to live happily like a family of the human. The modern people want to live happily and don't believe in superstitions, other narrow beliefs. Happiness for all is the modern philosophy. It is the light of modernism that caste system has been abolished in many countries. We cannot stay happy with social evils such as caste system.

It is true that Modern world has moved forward. The atomic tests and explorations into the space bring in its wake some incurable curses like ozone layer, green-house effects. The consequences are too terrible to recount. Critical diseases like cancer, brain tumor, unnatural births, etc. are like a monstrous threat. The balance is lost.

Instead of thinking on whether we or our ancestors were happier, we should focus on making a balance between tradition, modernity, and growth.



Cards

“A spoken expression of ideas, opinions, etc., that is made by someone who is addressing an audience”

A detailed description or account of a person's life written by someone else. It entails more than basic facts like education, work, relationships, and death—It also portrays a subject's experience of these events. Unlike a profile or curriculum vitae(résumé), it presents a subject's life story, highlighting various aspects of his or her life, including intimate details of experience, and may include an analysis of the subject's personality.

These works are usually non-fiction, but fiction can also be used to portray a person's life..

A fictitious prose narrative of book length, typically representing character and action with some degree of realism. It is a long narrative, normally in prose, which describes fictional characters and events, usually in the form of a sequential story

A fictitious prose narrative of considerable length and complexity, portraying characters and usually presenting a sequential organization of action and scenes

An invented prose narrative of considerable length and a certain complexity that deals imaginatively with human experience, usually through a connected sequence of events involving a group of persons in a specific setting. Within its broad framework, this genre has encompassed an extensive range of types and styles: picaresque, epistolary, Gothic, romantic, realist, historical—to name only some of the more important ones.

A piece of literature that evokes a concentrated imaginative awareness of experience or a specific emotional response through language chosen and arranged for its meaning, sound, and rhythm.

It is usually a single person's account of a trip, journey or otherwise. Marco Polo's work stands as a good example of his journey to and his subsequent experience of China during the Mongol Ascendancy.


An account given of a particular matter, especially in the form of an official document, after thorough investigation or consideration by an appointed person or body.

An account of a person's life written by that person.

It is a form of literature usually consisting of scripted dialogue between characters, intended for theatrical performance rather than just reading

It is fictional work of prose that is shorter in length than a novel. Edgar Allan Poe, in his essay "The Philosophy of Composition," said that it should be read in one sitting, anywhere from a half hour to two hours. In contemporary fiction, it can range from 1,000 to 20,000 words.

Because of its shorter length, it usually focuses on one plot, one main character (with a few additional minor characters), and one central theme, whereas a novel can tackle multiple plots and themes, with a variety of prominent characters. It also lend themselves more to experimentation — that is, using



uncommon prose styles or literary devices to tell. Such uncommon styles or devices might get tedious, and downright annoying, in a novel, but they may work well in this.

It is an invented prose narrative shorter than a novel usually dealing with a few characters and aiming at unity of effect and often concentrating on the creation of mood rather than plot.

A record of events written by a person having intimate knowledge of them and based on personal observation.



Passages

Hand out 1

It had been hard for him that spake it to have put more truth and untruth together in few words, than in that speech. Whatsoever is delighted in solitude, is either a wild beast or a god. For it is most true, that a natural and secret hatred, and aversion towards society, in any man, hath somewhat of the savage beast; but it is most untrue, that it should have any character at all, of the divine nature; except it proceed, not out of a pleasure in solitude, but out of a love and desire to sequester a man's self, for a higher conversation: such as is found to have been falsely and feignedly in some of the heathen; as Epimenides the Candian, Numa the Roman, Empedocles the Sicilian, and Apollonius of Tyana; and truly and really, in divers of the ancient hermits and holy fathers of the church. But little do men perceive what solitude is, and how far it extendeth. For a crowd is not company; and faces are but a gallery of pictures; and talk but a tinkling cymbal, where there is no love. The Latin adage meeteth with it a little: *Magna civitas, magna solitudo*; because in a great town friends are scattered; so that there is not that fellowship, for the most part, which is in less neighborhoods. But we may go further, and affirm most truly, that it is a mere and miserable solitude to want true friends; without which the world is but a wilderness; and even in this sense also of solitude, whosoever in the frame of his nature and affections, is unfit for friendship, he taketh it of the beast, and not from humanity.

A principal fruit of friendship, is the ease and discharge of the fulness and swellings of the heart, which passions of all kinds do cause and induce. We know diseases of stoppings, and suffocations, are the most dangerous in the body; and it is not much otherwise in the mind; you may take sarza to open the liver, steel to open the spleen, flowers of sulphur for the lungs, castoreum for the brain; but no receipt openeth the heart, but a true friend; to whom you may impart griefs, joys, fears, hopes, suspicions, counsels, and whatsoever lieth upon the heart to oppress it, in a kind of civil shrift or confession.

It is a strange thing to observe, how high a rate great kings and monarchs do set upon this fruit of friendship, whereof we speak: so great, as they purchase it, many times, at the hazard of their own safety and greatness. For princes, in regard of the distance of their fortune from that of their subjects and servants, cannot gather this fruit, except (to make themselves capable thereof) they raise some persons to be, as it were, companions and almost equals to themselves, which many times sorteth to inconvenience. The modern languages give unto such persons the name of favorites, or privadoes; as if it were matter of grace, or conversation. But the Roman name attaineth the true use and cause thereof, naming them *participes curarum*; for it is that which tieth the knot. And we see plainly that this hath been done, not by weak and passionate princes only, but by the wisest and most politic that ever reigned; who have oftentimes joined to themselves some of their servants; whom both themselves have called friends, and allowed other likewise to call them in the same manner; using the word which is received between private men.

L. Sylla, when he commanded Rome, raised Pompey (after surnamed the Great) to that height, that Pompey vaunted himself for Sylla's overmatch. For when he had carried the consulship for a friend of his, against the pursuit of Sylla, and that Sylla did a little resent thereat, and began to speak great, Pompey turned upon him again, and in effect bade him be quiet; for that more men adored the sun rising, than the sun setting. With Julius Caesar, Decimus Brutus had obtained that interest, as he set him down, in his testament, for heir in remainder, after his nephew. And this was the man that had power with him, to draw him forth to his death. For when Caesar would have discharged the senate, in regard of some ill presages, and specially a dream of Calpurnia; this man lifted him gently by the arm out of his chair, telling him he hoped he would not dismiss the senate, till his wife had dreamt a better dream. And it seemeth his favor was so great, as Antonius, in a letter which is recited verbatim in one of Cicero's Philippics, calleth him *venefica*, witch; as if he had enchanted Caesar. Augustus raised Agrippa (though of mean birth) to that

height, as when he consulted with Maecenas, about the marriage of his daughter Julia, Maecenas took the liberty to tell him, that he must either marry his daughter to Agrippa, or take away his life; there was no third way, he had made him so great. With Tiberius Caesar, Sejanus had ascended to that height, as they two were termed, and reckoned, as a pair of friends. Tiberius in a letter to him saith, *Haec pro amicitia nostra non occultavi*; and the whole senate dedicated an altar to Friendship, as to a goddess, in respect of the great dearness of friendship, between them two. The like, or more, was between Septimius Severus and Plautianus. For he forced his eldest son to marry the daughter of Plautianus; and would often maintain Plautianus, in doing affronts to his son; and did write also in a letter to the senate, by these words: I love the man so well, as I wish he may over-live me. Now if these princes had been as a Trajan, or a Marcus Aurelius, a man might have thought that this had proceeded of an abundant goodness of nature; but being men so wise, of such strength and severity of mind, and so extreme lovers of themselves, as all these were, it proveth most plainly that they found their own felicity (though as great as ever happened to mortal men) but as an half piece, except they might have a friend, to make it entire; and yet, which is more, they were princes that had wives, sons, nephews; and yet all these could not supply the comfort of friendship.

It is not to be forgotten, what Comineus observeth of his first master, Duke Charles the Hardy, namely, that he would communicate his secrets with none; and least of all, those secrets which troubled him most. Whereupon he goeth on, and saith that towards his latter time, that closeness did impair, and a little perish his understanding. Surely Comineus might have made the same judgment also, if it had pleased him, of his second master, Lewis the Eleventh, whose closeness was indeed his tormentor. The parable of Pythagoras is dark, but true; *Cor ne edito*; Eat not the heart. Certainly if a man would give it a hard phrase, those that want friends, to open themselves unto are cannibals of their own hearts. But one thing is most admirable (wherewith I will conclude this first fruit of friendship), which is, that this communicating of a man's self to his friend, works two contrary effects; for it redoubleth joys, and cutteth griefs in halves. For there is no man, that imparteth his joys to his friend, but he joyeth the more; and no man that imparteth his griefs to his friend, but he grieveth the less. So that it is in truth, of operation upon a man's mind, of like virtue as the alchemists use to attribute to their stone, for man's body; that it worketh all contrary effects, but still to the good and benefit of nature. But yet without praying in aid of alchemists, there is a manifest image of this, in the ordinary course of nature. For in bodies, union strengtheneth and cherisheth any natural action; and on the other side, weakeneth and dulleth any violent impression: and even so it is of minds.

The second fruit of friendship, is healthful and sovereign for the understanding, as the first is for the affections. For friendship maketh indeed a fair day in the affections, from storm and tempests; but it maketh daylight in the understanding, out of darkness, and confusion of thoughts. Neither is this to be understood only of faithful counsel, which a man receiveth from his friend; but before you come to that, certain it is, that whosoever hath his mind fraught with many thoughts, his wits and understanding do clarify and break up, in the communicating and discoursing with another; he tosseth his thoughts more easily; he marshalleth them more orderly, he seeth how they look when they are turned into words: finally, he waxeth wiser than himself; and that more by an hour's discourse, than by a day's meditation. It was well said by Themistocles, to the king of Persia, That speech was like cloth of Arras, opened and put abroad; whereby the imagery doth appear in figure; whereas in thoughts they lie but as in packs. Neither is this second fruit of friendship, in opening the understanding, restrained only to such friends as are able to give a man counsel; (they indeed are best;) but even without that, a man learneth of himself, and bringeth his own thoughts to light, and whetteth his wits as against a stone, which itself cuts not. In a word, a man were better relate himself to a statua, or picture, than to suffer his thoughts to pass in smother. Add now, to make this second fruit of friendship complete, that other point, which lieth more open, and falleth within vulgar observation; which is faithful counsel from a friend. Heraclitus saith well in one of his enigmas, Dry light is ever the best. And certain it is, that the light that a man receiveth by counsel from another, is drier

and purer, than that which cometh from his own understanding and judgment; which is ever infused, and drenched, in his affections and customs. So as there is as much difference between the counsel, that a friend giveth, and that a man giveth himself, as there is between the counsel of a friend, and of a flatterer. For there is no such flatterer as is a man's self; and there is no such remedy against flattery of a man's self, as the liberty of a friend. Counsel is of two sorts: the one concerning manners, the other concerning business. For the first, the best preservative to keep the mind in health, is the faithful admonition of a friend. The calling of a man's self to a strict account, is a medicine, sometime too piercing and corrosive. Reading good books of morality, is a little flat and dead. Observing our faults in others, is sometimes improper for our case. But the best receipt (best, I say, to work, and best to take) is the admonition of a friend. It is a strange thing to behold, what gross errors and extreme absurdities many (especially of the greater sort) do commit, for want of a friend to tell them of them; to the great damage both of their fame and fortune: for, as St. James saith, they are as men that look sometimes into a glass, and presently forget their own shape and favor. As for business, a man may think, if he will, that two eyes see no more than one; or that a gamester seeth always more than a looker-on; or that a man in anger, is as wise as he that hath said over the four and twenty letters; or that a musket may be shot off as well upon the arm, as upon a rest; and such other fond and high imaginations, to think himself all in all. But when all is done, the help of good counsel is that which setteth business straight. And if any man think that he will take counsel, but it shall be by pieces; asking counsel in one business, of one man, and in another business, of another man; it is well (that is to say, better, perhaps, than if he asked none at all); but he runneth two dangers: one, that he shall not be faithfully counselled; for it is a rare thing, except it be from a perfect and entire friend, to have counsel given, but such as shall be bowed and crooked to some ends, which he hath, that giveth it. The other, that he shall have counsel given, hurtful and unsafe (though with good meaning), and mixed partly of mischief and partly of remedy; even as if you would call a physician, that is thought good for the cure of the disease you complain of, but is unacquainted with your body; and therefore may put you in way for a present cure, but overthroweth your health in some other kind; and so cure the disease, and kill the patient. But a friend that is wholly acquainted with a man's estate, will beware, by furthering any present business, how he dasheth upon other inconvenience. And therefore rest not upon scattered counsels; they will rather distract and mislead, than settle and direct.

After these two noble fruits of friendship (peace in the affections, and support of the judgment), followeth the last fruit; which is like the pomegranate, full of many kernels; I mean aid, and bearing a part, in all actions and occasions. Here the best way to represent to life the manifold use of friendship, is to cast and see how many things there are, which a man cannot do himself; and then it will appear, that it was a sparing speech of the ancients, to say, that a friend is another himself; for that a friend is far more than himself. Men have their time, and die many times, in desire of some things which they principally take to heart; the bestowing of a child, the finishing of a work, or the like. If a man have a true friend, he may rest almost secure that the care of those things will continue after him. So that a man hath, as it were, two lives in his desires. A man hath a body, and that body is confined to a place; but where friendship is, all offices of life are as it were granted to him, and his deputy. For he may exercise them by his friend. How many things are there which a man cannot, with any face or comeliness, say or do himself? A man can scarce allege his own merits with modesty, much less extol them; a man cannot sometimes brook to supplicate or beg; and a number of the like. But all these things are graceful, in a friend's mouth, which are blushing in a man's own. So again, a man's person hath many proper relations, which he cannot put off. A man cannot speak to his son but as a father; to his wife but as a husband; to his enemy but upon terms: whereas a friend may speak as the case requires, and not as it sorteth with the person. But to enumerate these things were endless; I have given the rule, where a man cannot fitly play his own part; if he have not a friend, he may quit the stage.



ACT ONE

Scene One

An ordinary room at central police headquarters. A desk, a filing cabinet, a cupboard, a few chairs and a coat-stand on which are hanging a dark overcoat and a black hat. There are also a typewriter, a telephone, a window, and a door on either side of the stage. On-stage, INSPECTOR BERTOZZO and a POLICE CONSTABLE are engaged in interrogating a man: the MANIAC. [1]

INSPECTOR BERTOZZO: *(As he flicks through a pile of paperwork, he turns to the MANIAC, who is seated, calm and relaxed)* Ha, so this isn't the first time you've passed yourself off as someone else! Here it says that you've been caught twice posing as a surgeon, once as a captain in the bersaglieri... three times as a bishop... once as a marine engineer... in all you've been arrested... let's see... two plus three, five... one, two... three... eleven times in all... so this makes the twelfth.

MANIAC: Correct. Arrested twelve times... But I must point out, Inspector, arrested, but never found guilty... My record is clean!

INSPECTOR BERTOZZO: Well... I can't imagine how you've managed to check out of it every time... But I can assure you you're going to get a dirty record this time: you can count on it!

INSPECTOR BERTOZZO: Your two hundred thousand lire was pretty spot-on too!

MANIAC: But Inspector, I had to... it was for his own good!

INSPECTOR BERTOZZO: Ah, for his own good, eh? So a big bill's part of the cure?

MANIAC: Sure! If I hadn't stung him for two hundred thousand, do you really think the poor bastard, and more particularly his family, would have been satisfied? If I'd asked for a mere fifty thousand, they'd have thought: 'He can't be a lot of use. Maybe he's just a real professor. Must be newly qualified...' But this way, it knocked them sideways and they thought: 'Who is this man? God Almighty!' And off they went, happy... They even kissed my hand... 'Thank you, Professor...' Kinky-kinky-kissy.

INSPECTOR BERTOZZO: I'll say this - you run a good line in patter!

MANIAC: It's true, though, Inspector. Eleno Freud says: 'Be you sick, be you ill, the best cure is a big fat bill - for the patient and for the doctor!'

INSPECTOR BERTOZZO: Now, let's take a look at your visiting card... *(He shows the card.)* If I'm not mistaken, it says here: Professor Antonio Rabbi, psychiatrist. Formerly lecturer at the University of Padova... Come on, now, talk your way out of that one...!

MANIAC: First of all, I really am a lecturer... I teach drawing, actually... Decorative, free-hand, I do evening classes at the Church of the Holy Redeemer.

INSPECTOR BERTOZZO: I'm impressed, my compliments! But it says here: 'Psychiatrist'!

MANIAC: Well done - but after the full stop! Are you familiar with the rules of grammar and punctuation? Read it properly: Professor Antonio Rabbi. Full stop. Then there's a capital P. Psychiatrist! Now look, you can't tell me it's going under false pretences to say 'psychiatrist'. I presume you're familiar with the grammar of the Italian language? Yes? Well in that case you should know that if a

MANIAC: I know how you feel, Inspector: a spotless record just waiting to be sullied - it would make anyone's mouth water.

INSPECTOR BERTOZZO: Very funny... According to your charge sheet, you were arrested while passing yourself off to a psychiatrist, a lecturer, formerly teaching at the University of Padova... Trading under false pretences... You do realise that you could go to prison for that?

MANIAC: Certainly - false pretences perpetrated by a sane person. But I'm mad, Inspector, certified mad! Look, I've got my medical record, here: sixteen times in the nouthouse... and always for the same reason. I have a thing about dreaming up characters and then acting them out. It's called 'histrionomania' - comes from the Latin *histrion*, meaning 'actor'. I'm a sort of amateur performance artist. With the difference that I go for 'Dekline Vèrité' - my fellow performers need to be real people, but people who don't realise that they're in my plays. Which is just as well, 'cos I've got no money and couldn't pay them anyway... I applied to the Arts Council for a grant, but since I don't have political backing...

INSPECTOR BERTOZZO: You had the nerve to charge two hundred thousand lire for a single occasion...

CONSTABLE: *(Stammering behind the MANIAC.)* Jesus!

MANIAC: A reasonable rate for any self-respecting psychiatrist... Sixteen years studying before you qualify!

INSPECTOR BERTOZZO: Sure, but when did you ever study psychology?

MANIAC: Sixteen years I've studied... Thousands of lunatics like myself... day after day... And at night too! Because, unlike your normal psychiatrist, I slept with them... Often in two, three to a bed, because there's always a shortage of beds these days.

Anyway, feel free to check. I think you'll find that my diagnosis for the poor schizophrenic I was arrested for was spot-on.

person writes 'archaeologist' it doesn't mean he's studied - it's like saying 'stamp collector', 'vegetarian', 'chronic urticaria'.

INSPECTOR BERTOZZO: Yes, but what about this: 'Formerly lecturer at the University of Padova'?

MANIAC: I'm sorry, now you're the one trading under false pretences: you just told me that you knew the rules of grammar and punctuation, and now it turns out that you can't even read properly...

INSPECTOR BERTOZZO: I can't even what...?

MANIAC: Didn't you see the comma after the 'formerly'?

INSPECTOR BERTOZZO: Oh yes... You're right. I didn't notice it.

MANIAC: So you didn't notice it? You didn't notice it, and just for that you'd send an innocent man to prison?

INSPECTOR BERTOZZO: You're really mental, you know... What's a comma got to do with anything?

MANIAC: Nothing, for someone who knows nothing about grammar... I think you should come clean - I want to see your school reports... Who was responsible for promoting you... *(The INSPECTOR tries to interrupt him.)* Let me finish... Remember, the comma is the key to everything! If there's a comma after the 'formerly', the whole meaning of the phrase changes.

The comma indicates a pause for breath... a brief hiatus... because the comma always indicates a change of intentionality. So it goes like this: 'Formerly' and here we could do with a sarcastic sneer, and if you want to add an ironic chuckle, all the better! 'Formerly...' *(He grimaces and gives a high-pitched laugh.)* Lecturer at the University, another comma, of Padova... It's like it's saying: 'Come on, what do you take me for... Pull the other one... Only an idiot would fall for that!

INSPECTOR BERTOZZO: So I'm an idiot, am I?

MANIAC: No, you're just a bit short on grammar... I could

Hand out 3



DUBAI: Roger Federer claimed the 84th title of his legendary career, kept his nose in front in his personal rivalry with Novak Djokovic, and equalled his best achievement at any tournament by winning the Dubai Open for the seventh time on Saturday.

The Grand Slam record-holder from Switzerland beat the world number one from Serbia 6-4, 7-5 in a colourful success which took Federer's title haul here equal to those of Halle and Wimbledon. It also put him 20-17 up against Djokovic Federer served superbly, his 12 aces taking his career total past 9,000, something only three other players have done since 1991.

Even more noticable was his risk-taking, the frequency with which he approached the net, and the commitment with which he attacked his ground strokes. The victory was a fine riposte to those who said after his third round loss to Andreas Seppi in the Australian Open that his good days were now behind him. "People are often saying how old I am - but who knows how many years I have left. I can still play with the best," the 33-year-old said challengingly.

It required only one break of serve in the first set, in the eighth game, to give Federer the thrust he needed to close out the first set. And one break was enough in the second, coming in the eleventh game. Djokovic nevertheless came very close to vital breakthroughs when he had Federer at 15-40 in the third game of the first set, and again in the eighth and tenth games of the second set. The last two were both set points, and both were saved by aces.

"I definitely won the big points tonight," said Federer. "I am very happy with this - otherwise I don't think I would be here giving this interview. "It's very special to be part of this match. We have played many, many times, and this seventh title does mean a lot. I will always come back here every single year." Djokovic, who was thus denied the 50th title of his career and the opportunity to overtake the 49 won by his coach Boris Becker, may reflect on the seven chances to break serve altogether which got away. The first offered Djokovic perhaps his best chance when he pushed Federer back from the net with a decent lob, only for the maestro to produce a nerveless, powerful and accurate smash. The second was abruptly truncated with a fine first serve, and this seemed to inspire Federer. The two break points at 3-4 in the second set were similarly dispatched with an ace and a first service winner, and the two at 4-5 with even more rapid aces. Djokovic had a break point in the last game of the match too, but that was to break back. Federer saved that with the greatest difficulty of any of them, with a smash from a deep high lob which he could easily have missed.

But Federer was relaxed, pressure-free, and enormously buoyed by the noise of his many supporters here. "Better than losing in the first round of the doubles," he said, recalling his brief exploits with Swiss compatriot Michael Lammer. "You work hard and travel a lot, and make sacrifices and hope it pays off in big matches. It's been a wonderful week. After this you can't wait for the next tournament to start." Djokovic often played very well, and claimed he could not have done more. He had to be pleased with what he had done, he reckoned, even if it was the first time that he had lost in his five finals here.

But Djokovic did have one last laugh. "How come you had seven break points and he had two - and you lost?" he was asked on court afterwards. His answer caused the stadium to erupt. "I think I will get the same question a little later from Boris," he said.

Hand out 4

For most of us, stress and food go hand-in-hand. Food can give us the feelings of power, control and satisfaction that we need in stressful situations. It's no surprise that when our stress levels go up our



resistance to 'comfort' foods goes down.

This isn't always a bad thing - our favorite foods actually can reduce our stress levels. But moderation is key.

Giving your body the nutrition it needs is a positive step you can take every day toward combating stress. With the correct nutrition, you are better prepared to face the challenges of the day.

Adrenaline is produced during times of intense stress. That gives you a burst of energy, but your blood-sugar level drops after the crisis is past. Sustaining food is needed to replenish it. Certain foods increase the physical stress on your body by making digestion more difficult, or by denying the brain essential nutrients. Stress itself can cause bad digestion. Drinks can have just as great an effect - caffeine and alcohol both put a considerable strain on the body.

With a sensible diet it's possible to reduce the effects of stress, avoid some common problems, and protect your health.

Indigestion. This can result from eating in the middle of a stressful situation, as the digestive system is not relaxed. It also can be due to eating on the run, so always sit down to eat and eat more slowly, chewing food properly. You will then really taste and enjoy your meals and snacks.

Bloating. As we all know, bloating is unpleasant, and stressful in itself. It could be triggered by wheat products (bread, pasta, cakes and biscuits) and dairy products (milk, cheese, butter and cream), so try cutting out each food group for a couple of weeks to see if the problem eases.

Caffeine dependency. Relying on caffeine to keep you going is a bad idea. It raises stress hormones and can lead to insomnia and dehydration, affecting your body's ability to handle stress. There are many delicious caffeine-free alternatives, such as herb teas.

Hangovers. No one functions well with a hangover, so drinking heavily will lead to trouble the following day. This does not mean that you need to avoid alcohol completely, just be aware of its effects, and resist using it regularly as a coping technique.

Cravings. These often hit during the 'post-lunch dip', and increase at hormonal times and under stress. To curb your cravings, include small portions of the craved item into your usual diet, rather than trying to resist completely. Or distract yourself by getting involved in something else, and the craving may pass. Keep healthy food nearby, and do not wait too long between snacks.

Sugar highs and lows. Although the brain needs glucose to enable it to perform effectively, very sugary foods cause your blood sugar level to spike and then plummet, leaving you sleepy and lethargic. This can lead to another sweet craving, and the cycle continues.


Some tips on improving your diet:

Breakfast. Aim always to eat breakfast, even if you can only manage a piece of fruit. Fruit smoothies make a great choice for breakfast. They can be made with various combinations of fruits and with or without yogurt. Be adventurous by adding vegetables or spices.

Lunch and the evening meal. Healthy options include baked potatoes with baked beans or tuna, sushi, vegetable soup, whole-grain sandwiches or salads. In restaurants, baked fish or chicken with vegetables are good choices. Or go for pasta with a tomato-based sauce.

In-between. To sustain your energy, snack on healthy food throughout the day. This calls for a little planning. Bring a banana, yogurt, nuts and raisins, a few oatcakes or a bagel to work to have handy. Drinks. Cut down on stimulants such as coffee, tea, and soda as much as you can. Trade them for decaffeinated coffee or tea, 100 percent fruit juice and herb teas. Drink plenty of water to avoid dehydration and protect your kidneys.

Alcohol. Alcohol supplies little to no nutrients. Women should have no more than seven alcoholic drinks a week, and men no more than 14. Attempt to match each alcoholic drink with a glass of water or juice.



Supplements. Consider a vitamin and mineral supplement to replace the nutrients depleted by stress, particularly the B vitamins, vitamin C, calcium, magnesium and zinc. Herbal supplements to aid digestion include liquorice root, aloe vera, lemongrass and kava kava. Mint, dandelion, fennel, ginger, slippery elm and meadowsweet teas help digestion.

Hand out 5

Mr. Jones, of the Manor Farm, had locked the hen-houses for the night, but was too drunk to remember to shut the popholes. With the ring of light from his lantern dancing from side to side, he lurched across the yard, kicked off his boots at the back door, drew himself a last glass of beer from the barrel in the scullery, and made his way up to bed, where Mrs. Jones was already snoring.

As soon as the light in the bedroom went out there was a stirring and a fluttering all through the farm buildings. Word had gone round during the day that old Major, the prize Middle White boar, had had a strange dream on the previous night and wished to communicate it to the other animals. It had been agreed that they should all meet in the big barn as soon as Mr. Jones was safely out of the way. Old Major (so he was always called, though the name under which he had been exhibited was Willingdon Beauty) was so highly regarded on the farm that everyone was quite ready to lose an hour's sleep in order to hear what he had to say.

At one end of the big barn, on a sort of raised platform, Major was already ensconced on his bed of straw, under a lantern which hung from a beam. He was twelve years old and had lately grown rather stout, but he was still a majestic-looking pig, with a wise and benevolent appearance in spite of the fact that his tusks had never been cut. Before long the other animals began to arrive and make themselves comfortable after their different fashions. First came the three dogs, Bluebell, Jessie, and Pincher, and then the pigs, who settled down in the straw immediately in front of the platform. The hens perched themselves on the window-sills, the pigeons fluttered up to the rafters, the sheep and cows lay down behind the pigs and began to chew the cud. The two cart-horses, Boxer and Clover, came in together, walking very slowly and setting down their vast hairy hoofs with great care lest there should be some small animal concealed in the straw. Clover was a stout motherly mare approaching middle life, who had never quite got her figure back after her fourth foal. Boxer was an enormous beast, nearly eighteen hands high, and as strong as any two ordinary horses put together. A white stripe down his nose gave him a somewhat stupid appearance, and in fact he was not of first-rate intelligence, but he was universally respected for his steadiness of character and tremendous powers of work. After the horses came Muriel, the white goat, and Benjamin, the donkey. Benjamin was the oldest animal on the farm, and the worst tempered. He seldom talked, and when he did, it was usually to make some cynical remark—for instance, he would say that God had given him a tail to keep the flies off, but that he would sooner have had no tail and no flies. Alone among the animals on the farm he never laughed. If asked why, he would say that he saw nothing to laugh at. Nevertheless, without openly admitting it, he was devoted to Boxer; the two of them usually spent their Sundays together in the small paddock beyond the orchard, grazing side by side and never speaking.

The two horses had just lain down when a brood of ducklings, which had lost their mother, filed into the barn, cheeping feebly and wandering from side to side to find some place where they would not be trodden on. Clover made a sort of wall round them with her great foreleg, and the ducklings nestled down inside it and promptly fell asleep. At the last moment Mollie, the foolish, pretty white mare who drew Mr. Jones's trap, came mincing daintily in, chewing at a lump of sugar. She took a place near the front and began flirting her white mane, hoping to draw attention to the red ribbons it was plaited with. Last of all came the cat, who looked round, as usual, for the warmest place, and finally squeezed herself in between Boxer and Clover; there she purred contentedly throughout Major's speech without listening to a word of what he was saying.

All the animals were now present except Moses, the tame raven, who slept on a perch behind the back



door. When Major saw that they had all made themselves comfortable and were waiting attentively, he cleared his throat and began:

"Comrades, you have heard already about the strange dream that I had last night. But I will come to the dream later. I have something else to say first. I do not think, comrades, that I shall be with you for many months longer, and before I die, I feel it my duty to pass on to you such wisdom as I have acquired. I have had a long life, I have had much time for thought as I lay alone in my stall, and I think I may say that I understand the nature of life on this earth as well as any animal now living. It is about this that I wish to speak to you.

"Now, comrades, what is the nature of this life of ours? Let us face it: our lives are miserable, laborious, and short. We are born, we are given just so much food as will keep the breath in our bodies, and those of us who are capable of it are forced to work to the last atom of our strength; and the very instant that our usefulness has come to an end we are slaughtered with hideous cruelty. No animal in England knows the meaning of happiness or leisure after he is a year old. No animal in England is free. The life of an animal is misery and slavery: that is the plain truth.

"But is this simply part of the order of nature? Is it because this land of ours is so poor that it cannot afford a decent life to those who dwell upon it? No, comrades, a thousand times no! The soil of England is fertile, its climate is good, it is capable of affording food in abundance to an enormously greater number of animals than now inhabit it. This single farm of ours would support a dozen horses, twenty cows, hundreds of sheep—and all of them living in a comfort and a dignity that are now almost beyond our imagining. Why then do we continue in this miserable condition? Because nearly the whole of the produce of our labour is stolen from us by human beings. There, comrades, is the answer to all our problems. It is summed up in a single word—Man. Man is the only real enemy we have. Remove Man from the scene, and the root cause of hunger and overwork is abolished for ever.

"Man is the only creature that consumes without producing. He does not give milk, he does not lay eggs, he is too weak to pull the plough, he cannot run fast enough to catch rabbits. Yet he is lord of all the animals. He sets them to work, he gives back to them the bare minimum that will prevent them from starving, and the rest he keeps for himself. Our labour tills the soil, our dung fertilises it, and yet there is not one of us that owns more than his bare skin. You cows that I see before me, how many thousands of gallons of milk have you given during this last year? And what has happened to that milk which should have been breeding up sturdy calves? Every drop of it has gone down the throats of our enemies. And you hens, how many eggs have you laid in this last year, and how many of those eggs ever hatched into chickens? The rest have all gone to market to bring in money for Jones and his men. And you, Clover, where are those four foals you bore, who should have been the support and pleasure of your old age? Each was sold at a year old—you will never see one of them again. In return for your four confinements and all your labour in the fields, what have you ever had except your bare rations and a stall?

"And even the miserable lives we lead are not allowed to reach their natural span. For myself I do not grumble, for I am one of the lucky ones. I am twelve years old and have had over four hundred children. Such is the natural life of a pig. But no animal escapes the cruel knife in the end. You young porkers who are sitting in front of me, every one of you will scream your lives out at the block within a year. To that horror we all must come—cows, pigs, hens, sheep, everyone. Even the horses and the dogs have no better fate. You, Boxer, the very day that those great muscles of yours lose their power, Jones will sell you to the knacker, who will cut your throat and boil you down for the foxhounds. As for the dogs, when they grow old and toothless, Jones ties a brick round their necks and drowns them in the nearest pond.

"Is it not crystal clear, then, comrades, that all the evils of this life of ours spring from the tyranny of human beings? Only get rid of Man, and the produce of our labour would be our own. Almost overnight we could become rich and free. What then must we do? Why, work night and day, body and soul, for the overthrow of the human race! That is my message to you, comrades: Rebellion! I do not know when that

Rebellion will come, it might be in a week or in a hundred years, but I know, as surely as I see this straw beneath my feet, that sooner or later justice will be done. Fix your eyes on that, comrades, throughout the short remainder of your lives! And above all, pass on this message of mine to those who come after you, so that future generations shall carry on the struggle until it is victorious.

"And remember, comrades, your resolution must never falter. No argument must lead you astray. Never listen when they tell you that Man and the animals have a common interest, that the prosperity of the one is the prosperity of the others. It is all lies. Man serves the interests of no creature except himself. And among us animals let there be perfect unity, perfect comradeship in the struggle. All men are enemies. All animals are comrades."

At this moment there was a tremendous uproar. While Major was speaking four large rats had crept out of their holes and were sitting on their hindquarters, listening to him. The dogs had suddenly caught sight of them, and it was only by a swift dash for their holes that the rats saved their lives. Major raised his trotter for silence.

"Comrades," he said, "here is a point that must be settled. The wild creatures, such as rats and rabbits— are they our friends or our enemies? Let us put it to the vote. I propose this question to the meeting: Are rats comrades?"

The vote was taken at once, and it was agreed by an overwhelming majority that rats were comrades. There were only four dissentients, the three dogs and the cat, who was afterwards discovered to have voted on both sides. Major continued:

"I have little more to say. I merely repeat, remember always your duty of enmity towards Man and all his ways. Whatever goes upon two legs is an enemy. Whatever goes upon four legs, or has wings, is a friend. And remember also that in fighting against Man, we must not come to resemble him. Even when you have conquered him, do not adopt his vices. No animal must ever live in a house, or sleep in a bed, or wear clothes, or drink alcohol, or smoke tobacco, or touch money, or engage in trade. All the habits of Man are evil. And, above all, no animal must ever tyrannise over his own kind. Weak or strong, clever or simple, we are all brothers. No animal must ever kill any other animal. All animals are equal.

"And now, comrades, I will tell you about my dream of last night. I cannot describe that dream to you. It was a dream of the earth as it will be when Man has vanished. But it reminded me of something that I had long forgotten. Many years ago, when I was a little pig, my mother and the other sows used to sing an old song of which they knew only the tune and the first three words. I had known that tune in my infancy, but it had long since passed out of my mind. Last night, however, it came back to me in my dream. And what is more, the words of the song also came back—words, I am certain, which were sung by the animals of long ago and have been lost to memory for generations. I will sing you that song now, comrades. I am old and my voice is hoarse, but when I have taught you the tune, you can sing it better for yourselves. It is called Beasts of England."

Old Major cleared his throat and began to sing. As he had said, his voice was hoarse, but he sang well enough, and it was a stirring tune, something between Clementine and La Cucaracha. The words ran:

*Beasts of England, beasts of Ireland,
Beasts of every land and clime,
Hearken to my joyful tidings
Of the golden future time.
Soon or late the day is coming,
Tyrant Man shall be o'erthrown,
And the fruitful fields of England
Shall be trod by beasts alone.*

*Rings shall vanish from our noses,
And the harness from our back,
Bit and spur shall rust forever,
Cruel whips no more shall crack.*

*Riches more than mind can picture,
Wheat and barley, oats and hay,
Clover, beans, and mangel-wurzels
Shall be ours upon that day.*

*Bright will shine the fields of England,
Purer shall its waters be,
Sweeter yet shall blow its breezes
On the day that sets us free.*

*For that day we all must labour,
Though we die before it break;
Cows and horses, geese and turkeys,
All must toil for freedom's sake.*

*Beasts of England, beasts of Ireland,
Beasts of every land and clime,
Hearken well and spread my tidings
Of the golden future time.*

The singing of this song threw the animals into the wildest excitement. Almost before Major had reached the end, they had begun singing it for themselves. Even the stupidest of them had already picked up the tune and a few of the words, and as for the clever ones, such as the pigs and dogs, they had the entire song by heart within a few minutes. And then, after a few preliminary tries, the whole farm burst out into Beasts of England in tremendous unison. The cows lowed it, the dogs whined it, the sheep bleated it, the horses whinnied it, the ducks quacked it. They were so delighted with the song that they sang it right through five times in succession, and might have continued singing it all night if they had not been interrupted.

Unfortunately, the uproar awoke Mr. Jones, who sprang out of bed, making sure that there was a fox in the yard. He seized the gun which always stood in a corner of his bedroom, and let fly a charge of number 6 shot into the darkness. The pellets buried themselves in the wall of the barn and the meeting broke up hurriedly. Everyone fled to his own sleeping-place. The birds jumped on to their perches, the animals settled down in the straw, and the whole farm was asleep in a moment.

Hand out 6

October arrived, spreading a damp chill over the grounds and into the castle. Madam Pomfrey, the nurse, was kept busy by a sudden spate of colds among the staff and students. Her Pepperup potion worked instantly, though it left the drinker smoking at the ears for several hours afterward. Ginny Weasley, who had been looking pale, was bullied into taking some by Percy. The steam pouring from under her vivid hair gave the impression that her whole head was on fire.

Raindrops the size of bullets thundered on the castle windows for days on end; the lake rose, the flower beds turned into muddy streams, and Hagrid's pumpkins swelled to the size of garden sheds. Oliver

Wood's enthusiasm for regular training sessions, however, was not dampened, which was why Harry was to be found, late one stormy Saturday afternoon a few days before Halloween, returning to Gryffindor Tower, drenched to the skin and splattered with mud.

Even aside from the rain and wind it hadn't been a happy practice session. Fred and George, who had been spying on the Slytherin team, had seen for themselves the speed of those new Nimbus Two Thousand and Ones. They reported that the Slytherin team was no more than seven greenish blurs, shooting through the air like missiles.

As Harry squelched along the deserted corridor he came across somebody who looked just as preoccupied as he was. Nearly Headless Nick, the ghost of Gryffindor Tower, was staring morosely out of a window, muttering under his breath, "... don't fulfill their requirements ... half an inch, if that ..."

"Hello, Nick," said Harry.

"Hello, hello," said Nearly Headless Nick, starting and looking round. He wore a dashing, plumed hat on his long curly hair, and a tunic with a ruff, which concealed the fact that his neck was almost completely severed. He was pale as smoke, and Harry could see right through him to the dark sky and torrential rain outside.

"You look troubled, young Potter," said Nick, folding a transparent letter as he spoke and tucking it inside his doublet.

"So do you," said Harry.

"Ah," Nearly Headless Nick waved an elegant hand, "a matter of no importance. ... It's not as though I really wanted to join. ... Thought I'd apply, but apparently I 'don't fulfill requirements' -"

In spite of his airy tone, there was a look of great bitterness on his face.

"But you would think, wouldn't you," he erupted suddenly, pulling the letter back out of his pocket, "that getting hit forty-five times in the neck with a blunt axe would qualify you to join the Headless Hunt?" "Oh - yes," said Harry, who was obviously supposed to agree.

"I mean, nobody wishes more than I do that it had all been quick and clean, and my head had come off properly, I mean, it would have saved me a great deal of pain and ridicule. However -" Nearly Headless Nick shook his letter open and read furiously: "'We can only accept huntsmen whose heads have parted company with their bodies. You will appreciate that it would be impossible otherwise for members to participate in hunt activities such as Horseback Head-Juggling and Head Polo. It is with the greatest regret, therefore, that I must inform you that you do not fulfill our requirements. With very best wishes, Sir Patrick Delaney-Podmore.'"

Fuming, Nearly Headless Nick stuffed the letter away.

"Half an inch of skin and sinew holding my neck on, Harry! Most people would think that's good and beheaded, but oh, no, it's not enough for Sir Properly Decapitated-Podmore."

Hand out 7

The following morning, Rahul finally came to me and said he heard I was upset and wanted to have a chat. I informed him that I was indeed upset and there was no way I would pretend otherwise. I asked him what the thinking was behind declaring at the time he did. It wasn't as if we were pressing for a win, and one over wouldn't have made much difference. We had agreed to a plan at tea and I was doing exactly as I had been told. Rahul said that the call was taken with the interests of the team in mind. It was important to demonstrate to the Pakistanis that we meant business and were keen to win. I wasn't convinced. First, I said to him that I was batting for the team as well. Yes, I had scored 194, but the 194 was meant to help the team and it was my individual contribution to the team's cause. so to say that the decision was taken in the best interests of the team wasn't altogether correct. I reminded him of what had happened in Sydney



less than a month earlier, when we had both been batting on the fourth evening and Sourav had sent out two or three messages asking when we should declare and Rahul had carried on batting. The two situations were comparable and, if anything, the Sydney declaration was far more significant and may have cost us a Test match and series victory. If Rahul was so keen to show intent here in Multan, he should have done the same in Sydney. Rahul didn't say anything to this and stated that I would surely get another opportunity to score a double hundred. I disagreed, saying it would not be the same. I would have to bat from zero to score a double century and would not be starting my innings at 194. Before I brought the conversation to a close, I assured Rahul that the incident would have no bearing on my involvement on the field, but off the field I would prefer to be left alone for a while to come to terms with what had happened.

Despite the incident, I am glad to say Rahul and I remain good friends, and even on the field our camaraderie remained intact until the end of our careers. We continued to have some good partnerships and neither our cricket nor our friendship was affected."

Hand Out 8

In the name of God, the most merciful, the most beneficent Your Majesties, distinguished members of the Norwegian Nobel Committee, dear sisters and brothers, today is a day of great happiness for me. I am humbled that the Nobel Committee has selected me for this precious award.

Thank you to everyone for your continued support and love. I am grateful for the letters and cards that I still receive from all around the world. Reading your kind and encouraging words strengthens and inspires me.

I would like to thank my parents for their unconditional love. Thank you to my father for not clipping my wings and for letting me fly. Thank you to my mother for inspiring me to be patient and to always speak the truth- which we strongly believe is the real message of Islam.

I am very proud to be the first Pashtun, the first Pakistani, and the first young person to receive this award. I am pretty certain that I am also the first recipient of the Nobel Peace Prize who still fights with her younger brothers. I want there to be peace everywhere, but my brothers and I are still working on that.

I am also honoured to receive this award together with Kailash Satyarti, who has been a champion of children's rights for a long time. Twice as long, in fact, than I have been alive. I am also glad that we can stand together and show the world that an Indian and a Pakistani can be united in peace and together work for children's rights.

Dear brothers and sisters, I was named after the inspirational Pashtun Joan of Arc, Malalai of Maiwand. The word Malala means "grief stricken", "sad", but in order to lend some happiness to it, my grandfather would always call me Malala – The happiest girl in this world and today I am very happy that we are standing together for an important cause.


This award is not just for me. It is for those forgotten children who want education. It is for those frightened children who want peace. It is for those voiceless children who want change.

I am here to stand up for their rights, raise their voice ... it is not time to pity them. It is time to take action so it becomes the last time that we see a child deprived of education.

I have found that people describe me in many different ways. Some people call me the girl who was shot by the Taliban And some, the girl who fought for her rights

Some people, call me a "Nobel Laureate" now

As far as I know, I am just a committed and stubborn person who wants to see every child getting quality education, who wants equal rights for women and who wants peace in every corner of the world. Education is one of the blessings of life — and one of its necessities. That has been my experience during the 17 years life. In my home in Swat Valley, in the north of Pakistan, I always loved school and learning new things. I remember when my friends and I would decorate our hands with henna for special occasions.



Instead of drawing flowers and patterns we would paint our hands with mathematical formulas and equations.

We had a thirst for education because our future was right there in that classroom. We would sit and read and learn together. We loved to wear neat and tidy school uniforms and we would sit there with big dreams in our eyes. We wanted to make our parents proud and prove that we could excel in our studies and achieve things, which some people think only boys can.

Things did not remain the same. When I was ten, Swat, which was a place of beauty and tourism, suddenly changed into a place of terrorism. More than 400 schools were destroyed. Girls were stopped from going to school. Women were flogged. Innocent people were killed. We all suffered. And our beautiful dreams turned into nightmares.

Education went from being a right to being a crime.

But when my world suddenly changed, my priorities changed too.

I had two options, one was to remain silent and wait to be killed. And the second was to speak up and then be killed. I chose the second one. I decided to speak up.

The terrorists tried to stop us and attacked me and my friends on 9th October 2012, but their bullets could not win.

We survived. And since that day, our voices have only grown louder. I tell my story, not because it is unique, but because it is not.

It is the story of many girls.

Today, I tell their stories too. I have brought with me to Oslo, some of my sisters, who share this story, friends from Pakistan, Nigeria and Syria. My brave sisters Shazia and Kainat Riaz who were also shot that day in Swat with me. They went through a tragic trauma too. Also my sister Kainat Somro from Pakistan who suffered extreme violence and abuse, even her brother was killed, but she did not succumb.

And there are girls with me, who I have met during my Malala Fund campaign, who are now like my sisters, my courageous 16 year old sister Mezon from Syria, who now lives in Jordan in a refugee camp and goes from tent to tent helping girls and boys to learn. And my sister Amina, from the North of Nigeria, where Boko Haram threatens and kidnaps girls, simply for wanting to go to school.

Though I appear as one girl, one person, who is 5 foot 2 inches tall, if you include my high heels. I am not a lone voice, I am many.

I am Shazia.

I am Kainat Riaz.

I am Kainat Somro. I am Mezon.

I am Amina. I am those 66 million girls who are out of school.

People like to ask me why education is important especially for girls. My answer is always the same.

What I have learnt from the first two chapters of the Holy Quran, is the word Iqra, which means "read", and the word, nun wal-qalam which means "by the pen"?

And therefore as I said last year at the United Nations, "One child, one teacher, one pen and one book can change the world."

Today, in half of the world, we see rapid progress, modernisation and development. However, there are countries where millions still suffer from the very old problems of hunger, poverty, injustice and conflicts. Indeed, we are reminded in 2014 that a century has passed since the beginning of the First World War, but we still have not learnt all of the lessons that arose from the loss of those millions of lives a hundred years ago.

There are still conflicts in which hundreds of thousands of innocent people have lost their lives. Many families have become refugees in Syria, Gaza and Iraq. There are still girls who have no freedom to go to school in the north of Nigeria. In Pakistan and Afghanistan we see innocent people being killed in suicide attacks and bomb blasts.



Many children in Africa do not have access to school because of poverty.

Many children in India and Pakistan are deprived of their right to education because of social taboos, or they have been forced into child labour and girls into child marriages.

One of my very good school friends, the same age as me, had always been a bold and confident girl and dreamed of becoming a doctor. But her dream remained a dream. At age of 12, she was forced to get married and then soon had a son at an age when she herself was a child – only 14. I know that my friend would have been a very good doctor.

But she couldn't ... because she was a girl.

Her story is why I dedicate the Nobel Prize money to the Malala Fund, to help give girls everywhere a quality education and call on leaders to help girls like me, Mezun and Amina. The first place this funding will go is where my heart is, to build schools in Pakistan—especially in my home of Swat and Shangla.

In my own village, there is still no secondary school for girls. I want to build one, so my friends can get an education—and the opportunity it brings to fulfil their dreams.

That is where I will begin, but it is not where I will stop. I will continue this fight until I see every child in school. I feel much stronger after the attack that I endured, because I know, no one can stop me, or stop us, because now we are millions, standing up together.

Dear brothers and sisters, great people, who brought change, like Martin Luther King and Nelson Mandela, Mother Teresa and Aung San Suu Kyi, they once stood here on this stage. I hope the steps that Kailash Satyarti and I have taken so far and will take on this journey will also bring change – lasting change.

My great hope is that this will be the last time we must fight for the education of our children. We want everyone to unite to support us in our campaign so that we can solve this once and for all.

Like I said, we have already taken many steps in the right direction. Now is the time to take a leap.

It is not time to tell the leaders to realise how important education is - they already know it - their own children are in good schools. Now it is time to call them to take action.

We ask the world leaders to unite and make education their top priority.

Fifteen years ago, the world leaders decided on a set of global goals, the Millennium Development Goals. In the years that have followed, we have seen some progress. The number of children out of school has been halved. However, the world focused only on expanding primary education, and progress did not reach everyone.

Next year, in 2015, representatives from around the world will meet at the United Nations to decide on the next set of goals, the Sustainable Development Goals. This will set the world's ambition for generations to come. Leaders must seize this opportunity to guarantee a free, quality primary and secondary education for every child.

Some will say this is impractical, or too expensive, or too hard. Or even impossible. But it is time the world thinks bigger.

Dear brothers and sisters, the so-called world of adults may understand it, but we children don't. Why is it that countries which we call "strong" are so powerful in creating wars but so weak in bringing peace? Why is it that giving guns is so easy but giving books is so hard? Why is it that making tanks is so easy, but building schools is so difficult?

As we are living in the modern age, the 21st century and we all believe that nothing is impossible. We can reach the moon and maybe soon will land on Mars. Then, in this, the 21st century, we must be determined that our dream of quality education for all will also come true.

So let us bring equality, justice and peace for all. Not just the politicians and the world leaders, we all need to contribute. Me. You. It is our duty.

So we must work ... and not wait.

I call upon my fellow children to stand up around the world.

Dear sisters and brothers, let us become the first generation to decide to be the last.

The empty classrooms, the lost childhoods, wasted potential — let these things end with us. Let this be the last time that a boy or a girl spends their childhood in a factory.

Let this be the last time that a girl gets forced into early child marriage. Let this be the last time that an innocent child loses their life in war. Let this be the last time that a classroom remains empty.

Let this be the last time that a girl is told education is a crime and not a right. Let this be the last time that a child remains out of school.

Let us begin this ending. Let this end with us.

And let us build a better future right here, right now. Thank you.

Hand Out 9

Napoleon Bonaparte was born at Ajaccio, Corsica, on 15 August 1769. Such a bald, even banal statement is necessary when we consider that every aspect of the man's life has been turned into the stuff of legend. In 1919 Archbishop Whateley tried to push beyond legend into myth by suggesting, tongue-in-cheek, in his *Historic Doubts Relative to Napoleon Buonaparte*, that Napoleon had never existed, that his was a proper name falsely attributed to the French people collectively. The psychologist Carl Gustav Jung, while accepting the reality of Napoleon's existence, argued that his significance was wholly collective and not individual: that he represented the resurgence from the depths of the French unconscious of the savage and irrational forces the Revolution had tried to suppress through the cult of Reason (*Déesse Raison*).

Even those who accepted the importance of Napoleon the individual argued about his origins and his date of birth. There has in some quarters been a curious reluctance to accept that he was a Corsican at all, even though born on the island. Some have asserted that he was descended from the Greeks, the Carthaginians or the Bretons. Others, remarking his 'Oriental complex' (of which more later), and noting that in the ninth century the Arab invaders of Europe reached Corsica, claim an Arab, Berber or Moorish strain in his provenance; hence (on this view) his excessive superstition, his belief in ghosts, Destiny and his own star, and his preference for Islam over Christianity. The historian and critic Taine traced his descent to an Italian condottiere, while Disraeli, on the grounds that Corsica had once been peopled by African Semites, claimed Napoleon as a Jew (presumably, given Napoleon's later antipathy to the Jews, an anti-semitic one). Kings of England, the Comneni, the Paleologues, and even the Julian tribe have been pressed into service as Napoleon's forebears. The prize for the most absurd candidate as Napoleonic ancestor must go to the Man in the Iron Mask and for the most unlikely parents to the footman and goat girl, proposed by his most scurrilous enemies.

At another level of mythmaking, Napoleon's champions claimed that he emerged from his mother's womb a born warrior because she gave birth to him immediately after a hazardous 'flight in the heather'

— retreating through the maquis with Corsican forces after being defeated by the French. And the French writer Chateaubriand, who knew Napoleon well and worked for him as a diplomat, argued that the true date of his birth was 5 February 1768; according to this theory, it was Napoleon's brother Joseph who was born on 15 August 1769 and Napoleon was the eldest son.

The sober facts are less sensational. On 2 June 1764 Carlo Buonaparte of Ajaccio, an eighteen-year-old law student, married the fourteen-year-old Marie-Letizia Ramolino, also of Ajaccio. Both families were descended from Italian mercenaries in Genoese pay who settled in Corsica at the beginning of the sixteenth century. The Buonapartes came originally from Tuscany and could trace their lineage to the soldier of fortune Ugo Buonaparte, documented as a henchman of the Duke of Swabia in 1122. Ugo was a veteran of the struggle between Guelphs and Ghibellines and a devoted supporter of the Holy Roman Emperor in his conflict with the Pope. The loser in a Florentine power struggle, Ugo spent his last days in the seaport of Sarzana, and it was from there in the early sixteenth century that his descendant Francesco



Buonaparte emigrated to Corsica.

Such at any rate was the Buonaparte family tradition; their surname was said to denote Ugo's Imperialist affiliations. The earliest unimpeachable record shows a member of the Buonaparte family, a lawyer, as a member of the Council of Ancients in Ajaccio in 1616; several more Buonaparte lawyers served on this council in the eighteenth century. The Buonapartes like the Ramolinos were part of the Corsican nobility, but it must be remembered that Corsican 'nobles' were as common as 'princes' in Czarist Russia. Carlo Buonaparte, born on 27 March 1746, had been studying law at Pisa University but left to marry Letizia without taking his degree. The romancers have seized on this fact to build up a coup de foudre love affair between Carlo and Letizia, but the match was certainly dynastic, even though some sections of the Ramolino clan objected to the marriage.

The Ramolinos were a cadet branch of the distinguished Collalto family, well entrenched in Lombardy since the fourteenth century; the Ramolinos themselves had been established in Corsica for 250 years. Where the Buonapartes were a family of lawyers, with the Ramolinos the tradition was military: Letizia's father was an army officer with expertise in civil engineering, who commanded the Ajaccio garrison and held the sinecure office of Inspector-General of Roads and Bridges. Both the Buonapartes and the Ramolinos specialized in intermarriage with ancient families of Italian origin, so a dynastic match made sense. There was just one peculiarity: both the newly-weds' fathers had died young. Carlo's father, a lawyer, died in 1760 when his son was fourteen, which meant that Carlo could bring into the marriage the family house in the Via Malerba, two of the best vineyards in Ajaccio, some pasture and arable land, and also his claims to another estate.


Marie-Letizia Ramolino (born either in late 1749 or early 1750) was in a more complicated situation. Her father died when she was five, after which her mother Angela Maria turned for consolation to François (or Franz) Fesch, a Swiss captain in the French garrison forces at Ajaccio. Angela Maria married Fesch in 1757 and persuaded him to convert to Catholicism, but his father, a banker in Basle, responded by disinheriting him. From the union of Fesch and Letizia's mother came Joseph (born 1763), the future cardinal and Napoleon's uncle, though only six years his senior. The unfortunate Fesch, who died in 1770, gave Letizia away; her dowry comprised thirty-one acres of land, a mill, and an oven for baking bread.

The marriage of Carlo and Letizia was a solid, down-to-earth marriage of convenience. There is even reason to believe that Carlo hedged his bets by not marrying in the Church in 1764, or ever. It was well known that Corsicans took an idiosyncratic, eclectic attitude to the Catholic Church, which was why legal marriage on the island consisted in the agreement of the two male heads of families, the signature of a dotal contract, and the act of consummation. The likelihood is that Carlo simply refused to go through with a religious ceremony, and for reasons of pride and saving face the two clans kept quiet about it.

Again, contrary to the mythmaking, it is untrue that some of the Ramolinos opposed the match for political reasons, allegedly on the grounds that they supported the Genoese masters of the island while the Buonapartes backed the independence movement under Pasquale Paoli. Almost certainly, they simply had doubts that this was the very best dynastic bargain they could strike while, as for political ideology, both the Buonapartes and Ramolinos were notorious trimmers who made obeisance to whichever party in Corsica had the most power.

Carlo, a tall young man with a prominent nose, sensual lips and almond-shaped eyes, was a hedonist and sensualist. Cunning, self-regarding, unrefined, unscrupulous, he made it clear that his marriage was no love match by declaring a preference for a girl of the Forcioli family. The romancers claim that he was bowled over by Letizia's beauty, but portraits reveal a woman whose mouth was too small, whose nose was too long and whose face was too austere for a claim to real beauty to be advanced. It was true that she was petite (5'1"), with rich dark-brown hair and slender white hands; and what she had, incontestably and by common consent, were large, lustrous, deep-set eyes. As was normal at the time, Letizia was wholly uneducated and trained in nothing but domestic skills.

Letizia fulfilled the essential requirement of women of the time, which was to be an efficient childbearer.



She gave birth to thirteen children in all, of whom eight survived. A son, named Napoleon, was born and died in 1765. Pregnant again almost immediately, Letizia next brought forth a girl who also died. Then came a mysterious interlude of about two years. Allegedly Paoli sent the twenty-year-old Carlo as his envoy to Rome, to appease the Pope when he launched his planned attack on the Genoese island of Capraia (Capraia and Genoa had originally been deeded to Genoa by papal gift), but the best evidence shows Carlo becoming a Paolista while he was in Italy. Carlo's time in Rome seems to have been spent in cohabitation with a married woman. His own story was that he returned from Rome after running out of funds, but a stronger tradition has it that he seduced a virgin and was run out of town. On his return to Corsica he again impregnated Letizia, who this time bore him a lusty son in the shape of Joseph (originally named Giuseppe), who was born on 7 July 1768.

Another prevalent myth about Napoleon's background was that he was born into indigence. The property brought into the marriage by Carlo and Letizia seems to have been nicely calculated, since Letizia's dowry was valued at 6,750 livres and Carlo's assets at about 7,000 livres. The joint capital generated an annual income of about 670 livres or about £9,000 a year in today's money. In addition, there was the money earned by Carlo. Pasquale Paoli employed the young man as his secretary on account of his unusually neat and clear handwriting. Carlo also worked as *aprocureur* — approximately equivalent to a British solicitor. Letizia employed two servants and a wet-nurse — hardly badges of poverty.

What Carlo and Letizia suffered from was not poverty but relative deprivation. The Buonapartes and their great rivals, the Pozzo di Borgos, were among the richest families in Ajaccio, but they were aware that they were big fish in a very small pond. Across the water, in mainland France, their wealth would have counted for nothing and their pretensions to nobility would have been laughed at. The Buonapartes wanted to be as rich as the richest nobles in France and, since they could not be, they created a compensatory myth of dire poverty. Economic conditions in Corsica and their own pretensions worked against them. A sharecropping economy based on vineyards and a primitive barter system meant there were few opportunities for generating a surplus, hence no possibility for profits and making money. Even if there had been, Carlo Buonaparte's aspirations to noble status stood in the way, for to a noble the Church, the Law and the Army were the only acceptable professions, and even the lower reaches of the Law, such as Carlo's position as *procureur*, were essentially beyond the aristocratic pale.

Napoleon was often, to his fury, called 'the Corsican'. He always denied that his birthplace had any significance, but no human being can slough off early environmental and geographical influences just by say-so. The restlessness in Napoleon's later character must owe something to the confused and chaotic politics of the island, which he imbibed with his mother's milk, or rather that of his wet-nurse. As Dorothy Carrington has written: 'defeat, resistance, betrayal, heroism, torture, execution and conspiracy were the topics of the first conversations he overheard. Conversations that left a permanent imprint on his mind.'

After 1729 a Corsican independence movement gathered momentum against the Genoese overlords.

In 1755 this took a more serious turn when the twenty-nine-year-old Pasquale Paoli put himself at the head of the Corsican guerrillas. Taking advantage of Corsica's mountainous terrain (a chain of high granite sierras runs down Corsica from the northwest to the south-east and the highest peaks are always snowcapped), the Paolistas drove the Genoese out of central Corsica, confining them to the coastal towns of Ajaccio, Bastia and Calvi. Regarding himself as the true ruler of Corsica, Paoli brought in a series of much-needed land reforms, which confirmed the ancient customs of the land in defiance of Genoese exploitation. In an early form of mixed economy, Paoli divided land into two categories: in the lowlands there was the *piage* or public land used for pasture and growing crops; but in the highlands, the vineyards, olive groves, sweet chestnut and other trees were in private hands. Paoli's power base was always the widespread support he enjoyed among the peasantry.

Paoli attracted admirers throughout Europe. Jean-Jacques Rousseau thought Corsica, with its tiny population, was the ideal laboratory for the political experiment he outlined in his *Social Contract*. An early exponent of 'small is beautiful', Rousseau thought that the 'General Will' could emerge in Corsica



as the city state. The island was ideal, with a total population of no more than 130,000 and its cities were glorified villages; in the census of 1770 Bastia had 5,286 inhabitants and Ajaccio 3,907. Rousseau actually sketched a constitution for Corsica and announced: 'I have a presentiment that one day this small island will astonish Europe.'

Another admirer who actually visited Corsica and met Paoli was James Boswell, Dr Johnson's faithful companion and biographer. Boswell in his *Account of Corsica* (1768) famously compared the Corsicans, with their clans and martial traditions, with the Scottish Highlanders before the 1745 Jacobite Rising. The thought had occurred to others: at one time Bonnie Prince Charlie himself was proposed as a possible King of Corsica. So enthusiastic for Paoli was Boswell that Dr Johnson accused him of being a bore on the subject.

But Paoli had scarcely completed the conquest of the interior and introduced his reforms when Corsica once again became a pawn on the international diplomatic chessboard. Just before the outbreak of the Seven Years War in 1756, by treaty arrangement the French poured their troops into Calvi, Ajaccio and St-Florent. They pulled them out again when war broke out, but reintroduced them in 1764. French encroachment reached its apogee the year before Napoleon's birth, in 1768, when Genoa formally ceded the island to France; Paoli and his men learned that they had fought the Genoese only to be delivered to the suzerainty of Louis XV. In fury the Paolistas rose in revolt against the French. They scored a string of minor military successes but were decisively crushed on 8 May 1769 at the battle of Ponte Novo. Among those who fled with Paoli from this disaster were Carlo Buonaparte and his nineteen-year-old wife, now six months pregnant with the future Napoleon.

Napoleonic legend credited the embryonic conqueror with having been present in foetal form at Ponte Novo. What happened was dramatic enough, for Carlo and Letizia fled with the other rebels into the mountains towards Corte; it is therefore true to say that the embryonic Napoleon was literally on the march. When Paoli recognized the inevitable and accepted French surrender terms, Carlo and Letizia returned to Ajaccio by the mountain route; to the end of her life Letizia always remembered carrying Joseph in her arms while staggering and slipping along precipitous paths.

Back in Ajaccio Letizia came to full term. On the feast of the Assumption she was at mass in the cathedral when the labour pains started. Fortunately she was only a minute's walk away from the three-storey Buonaparte family home, and her sister-in-law Geltruda Paravicini helped her to walk the few yards. A curmudgeonly maidservant named Caterina acted as the midwife and laid the newborn infant on a carpet, on which were woven scenes from the *Iliad* and the *Odyssey*. The child was weak, with spindly legs and a large head, but sea air and the abundant milk from wet-nurse Camilla Ilari, a sailor's wife, saw him through the perilous early days. Tradition says that a priest came from the cathedral on the day of birth to carry out a perfunctory baptism, but sober history must be content to record that the formal baptism did not take place until 21 July 1771, when it was performed in Ajaccio cathedral by Napoleon's great-uncle Lucien; the records show Lorenzo Giubeca of Calvi, procureur du roi, as the child's godfather. The little boy was christened Napoleone. It was an odd name, and its origin, predictably, is shrouded in controversy. Some claimed it was a name deriving from the Greek and meaning 'lion of the desert'. More plausibly, a Greek saint who suffered martyrdom in Alexandria under Diocletian is cited, but the most likely explanation is the simple and banal one that one of Letizia's uncles, a Paolista who had recently died, bore that name.

Hand out 10

The rains have come, and frogs are full of glee.

They sing in chorus, in loud, jubilant voices.

Nothing to fear today: no drought, no dearth of worms,

Nor serpent's jaw, nor stones of wanton boys.

Cloud-like, the grasses thicken: in the fields the lush waters stand:

*Louder leaps their hour of brief immortality.
They have no necks, but their throats are rich and swollen;
And o, what sleek bodies, what cold gem-like eyes!
Eyes staring upward, fixed in meditation,
Ecstatic, lidless, like rishis' gazing on God.
The rain has ceased, the shadows slant:
Hymn-like floats their singing, on the slow, attentive air.
Now dies the day in silence, but a sombre drone
Perforates the twilight; the thin sky leans to listen.
Darkness and rain: and we are warm in bed:
Yet one unwearied phrase mingles in our sleep-
The final sloka of the mystic chanting,
The croak, croak, croak of the last fanatic frog.*

Hand out 11

*This blade of grass
Like me
Soft silk when sap was there
Bowed to the sun and waved with the wind.
In winter nights its roots were lost.
Robbed of its sap, it stood erect,
Dried up, stiffened with false pride,
Changed in kind, having outlived its day.
Blow on it, it crumbles;
Step on it, it is dust;
Show it a flame and
Ashes is all.*

Hand Out 12

Let me introduce myself. We are House Sparrows closely related to the Lark family. Some of our close cousins from the Lark family are the Ashley Brown Sparrow Lark and the Black Crowned Sparrow Lark. I do believe I'm flaunting my connections with the Lark family, though it really is something to be proud of, for us humble House Sparrows!

Don't be deluded by the name Lark. Yes, those of the original Larks are beautiful singers, like my second cousin the Sky Lark. They even had an ode penned to celebrate the beauty of their song, by Percy Bysshe Shelly the poet.

We live scattered all over the length and breadth of the world. I for one, live in the IndianSub continent, the South of India to be exact; loving the Indian summer heat, the cool monsoons and breezy Junes.

We are an eco friendly lot and try our best to live in peace and friendship with other birds, insects, animals and the human beings around us.

We live in a flock beneath the shade of an expansive banyan tree that stretches its bountiful branches wide around the huge tree trunk. The tree is a haven with its perpetual shade and the breeze from the thousands of its glossy leathery leaves fanning and rustling in the early morning air. I love the feel of its elliptically shaped velvety leaves and brush my feathers upon it.

"I love your dark cool shade, Banyan" I said to him one day, to which he replied amicably, "Do you now know why I spread my arms so wide Sparrow? So I could embrace all you creatures!"

At this I snuggled close into one of his swaying slim aerial prop roots, as I have watched children, snuggle



into their mother's sari pallu for comfort and refuge.

"There were times, Sparrow, in the days gone by" (he seemed inclined to reminisce) "when traders with their ware stopped to rest and make or finalize transactions here at the sheltered base of my trunk!" "Really?" said I, swinging upon the aerial root, my soft feather rustling in the breeze the movement made. Other Sparrows joined me and we felt like flying trapeze performers as we swung faster and faster around Banyan's trunk.

"Did they come often, Banyan?"

"Oh, yes, Sparrow! Almost every day! And at times many times in a day, too! Yes, yes, swing away, you flouncing Sparrows! You're cooling the air around me!"

"Yes, they were called 'banias' or traders and how some of them argued and quarrelled! Oh there was so much noise and activity about me! Anyway, thanks to the banias, I have been called Banyan ever since! Hailing from the fig family basically, I might have been called Figgy if it hadn't been for the banias! Ha!Ha!" He laughed away quite overcome by his own humour.

"Figgy, Figgy!" I chanted happily enjoying the joke as much as the swing. At this point he suddenly said,

"I do have a Fig name, Sparrow! But one which makes me a little ashamed!"

I was quite surprised at this declaration by my friend Banyan. "I'm called 'Strangler Fig' by some! Yes, I remember now, but I don't like being referred to by that name, Sparrow!"

"Oh no, Banyan, did you strangle someone! How terrible! But it's a treacherous name!"

"Nothing sinister about it, Sparrow. I remember my seed was dropped into the crevice of a stately Neem by a Mynah, after he had eaten his fill of a red juicy banyan fruit. There I germinated and grew and soon my roots growing downwards clawed into the Neem's trunk and subdued my host. As a thriving youngster my roots grew quickly until the Neem now stays within my heart and all you can see is me! Do you think I have done a terrible thing, Sparrow?" he asked dolefully, all the elation of a while ago having vanished.

For an instant I was at a loss for words. I almost stopped swinging and said softly, "Is he really in there?"

I hopped close to the Banyan's trunk and peered in. The Neem smiled feebly at me through the thick woody curtains of Banyan.

"He has given food and shelter for thousands of birds," said the Neem, our silent listener.

"And a multitude of insects nest in him! Tell him that. Tell him we are all a part of the ecological balance! I'm fine in here though a bit sapped, but very happy to be a part of his benevolence. It feels good to live in his heart!"

"Wow", said I, and loved the Neem's docile spirit.

The Banyan seemed to shed dewy tears of maybe remorse or relief and joy at the hidden Neem's tender words, I really couldn't tell.


I thought to myself that I will set about taking a census of the residents of Banyan straight away. Even as I flew to start my new assignment as a censor, a swarm of fig wasps whizzed past to feed upon Banyan's clusters of red figs. They half hummed and half buzzed a mid-summer tune.

I heard the chirping of the tiny white Babblers who had made their nest among the dark leaves. They hopped from branch to branch as though they had a game going among themselves.

I heard the black Crows caw at the far end. They were the biggest of the birds residing in Banyan and commanded everyone fear and respect, stuttering with their black coats like advocates and lawyers from the court house at the far end of the village.

I hopped from branch to branch discovering the residents of the interiors of the beautiful lush Banyan. My first stop was the nest of a White Cheeked Barbet, where the mother Barbet sat upon her eggs and simply said, "Hi!" then dozed off again upon her warm eggs.

Heart Spotted Woodpecker, a duty bound worker went knock, knock, knocking upon a thick branch



where he suspected a small band of termites had gnawed in. He had rid Banyan of a few such silent deadly invaders lately, but his work was never done, he said to himself with a sigh. He nodded to me cordially and continued pecking.

A few Orange Headed Thrushes flew in at the moment, and settled upon the branches of the Banyan, ruffling their yellow feathers after the long flight. The sunlight filtering through the leaves in soft strands lit their feathers to a beautiful fiery glow. They fluttered amidst the branches like orange-yellow flames of fire! They gobbled the caterpillars, weevils and stray termites hungrily and so, the fig wasps, a little away, feeding on the red fruits kept a wary eye on them.

The raucous green Parrots stopped their chattering and sat still in their clutches as I hopped by. They squawked their greeting and offered me dry berries and fruits that was their dinner. Their lemon green feathers were a wild contrast to the darkened foliage of Banyan. I had no idea Banyan had such an array of brightly coloured residents!

A White Bellied Treepie who sat musing on a lower branch seemed very lonely. He was a beautiful graceful bird, in startling white, black and brown. His tail was a long flow of black and white, cascading elegantly behind him. He waited for the return of his mate, gone in search of food to a nearby forest. He bowed, then with the droop of his wings called to his mate. His nest was a platform of twigs made ready for egg laying. He gave me a dreamy smile and seemed to be engrossed in the Yellow Browed Bulbul's soulful singing that drifted from a thickly covered branch of the Banyan.

Of the passerine family, the Bulbul's song enraptured all the residents of Banyan. I have often been lulled to sleep by his melancholic tunes.

Quite a flock of us Sparrows resided in Banyan. We had the most number of nests here, among the branches or in the holes and niches that dotted Banyan's thick woody trunk.

Some of my cousins had moved to the eaves of houses nearby, for want of privacy and space. For surely, in a tree that housed almost so many varieties of birds ,not to mention the Mynas that were our frequent visitors, and the insects which constituted a partial part of Banyan's residents, we were a hardly a quiet, secluded household!

A swarm of Lemon Butterflies fluttered around the tree trunk like little shreds of sunshine. They flew in between the leafy boughs and rested upon the tender red leaves of Banyan. Soon a small swarm of Peacock Pansy Butterflies in a startling green blue flew between the aerial roots, alighting upon them in colourful rows.

"Hello, my friends" said Banyan as his long ropey roots swayed in the evening breeze.

"Hello, Banyan" they all chanted in unison though it was a feeble chant. They were never inclined to much chatter since they busied themselves with powdering their soft gossamer wings to look delicate and dainty. "How exquisite you all look!" said Banyan, always generous with his compliments especially when well-deserved.

The birds and insects paused to watch each time the gorgeous Butterflies fluttered by, as though they were pretty ballet dancers in their shimmering brightly coloured wings.

Since Banyan stood by the banks of a river there were lengthy patches of thick grass and reeds growing along the banks. Tiny flowers on weeds grew in profusion. The Butterflies had their fill of nectar from these flowers. Sometimes they hovered over the pink water lilies in the river or rested delicately as though on tip toes upon the flat round lotus leaves that floated on the green water. It really was a beautiful sight as they admired their reflections on the fat dew drops that rolled like blobs of diamonds on the velvety leaves. Our days were thus spent with finding a mate, mating, nest building, breeding, feeding – surviving in all the tranquil that swathed the Banyan and its whereabouts.

One day I dived down, as we all do, with partly closed wings and rose up in a glide. Our flights are undulated, accompanied by a long low whistle. At the tip of the rise I voiced a sharp chip note. All the



sparrows around me arose with me and the air was aflutter with hundreds of tiny sparrow wings. We all flew away in different directions.

About ten to fifteen of us rested upon the taut telephone and electric wires that spanned the miles like fine black silk thread. We were like notes on a music sheet – sometimes in a continuous sequence, and at times accommodating uneven gaps of blue sky, between us. Hurrying passers-by paused or stopped to watch us in sheer admiration. Children waved to us and for most part we flew away in fear though we knew no harm was meant.

While we had sat gossiping upon the wires, a Black Crowned sparrow lark, that we had named Blackie, gave us some news of his well being. He had moved in with his mate, Tikku to a house in the village to nest upon its rafters.

The first few days when Blackie and Tikku had flown into the house in search of a place to nest, their chipping and flutter had caused Grandmother and the Mother of the house to call their daughter Meena and say excitedly,

“Look, look, Meena, those sparrows seem to be searching for a place to nest! Don’t talk loudly, lest you frighten them off!”

Soon Blackie and Tikku flew in with twigs, feathers and strange little scraps to build their nest and Grandmother said happily, her joy overflowing her toothless smile,

“They are nesting on the rafters! That’s a good omen, indeed!”

Blackie and Tikku hearing this thought it was an auspicious beginning as well, and twitted, “That’s good!”

“How nice!” said Mother, “But I hope they don’t mess up the floor!”

Then they all took the greatest trouble never to disturb the sparrows. They spoke in low tones as far as possible, and rushed to the door to quiet a vendor when he yelled to announce his wares. Even the grinding and pounding sounded softer these days.

From below Grandmother and Meena watched the rafter eagerly. All was quiet up there. Blackie flew away often to bring tidbits for Tikku. Meena noticed Blackie was quite a handsome bird with starkly contrasting black and white markings on his face. Yellow Browed Bulbuls, Thrushes or Barbets, when flying past never failed to give him a second glance. Tikku, on the other hand was of a subdued sandy brown hue, with her feathers always a glossy fluff. On occasions when she had rested on the floor before flying up to the rafter, Grandmother, with her dwindling eyesight had mistook her for a powder puff! Naturally, she was startled when Tikku flew up!

Meena and Mother left pieces of food each day on a cracked blue porcelain saucer. They left water in a cup that had lost its handle. Blackie and Tikku made it a habit to help themselves of the offered crumbs of food. One golden morn when the sun dazzled through the coconut palm fronds, shedding spots of dancing gold light upon the courtyard of the house, tiny chip, chip noises came from above. Meena jumped in glee and shouted to her Mother and Grandmother.

“Amma, amma, paati,paati, the baby birds have hatched! They have hatched! I can hear them, amma!” Mother was busy getting breakfast and lunch ready in the kitchen and she ran out wiping her sweating face with her sari pallu. Grandmother waddled into the room and looked up and clapped her hands for joy.


“We are very lucky the babies have hatched!”

And she made some weird chipping sounds trying to get the attention of the birds. Mother gazed up, smiled and returned to the kitchen muttering,

“Times are hard for us! May God send us His bountiful blessings! Don’t stand gazing at the birds Meena, get ready and be off to school. Take your lunch, and run to school or you will be late!”

Meena tore herself away from staring in delight at the nest and grabbing her lunch box said goodbye to her Grandmother and Mother and disappeared from the house.

Blackie was seen bringing in tiny caterpillars, flies and bark beetle larvae to feed the hungry babies. He made short trips to and fro with a grasshopper, millet, corn or sunflower seed in his diminutive beaks.



This went on for nearly three weeks and Meena gathered courage to climb up their bamboo ladder to softly peep into the nest on the rafter. Yes, the soft fluffy little baby sparrows were in there. They tweeted all the time and Grandmother was rather annoyed by and by.

Soon the babies began trying to fly, and Meena finished her homework very early each day just to find time to be with her little pets. Tikku and the babies had got quite used to having Meena watching them and soon allowed her to softly stroke their downs that had now grown into brown feathers.

The baby sparrows fell off their nest on and off and Mother or Meena would pick them up gently and place them safely in the nest. The roof being low they did not really hurt themselves and loved being stroked gently by Meena. They did love all the pampering, and at times Meena fed them with tiny grains or kernel even while they were in the nest, and Tikku didn't mind.

Then one day, much to Meena's shock and grief, after they had fluttered outside the house for a few days, the baby sparrows flew away never to return. Blackie and Tikku did return to nest in the evenings, though. They hopped from the rafters to the window sill to peck at the grains and peanut kernel left on the porcelain saucer, then ventured close enough to Grandmother even as she sat fanning herself with a palm frond fan. At times they visited the kitchen and pecked rice and curry leaves lying on the floor. Or watched twitting as Meena sat colouring her picture book or finished her homework.

One sullen evening when the sun seemed reluctant to leave turning dejectedly from orange to yellow to cream to a sad pale white, the bamboo gate of their house creaked and swung open. A tall brown man stood there for a few seconds and then unsure of himself walked into the house. He bent at the door and called,

"Amma, amma!"

A gasp was heard from within and Grandmother yelled, "My son, my son!"

Mother from the kitchen stepped forward to see who the intruder was. Then she turned a beetroot red and vanished into the kitchen. Meena wondering who the stranger was got up to enquire.

The man stared at Meena and smiled.

"Where is your mother? Call your mother, girl! Amma!" he exclaimed when Grandmother was near enough.

Grandmother wept for joy since the man before her was no other than her own son, who had in a drunken frenzy, beaten his wife till she fainted and thinking her dead had fled to a distant city and had not been heard of since.

Meena had been born, and grew up a fatherless child. The Grandmother stopped lamenting her son's departure after her birth and Mother had busied herself in menial cleaning and cooking in various houses in the vicinity. She had struggled to provide food and shelter for Grandmother and Meena.

When Meena had queried about her Father, Grandmother simply said,

"He has deserted us. He is gone forever! Don't talk about him, girl!"

Her Mother maintained a staunch silence, sighed and changed the topic every time, until Meena had stopped asking her anything about him.

So when Father did return, and Meena heard Grandmother address him as 'son' she knew. She eyed him suspiciously though Father smiled and tried to talk to her. She moved away and hid behind Grandmother. Blackie above tweeted to Tikku and they peeped over the rim of their nest and watched the unexpected scenario below.

There was a honking heard from outside the courtyard. It was an auto. The driver honked impatiently and walked to the threshold of the house with large suitcases.

Father paid the driver who drove away into the crowded streets and walked in with his suitcases. Grandmother was surprised to see the sign of opulence since it was obvious he had done himself well in the city.

So what had happened to Father in the city? He had indeed grown sober once faced with the harsh realities



of the city. He had begun by mulling over his disoriented life and the cruelties he had meted his unfortunate wife. He had heard later from one of the villagers seeking work in the city that his wife was indeed alive and had given birth to a girl child. He had wept at the thought of Grandmother and his wife and of course the baby he had not seen.

He resolved to set his life right and began working hard. He avoided the toddy shops like the plague. He saved money, was cheated twelve times, robbed of all his savings many times and was out of work for six months at a stretch when even the little he had saved was used to keep himself alive.

He worked tirelessly unmindful of the bodily fatigue and nights of sleepless labour. He multi-tasked and began saving passionately for his return home. Father struggled thus for seven years. He had decided that when he did choose to return, he would return as a changed man of sound means!

Mother emerged by and by after grandmother ordered her to bring Father his meal. She busied herself with serving him the meagre meal of rasam, rice, brinjal fry and buttermilk, with downcast eyes.


She did dart sharp glances at him on and off to size him up. Yes, he was thinner, but looked healthy and strong. He didn't smell of toddy anymore. He looked clean in a crisp white cotton shirt that was a little crushed and dusty from travel. He wore a thick silver plated wrist watch. Mother was secretly happy to see this new apparition, and wished she didn't smell of the kitchen and had worn some jasmies in her hair! But had she known he would return today and thus?

This is the happy ending to the events that Blackie and Tikku witnessed from atop their rafter which they narrated to the Sparrows at Banyan.

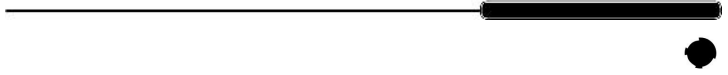
When we Sparrows heard of this phenomenal change in the house where Blackie and Tikku nested, naturally we all flew there in flocks to see things for ourselves. When some twelve to fifteen of us Sparrows fluttered in Grandmother looked up in astonishment and said, "Meena, Meena, see the sparrows! There is quite a flock in here! Come and see, girl!" Meena was sitting on her Father's lap when she heard her Grandmother's excited call. Her Father was reading a story to her and showing her the colourful pictures.

Off she went to see the Sparrows and soon Father and Mother joined them, and oh, what a pretty sight they saw! Soft brown sparrows sat in a long row upon the rafters chipping away and Grandmother said, "They are here to bring us more luck! Didn't I tell you sparrows were a good omen?"

Mother whispered a prayer to God in thanks for the copious fortune that had invaded them with her husband's return. We Sparrows saw for ourselves the four happy smiling upturned faces which watched us from below with equal interest. Later we flew away after bidding farewell to Blackie and Tikku and retired for a fitful sleep upon the gracious branches of Banyan, after this eventful day.







Extracts from Novels for OTBA

Hand out 1

The story of my life Helen Keller

CHAPTER III

Meanwhile the desire to express myself grew. The few signs I used became less and less adequate, and my failures to make myself understood were invariably followed by outbursts of passion. I felt as if invisible hands were holding me, and I made frantic efforts to free myself. I struggled—not that struggling helped matters, but the spirit of resistance was strong within me; I generally broke down in tears and physical exhaustion. If my mother happened to be near I crept into her arms, too miserable even to remember the cause of the tempest. After awhile the need of some means of communication became so urgent that these outbursts occurred daily, sometimes hourly. My parents were deeply grieved and perplexed. We lived a long way from any school for the blind or the deaf, and it seemed unlikely that any one would come to such an out-of-the-way place as Tuscomb to teach a child who was both deaf and blind. Indeed, my friends and relatives sometimes doubted whether I could be taught. My mother's only ray of hope came from Dickens's "American Notes." She had read his account of Laura Bridgman, and remembered vaguely that she was deaf and blind, yet had been educated. But she also remembered with a hopeless pang that Dr. Howe, who had discovered the way to teach the deaf and blind, had been dead many years. His methods had probably died with him; and if they had not, how was a little girl in a far-off town in Alabama to receive the benefit of them? When I was about six years old, my father heard of an eminent oculist in Baltimore, who had been successful in many cases that had seemed hopeless. My parents at once determined to take me to Baltimore to see if anything could be done for my eyes. The journey, which I remember well as very pleasant. I made friends with many people on the train. One lady gave me a box of shells. My father made holes in these so that I could string them, and for a long time they kept me happy and contented. The conductor, too, was kind. Often when he went his rounds I clung to his coat tails while he collected and punched the tickets. His punch, with which he let me play, was a delightful toy. Curled up in a corner of the seat I amused myself for hours making funny little holes in bits of cardboard. My aunt made me a big doll out of towels. It was the most comical shapeless thing, this improvised doll, with no nose, mouth, ears or eyes—nothing that even the imagination of a child could convert into a face. Curiously enough, the absence of eyes struck me more than all the other defects put together. I pointed this out to everybody with provoking persistency, but no one seemed equal to the task of providing the doll with eyes. A bright idea, however, shot into my mind, and the problem was solved. I tumbled off the seat and searched under it until I found my aunt's cape, which was trimmed with large beads. I pulled two beads off and indicated to her that I wanted her to sew them on my doll. She raised my hand to her eyes in a questioning way, and I nodded energetically. The beads were sewed in the right place and I could not contain myself for joy; but immediately I lost all interest in the doll. During the whole trip I did not have one fit of temper, there were so many things to keep my mind and fingers busy. When we arrived in Baltimore, Dr. Chisholm received us kindly: but he could do nothing. He said, however, that I could be educated, and advised my father to consult Dr. Alexander Graham Bell of Washington, who would be able to give him information about schools and teachers of deaf or blind children. Acting on the doctor's advice, we went immediately to Washington to see Dr. Bell, my father with a sad heart and many misgivings, I wholly unconscious of his anguish, finding pleasure in the excitement of moving from place to place. Child as I was, I at once felt the tenderness and sympathy which endeared Dr. Bell to so many hearts, as his wonderful achievements enlist their admiration. He held me on his knee while I examined his watch, and he made it strike for me. He understood my signs, and I knew it and loved him at once. But I did not dream that that interview would be the door through which I should pass from darkness into light, from isolation to friendship.

companionship, knowledge, love. Dr. Bell advised my father to write to Mr. Anagnos, director of the Perkins Institution in Boston, the scene of Dr. Howe's great labours for the blind, and ask him if he had a teacher competent to begin my education. This my father did at once, and in a few weeks there came a kind letter from Mr. Anagnos with the comforting assurance that a teacher had been found. This was in the summer of 1886. But Miss Sullivan did not arrive until the following March. Thus I came up out of Egypt and stood before Sinai, and a power divine touched my spirit and gave it sight, so that I beheld many wonders. And from the sacred mountain I heard a voice which said, "Knowledge is love and light and vision."

Answer the following Questions:

- Q.1 Mothers play important role in children's lives. Comment and elaborate with the help of text and your own experiences.
- Q.2 How would you help a differently abled classmate to cope with her disability and studies? You can take help from the text.

Hand out 2

THE DIARY OF A YOUNG GIRL Wednesday, 10 March 1943

I could hear the guns all last night. I am always frightened of shooting, and I usually climb into Father's bed to feel safe. The guns are really loud, and you can't hear your own voice. One night, there were strange noises inside the Annexe. Peter went up to the attic and found -- guess what? An army of enormous rats!

Friday, 2 April 1943

I'm in trouble again! Last night, I was lying in bed and waiting for Father to come and say my prayers with me. Mother came into the room, and asked gently, 'Anne, Daddy isn't ready? Shall I listen to your prayers tonight?' 'No, Mummy,' I said. Mother got up, stood by my bed for a moment, then slowly walked to the door. Suddenly she turned round, and her face was full of pain. She said, 'I don't want to be angry with you. I can't make you love me!' A few tears fell down her cheeks as she went out of the door. I lay still. I knew that it was cruel to say that, but I couldn't give her any other answer. I feel very sorry for her. She's pushed me away from her with her unkind jokes. She cried for half the night, and didn't sleep. Father doesn't look at me, but I know what he is thinking: 'How can you be so unkind? How dare you make your mother so sad?' But I can't apologize.

Tuesday, 27 April 1943

Everyone in the Annexe is still quarrelling. There are air raids and bombs every night, and nobody can sleep well. Our food is terrible. We have plain bread and coffee — not real coffee — for breakfast. We have lettuce or green vegetables, and bad potatoes. That's all.

Saturday, 1 May 1943


Yesterday was Dussel's birthday. He pretended that he wasn't interested, but when Miep arrived with a large bag of presents from his friends, he was as excited as a child! He had chocolate, eggs, butter, oranges and books. He arranged them on the table and left them there for three days, the silly old fool! He already has plenty of food. We found bread, cheese, jam and eggs in his cupboard. He hasn't given us anything, but we've shared everything with him.

Sunday, 13 June 1943

Father wrote something for my birthday — it's very funny! It's about me, and my hard life in the Annexe, under the authority of parents who are always telling me what to do! I had some lovely presents too, specially a big book of Greek and Roman stories, and sweets from everyone — people gave me some from the last of their stores.

Tuesday, 15 June 1943

Next month we have to give back our radio to the authorities. It's an official rule, and all over the country people are trying to find an old radio to give in so that they can keep their real radios in secret. It's a shame that we have to give in our beautiful big radio, but Mr Kleiman will give us a 'baby' radio which he has hidden at home. We'll put it upstairs. It's not allowed, of course, but we're not allowed to be here either! Our radio with its wonderful voice really helps us. We tell ourselves, 'Let's try to be brave and cheerful. Things must get better!'



Hand out 3

THREE MEN IN A BOAT

CHAPTER XI. How George, once upon a time, got up early in the morning. George, Harris, and Montmorency do not like the look of the cold water. Heroism and determination on the part of J. George and his shirt: story with a moral. Harris as cook. Historical retrospect, specially inserted for the use of schools.

I woke at six the next morning; and found George awake too. We both turned round, and tried to go to sleep again, but we could not. Had there been any particular reason why we should not have gone to sleep again, but have got up and dressed then and there, we should have dropped off while we were looking at our watches, and have slept till ten. As there was no earthly necessity for our getting up under another two hours at the very least, and our getting up at that time was an utter absurdity, it was only in keeping with the natural cussedness of things in general that we should both feel that lying down for five minutes more would be death to us. George said that the same kind of thing, only worse, had happened to him some eighteen months ago, when he was lodging by himself in the house of a certain Mrs. Gippings. He said his watch went wrong one evening, and stopped at a quarter-past eight. He did not know this at the time because, for some reason or other, he forgot to wind it up when he went to bed (an unusual occurrence with him), and hung it up over his pillow without ever looking at the thing. It was in the winter when this happened, very near the shortest day, and a week of fog into the bargain, so the fact that it was still very dark when George woke in the morning was no guide to him as to the time. He reached up, and hauled down his watch. It was a quarter-past eight. Angels and ministers of grace defend us! exclaimed George; and here have I got to be in the City by nine. Why didn't somebody call me? Oh, this is a shame! And he flung the watch down, and sprang out of bed, and had a cold bath, and washed himself, and dressed himself, and shaved himself in cold water because there was not time to wait for the hot, and then rushed and had another look at the watch. Whether the shaking it had received in being thrown down on the bed had started it, or how it was, George could not say, but certain it was that from a quarter-past eight it had begun to go, and now pointed to twenty minutes to nine. George snatched it up, and rushed downstairs. In the sitting-room, all was dark and silent: there was no fire, no breakfast. George said it was a wicked shame of Mrs. G., and he made up his mind to tell her what he thought of her when he came home in the evening. Then he dashed on his great-coat and hat, and, seizing his umbrella, made for the front door. The door was not even unbolted. George anathematized Mrs. G. for a lazy old woman, and thought it was very strange that people could not get up at a decent, respectable time, unlocked and unbolted the door, and ran out. He ran hard for a quarter of a mile, and at the end of that distance it began to be borne in upon him as a strange and curious thing that there were so few people about, and that there were no shops open. It was certainly a very dark and foggy morning, but still it seemed an unusual course to stop all business on that account. He had to go to business: why should other people stop in bed merely because it was dark and foggy! At length he reached Holborn. Not a shutter was down! not a bus was about! There were three men in sight, one of whom was a policeman; a market-cart full of cabbages, and a dilapidated looking cab. George pulled out his watch and looked at it: it was five minutes to nine! He stood still and counted his pulse. He stooped down and felt his legs. Then, with his watch still in his hand, he went up to the policeman, and asked him if he knew what the time was. What's the time? said the man, eyeing George up and down with evident suspicion; why, if you listen you will hear it strike. George listened, and a neighbouring clock immediately obliged. But its only gone three! said George in an injured tone, when it had finished. Well, and how many did you want it to go? replied the constable. Why, nine, said George, showing his watch. Do you know where you live? said the guardian of public order, severely. George thought, and gave the address. Oh! that's where it is, is it? replied the man; well, you take my advice and go there quietly, and take that watch of yours with you; and don't let's have any more of it. And George went home again, musing as he walked along, and let himself in. At first, when he got in, he determined to undress and go to bed again;

but when he thought of the redressing and re-washing, and the having of another bath, he determined he would not, but would sit up and go to sleep in the easy-chair. But he could not get to sleep: he never felt more wakeful in his life; so he lit the lamp and got out the chess-board, and played himself a game of chess. But even that did not enliven him: it seemed slow somehow; so he gave chess up and tried to read. He did not seem able to take any sort of interest in reading either, so he put on his coat again and went out for a walk. It was horribly lonesome and dismal, and all the policemen he met regarded him with undisguised suspicion, and turned their lanterns on him and followed him about, and this had such an effect upon him at last that he began to feel as if he really had done something, and he got to slinking down the by-streets and hiding in dark doorways when he heard the regulation flip-flop approaching. Of course, this conduct made the force only more distrustful of him than ever, and they would come and rout him out and ask him what he was doing there; and when he answered, Nothing, he had merely come out for a stroll (it was then four o'clock in the morning), they looked as though they did not believe him, and two plain-clothes constables came home with him to see if he really did live where he had said he did. They saw him go in with his key, and then they took up a position opposite and watched the house. He thought he would light the fire when he got inside, and make himself some breakfast, just to pass away the time; but he did not seem able to handle anything from a scuttleful of coals to a teaspoon without dropping it or falling over it, and making such a noise that he was in mortal fear that it would wake Mrs. G. up, and that she would think it was burglars and open the window and call Police! and then these two detectives would rush in and handcuff him, and march him off to the police-court. He was in a morbidly nervous state by this time, and he pictured the trial, and his trying to explain the circumstances to the jury, and nobody believing him, and his being sentenced to twenty years penal servitude, and his mother dying of a broken heart. So he gave up trying to get breakfast, and wrapped himself up in his overcoat and sat in the easy-chair till Mrs. G came down at half-past seven. He said he had never got up too early since that morning: it had been such a warning to him. We had been sitting huddled up in our rugs while George had been telling me this true story, and on his finishing it I set to work to wake up Harris with a scull. The third prod did it: and he turned over on the other side, and said he would be down in a minute, and that he would have his lace-up boots. We soon let him know where he was, however, by the aid of the hitcher, and he sat up suddenly, sending Montmorency, who had been sleeping the sleep of the just right on the middle of his chest, sprawling across the boat. Then we pulled up the canvas, and all four of us poked our heads out over the off-side, and looked down at the water and shivered. The idea, overnight, had been that we should get up early in the morning, fling off our rugs and shawls, and throwing back the canvas, spring into the river with a joyous shout, and revel in a long delicious swim. Somehow, now the morning had come, the notion seemed less tempting. The water looked damp and chilly: the wind felt cold. Well, who's going to be first in? said Harris at last. There was no rush for precedence. George settled the matter so far as he was concerned by retiring into the boat and pulling on his socks. Montmorency gave vent to an involuntary howl, as if merely thinking of the thing had given him the horrors; and Harris said it would be so difficult to get into the boat again, and went back and sorted out his trousers. I did not altogether like to give in, though I did not relish the plunge. There might be snags about, or weeds, I thought. I meant to compromise matters by going down to the edge and just throwing the water over myself; so I took a towel and crept out on the bank and wormed my way along on to the branch of a tree that dipped down into the water. It was bitterly cold. The wind cut like a knife. I thought I would not throw the water over myself after all. I would go back into the boat and dress; and I turned to do so; and, as I turned, the silly branch gave way, and I and the towel went in together with a tremendous splash, and I was out mid-stream with a gallon of Thames water inside me before I knew what had happened. By Jove! old J. s gone in, I heard Harris say, as I came blowing to the surface. I didn't think hed have the pluck to do it. Did you? Is it all right? sung out George. Lovely, I spluttered back. You are duffers not to come in. I wouldn't have missed this for worlds. Why wont you try it? It only wants a little determination. But I could not persuade them. Rather an amusing thing happened while dressing that morning. I was very cold when I got back into the boat, and, in my hurry to



get my shirt on, I accidentally jerked it into the water. It made me awfully wild, especially as George burst out laughing. I could not see anything to laugh at, and I told George so, and he only laughed the more. I never saw a man laugh so much. I quite lost my temper with him at last, and I pointed out to him what a drivelling maniac of an imbecile idiot he was; but he only roared the louder. And then, just as I was landing the shirt, I noticed that it was not my shirt at all, but Georges, which I had mistaken for mine; whereupon the humour of the thing struck me for the first time, and I began to laugh. And the more I looked from Georges wet shirt to George, roaring with laughter, the more I was amused, and I laughed so much that I had to let the shirt fall back into the water again. Aren't you going to get it out? said George, between his shrieks. I could not answer him at all for a while, I was laughing so, but, at last, between my peals I managed to jerk out: It isn't my shirt its yours! I never saw a mans face change from lively to severe so suddenly in all my life before. What! he yelled, springing up. You silly cuckoo! Why cant you be more careful what you're doing? Why the deuce don't you go and dress on the bank? You're not fit to be in a boat, you're not. Gimme the hitcher. I tried to make him see the fun of the thing, but he could not. George is very dense at seeing a joke sometimes. Harris proposed that we should have scrambled eggs for breakfast. He said he would cook them. It seemed, from his account, that he was very good at doing scrambled eggs. He often did them at picnics and when out on yachts. He was quite famous for them. People who had once tasted his scrambled eggs, so we gathered from his conversation, never cared for any other food afterwards, but pined away and died when they could not get them. It made our mouths water to hear him talk about the things, and we handed him out the stove and the frying-pan and all the eggs that had not smashed and gone over everything in the hamper, and begged him to begin. He had some trouble in breaking the eggs or rather not so much trouble in breaking them exactly as in getting them into the frying-pan when broken, and keeping them off his trousers, and preventing them from running up his sleeve; but he fixed some half-a-dozen into the pan at last, and then squatted down by the side of the stove and chivvied them about with a fork. It seemed harassing work, so far as George and I could judge. Whenever he went near the pan he burned himself, and then he would drop everything and dance round the stove, flicking his fingers about and cursing the things. Indeed, every time George and I looked round at him he was sure to be performing this feat. We thought at first that it was a necessary part of the culinary arrangements. We did not know what scrambled eggs were, and we fancied that it must be some Red Indian or Sandwich Islands sort of dish that required dances and incantations for its proper cooking. Montmorency went and put his nose over it once, and the fat spluttered up and scalded him, and then he began dancing and cursing. Altogether it was one of the most interesting and exciting operations I have ever witnessed. George and I were both quite sorry when it was over. The result was not altogether the success that Harris had anticipated. There seemed so little to show for the business. Six eggs had gone into the frying-pan, and all that came out was a teaspoonful of burnt and unappetizing looking mess. Harris said it was the fault of the frying-pan, and thought it would have gone better if we had had a fish-kettle and a gas-stove; and we decided not to attempt the dish again until we had those aids to housekeeping by us. The sun had got more powerful by the time we had finished breakfast, and the wind had dropped, and it was as lovely a morning as one could desire. Little was in sight to remind us of the nineteenth century; and, as we looked out upon the river in the morning sunlight, we could almost fancy that the centuries between us and that ever-to-be-famous June morning of 1215 had been drawn aside, and that we, English yeomen's sons in homespun cloth, with dirk at belt, were waiting there to witness the writing of that stupendous page of history, the meaning whereof was to be translated to the common people some four hundred and odd years later by one Oliver Cromwell, who had deeply studied it. It is a fine summer morning sunny, soft, and still. But through the air there runs a thrill of coming stir. King John has slept at Duncroft Hall, and all the day before the little town of Staines has echoed to the clang of armed men, and the clatter of great horses over its rough stones, and the shouts of captains, and the grim oaths and surly jests of bearded bowmen, bill men, pikemen, and strange-speaking foreign spearmen. Brightly coloured cloaked companies of knights and squires have ridden in, all travel-stained and dusty. And all the evening long the timid towns mens

doors have had to be quick opened to let in rough groups of soldiers, for whom there must be found both board and lodging, and the best of both, or woe betide the house and all within; for the sword is judge and jury, plaintiff and executioner, in these tempestuous times, and pays for what it takes by sparing those from whom it takes it, if it pleases it to do so. Round the camp-fire in the market-place gather still more of the Barons troops, and eat and drink deep, and bellow forth roistering drinking songs, and gamble and quarrel as the evening grows and deepens into night. The firelight sheds quaint shadows on their piled-up arms and on their uncouth forms. The children of the town steal round to watch them, wondering; and brawny country wenches, laughing, draw near to bandy ale-house jest and jibe with the swaggering troopers, so unlike the village swains, who, now despised, stand apart behind, with vacant grins upon their broad, peering faces. And out from the fields around, glitter the faint lights of more distant camps, as here some great lords followers lie mustered, and there false Johns French mercenaries hover like crouching wolves without the town. And so, with sentinel in each dark street, and twinkling watch-fires on each height around, the night has worn away, and over this fair valley of old Thame has broken the morning of the great day that is to close so big with the fate of ages yet unborn. Ever since grey dawn, in the lower of the two islands, just above where we are standing, there has been great clamour, and the sound of many workmen. The great pavilion brought there yester eve is being raised, and carpenters are busy nailing tiers of seats, while prentices from London town are there with many-coloured stuffs and silks and cloth of gold and silver. And now, lo! down upon the road that winds along the rivers bank from Staines there come towards us, laughing and talking together in deep guttural bass, a half-a-score of stalwart halbert-men Barons men, these and halt at a hundred yards or so above us, on the other bank, and lean upon their arms, and wait. And so, from hour to hour, march up along the road ever fresh groups and bands of armed men, their casque and breastplates flashing back the long low lines of morning sunlight, until, as far as eye can reach, the way seems thick with glittering steel and prancing steeds. And shouting horsemen are galloping from group to group, and little banners are fluttering lazily in the warm breeze, and every now and then there is a deeper stir as the ranks make way on either side, and some great Baron on his war-horse, with his guard of squires around him, passes along to take his station at the head of his serfs and vassals. And up the slope of Coopers Hill, just opposite, are gathered the wondering rustics and curious townfolk, who have run from Staines, and none are quite sure what the bustle is about, but each one has a different version of the great event that they have come to see; and some say that much good to all the people will come from this days work; but the old men shake their heads, for they have heard such tales before. And all the river down to Staines is dotted with small craft and boats and tiny coracles which last are growing out of favour now, and are used only by the poorer folk. Over the rapids, where in after years trim Bell Weir lock will stand, they have been forced or dragged by their sturdy rowers, and now are crowding up as near as they dare come to the great covered barges, which lie in readiness to bear King John to where the fateful

Charter waits his signing. It is noon, and we and all the people have been waiting patient for many an hour, and the rumour has run round that slippery John has again escaped from the Barons grasp, and has stolen away from Duncroft Hall with his mercenaries at his heels, and will soon be doing other work than signing charters for his peoples liberty. Not so! This time the grip upon him has been one of iron, and he has slid and wriggled in vain. Far down the road a little cloud of dust has risen, and draws nearer and grows larger, and the pattering of many hoofs grows louder, and in and out between the scattered groups of drawn-up men, there pushes on its way a brilliant cavalcade of brightly dressed lords and knights. And front and rear, and either flank, there ride the yeomen of the Barons, and in the midst King John. He rides to where the barges lie in readiness, and the great Barons step forth from their ranks to meet him. He greets them with a smile and laugh, and pleasant honeyed words, as though it were some feast in his honour to which he had been invited. But as he rises to dismount, he casts one hurried glance from his own French mercenaries drawn up in the rear to the grim ranks of the Barons men that hem him in. Is it too late? One fierce blow at the unsuspecting horseman at his side, one cry to his French troops, one desperate charge upon the unready lines before him, and these rebellious Barons might rue the day they



dared to thwart his plans! A bolder hand might have turned the game even at that point. Had it been a Richard there! the cup of liberty might have been dashed from England's lips, and the taste of freedom held back for a hundred years. But the heart of King John sinks before the stern faces of the English fighting men, and the arm of King John drops back on to his rein, and he dismounts and takes his seat in the foremost barge. And the Barons follow in, with each mailed hand upon the sword-hilt, and the word is given to let go. Slowly the heavy, bright-decked barges leave the shore of Running Mede. Slowly against the swift current they work their ponderous way, till, with a low grumble, they grate against the bank of the little island that from this day will bear the name of Magna Charta Island. And King John has stepped upon the shore, and we wait in breathless silence till a great shout cleaves the air, and the great cornerstone in England's temple of liberty has, now we know, been firmly laid.



Hand out 4

GULLIVER'S TRAVELS

CHAPTER II

The humours and dispositions of the Laputians described. An account of their learning. Of the king and his court. The author's reception there. The inhabitants subject to fear and disquietudes. An account of the women.

AT MY ALIGHTING, I was surrounded with a crowd of people, but those who stood nearest seemed to be of better quality. They beheld me with all the marks and circumstances of wonder; neither indeed was I much in their debt, having never till then seen a race of mortals so singular in their shapes, habits, and countenances. Their heads were all reclined, either to the right, or the left; one of their eyes turned inward, and the other directly up to the zenith. Their outward garments were adorned with the figures of suns, moons, and stars; interwoven with those of fiddles, flutes, harps, trumpets, guitars, harpsichords, and many other instruments of music, unknown to us in Europe. I observed, here and there, many in the habit of servants, with a blown bladder, fastened like a flail to the end of a stick, which they carried in their hands. In each bladder was a small quantity of dried peas, or little pebbles, as I was afterwards informed. With these bladders, they now and then flapped the mouths and ears of those who stood near them, of which practice I could not then conceive the meaning. It seems the minds of these people are so taken up with intense speculations, that they neither can speak, nor attend to the discourses of others, without being roused by some external action upon the organs of speech and hearing; for which reason, those persons who are able to afford it always keep a flapper (the original is *climenole*) in their family, as one of their domestics; nor ever walk abroad, or make visits, without him. And the business of this officer is, when two, three, or more persons are in company, gently to strike with his bladder the mouth of him who is to speak, and the right ear of him or them to whom the speaker addresses himself. This flapper is likewise employed diligently to attend his master in his walks, and upon occasion to give him a soft flap on his eyes; because he is always so wrapped up in cogitation, that he is in manifest danger of falling down every precipice, and bouncing his head against every post; and in the streets, of justling others, or being justled himself into the kennel.

It was necessary to give the reader this information, without which he would be at the same loss with me to understand the proceedings of these people, as they conducted me up the stairs to the top of the island, and from thence to the royal palace. While we were ascending, they forgot several times what they were about, and left me to myself, till their memories were again roused by their flappers; for they appeared altogether unmoved by the sight of my foreign habit and countenance, and by the shouts of the vulgar, whose thoughts and minds were more disengaged.

At last we entered the palace, and proceeded into the chamber of presence, where I saw the king seated on his throne, attended on each side by persons of prime quality. Before the throne, was a large table filled with globes and spheres, and mathematical instruments of all kinds. His majesty took not the least notice of us, although our entrance was not without sufficient noise, by the concourse of all persons belonging to the court. But he was then deep in a problem; and we attended at least an hour, before he could solve it. There stood by him, on each side, a young page with flaps in their hands, and when they saw he was at leisure, one of them gently struck his mouth, and the other his right ear; at which he startled like one awaked on the sudden, and looking towards me and the company I was in, recollected the occasion of our coming, whereof he had been informed before. He spoke some words, whereupon immediately a young man with a flap came up to my side, and flapped me gently on the right ear; but I made signs, as well as I could, that I had no occasion for such an instrument; which, as I afterwards found, gave his majesty, and the whole court, a very mean opinion of my understanding. The king, as far as I could conjecture, asked me several questions, and I addressed myself to him in all the languages I had. When it was found I could neither understand nor be understood, I was conducted by his order to an apartment in his palace (this



prince being distinguished above all his predecessors for his hospitality to strangers), where two servants were appointed to attend me. My dinner was brought, and four persons of quality, whom I remembered to have seen very near the king's person, did me the honour to dine with me. We had two courses, of three dishes each. In the first course, there was a shoulder of mutton cut into an equilateral triangle, a piece of beef into a rhomboides, and a pudding into a cycloid. The second course was two ducks trussed up in the form of fiddles; sausages and puddings resembling flutes and hautboys, and a breast of veal in the shape of a harp. The servants cut our bread into cones, cylinders, parallelograms, and several other mathematical figures.

While we were at dinner, I made bold to ask the names of several things in their language, and those noble persons, by the assistance of their flappers, delighted to give me answers, hoping to raise my admiration of their great abilities if I could be brought to converse with them. I was soon able to call for bread and drink, or whatever else I wanted.

After dinner my company withdrew, and a person was sent to me by the king's order, attended by a flapper. He brought with him pen, ink, and paper, and three or four books, giving me to understand by signs, that he was sent to teach me the language. We sat together four hours, in which time I wrote down a great number of words in columns, with the translations over against them; I likewise made a shift to learn several short sentences; for my tutor would order one of my servants to fetch something, to turn about, to make a bow, to sit, or to stand, or walk, and the like. Then I took down the sentence in writing. He showed me also, in one of his books, the figures of the sun, moon, and stars, the zodiac, the tropics, and polar circles, together with the denominations of many plains and solids. He gave me the names and descriptions of all the musical instruments, and the general terms of art in playing on each of them. After he had left me, I placed all my words, with their interpretations, in alphabetical order. And thus, in a few days, by the help of a very faithful memory, I got some insight into their language. The word, which I interpret the flying or floating island, is in the original laputa, whereof I could never learn the true etymology. lap, in the old obsolete language, signifies high; and untuh, a governor; from which they say, by corruption, was derived laputa, from lapuntuh. But I do not approve of this derivation, which seems to be a little strained. I ventured to offer to the learned among them a conjecture of my own, that laputa was quais lap outed; lap, signifying properly, the dancing of the sunbeams in the sea, and outed, a wing; which, however, I shall not obtrude, but submit to the judicious reader.

Those to whom the king had entrusted me, observing how ill I was clad, ordered a tailor to come next morning, and take measure for a suit of clothes. This operator did his office after a different manner from those of his trade in Europe. He first took my altitude by a quadrant, and then, with a rule and compasses, described the dimensions and outlines of my whole body, all which he entered upon paper; and in six days brought my clothes very ill made, and quite out of shape, by happening to mistake a figure in the calculation. But my comfort was, that I observed such accidents very frequent, and little regarded.

During my confinement for want of clothes, and by an indisposition that held me some days longer, I much enlarged my dictionary; and when I went next to court, was able to understand many things the king spoke, and to return him some kind of answers. His majesty had given orders, that the island should move north-east and by east, to the vertical point over Lagado, the metropolis of the whole kingdom below, upon the firm earth. It was about ninety leagues distant, and our voyage lasted four days and a half. I was

not in the least sensible of the progressive motion made in the air by the island. On the second morning, about eleven o'clock, the king himself in person, attended by his nobility, courtiers, and officers, having prepared all their musical instruments, played on them for three hours without intermission, so that I was quite stunned with the noise; neither could I possibly guess the meaning, till my tutor informed me. He said that, the people of their island had their ears adapted to hear "the music of the spheres, which always played at certain periods, and the court was now prepared to bear their part, in whatever instrument they most excelled."

In our journey towards Lagado, the capital city, his majesty ordered that the island should stop over

certain towns and villages, from whence he might receive the petitions of his subjects. And to this purpose, several packthreads were let down, with small weights at the bottom. On these packthreads the people strung their petitions, which mounted up directly, like the scraps of paper fastened by school boys at the end of the string that holds their kite. Sometimes we received wine and victuals from below, which were drawn up by pulleys.

The knowledge I had in mathematics, gave me great assistance in acquiring their phraseology, which depended much upon that science, and music; and in the latter I was not unskilled. Their ideas are perpetually conversant in lines and figures. If they would, for example, praise the beauty of a woman, or any other animal, they describe it by rhombs, circles, parallelograms, ellipses, and other geometrical terms, or by words of art drawn from music, needless here to repeat. I observed in the king's kitchen all sorts of mathematical and musical instruments, after the figures of which they cut up the joints that were served to his majesty's table.

Their houses are very ill built, the walls bevil, without one right angle in any apartment; and this defect arises from the contempt they bear to practical geometry, which they despise as vulgar and mechanic; those instructions they give being too refined for the intellects of their workmen, which occasions perpetual mistakes. And although they are dexterous enough upon a piece of paper, in the management of the rule, the pencil, and the divider, yet in the common actions and behaviour of life, I have not seen a more clumsy, awkward, and unhandy people, nor so slow and perplexed in their conceptions upon all other subjects, except those of mathematics and music. They are very bad reasoners, and vehemently given to opposition, unless when they happen to be of the right opinion, which is seldom their case. Imagination, fancy, and invention, they are wholly strangers to, nor have any words in their language, by which those ideas can be expressed; the whole compass of their thoughts and mind being shut up within the two forementioned sciences.

Most of them, and especially those who deal in the astronomical part, have great faith in judicial astrology, although they are ashamed to own it publicly. But what I chiefly admired, and thought altogether unaccountable, was the strong disposition I observed in them towards news and politics, perpetually inquiring into public affairs, giving their judgments in matters of state, and passionately disputing every inch of a party opinion. I have indeed observed the same disposition among most of the mathematicians I have known in Europe, although I could never discover the least analogy between the two sciences; unless those people suppose, that because the smallest circle has as many degrees as the largest, therefore the regulation and management of the world require no more abilities than the handling and turning of a globe; but I rather take this quality to spring from a very common infirmity of human nature, inclining us to be most curious and conceited in matters where we have least concern, and for which we are least adapted by study or nature.

These people are under continual disquietudes, never enjoying a minutes peace of mind; and their disturbances proceed from causes which very little affect the rest of mortals. Their apprehensions arise from several changes they dread in the celestial bodies: for instance, that the earth, by the continual approaches of the sun towards it, must, in course of time, be absorbed, or swallowed up; that the face of the sun, will, by degrees, be encrusted with its own effluvia, and give no more light to the world; that the earth very narrowly escaped a brush from the tail of the last comet, which would have infallibly reduced it to ashes; and that the next, which they have calculated for one-and-thirty years hence, will probably destroy us. For if, in its perihelion, it should approach within a certain degree of the sun (as by their calculations they have reason to dread) it will receive a degree of heat ten thousand times more intense than that of red hot glowing iron, and in its absence from the sun, carry a blazing tail ten hundred thousand and fourteen miles long, through which, if the earth should pass at the distance of one hundred thousand miles from the nucleus, or main body of the comet, it must in its passage be set on fire, and reduced to ashes: that the sun, daily spending its rays without any nutriment to supply them, will at last be wholly consumed and annihilated; which must be attended with the destruction of this earth, and of all the planets that receive their light from it.

They are so perpetually alarmed with the apprehensions of these, and the like impending dangers, that they can neither sleep quietly in their beds, nor have any relish for the common pleasures and amusements



of life. When they meet an acquaintance in the morning, the first question is about the sun's health, how he looked at his setting and rising, and what hopes they have to avoid the stroke of the approaching comet. This conversation they are apt to run into with the same temper that boys discover in delighting to hear terrible stories of spirits and hobgoblins, which they greedily listen to, and dare not go to bed for fear.


The women of the island have abundance of vivacity: they, contemn their husbands, and are exceedingly fond of strangers, whereof there is always a considerable number from the continent below, attending at court, either upon affairs of the several towns and corporations, or their own particular occasions, but are much despised, because they want the same endowments. Among these the ladies choose their gallants: but the vexation is, that they act with too much ease and security; for the husband is always so rapt in speculation, that the mistress and lover may proceed to the greatest familiarities before his face, if he be but provided with paper and implements, and without his flapper at his side.

The wives and daughters lament their confinement to the island, although I think it the most delicious spot of ground in the world; and although they live here in the greatest plenty and magnificence, and are allowed to do whatever they please, they long to see the world, and take the diversions of the metropolis, which they are not allowed to do without a particular license from the king; and this is not easy to be obtained, because the people of quality have found, by frequent experience, how hard it is to persuade their women to return from below. I was told that a great court lady, who had several children, – is married to the prime minister, the richest subject in the kingdom, a very graceful person, extremely fond of her, and lives in the finest palace of the island, – went down to Lagado on the pretence of health, there hid herself for several months, till the king sent a warrant to search for her; and she was found in an obscure eating-house all in rags, having pawned her clothes to maintain an old deformed footman, who beat her every day, and in whose company she was taken, much against her will. And although her husband received her with all possible kindness, and without the least reproach, she soon after contrived to steal down again, with all her jewels, to the same gallant, and has not been heard of since.

This may perhaps pass with the reader rather for an European or English story, than for one of a country so remote. But he may please to consider, that the caprices of womankind are not limited by any climate or nation, and that they are much more uniform, than can be easily imagined.

In about a month's time, I had made a tolerable proficiency in their language, and was able to answer most of the king's questions, when I had the honour to attend him. His majesty discovered not the least curiosity to inquire into the laws, government, history, religion, or manners of the countries where I had been; but confined his questions to the state of mathematics, and received the account I gave him with


great contempt and indifference, though often roused by his flapper on each side.






Watch a video and guess who she was

- <http://www.youtube.com/watch?v=PIaMgD1VmmY&feature=related>




Questions about the Video Clip

- What happened to the lady?
- How could she tell things?






The Miracle of Helen Keller



" The best and most beautiful things in the world cannot be seen or even touched. They must be felt with the heart."

--- Helen Keller



Hellen Keller was born in 1880.





When she was two, she was very sick. Then she became blind and deaf.




In 1887, she met her teacher, Anne Sullivan. Anne was a patient teacher.





Anne taught Helen how to speak.

Helen showed the world that blind people can do great things.





Helen was good at writing too. She wrote many books. The most famous one is *The Story of My Life*.



"Helen Keller in Her Story" 1954

Helen passed away in 1968. Today, people all over the world still admire her for what she did.

Helen Keller

- How did she learn to speak?
- Why was she blind, deaf and dumb?
- Who was her teacher?
- When was she born?
- Where was she born?
- Why was she famous?

Ideas for Teaching Novels

INSET for Secondary Teachers(RMSA)

Short Play Contest

After the students have read a several chapters, assign them the task of creating a short play about one of those chapters. They can use dialogue which is written in the novel, and add dialogue of their own to enhance the play. Students must try to emulate the voice of each character and bring to life the conflict or event that occurred in the chapter. Then, in class the students can perform their plays.

Author Biography and Inspiration

Rather than just focusing on the actual story of the novel, teach the students about the author. Detail where s/he was born, raised, where s/he received education, and literary influences in his life. Also study what the inspiration was for him writing the novel. Did something precede the novel, follow the novel, or were there any major real life events surrounding when he wrote the novel, are all questions that can be explore

Role Play

Creating a role-play or discussion scenario for students to discuss some of the key themes in "The Story of my Life" One example situation is set in your school and involves getting a new school principal. This new principal changes all the old school rules and implements a new set which students deem unfair. In the scenario, students must discuss or act out and explore ways of approaching the principal and changing the new rules to promote student equality. Encourage students to reflect on the methods used in the novel.

Group Discussion

Group discussion is a common way to study novels and short stories. In this form of study, students read a novel or short story as a whole class, either reading aloud together or silently alone, then divide the class in two groups, one group will ask the questions and other group will be responding to discussion questions or exploring different themes present in the text.

Write Character Letters

Teachers can ask students to write letters from the perspective of a character in a novel. In one version of this exercise, students choose a major character and write a letter during the time in the novel when the character faces a crucial decision or turning point. In a different version of this exercise, students can choose a minor character and write letters expounding on his experiences and perspective. In a third version, students can write letters from one character to another. Students can exchange and respond to character letters in class.

Creating Book Covers

• Teachers can have students create alternate titles and book covers for the novel. In this activity, students draw new book covers and create a title. Each student can write a paragraph explaining his or her choice of titles. Students can also present and defend choices. To integrate technology, teachers can have students create book covers on computers.

Plot Pieces

• Divide students into groups. Assign each group one page from a different part of the novel. After they have read the page, ask students to compose a paragraph that outlines the plot of the novel. Ask students to elect a representative from each group to present their plot summaries. Compare plot summaries and revisit these summaries at the end of the novel.

First Impressions

• Ask students to read the first page of text silently. Next, ask for a volunteer to read the first page aloud. Then, ask students to write down as many things as possible that they have learned from the first page. Next, ask students to write down three questions they have based on their reading of the first page. This activity will help students read context clues and it will teach them to site text evidence when making generalizations about a novel.

Front Matter

• Though students read novels throughout their schooling, very few are taught the importance of the title, copyright, and acknowledgments. The pages that contain this information are called the "front matter." In small groups, ask students to explore the front matter of the novel. Instruct students to list 10 things they learned from these pages. In a more open-ended version of this activity, you can ask students to answer the following questions: What does the front matter tell you about what will and what will not be in this novel? What does the front matter tell you about the novel's plot and themes?

Beginning and Ending

• Ask students to read both the first sentence and the last sentence of the novel. Next, ask the students to construct a poem, paragraph, or short story using the first and last sentences of the novel as the first and last sentences for their writing. Your students' writing should summarize what they think will be the plot of the novel.

Describing Words

• Give examples of words or short phrases which describe a character in the story:
• Brainstorm all the words which can be used for describing people for example: nice, good, bad, Nasty fine, elegant, Rude, cruel, dull, lovable, beautiful, ugly, stylist, old, etc...
• ask the students to say which words fit each character appropriately

Reading for pleasure can be encouraged in number of ways:

1. Regularly schedule class time for silent reading as an activity.
2. Students can use a graph to keep a record of their reading, date, number of pages read and time.

3. Counting words to Assess Reading Speed

- Words per page may be counted as:
- Find a page from the book which is full from top to bottom.
 - Count the number of words in three lines.
 - Divide that number by three to get the average.

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Book Response Sheet

- Title of the book _____
- Author _____
- Type of book: (Detective, Autobiography, Biography, Adventure, Travelogue, Romantic) _____
- Number of pages _____
- What did you like about the book? _____
- What did you dislike about the book? _____
- Would you suggest your friend to read this book? Why/why not? _____

Book Response Sheet

- Tell the students to choose one sentence from the text of the novel individually and write it down on the black board or read aloud to share it with the class. The following options by the teacher may be of great help to the students:
- A very interesting sentence.
- A surprising sentence.
- A sentence that contains the main idea.
- A sentence that the student doesn't understand.
- A sentence that reminds the student of some real life incident.
- A sentence that makes a great sense to the student.
- A sentence that makes student laugh.
- A sentence that makes student feel sad.
- Ask the students to share the reason for selection of that particular sentence.



SECTION-4

From Writing to Creative Writing

Objectives of the session:

- understand the difference between written and spoken language
- identify what writing involves
- understand the process of writing
- develop writing tasks suited to the learner's needs
- identify ways of encouraging / motivating learners to write
- understand how to assess written work

Developing Writing

Writing helps us express ideas and convey our thoughts to readers. In a classroom, the process of writing is really important as it helps us improve upon what is being written. Writing is not something that begins and ends when it is put down on paper for the first time. It is a process that involves planning, drafting, revising and editing. In order to improve the writing skills of our learners we need to understand the process of writing. The purpose of writing is the expression of ideas, the conveying of a message to a reader. Written language is different from spoken language and therefore the writer also needs to keep in mind some formal aspects such as neat handwriting, correct spelling and punctuation, appropriate grammar and careful selection of vocabulary.

Difference between Speaking and Writing

The major difference between written and spoken language forms is that one is addressed to a reader and the other is addressed to a listener. Therefore, a written text uses acceptable standard language whereas while speaking we may sometimes use regional words or phrases. The presence of a listener also gives the speaker the liberty to use incomplete sentences because body language also helps in communicating and conveying ideas. Now read the differences listed below and discuss which of these can be identified in the example given above.

Spoken language	Written language
May or may not be in complete sentences	Generally, uses complete sentences
Uses facial expression, volume and voice modulation to make the meaning clear	Uses punctuation marks to convey the meaning such as the use of exclamation marks to show surprise.
Uses non-verbal communication like eye contact etc	Cannot use non-verbal communication
Can check with the listener(s) whether the intended meaning has been understood or not	Cannot check with the reader immediately
Can be asked questions by the listeners	Usually has no contact with the listeners
May use non-standard dialect	Use standard dialect
Can shift context and themes as per the situation	Is systematically organized in terms of subject

matter and themes



A great deal of writing is sentence writing. Students repeat or complete given sentences to reinforce the structure, grammar, and vocabulary they have learned. They work with pattern sentences, performing substitutions or transformations. They need to go beyond those sentence exercises in order to

- communicate with a reader,
- express ideas without the pressure of face-to-face communication,
- explore a subject or theme
- record experience, and
- become familiar with the conventions of written English.

What makes a good writer?

- Always thinks of the audience
- Does not deviate from the main purpose
- Spends considerable time to plan (Ideas and Arguments)
- Makes good use of reliable sources of knowledge
- Lets ideas flow smoothly (coherence and cohesion)
- Follows a rough organisation plan
- Seeks and makes use of feedback
- Gives a lot of attention to choice of words (lexis)
- Willingly (re)revises (accuracy and appropriacy)
- Looks back at the writing at long intervals

(The list has been taken from M.L. Tickoo (2003) Teaching and Learning English. New Delhi: Orient

Longman)

Process approach to writing

<p>Process Approach</p>	<p>Teachers who use the process approach keep in mind two crucial aspects of writing: enough space and time to students to generate and try-out new ideas, and feedback on the content of their writing. The following stages can be followed in the process approach</p> <ul style="list-style-type: none"> • The focus in this approach is on the process itself. This does not mean, however, that the product, the completed written piece, is not important. But the belief in this approach is that enough investment is made at the level of process itself, then the product would automatically follow to be better organized. • This is a learner-centred approach and the focus is on the production, generation, dissemination of ideas among the learners. The focus thus shifts away from the product to the process – what are the students engaged in rather than what are the students producing? • In this approach, Prewriting, drafting, editing, and re(re)vising are essential aspects of the process. The teachers acknowledge the fact that writing is not an easy process and it is often messy stumbling from one point to another. It often involves quite a lot of re-ordering, re-sequencing, re-writing, adding, deleting, drafting etc. The teachers need to acknowledge that this process is as important as the finished product itself. • An essential aspect of the process approach is feedback and guidance. Though this requires considerable amount of time, it is essential to develop the skill of writing. One of the ways that teacher’s time can be minimized is by encouraging the students to share their writing among themselves and creating a system of peer evaluation. After the initial vetting, students can then share their ideas with the teacher.
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Summarizing the Process Approach

Process approach to writing emphasizes the steps a writer goes through when creating a well-written text.



The stages include:

Brainstorming : writing down many ideas that may come to an individual's mind or through discussions as a whole class activity.

Outlining : organizing the ideas into a logical sequence

Drafting: writer concentrates on the content of the message (rather than the form).

Revisions : in response to the writer's second thoughts or feedback provided by peers or teacher, the draft is revised.

Proof-reading : with an emphasis on form. Correct the language and appropriateness of its use.

Rewriting the Final draft : Write the final draft now.

Writing reinforces the grammatical structures, idioms, and vocabulary that one has learnt.

When writing, students also have a chance to experiment (and manipulate) with the language, go beyond what they have just learned to say and take risks.

They often discover a new way of expressing an idea. They discover a real need for finding new ideas, the right words and sentences.

Writing lets students think critically and review and revise the ideas and language. They learn to organise the ideas into a coherent whole,

Let Us take an example

'Cleanliness- What needs to be done?' Write an article on the given topic

Brain storming (whole class activity) black board

Cleanliness

0. **Cleanliness is next to godliness--- Community, personal, social ,Country/national**

1. **Diseases –malaria , dengue –**

2. **Essential for good health, sanitation, hygiene, wash hands regularly**

3. **Beautiful, neat, nice, happy**

4. **Segregation of garbage, waste disposal**

5. **Reputation, image, India's aspiration to be recognised as a clean country**

Note to the teacher:

Brainstorming should be conducted as a whole class activity. Involve all the learners. Encourage them to share whatever words/ideas come to their mind. As a teacher, you categorise the input into different bubbles/clouds/parts, each can be used to develop a paragraph.

Outlining: To develop a coherent paragraph then talk about each paragraph- --expand the words/idea into sentences.

Talk about cohesive devices that are used to join two ideas / sentences.

Some examples of cohesive devices are: and, but, in spite of, therefore, however, firstly, secondly, finally, in view of etc. These are the words that help connect ideas maintain a flow.

Writing/ Drafting: Now ask the learners to write an article using information that they have gathered.

Revising: Now ask the students (pair activity) to share their draft with each other and look for areas of improvement. As a teacher you look for common errors. Mostly you will find that students have made errors with the use of tenses. You can collectively talk & about the correct sentences for the students to do self-assessment.

Editing/ Proof Reading: ask the students to correct their article based on the input received from their friend and the teacher.

Rewriting: ask the students to write the final draft. The entire process with all the proofs can be put in the portfolio of the students.

Rubric for Assessment (self /teacher)

Descriptor or grades	Topic development	Coherence & Cohesion	Vocabulary used (range)	Grammar Punctuation,
Excellent (A)	Covers all the ideas related to the topic	has used appropriate linkers to join sentences and there is a flow of ideas	Uses a range of vocabulary as per the topic.	Grammar, Punctuation etc. correct
Very good (B)	Covers most of the ideas related to the topic	has used basic linkers such as but , and etc. use of clauses minimal	uses Vocabulary just Appropriate to the topic	Makes a few errors
Good (c)	The topic is only partially covered	Uses only simple sentence	Uses just Sufficient Vocabulary	Makes errors but comprehensible
Needs improvement (D)	It is not related to given topic	Sentences are disjointed and there is a lack of flow of ideas.	Uses in sufficient Vocabulary	Difficult to understand the passage.

Summing up

Teach students the stages appropriate to writing; brainstorming, drafting, editing, revising, fine-tuning etc

Provide models of successful writing and discuss the features that make them effective; ask students to 'notice' successful writing

Discuss the purpose of writing and the audience before delving into any sort of writing practice

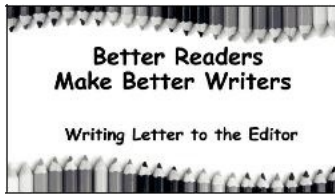
Select writing topics that are of interest to students and represent tasks that will be useful to their future learning

Avoid writing for its own sake like questions and answers; devise real-lfe tasks so that students develop real-life skills

References

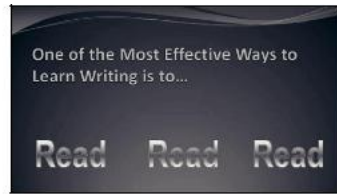
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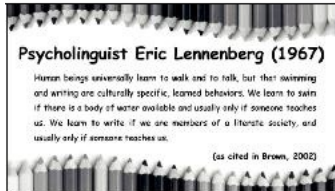
**Better Readers
Make Better Writers**

Writing Letter to the Editor



One of the Most Effective Ways to
Learn Writing is to...

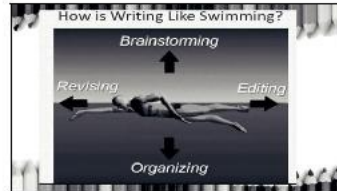
Read Read Read



Psycholinguist Eric Lenneberg (1967)

Human beings universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behaviors. We learn to swim if there is a body of water available and usually only if someone teaches us. We learn to write if we are members of a literate society, and usually only if someone teaches us.

(as cited in Brown, 2002)



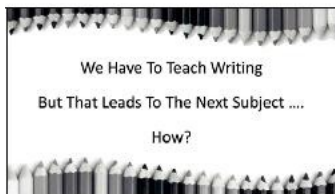
How is Writing Like Swimming?

Brainstorming

Revising

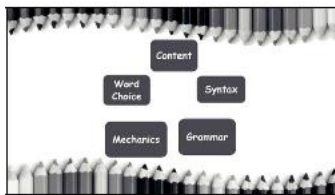
Editing

Organizing



We Have To Teach Writing
But That Leads To The Next Subject
How?

We Have To Teach Writing
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How?



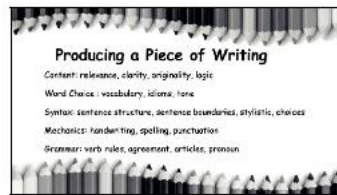
Content

Word Choice

Syntax

Mechanics

Grammar



Producing a Piece of Writing

Content: relevance, clarity, originality, logic

Word Choice: vocabulary, idioms, tone

Syntax: sentence structure, sentence boundaries, stylistic choices

Mechanics: handwriting, spelling, punctuation

Grammar: verb rules, agreement, articles, pronoun

Word order is very important

-What is the difference between these three?

1. LARGE SCALE FISHING
2. A LARGE FISHING SCALE
3. A LARGE FISH SCALE

"Write to be understood, speak to be heard, read to grow."

— Librarian Clark Powell

The Challenge!

Ask me to tell you about the topic, and I can.

Ask me to write about the topic, and I struggle.

Letters to the Editor

All newspapers, both paper versions and Internet newspapers, have a page where letters from readers are published.

If there is something in the news that you want to respond to, you can write a letter to a newspaper and have your opinion published.

Such a letter is called a "letter to the editor", and there are certain rules you have to follow.

Tips for writing letters

How to organise letters

- **Address**
- Place your address at the top left hand side of the page. Note that your name does not need to be included since it will be both printed and signed at the end of the letter.

Date

When you write the date, write the month with letters:

10 March, 2015.

Address

Below your own address, followed by Date, you write the name and address of the recipient.

How to start the letter

- Remember to always start off a letter with a salutation (greeting). The most common greeting is "Dear".
- Formal letters to institutions or people who you don't know the name of:
Dear Sirs (to a company or organisation)
- Dear Sir (to an unnamed male person)
- Dear Madam (to an unnamed female person)
- Dear Sir or Madam (if you're not sure if the one you're addressing is a woman or a man)

Letters that start off in this matter always end with:
Yours sincerely or British English

Subject

Must align with the theme

Content

- Support your arguments with facts and figures.
- Refer to the article that you're writing about.
- Stick to the point.
- Divide your text into two to three paragraphs.
- Employ a style which includes appropriate humour and irony.
- No personal attacks.



KISS-RULE

In all your formal correspondence, the KISS-rule is relevant: *KISS means Keep It Short and Simple. Never use two sentences when one will do. Many newspapers state that a letter to the editor should not exceed 150 words.*


Plan for a letter - giving your opinion

Paragraph 1 - Identify yourself, state the problem and give your opinion.
Paragraph 2 - State one aspect of the problem, give your opinion and support it.
Paragraph 3 - State another aspect, give your opinion and support it.
Paragraph 4 - Summarize your views and restate your opinion.

To list problems and solutions:

Step 1: Write an abstract of the problem in order to deal with the problem.
 We should focus our attention on ways to solve the problem of ...
 One possible way to solve the problem is ...
 Another way to deal with the problem is ...
 An alternative to consider the problem is ...
 It would be a good idea if ...
 The ... solution could be improved if ...
 By (ing) ... we can ensure that ...

Good language lessons do not simply happen, they have to be prepared and planned with great care.



Teacher ... 'sage on the stage' →
 Teacher ... 'guide on the side'

SECTION-5

ENGLISH (LANGUAGE & LITERATURE)

SUMMATIVE ASSESSMENT - I (2014)

Class - IX

Maximum Marks : 70

Time : 3 hours

Instructions :

(i) The question paper is divided into three sections.

Section A—Reading	20 marks
Section B—Writing and Grammar	25 marks
Section C—Literature	25 marks

(ii) All questions are compulsory.

(iii) You may attempt any section at a time.

(iv) All questions of one particular section must be attempted in the correct order.

SECTION A

(READING: 20 Marks)

1 Read the passage given below and answer the questions that follow :

8

Chyur tree is commonly known as 'Phulwara' in northern India, 'Chyur' in Nepal and 'Gopha' in Bengal. It is found in the Himalayan regions with an altitude of 500 to 1200 meters. Chyur tree resembles an umbrella. This tree is large and shady with dense leaves. Its pulpy fruit gets a thick skin on ripening. People in the mountains call it *Kalpavriksha*. It is also known as 'Indian Butter Tree' as it produces oil seeds, which are rich in oil contents and at lower temperature transforms into fat and looks like butter or ghee.

Fertile, moist soil is required for planting and growing of Chyur tree. It bears flowers and fruits from October to January. As this tree blossoms, the atmosphere becomes fragrant and fascinating. The honey made from its flowers is of high quality and is full of nutrients. The oil extracted is called the ghee of Chyur.

Local people extract juice from its flowers and boil it to make Jaggery. Ayurvedic physicians use it as medicine. The seed oil, honey and gur make the tree prominent in

rural economy. Many cosmetic industries in India use a chemical called palmolic oil which is made from the oil of this tree. Oil cake left after extracting the oil from seeds is used as manure in the fields. This oil cake contains a pesticide chemical, saponin. If this chemical is separated from the oil cakes, it can become a nutritious food for animals. Chyur trees contribute greatly towards prevention of landslides and soil erosion. Its long and broad leaves have the ability to collect soil, water and food materials.

For the past many years, Government of India have been formulating various plans for making the country self-sufficient in edible and non-edible oils. Whereas, the wasteland development has been one of the thrust areas in the Government plans, on the one hand, the self-sufficiency in edible and non-edible oils has been identified as a timely demand on the other. Keeping in view of the above, the plantation of Chyur trees on wastelands throughout the Himalayan sub-tropical belt and in Andaman and Nicobar Islands would be a prudent and wise measure.

(1×8=8)

- (a) Why is Chyur tree called 'Indian Butter Tree'?
- (b) When does it bear flowers and fruits?
- (c) How is jaggery made from this tree?
- (d) What makes Chyur tree prominent in rural economy?
- (e) How has the tree contributed to the development of the cosmetic industry?
- (f) Which chemical is separated from the oil cakes to make them a nutritious food for animals?
- (g) How do Chyur trees prevent landslides?
- (h) What steps should the government of India take to make the country self-sufficient in edible and non-edible oils?

2 Read the passage given below and answer the questions that follow :

1.

- (1) Books are companions for people of all the age groups. eBooks vs printed books is like comparing joint and nuclear family systems. Both have their advantages and disadvantages. eBooks are cost effective and books of all genres can be easily accessed from the internet. Font flexibility makes reading easier, uncountable books can be stored in a single device and most important can help save trees. Packing for trips is hard enough, but it becomes doubly so when faced with the task of choosing which book to carry. The device takes a whole lot of weight from shoulders literally. With the eBook, a reader can take hundreds of books with them on the journey, and

only take up a few square inches in their carry-on bag.

(2) Reading a printed book can save you from the health hazards of using hi-tech gadgets. For people who consider reading a book as worship, scent of its pages intoxicate their senses. The pleasure of reading a printed book and scribbling comments on the sides of the pages are unmatched. Printed books are not merely about reading, they are an experience. The joy of flipping pages and keeping bookmarks cannot be experienced in an eBook. Constantly reading on the computer screen or a mobile phone can damage the eyes. Apart from physical consideration, studies have shown that when it comes to reading comprehension printed books are still a better choice. Literacy building in children is more effective with a printed book than with an eBook because of the opportunities for interaction between the child and the parent reading the book with the child. In fact in eBooks there is no conversation and nothing to encourage the child to verbalize or explore using language. The research concluded that sometimes 'click-through' added features can actually detract from the reading experience because of all the interruption.

(3) This is not to say Books do not have advantages. It can effectively serve the purpose of convenience and portability. The excitement generated around technologies such as Amazon's Kindle has played its part in the change from page to screen. Both versions complement each other based on why and where each is being used.

(a) List any two advantages of eBooks.

(b) Why does the author say that 'printed books are not merely about reading, they are an experience'?

(c) What are the advantages of eBooks while you are going on a journey?

(d) Why are printed books considered a better option than eBooks for literacy building in children?

2x4

(e) Find words from the passage which mean the same as the following:

(i) a family that consists of father, mother and children as a unit (Para 1)

(ii) enjoyment (Para 2)

(iii) that which makes something complete (Para 3)

(iv) the quality of being useful, easy or suitable (Para 3)

1x4

SECTION B
(WRITING and GRAMMAR: 25 Marks)

- 3 Hockey is our national game. Gradually it is losing the status it once enjoyed. Based on the clues given below write an article in 100-120 words highlighting the causes of the decline of this game and also suggest measures to improve its status. You are Anupam/Anupama.

•No Training to players •Lack of facilities •No incentive & support
•More imp. to cricket

- 4 Write a story in 150-200 words from the outline given below. Give a suitable title to the story.

6-year old Amit--back from school saw a baby bird under a tree--unable to fly--
worried--nest seen on the tree--2 little birds--picked the baby bird--placed carefully
in the nest--mother bird return just then--song of thanks for Amit.

- 5 Complete the following passage by choosing the most appropriate options from the ones given below. Write your answers in the answer sheet against the correct blank numbers. Do not copy the entire passage.

My friend Prakash, his brother and I decided to go (a)_____ a trek to the Himalayas. None of us had any experience, but Prakash was acquainted with the dos and don'ts (b)_____ such an expedition. In the few days left for preparation, we (c)_____ books available on the subject.

- (a) (i) on (ii) in (iii) for (iv) to
(b) (i) as (ii) for (iii) from (iv) with
(c) (i) read (ii) reading (iii) reads (iv) red

- 6 In the following passage one word has been omitted in each line. Write the missing word along with the word that comes before and the one that comes after it. The first one has been done as an example. 4

	Previous word	Omitted word	Following word
Animation is art where	e.g. is	an	art
there no limit to	(a)		
imagination. Making animation	(b)		
film, however, is so easy. It's	(c)		
a long tedious task.	(d)		

- 7 Look at the words and phrases given below. Rearrange them to form meaningful sentences given in the example. 3

e.g. life/ is/ precious/ in one's/ time/ very

Time is very precious in one's life.

(a) the same/ we/ in a day/ 24 hours/ all have

(b) make use/ of it/ is/ how/ we/ important

(c) therefore/ more effectively/ one/ manage/ should/ one's time

SECTION C

(LITERATURE: 25 Marks)

- 8 Read the extract and answer the following questions: 3

*And I shall have some peace there, for peace comes dropping slow
Dropping from the veils of the morning to where the cricket sings;*

- (a) What does the word "there" in the above lines refer to?
 (b) How does peace enter the huts of peasants?
 (c) Name the literary device used in the poem.

OR

Read the extract and answer the following questions:

"I want that toy," he pleaded.

His father looked at him red-eyed, in his familiar tyrant's way. His mother, melted by the free spirit of the day was tender and, giving him her finger to hold, said, "look, child, what is before you!"

- (a) Who demanded the toy?
- (b) How did the father usually behave?
- (c) Which word in the passage means the same as 'begged'?

9 Answer the following questions in 30-40 words each:

- a) How was the book that Tommy found different from his own books?
 - b) When was Evelyn's deafness first noticed? When was it confirmed?
 - c) What impact did Ishwaran's story of a female ghost have on Mahendra?
 - d) Why were the people of the kingdom confused when they saw the dead bodies of the king and his minister?
- 10 "Poor Father, not so big after all-and with no one to look after him." How does this statement justify the importance of love in one's life? (80 - 100 words)

OR

Disciple in the story didn't look into the depth of the matter and took a hasty decision of not leaving the kingdom of fools. What light does the story throw on the importance of good decision making in one's life? (80-100 words)

Attempt either question no.11 or 12 in 100-120 words.

- 11 The little size of Gulliver exposed him to several dangers and ridiculous situations. Explain in reference to Gulliver's voyage to Brobdingnag.

OR

Which qualities of Gulliver's character enabled him to secure his freedom from the Lilliputians? Explain.

- 12 Narrate the advantages of cheese as a travelling companion to Jerome while travelling from Liverpool. 10

OR

What conclusion did the friend George, Harris and the narrator arrive at about their ailments? Were they physically ill in reality? Explain.

SUMMATIVE ASSESSMENT - I, 2014
ENGLISH (LANGUAGE & LITERATURE)
Class - X

Time allowed : 3 hours

Maximum Marks: 70

General Instructions :

- (i) The question paper is divided into three sections.
- | | | |
|-----------|-----------------------|----------|
| Section A | : Reading | 20 marks |
| Section B | : Writing and Grammar | 25 marks |
| Section C | : Literature | 25 marks |
- (ii) All questions are compulsory.
(iii) You may attempt any section at a time.
(iv) All questions of one particular section must be attempted in the correct order.

SECTION - A (Reading)

- 1 Read the passage given below and answer the questions given below:** **8**

They were once everywhere? Chirping and flapping their wings at the window sills, on top of cupboards and on the branches of trees. Where have all the little sparrows gone?

The association between humans and the house sparrow dates back to several centuries and no other bird has been associated with humans on a daily basis like the house sparrow. The nests of sparrow dotted almost every house in the neighborhood as well as public places like bus stands and railway stations, where they lived in colonies and survived on food grains and tiny worms.

Unfortunately, the house sparrow has now become a disappearing species. Like all other plants and animals which were once abundant and are now facing an uncertain future, their numbers are also declining across their natural range. Scientists and experts say that severe changes in the urban ecosystem in recent times have had tremendous impact on the population of house sparrows whose numbers are declining constantly. Mobile tower radiation and excessive use of chemical fertilizers are aggravating the problem and have been identified as potent sparrow killers.

There have been many theories put forward for the almost worldwide decline of the House Sparrow. It is said that sparrow chicks, which require insect food for their survival in their early days, have not been getting adequate supply from

their parents. This has triggered large scale deaths of chicks leading to gradual decline of their population.

Urban landscape too, has been dramatically altered over the years. Old houses, with courtyards in front and backyards, have made way for concrete multi-stories, with little greenery. No longer are sparrows able to find the tiny nooks, crannies and holes where they used to build their nests.

Typically, sparrows were never an issue of concern for us with their diminutive presence in our households. Perhaps, it is this diminutive presence because of which even their gradual disappearance has gone unnoticed. Mohammed Dilavar is rightly called the 'sparrow man of India', as he has been successful in drawing the attention of the world about the declining number of house sparrows.

House sparrows are important bio-indicators and their decline is a grim reminder of degradation of the urban environment and the danger from it to the humans in the long run.

1.1 On the basis of your reading of the above passage, complete the following statement briefly. (6)

- a) According to the passage, the sparrows survived on _____.
- b) The main reason for the decline in the house sparrow population has been the _____.
- c) The potent sparrow killers could be _____.
- d) The reason for large scale deaths of chicks has been _____.
- e) The sparrows used to build their nests in the old houses in _____.
- f) The decline of the house sparrows brings forth the harsh reality of _____.

1.2 Answer the following questions briefly.(2)

- a) What memories do people have of the sparrows?
- b) What effort of the 'Sparrow Man of India' earned him this name?

2 Read the passage given below and answer the questions given below:

1:

Warming eats up Everest ice

I know poverty and misery and I quite appreciate by personal experience what it is to be poor, what it is to have no clothes, what it is to have no books, what it is to struggle through life, what it is to walk through the streets without an umbrella, without conveyance along miles in dusty roads. I have been through it all and I can understand the difficulties that most of you graduates have to face up today. I am speaking from a long experience of 60 years. Please do not imagine that all the

60 years are milk and roses. To be able to accomplish something, I want to tell you that you have to go through such experience.

I admit, success in life is not always to the intelligent or the strong and it is to some extent a bit of a gamble, but nonetheless those who have got their minds right and those who know their job will sooner or later, sooner perhaps than later make their way in life. But they should not be disappointed if they do not, they have to face up life and take it as they find it.

What I say is this that the great things in life are not really great things in life. What I love is to enjoy the common things of life. I am happy that I am still able to sleep at night provided I have three miles walk in the evening. I am still able to enjoy a good lunch or a good dinner. I am still able to look at the blue sky and like it. I still like to walk in the open fields and like the smell of the Ragi or the Jowar.

We think that happiness consists in going to pictures and seeing thrilling films and techni-colour dramas. Not at all, the great things in life are the God-given things which cost nothing. What you need is the desire to appreciate them. If you have your minds and hearts open, you have around you things which give you joy. There is the butterfly jumping about in flourishing colours on all sides. Look at this wonderful thing that God has given for our enjoyment.

We have to love nature and appreciate nature and appreciate her wonderful gifts, her marvellous ingenuity, her resourcefulness, her infinite variety. It is the same thing that has inspired me all my life.

2.1 Answer the following questions briefly. (2 x 4 = 8)

- a) How had C. V. Raman's childhood been difficult?
- b) Why has life been termed as a gamble?
- c) How does C.V. Raman's speech inspire us?
- d) What instances, quoted by C.V. Raman in his speech, show that he was a nature lover?

2.2 Choose the best option from the words given below which mean the same as

(1 x 4 = 4)

- a) despair
(i) disappointment (ii) hopelessness (iii) misery (iv) distress
- b) endless
(i) unlimited (ii) continuous (iii) infinite (iv) unreachable
- c) prosperous
(i) rich (ii) flourishing (iii) wealthy (iv) fortunate

- d) exciting
(i) joyful (ii) funny (iii) exhilarating (iv) thrilling

SECTION - B (Writing and Grammar)

- 3 On the occasion of World Health Day, write an article for the school Newsletter on the topic '*Importance of Physical Health in Our Lives*', in about 100-120 words using the clues given below. 5

HINTS:

- Healthy mind lives in a healthy body.
- Shortage of time for physical activity because of the demands of modern lives.
- Ignoring health may result in various diseases.
- Discipline and time management key to these concerns.

- 4 Read the given lines and complete the story in 150-200 words. Give a suitable title to your story. 10

'Once there was a village of starving and malnourished children. An angel happened to visit this village. He was shocked

- 5 Complete the following paragraph by filling in the blanks by selecting the correct option: 3

One July afternoon, struggling (a) _____ a wet suit on the riverbank, Gaspari gets ready for a dive. He and his team have been hired (b) _____ the town council to search for artifacts that (c) _____ be lost when a sewage plant was built on the river.

- (a) (i) in (ii) into (iii) on (iv) for
(b) (i) at (ii) in (iii) by (iv) from
(c) (i) should (ii) could (iii) would (iv) may

- 6 The following passage has not been edited. There is an error in each line against which a blank is given. Write the incorrect word and the correction in your answer sheets against the correct blank number. The first has been done as an example. 4

	Incorrect	Correct
The entire party were dead tired. One of	eg	were was
them were hopelessly frost bitten and had to	(a)	_____
be carried. One men told them to leave him	(b)	_____

to his fate but Scott pays no heed to him. (c) _____

7 Rearrange the words and phrases given below to form meaningful sentences. 3

Write your answers in the answer sheet against the correct blank number. The first one has been done for you as an example. [1 x 3 = 3 Marks]

Eg. have/obesity/changing lifestyles/among/contributed to/children

Changing lifestyles have contributed to obesity among children.

- (a) fast foods/ their/ making/ children/ are/ staple diet
- (b) causing/ is/ among/ a great alarm/ health experts/ it
- (c) need/ that/ get/ healthy food/ we/ to ensure/ our children

SECTION - C (Literature)

8 Read the extract and answer the questions that follow : [1 x 3 = 3 Marks] 3

*There is a languid, emerald sea,
where the sole inhabitant is me –
a mermaid, drifting blissfully.*

- (i) Who is the 'me' in these lines?
- (ii) What does the desire to be "sole inhabitant" tell you about 'me'?
- (iii) Which word in the extract means the same as 'Relaxed'?

OR

Read the extract given below and answer the questions that follow:

*Though to distinguish beasts of prey
A novice might nonplus,
The Crocodile you always may
Tell from the Hyena thus:
Hyenas come with merry smiles;
But if they weep they're Crocodiles.*

- (i) A novice would get confused to differentiate the _____.
- (ii) The crocodiles are identified in the forest by their _____.
- (iii) Which word in the extract means the same as 'In this manner'?

-
- 9 Answer the following questions in 30-40 words each.(2x4) 8
1. Why is 10th May 1994 important for South Africa?
 2. How did the postmaster help Lencho?
 3. The balcony plays a significant role in the story 'The Midnight Visitor'. How?
 4. Horace was no ordinary thief. How can you say this?

- 10 Sometimes deception is a way of life. Explain this statement by citing facts from the lesson 'The thief's story'. 4

OR

Distinguish between Mrs. Pumphrey's method and Mr. Herriot's method in looking after the dog. Whose method could be regarded the better of the two and why?

Attempt either question no.11 or 12 in 100-120 words

- 11 "The spirit of man is great, how puny are his deeds." In which context had Anne used this observation? 10

OR

Who what were Mouschi and Boche? What were their duties in the hiding? Describe their relationship with each other. 10

- 12 Helen's pranks and mischiefs help her learn. Explain. 10

OR

Draw the character sketch of Arthur H. Keller. 10

ENGLISH (LANGUAGE & LITERATURE)

SUMMATIVE ASSESSMENT - I (2014)

Class - IX

Maximum Marks : 70

Time : 3 hours

Instructions :

- (i) The question paper is divided into three sections.

Section A—Reading	20 marks
Section B—Writing and Grammar	25 marks
Section C—Literature	25 marks

- (ii) All questions are compulsory.
(iii) You may attempt any section at a time.
(iv) All questions of one particular section must be attempted in the correct order.

SECTION A

(READING: 20 Marks)

- 1 Read the passage given below and answer the questions that follow :

Chyur tree is commonly known as 'Phulwara' in northern India, 'Chyur' in Nepal and 'Gopha' in Bengal. It is found in the Himalayan regions with an altitude of 500 to 1200 meters. Chyur tree resembles an umbrella. This tree is large and shady with dense leaves. Its pulpy fruit gets a thick skin on ripening. People in the mountains call it *Kalpatriksha*. It is also known as 'Indian Butter Tree' as it produces oil seeds, which are rich in oil contents and at lower temperature transforms into fat and looks like butter or ghee.

Fertile, moist soil is required for planting and growing of Chyur tree. It bears flowers and fruits from October to January. As this tree blossoms, the atmosphere becomes fragrant and fascinating. The honey made from its flowers is of high quality and is full of nutrients. The oil extracted is called the ghee of Chyur.

Local people extract juice from its flowers and boil it to make Jaggery. Ayurvedic physicians use it as medicine. The seed oil, honey and gur make the tree prominent in

rural economy. Many cosmetic industries in India use a chemical called palmolic oil which is made from the oil of this tree. Oil cake left after extracting the oil from seeds is used as manure in the fields. This oil cake contains a pesticide chemical, saponin. If this chemical is separated from the oil cakes, it can become a nutritious food for animals. Chyur trees contribute greatly towards prevention of landslides and soil erosion. Its long and broad leaves have the ability to collect soil, water and food materials.

For the past many years, Government of India have been formulating various plans for making the country self-sufficient in edible and non-edible oils. Whereas, the wasteland development has been one of the thrust areas in the Government plans, on the one hand, the self-sufficiency in edible and non-edible oils has been identified as a timely demand on the other. Keeping in view of the above, the plantation of Chyur trees on wastelands throughout the Himalayan sub-tropical belt and in Andaman and Nicobar Islands would be a prudent and wise measure.

(1×8=8)

- (a) Why is Chyur tree called 'Indian Butter Tree'?
- (b) When does it bear flowers and fruits?
- (c) How is jaggery made from this tree?
- (d) What makes Chyur tree prominent in rural economy?
- (e) How has the tree contributed to the development of the cosmetic industry?
- (f) Which chemical is separated from the oil cakes to make them a nutritious food for animals?
- (g) How do Chyur trees prevent landslides?
- (h) What steps should the government of India take to make the country self-sufficient in edible and non-edible oils?

2 Read the passage given below and answer the questions that follow :

1:

- (1) Books are companions for people of all the age groups. eBooks vs printed books is like comparing joint and nuclear family systems. Both have their advantages and disadvantages. eBooks are cost effective and books of all genres can be easily accessed from the internet. Font flexibility makes reading easier, uncountable books can be stored in a single device and most important can help save trees. Packing for trips is hard enough, but it becomes doubly so when faced with the task of choosing which book to carry. The device takes a whole lot of weight from shoulders literally. With the eBook, a reader can take hundreds of books with them on the journey, and

only take up a few square inches in their carry-on bag.

(2) Reading a printed book can save you from the health hazards of using hi-tech gadgets. For people who consider reading a book as worship, scent of its pages intoxicate their senses. The pleasure of reading a printed book and scribbling comments on the sides of the pages are unmatched. Printed books are not merely about reading, they are an experience. The joy of flipping pages and keeping bookmarks cannot be experienced in an eBook. Constantly reading on the computer screen or a mobile phone can damage the eyes. Apart from physical consideration, studies have shown that when it comes to reading comprehension printed books are still a better choice. Literacy building in children is more effective with a printed book than with an eBook because of the opportunities for interaction between the child and the parent reading the book with the child. In fact in eBooks there is no conversation and nothing to encourage the child to verbalize or explore using language. The research concluded that sometimes 'click-through' added features can actually detract from the reading experience because of all the interruption.

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(d) Why are printed books considered a better option than eBooks for literacy building in children?

2:

(e) Find words from the passage which mean the same as the following:

(i) a family that consists of father, mother and children as a unit (Para 1)

(ii) enjoyment (Para 2)

(iii) that which makes something complete (Para 3)

(iv) the quality of being useful, easy or suitable (Para 3)

1:

SECTION B

(WRITING and GRAMMAR: 25 Marks)

- 3 Hockey is our national game. Gradually it is losing the status it once enjoyed. Based on the clues given below write an article in 100-120 words highlighting the causes of the decline of this game and also suggest measures to improve its status. You are Anupam/Anupama. 5
- No Training to players •Lack of facilities •No incentive & support
 - More imp. to cricket

- 4 Write a story in 150-200 words from the outline given below. Give a suitable title to the story. 10

6-year old Amit---back from school saw a baby bird under a tree---unable to fly---worried---nest seen on the tree---2 little birds---picked the baby bird---placed carefully in the nest---mother bird return just then---song of thanks for Amit.

- 5 Complete the following passage by choosing the most appropriate options from the ones given below. Write your answers in the answer sheet against the correct blank numbers. Do not copy the entire passage. 3

My friend Prakash, his brother and I decided to go (a)_____ a trek to the Himalayas. None of us had any experience, but Prakash was acquainted with the dos and don'ts (b)_____ such an expedition. In the few days left for preparation, we (c)_____ books available on the subject.

- (a) (i) on (ii) in (iii) for (iv) to
(b) (i) as (ii) for (iii) from (iv) with
(c) (i) read (ii) reading (iii) reads (iv) red

- 6 In the following passage one word has been omitted in each line. Write the missing word along with the word that comes before and the one that comes after it. The first one has been done as an example.

	Previous word	Omitted word	Following word
Animation is art where	e.g. is	an	art
there no limit to	(a)	_____	_____
imagination. Making animation	(b)	_____	_____
film, however, is so easy. It's	(c)	_____	_____
a long tedious task.	(d)	_____	_____

- 7 Look at the words and phrases given below. Rearrange them to form meaningful sentences given in the example.

e.g. life/ is/ precious/ in one's/ time/ very

Time is very precious in one's life.

- (a) the same/ we/ in a day/ 24 hours/ all have
 (b) make use/ of it/ is/ how/ we/ important
 (c) therefore/ more effectively/ one/ manage/ should/ one's time

SECTION C

(LITERATURE: 25 Marks)

- 8 Read the extract and answer the following questions:

*And I shall have some peace there, for peace comes dropping slow
 Dropping from the veils of the morning to where the cricket sings;*

- (a) What does the word "there" in the above lines refer to?
 (b) How does peace enter the huts of peasants?
 (c) Name the literary device used in the poem.

OR

Read the extract and answer the following questions:

"I want that toy," he pleaded.

His father looked at him red-eyed, in his familiar tyrant's way. His mother, melted by the free spirit of the day was tender and, giving him her finger to hold, said, "look, child, what is before you!"

- (a) Who demanded the toy?
- (b) How did the father usually behave?
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9 Answer the following questions in 30-40 words each. 8

- a) How was the book that Tommy found different from his own books?
- b) When was Evelyn's deafness first noticed? When was it confirmed?
- c) What impact did Ishwaran's story of a female ghost have on Mahendra?
- d) Why were the people of the kingdom confused when they saw the dead bodies of the king and his minister?

10 "Poor Father, not so big after all-and with no one to look after him." How does this statement justify the importance of love in one's life? (80 - 100 words) 4

OR

Disciple in the story didn't look into the depth of the matter and took a hasty decision of not leaving the kingdom of fools. What light does the story throw on the importance of good decision making in one's life? (80-100 words) 4

Attempt either question no.11 or 12 in 100-120 words.

11 The little size of Gulliver exposed him to several dangers and ridiculous situations. Explain in reference to Gulliver's voyage to Brobdingnag. 10

OR

Which qualities of Gulliver's character enabled him to secure his freedom from the Lilliputians? Explain.

- 12 Narrate the advantages of cheese as a travelling companion to Jerome while travelling from Liverpool. 10

OR

What conclusion did the friend George, Harris and the narrator arrive at about their ailments? Were they physically ill in reality? Explain.

ENGLISH LANGUAGE AND LITERATURE (Code No. 134)
SYLLABUS
Summative Assessment (2014-15)
CLASS – IX

SECTION WISE WEIGHTAGE IN ENGLISH LANGUAGE & LITERATURE

Section		Total Weightage-90
A	Reading Skills	20
B	Writing Skills with Grammar	25
C	Literature Textbooks and Long Reading Text	25
E	Assessment of Speaking and Listening (ASL)	20
	TOTAL	90

Note

- It is a division of marks assigned to all the four skills of language. The distribution of marks for Formative Assessments carrying 40% weightage may be done by the schools themselves. A variety of activities to assess all the skills of language may be used for Formative Assessments.
- The Summative Assessment Question Papers, if developed by the schools themselves, may be for 70 marks to which 20 marks may be added for Assessment of Speaking and Listening skills making the paper of 90 marks. The one-third of the 90 marks i.e. 30 should be added each in both Summative Assessments.
- Assessment of Speaking and Listening skills (ASL) will be done formally at the term end examination in Summative - II. Schools can conduct ASL for Summative I themselves as per the guidelines provided by the CBSE. A regular assessment of these skills may also be done under the Formative activities spread over two terms.

There will be one written paper of English at the end of each term carrying 70 marks. The time limit will be three hours.

SECTION A: READING

20 Marks 50 Periods

Q.1-2. This section will have two/three reading passages. The arrangement within the reading section is as follows:

SA - I:

- Q.1: **A Factual** passage 300-350 words with eight very short answer type questions. **8 marks**
- Q.2: **A Discursive** passage of 350-400 words with four short answer type questions test inferences, evaluation and analysis with four very short answer questions to test vocabulary. **12 marks**

SA-II:

- Q. 1a: A **Factual** passage 200-250 words with five very short answer type questions with one question to test vocabulary. **5 marks**
- Q. 1b: A **Literary** passage (Prose only – Fiction / Non-fiction) of 200-250 words with five short answer type questions to test inference, evaluation and analysis with one question to test vocabulary. **5 marks**
- Q. 2: Open text based assessment (OTBA) with 1-2 long answer questions to test analytical and critical thinking skills. **10 marks**

SECTION B: WRITING & GRAMMAR

25 Marks

60 Periods

- Q. 3: Writing a diary/entry in about 100-120 words based on visual or verbal cues. **5 marks**
- Q. 4: Writing a short story based on a given outline or cue/sit. about 150 - 200 words. **10 marks**

The Grammar syllabus will include the following areas in class IX & X.

9. Tenses
10. Modals (have to/had to, must, should, need, ought to and their negative forms)
11. Use of passive voice
12. Subject – verb concord
13. Reporting
 - (i) Commands and requests
 - (ii) Statements
 - (iii) Questions
14. Clauses
 - (iv) Noun clauses
 - (v) Adverb clauses of condition and time
 - (vi) Relative clauses
15. Determiners, and
16. Prepositions

The above items may be tested through test types as given below:

- Q. 5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. **3 marks**
- Q. 6: Editing or Omission **4 marks**
- Q. 7: Sentences reordering or Sentences Transformation in context. **3 marks**

SECTION C: LITERATURE TEXTBOOKS: BEEHIVE AND MOMENTS

25 Marks

60 Periods

- Q. 8: One out of two extracts from **prose/poetry/play** for reference to context. Three very short answer questions. **3 marks**
- One mark in each extract will be for vocabulary. One question will be used for testing local and global comprehension and one question will be on interpretation.

Q.9. Four short answer type questions from **BEEHIVE & MOMENTS** to test local and global comprehension of theme and ideas. (20-40 words each) **2x3 = 06 Marks**

Q.10. One out of two long answer type questions to assess how the values inherent in the texts have been brought out (BEEHIVE & MOMENTS). Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. (80-100 words) **4 marks**

Q.11. One out of two Very Long Answer Questions on theme or plot involving interpretation and inference and character sketch in about 100-120 words based on prescribed novel. **10 Marks**

Prescribed Books: Published by N.C.E.R.T., Sri Aurobindo Marg, New Delhi

- **BEEHIVE** - Textbook for Class IX
- **MOMENTS** - Supplementary Reader for Class IX

NOVEL (either one)

- **Gulliver's Travels** (*unabridged*) by *Jonathan Swift*
- **Three Men in a Boat** (*unabridged*) by *Jerome K. Jerome*

NOTE: Teachers are advised to:

- encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- reduce teacher talking time and keep it to the minimum.
- take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and

Besides measuring attainment, tests serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' attainment, each language skill is to be assessed through a judicious mixture of different types of questions. In addition to the summative tests, formative assessment is essential to measure the level of attainment in the four language skills and the learners' communicative competence. Formative assessment should be done through 'in class' activities throughout the year.

Reading Section: Reading for comprehension, critical evaluation, inference and analysis is a skill to be tested in Formative as well as Summative Assessments.

Writing Section: All types of short and extended writing tasks will be dealt with in both I and II Term Formative as well as in Summative Assessments.

Grammar: Grammar items mentioned in the syllabus will be taught and assessed formatively over a period of time. There will be no division of syllabus for Grammar in the Summative Assessment for the two terms.

Speaking and Listening Skills **50 Periods**

Since the introduction of Assessment of Speaking and Listening Skills (ASL) in classes IX and X, it has become imperative to carry out speaking and listening activities in regular classroom teaching. Sufficient practice should be given to students in order to prepare them for ASL. Performance descriptors should be shared with students from time to time.

ENGLISH LANGUAGE AND LITERATURE COURSE

Summative Assessment (2014-15)

CLASS IX

Textbooks	
Literature Reader	
Summative Assessment - I	Summative Assessment - II
PROSE (Beehive)	
1. The Fun They Had	1. Packing
2. The Sound of Music	2. Ready for the Top
3. The Little Girl	3. The Bond of Love
4. A Truly Beautiful Mind	4. Kashmiri
5. The Snake and the Mirror	5. If I were you
6. My Childhood	
POETRY	
1. The Road Not Taken	1. No Men Are Foreign
2. Wind	2. The Duck and the Kangaroo
3. Rain on the Roof	3. On Killing a Tree
4. The Lake Isle of Innisfree	4. The Snake Trying
5. A Legend of the Northland	5. A Stumber Did My Spirit Seat
Supplementary Reader (Moments)	
1. The Last Child	1. Weathering the Storm in Erumbe
2. The Adventures of Toto	2. The Last Leaf
3. Iwaran the Storyteller	3. A House is Not a Home
4. In the Kingdom of Fools	4. The Accidental Tourist
5. The Happy Prince	5. The Beggar
Long Reading Text/ Novel (either one)	
Gulliver's Travels in four parts Unabridged Edition (2005) by Jonathan Swift - Parts I & II Three Men in a Boat Unabridged Edition (1889) by Jerome K. Jerome - Chapters 1 - 10	Gulliver's Travels in four parts Unabridged Edition (2005) by Jonathan Swift - Parts III & IV Three Men in a Boat Unabridged Edition (1889) by Jerome K. Jerome - Chapters 11 - 19

English Language & Literature
(Code No. 184)
CLASS X – SA-II-(2014-15)
Sample Questions

Time: 3hrs.

M.M.70

SECTION - A
READING – 20 MARKS

VSAQ - 1 MARK

Q.1. Read the passage given below:

8 Marks

Big, bold and beautiful, the *Rafflesia arnoldii* boasts the title of the largest flower in the world and can grow to massive proportions, with a flower diameter of up to one meter (three feet) and a hefty weight of up to 11 kilograms (24 lbs). It might seem like a great gift for that special someone except that it's nicknamed the corpse flower and smells like rotting meat, so may not be quite as endearing as expected.

Resembling the coiled tentacles of an octopus up close, the stinky flower leaves such a lasting impression that it was once described by Swedish zoologist Eric Mjöberg in 1928 as having "a penetrating smell more repulsive than any buffalo carcass in an advanced stage of decomposition." Nice. Technically a plant, although it has no leaves, stems or roots that the eye can see, the corpse flower relies on its strong perfume to attract insects that help with pollination. The other not so pleasant qualities of the flower are its parasitic tendencies; by living off the water and nutrients from the hapless *Tetrastigma* vine, the corpse flower is able to grow as large as it does. And whether it's considered a beauty, beast, or both, the lure of this bewitching flower is hard to resist. However, to be successful in a quest to find it, a few stars need to align. Found only in the dwindling rainforests of Sumatra and Borneo, pollination is rare and the bud death rate is high at 80-90%. The few buds that actually bloom take many months to do so, and when they do they last no more than a few days before dying. The good news is that there are great conservation efforts in place to protect the habitat of the *Rafflesia* species so future generations can experience the sight and smell of the largest flower on Earth. (314 words)

On the basis of your reading of the passage answer the following questions:

- | | |
|---|---|
| 1. Why is Rafflesia called the largest flower in the world? | 1 |
| 2. What is the nickname given to Rafflesia and why? | 1 |
| 3. Why cannot Rafflesia be used as a gift for someone? | 1 |
| 4. How is its smell useful for the flower? | 1 |
| 5. Why is Rafflesia called a parasite? | 1 |
| 6. Where are the flowers Rafflesia generally found? | 1 |
| 7. Why is a Rafflesia in full bloom a rare sight? | 1 |
| 8. What efforts are being done to protect the flower and why? | 1 |

VSAQ – 1 MARK

Q.2. Read the passage given below:

12 Marks

According to a survey, out of the world's hundred richest people today, 27 are heirs and 73 are self-made. Of the self-made 18 have no college degrees and 36 are children of poor parents, but some billionaires had neither a degree nor wealthy parents. In other words, super-achievers are not born, they are self-made people. It is not external favour that makes one a super-achiever, but one's own struggle. Super achievement is not got through inheritance, but is self-acquired success.

No one is a born billionaire, but everyone is a potential billionaire. It is the unfolding of one's own potential that makes one a billionaire or super achiever. Nature does not discriminate between one person and another. Nature's gifts come to everyone equally. It is the receiver himself who either utilizes them or not. So called deprived persons are in fact privileged persons. Their state of deprivation serves as inner motivation when they see others are progressing, it creates a strong incentive in their mind. It is this incentive that makes a person super. It inculcates strong urge in the individual to make something of his life.

Any state of deprivation brings about a kind brainstorming which enhances inner spirit. They enter the world of competition working to their full capacity. They develop the spirit of do or die. It is this spirit that leads them to success.

There are numerous examples of one rising to a high position through one's own struggle, while one's children might have turned 'dull'. The reason is simple. The parent started his life with

the spirit of discontent; while his children started their lives with contentment. This reason is responsible for the difference between parents and children.

One who is born into a poor family and achieves success by way of struggle achieves one more thing, which is more important than wealth i.e. intellectual development. His circumstances automatically develop an intellectual struggle in his mind. This struggle unfolds his inner capacity, and consequently he emerges an intellectually developed person.

The laws of nature are greater than everything else. They are eternal they cannot be changed. The law of nature in this regard says that it is not ease but difficulty, effort not facility makes achievers out of ordinary people. So the future is full of hope and opportunity! (390 words)

- | | | |
|--|----------|---|
| 5. Identify the meaning of the word 'potential'. | (para 2) | 1 |
| a. Latent qualities | | |
| b. prospective | | |
| c. possible | | |
| d. probable | | |
| 6. Identify a word which means same as 'incentive'. | (para 2) | 1 |
| a. motivation | | |
| b. enticement | | |
| c. consideration | | |
| d. temptation | | |
| 7. Identify a word which means the same as 'discontent'? | (para 4) | 1 |
| a. struggle | | |
| b. dissatisfaction | | |
| c. deprivation | | |
| d. discrimination | | |
| 8. Identify a word which means the same as 'eternal'? | (para 6) | 1 |
| a. intellectual | | |
| b. ephemeral | | |
| c. everlasting | | |
| d. incentive | | |

SAQ – 2 MARKS

- | | |
|--|---|
| 1. How can deprived people become privileged people? | 2 |
| 2. How do the children of some successful parents become 'dull' according to the writer of this passage? | 2 |

- | | |
|-----------|-------|
| b) a. ard | b. or |
| c. of | d. or |
| c) a. ard | b. or |
| c. of | d. or |

VSAQ – 1 MARK

Q. 6. The following passage has not been edited. There is an error in each line against which a blank has been given. Write the incorrect word and the correction in your answer sheet against the correct blank number as given in the example. Remember to underline the word that you have supplied. **4 Marks**

In ancient times there was a rich and powerful king who rule over E.g. rule ruled
 a vast kingdom. Pratap Singh was her advisor as well as close friend. a)
 Caravan-loads brought daily wealth of his capital and his kingdom b)
 was well administered by his ministers for guidance of Pratap Singh. c)
 The only irritation the king sometimes suffered were to see the ills of d)
 Famine, epidemic and wars.

VSAQ – 1 MARK

Q. 7. Rearrange the following words or phrases into meaningful sentences. One has been done for you as an example. **3 Marks**

- that kids/ offers/ Dili Haat/ of culture/ love/ a colorful dose
 e.g Dili Haat offers a colorful dose of culture that kids love
- from all/ Craftsmen/ over India /come to/ at stalls here/ their wares/ sell/
- food court /can try/ different/ food /One/ from/ regions in India/ at the
- cultural /there /performances/ are /folk dances /regular/ including.

Section C
Literature/Textbooks and Long Reading texts- 25 Marks

VSAQ – 1 MARK

Q. 8. Read the extracts given below and answer the questions that follow: 3x1= 3 Marks

I think I could turn and live with the animals,
they are so placid and self contained;

I stand and look at them long and long.
They do not sweat and whine about their condition;

- a) What does the poet mean by 'turn'?
- b) Why does the poet want to live with animals?
- c) What are the poet's feelings for human beings?

Or

Suddenly she was startled by a voice. "Listen, child," said the voice, "you shouldn't stand like that. Sit down." Sitting down, she looked to see who had spoken. It was an elderly man who had honestly been concerned for her, but she was annoyed by his attention.

- a) Why did Vali stand up?
- b) Why was Vali annoyed by the elderly man?
- c) What is the meaning of the word 'concerned'?

SAQ - 2 MARKS

Q.9. Answer the following questions in 30-40 words each. 4x2=8 Marks

- a) What is the legend about tea's quality to banish sleep?
- b) Why was Kisa sad? What did Gautama Buddha tell her?
- c) Why did Matilda not like to visit her friend Mme Forestier's house?
- d) What impression did the lawyer form of New Mallion on his first visit?

LAQ-4 MARKS

Q. 10. Long answer Question- 4 Marks
Having pets is not just a pastime it is a big responsibility. Comment with reference to the story "*Mjhibi, the Otter*", bringing out the values one needs to have to keep animals as pets.

Or

Chekov has used humour and exaggeration in his play to comment on marriage and courtship in his times. Illustrate with examples from the lesson "The Proposal". Also mention the values you think any healthy relationship requires.

VLAQ – 10 MARKS

Q. 11. Option – A - The Diary of Anne Frank

10 Marks

The conflict in the novel "The Diary of Anne Frank" is both external as well as internal. Comment and illustrate with example from the text.

Or

I've reached the point where I hardly care whether I live or die.

Fourteen year old Anne Frank makes this statement. Based on your reading of the novel Discuss what does it say about her state of mind and her life?

Option – B - The Story of My Life

Helen has been criticized for using the last chapter as a list of all the people who made a difference in her life. Do you think it is an appropriate conclusion to her autobiography? Comment on the basis of your reading of the novel.

Or

Helen's feelings towards the Bible move from, "*Somehow it failed to interest me*" to, "*I love it as I love no other book*". Comment on this change in Helen's attitude towards Bible and how does it take place?

SECTION B: WRITING AND GRAMMAR		25 Marks	60 Periods
Q. 3	Letter to the editor / article in about 100-120 words based on visual or verbal stimulus.		5 marks
Q. 4	Writing a short story based on a given outline or cue/s in about 150-200 words.		10 marks
The Grammar syllabus will include the following areas in classes IX and X.			
1. Tenses			
2. Modals (have to/had to, must, should, need, ought to and their negative forms)			
3. Use of passive voice			
4. Subject – verb concord			
5. Reporting			
(i) Commands and requests			
(ii) Statements			
(iii) Questions			
6. Clauses:			
7. Noun clauses			
8. Adverb clause of condition and time			
9. Relative clauses			
10. Determiners, and			
11. Prepositions			
The above items may be tested through test types as given below:			
Q. 5	Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses.		3 marks
Q. 6	Editing or omission.		4 marks
Q. 7	Sentences reordering or Sentence Transformation in context.		3 marks
SECTION C: LITERATURE TEXTBOOKS AND LONG READING TEXT		25 Marks	60 Periods
Q. 8	One out of two extracts from prose/poetry/drama for reference to context. Three very short answer questions. One mark in each extract will be for vocabulary. One question will be used for testing local and global comprehension and one question will be on interpretation.		3 marks
Q. 9	Four short answer type questions from FIRST FLIGHT & FOOTPRINTS WITHOUT FEET (two from each) to test local and global comprehension of theme and ideas (30-40 words each) – 2 marks each.		2x4=08 marks
Q. 10	One out of two long answer type questions to assess how the values inherent in the texts have been brought out (FIRST FLIGHT & FOOTPRINTS WITHOUT FEET). Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. (80-100 words).		4 marks
Q. 11	One out of two Long Answer Questions on theme or plot or character involving interpretation and inference in about 100-120 words based on prescribed novel.		10 marks

Prescribed Books Published by NCERT, Sri Aurobindo Marg, New Delhi

- **FIRST EIGHT** - Textbook for Class X
- **FOOTPRINTS WITHOUT FEEL** - Supplementary Reader for Class X

NOVEL (either one)

- **Diary of a Young Girl - 1947** By Anne Frank (unabridged edition)
- **The Story of My Life - 1903** By Helen Keller (unabridged edition)

Note: Teachers are advised to:

- encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- reduce teacher talking time and keep it to the minimum,
- take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and
- use the performance descriptors scale for conversation skills to test the students for continuous assessment.

Besides measuring attainment, tests serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' attainment, each language skill is to be assessed through a judicious mixture of different types of questions. In addition to the summative tests, formative assessment is essential to measure the level of attainment in the four language skills and the learners' communicative competence. Formative assessment should be done through 'in class' activities throughout the year.

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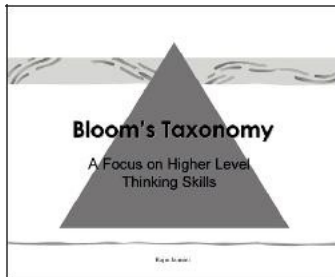
Speaking and Listening Skills

50 Periods

Since the introduction of Assessment of Speaking and Listening Skills (ASL) in classes IX and X, it has become imperative to carry out speaking and listening activities in regular classroom teaching. Sufficient practice should be given to students in order to prepare them for ASL. Performance descriptors should be shared with students from time to time.

ENGLISH LANGUAGE AND LITERATURE COURSE
Summative Assessment (2014-15)
CLASS X

Textbooks	
Literature Reader	
Summative Assessment - I	Summative Assessment - II
PROSE (B/w Eight)	
1. A Letter to God	1. Glimpses of India
2. Nelson Mandela	2. Mijbil the Otter
3. Two Stories about Flying	3. Madam Rides the Bus
4. From the Diary of Anne Frank	4. The Sermon at Benares
5. The Hundred Dresses - I	5. The Proposal
6. The Hundred Dresses - II	
POETRY	
1. Dust of Snow	1. Animals
2. Fire and Ice	2. The Trees
3. A Tiger in the Zoo	3. Fog
4. How to Tell Wild Animals	4. The Tale of Custard the Dragon
5. The Ball Poem	5. For Anne Gregory
6. Amanda	
Supplementary Reader (Footprints without Feet)	
1. A Triumph of Surgery	1. The Making of a Scientist
2. The Thief's Story	2. The Necklace
3. The Midnight Visitor	3. The Black Drive
4. A Question of Trust	4. Bholi
5. Footprints without Feet	5. The Book that Saved the Earth
Long Reading Text - Novels (either one)	
Diary of a Young Girl - 1947 June 12, 1942 to March 14, 1944 by Anne Frank (unabridged edition) The Story of My Life - 1902 Chapters 1-14 by Helen Keller (unabridged edition)	Diary of a Young Girl - 1947 March 16, 1944 to August 01, 1944 by Anne Frank (unabridged edition) The Story of My Life - 1902 Chapters 15-23 by Helen Keller (unabridged edition)



Background

In 1956, Benjamin Bloom, a professor at the University of Chicago, shared his famous "Taxonomy of Educational Objectives".

Bloom identified six levels of cognitive complexity that have been used over the past four decades to make sure that instruction stimulates and develops students' higher-order thinking skills.



Knowledge

Recall or recognition of information.

- Knowledge is essential to all higher levels of thinking.
- Knowledge is defined as remembering previously learned material by rote memory and recall.
- Tasks associated with knowledge include such things as to identify, label, list, match, or name.

An example of a task at a knowledge level is when a teacher asks a student to name the days of the week.

- Knowledge**
- The verbs associated with the KNOWLEDGE LEVEL:
- define
 - classify
 - describe
 - locate
 - outline
 - give examples
 - distinguish opinion from fact
 - list
 - name
 - identify
 - show
 - define
 - recognize
 - recall
 - match

- Activities corresponding to the Knowledge level**
- Question and answer sessions
 - Workbooks or Worksheets
 - Programmed Instruction Games and Puzzles
 - Information Search
 - Reading Assignments
 - Drill and Practice
 - Finding Definitions
 - Memory games or Quizzes

Comprehension

The ability to understand, translate, paraphrase, interpret or extrapolate material. (Predict outcome and effects).

- Comprehension is closely tied to knowledge only now the student must be able to grasp the meaning of the material.
- Comprehension is more than merely repeating something. The student must be able to restate the concept in his/her own words.
- Tasks associated with comprehension include such things as to paraphrase, summarize, retell or rewrite in one's own words.

An example of a comprehension task is when a teacher asks a student to retell the story of the Thirsty Crow

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Comprehension

The verbs associated with the COMPREHENSION LEVEL:

■ summarize	■ paraphrase
■ explain	■ differentiate
■ interpret	■ demonstrate
■ describe	■ visualize
■ compare	■ restate
■ convert	■ rewrite
■ distinguish	■ give examples
■ estimate	

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Activities corresponding to the Comprehension level

- Debate Dramatization
- Peer Teaching
- Projects
- Making Predictions or Estimates
- Giving Examples
- Paraphrasing

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Application

The capacity to use information and transfer knowledge from one setting to another. (Use learned material in a new situation).

- Application is the beginning of creative thinking. It applies learning to one's own life or a new situation.
- Application can be defined as the ability to use learned material in new and concrete situations.
- Tasks associated with application include such things as to prepare, produce, solve, operate, or follow a recipe.

An example of an application task is when a teacher gives a student written directions and says, "Use these directions to build a bird house."

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Application

The verbs associated with the APPLICATION LEVEL:

■ solve	■ apply
■ illustrate	■ classify
■ calculate	■ modify
■ interpret	■ put into practice
■ manipulate	■ demonstrate
■ predict	■ compute
■ show	■ operate

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Activities corresponding to the Application level

- Simulation Activities Role playing and Role Reversal
- Producing Newspaper stories, ads, etc.
- Model building
- Interviewing
- Class or group presentation
- Conducting Experiments
- Making up Classifications

Page 35 of 30

Analysis

Identifying detail and having the ability to discover and differentiate the component parts of a situation or information.

- This level requires the ability to categorize.
- Analysis is the ability to break down material into its component parts so that its organizational structure may be understood.
- Tasks associated with analysis include such things as to diagram, outline, differentiate, or subdivide.

An example of an analysis task is when a teacher asks a student, to analyze the causes of the Mutiny of 1857

Right Answer

Analysis

The verbs associated with the ANALYSIS LEVEL:

■ analyze	■ contrast
■ organize	■ compare
■ deduce	■ distinguish
■ choose	■ categorize
■ diagram	■ outline
■ discriminate	■ relate

Right Answer

Activities corresponding to the Analysis level

- Generating criteria for evaluation (brainstorming)
- Attribute Listing
- Problem Identification
- Outlining Written material
- Making Deductions
- Comparing and Contrasting

Right Answer

Synthesis

The ability to combine parts to create the big picture.

- At this level student must take what has been learned and create or invent something entirely new.
- Synthesis refers to the ability to put parts together to form a new whole.
- Tasks associated with synthesis include such things as to design, devise, create, or compose.

An example of a synthesis task is when a teacher asks a student to make a puppet out of one of the characters of the epic Ramayana and using the puppet, act out his/her part of the story

Right Answer

Synthesis

The verbs associated with the SYNTHESIS LEVEL:

■ design	■ discuss
■ hypothesize	■ plan
■ support	■ compare
■ write	■ create
■ report	■ construct
■ combine	■ rearrange
■ comply	■ compose
■ develop	■ organize

Right Answer

Activities corresponding to the Synthesis level

- Procuring an original plan
- Defining the problem, identifying goals and objectives
- Organizing and conducting an original product
- Showing how some idea or product might be changed
- Finding new combinations

Right Answer

Evaluation

The ability to judge the value or use of information using appropriate criteria. (Support judgment with reason).

- Evaluation is the ability to judge the value of material.
- To truly operate at this level, the student must be able to tell WHY using sound reasoning to back up opinion.
- Tasks associated with evaluation include such things as to justify, critique or conclude.

An example of an evaluation task is when a teacher asks a student why or why not capital punishment should be abolished.

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Evaluation

The verbs associated with the EVALUATION LEVEL:

- evaluate
- choose
- estimate
- judge
- defend
- appraise
- criticize
- justify
- debate
- support your reason
- conclude
- assess
- rate

Page 30 of 30

Activities corresponding to the Evaluation level

- Making evaluations of peer projects and presentations
- Evaluating data, given criteria to apply
- Evaluating one's own products and ideas

Page 30 of 30

Life and Times of Mahatma Gandhi

KNOWLEDGE - the recall of specific information

- When and where Mahatma Gandhi was born?
- Who were Mahatma Gandhi's Parents?
- When was Gandhi assassinated and by whom?
- What was Gandhi's educational qualifications?
- Name the autobiography of Mahatma Gandhi

Page 30 of 30

COMPREHENSION - an understanding of what was read

- Describe the incidences in Gandhi's early life that influenced his views on freedom.
- In your own words rewrite Mahatma Gandhi's views on equality and Racism.
- Explain why Gandhi undertook the Dandi March?

Page 30 of 30

APPLICATION - the converting of abstract content to concrete situations

- Interpret the strategies employed by Gandhi to stop violence among people of India.
- Illustrate how Gandhi's stay in South Africa influence him and motivate him to take to India's Freedom struggle
- Apply Gandhi's principle of Non violence to the recent episode of violence in Gujarat

Page 30 of 30

ANALYSIS - the comparison and contrast of the content to personal experiences

- Deduce that non violent methods are a better way to win freedom wars.
- Compare and contrast Gandhi as saint and nation builder.
- Compare and Contrast the methods of Gandhi's freedom struggle with that of Chandrashekar Azad and Subeshchandra Bose's methods.
- Examine the role of media in pre-independence India with respect to propagating views of Gandhiji.
- Compare and contrast Mahatma Gandhiji's vision of free India with the present status of our country.

Rajni Arora

EVALUATION - the judgment and evaluation of characters, actions, outcome, etc., for personal reflection and understanding

- Justify Mahatma Gandhi title as Bapu.
- Debate - Mahatma Gandhi as a social reformer/Political leader.
- Support your analysis that in the contemporary world, Gandhiji's principles are global path maker of peace.
- Evaluate Mahatma Gandhi's vision of free India and the present status of our country.

Rajni Arora

THANKYOU

Rajni Arora

SYNTHESIS - the organization of thoughts, ideas, and information from the content

- Interview your local political leader and discuss the influence of principles of Gandhi in Modern Society/India.
- Prepare a plan for launching a organization/club that would address resolving everyday problems by nonviolent methods.
- Propose a policy of non violence to overcome the present threats to India's freedom.

Rajni Arora

ACKNOWLEDGEMENTS

Traci Schneider
 Associate Faculty Associate
 University of Wisconsin-Madison
 Department of Communicative Disorders

Rajni Arora

POST Test

Dear Teachers

Welcome to training programme in English language teaching-learning. We sincerely hope that this programme will provide you scope for learning and understanding the recent developments in the field of language teaching-learning. This is also an opportunity to share our experiences, problem faced in the classroom, successful practices and not so encouraging moments in our teaching life in and outside the school. In order to understand ourselves let's respond to the following questions. Please choose the options you feel are appropriate. You may choose more than one option. Thank you for your cooperation.

- a. Name : b. Age :
c. Sex : Male / Female d. Experience :
e. Qualifications :
f. Name of the school : e. Teaching Classes & Subjects:

During the last three years I have participated in

0. One orientation / training programmes in English language teaching.
1. Two orientation / training programmes in English language teaching.
2. More than two orientation / training programmes in English language teaching.
3. Not attended any orientation / training programme

The purpose of teaching English is that within ten years of education learners can

0. read the text book.
1. know the answers of the questions in the text book.
2. understand the summary of the lesson.
3. develop basic literacy skills of reading and writing.

English is taught / learnt through

0. learning of grammar
1. learning of sounds and symbols.
2. learning to use the language in meaningful contexts.
3. learning by developing vocabulary.

Multilingualism is

0. teaching many languages
1. using translation to teach English
2. a strategy of using the languages of children in the classroom.
3. providing textbooks in child's own language.

According to you, which of the following statements is not correct?

0. Teaching of prose is meant for learning language.

-
0. Teaching of prose is meant for understanding the system of a language
 1. Teaching of prose is meant for generating the ideas and to think critically about issues.
 2. Teaching of prose is meant for learning the rules of grammar.

I consider that examination should be on subject specific
based on textbooks

what children have learnt over a period of time, strictly according to the syllabus.

I want to take part in the process of developing textbooks because

3. I know the processes involved in learning a language.
4. I have collection of stories which I have read in school.
5. I can frame good questions on grammar.
6. I am a qualified and an experienced teacher.

According to you which of the following vocabulary development strategies are best to help students in finding the meanings of the unfamiliar words?

0. Guessing the meanings of unknown words.
1. Writing down all unknown words and find their meanings in dictionary.
2. Memorizing meanings of words before reading.
3. Making guesses about the meanings of unknown words using context clue.

In a lesson (Prose, Poetry, Story) it is important that there should be

0. a moral message .
1. examples of bravery.
2. examples of our achievements.
3. lived-in experiences of children.

I follow one of the strategies mentioned below for developing skills of speaking in English in my class.

0. Learners are told to speak only in English.
1. Learners are assigned the task of writing answers in English.
2. Learners are told to read-aloud a passage from the English textbook.
3. Learners are told to express their views on a given topic wherein mixing of code and code switching is allowed.

I believe that familiarity with the text is important for the readers because it

0. enhances speed of reading.

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- 0. develops skill of speaking.
 - 1. supports in developing learner's own view-point.
 - 2. helps in writing answers.

In my school 'Continuous and Comprehensive Evaluation' is part of the processes of

- 0. giving marks /grades.
- 1. teaching and learning.
- 2. taking tests and exams continuously.
- 3. do away with written examinations.

The purpose of teaching grammar is

- 0. to familiarize the children with the rules of language.
- 1. to know the definition of grammatical categories.
- 2. to enable the learners to discover how language is used.
- 3. None of the above.

'Group work' and 'pair work' are given in order to encourage

- 0. cooperation and mutual learning.
- 1. competitiveness and fast learning.
- 2. frankness and interaction.
- 3. Individual learning.

In the English class, a child gives the correct answer but uses a word or phrase in her language, you, as the teacher

- 0. ignore it.
- 1. ask the child if she can say it in English.
- 2. scold the child.
- 3. say the sentence in English yourself.

Say whether you agree, partially agree or disagree to the following statements.

Agree Partially Agree Disagree

Textbook is the only tool for teaching-learning of English / language
Language learning takes place only in school.

Identification of letters is essential for learning to read during the initial stages of learning.

Language skills develop from Listening to Writing in linear manner (LSRW)

Learning to write is a developmental process

Language skills are transferable from one language to another.

Children use the English language comfortably during group work.

Project work in English language learning should be inter-disciplinary.

Teaching vocabulary is listing the difficult words and their meanings.

Good pronunciation is the key to speak English

Young children are capable of reflecting on stories.

Classroom should have discussions on social realities which children can understand.

To teach English more effectively, I would like to know / learn the following better. Please (✓) marks, if you feel the need for training on the following.

Sl. No.	Activity			Please(✓) mark
28.	How to organise pair work, group work			
29.	Language / English language activities suitable for the developmental stages of children.			
30.	How to link units and lessons across classes.			
31.	How to develop materials.			
32.	Useful teaching materials & tools (i.e., picture books & videos) and how to use them			
33.	Language pedagogy that suits young learners.			
34.	The meaning and the purpose of English education at elementary schools			