



Class-IX

Interact in English

TEACHER'S BOOK

for
English (Communicative)



CENTRAL BOARD OF SECONDARY EDUCATION

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

नया आगाज़

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

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

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

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



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PREET VIHAR, DELHI - 110092



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Foreword

The English Communicative Course was implemented in Class IX in the academic year 1993-94. The books were revised in 1995, 1997 and 2003 on the basis of the feedback received from students, teachers and ELT professionals. Again in the year 2009, the entire curriculum was re-examined in the light of inputs from teachers of Kendriya Vidyalayas, Jawahar Navodaya Vidyalayas and independent schools. Responding to the need for making the curriculum more relevant to the students of today, another renewal programme was undertaken, aiming at a more comprehensive revision covering the Main Course Book, The Work Book and the Literature Reader.

The revised books were implemented from the academic session 2010-11 for Class IX. The Teacher's Book for Class IX is now being released by the Board to help teachers transact the curriculum in an effective manner so that students derive maximum benefit from the communicative course.

Unitwise summary and notes have been included in the Teacher's Book for the MCB, WB and LR. If teachers go through them carefully, they will be able to prepare their lesson plans on sound lines. Such an exercise will also facilitate better teacher-preparedness leading to a higher level of confidence. Besides providing answers to many exercises included in the three course books, the Teacher's Book will also enable the teacher to organize various interactive activities in an effective manner. Since much scope is provided within the framework of the Teacher's Book for individual initiative and adaptation of the guidelines and procedures, value addition by way of adding more and modifying the given activities according to the needs of the learners is very much possible.

Teachers will be able to gain a deep insight into the pedagogy embedded in the course by going through the syllabus specifications and the guidelines provided for conducting pair work, group work and whole class work. The main thrust of the classroom dynamics is on maximising learner involvement and interaction so that the learner's communication skills in English are enhanced comprehensively.

After the introduction of CCE, formative learning has attained much significance. By using the Teacher's Book along with the Formative Assessment Manual, teachers will be able to tailor appropriate activities covering a whole range of listening and reading comprehension exercises, debates, speeches, group discussions, role plays, presentations and diverse writing tasks, addressing all the four language skills in an integrated manner. Formative Assessment can thus be made an integral part of the teaching-learning process.

Summative assessment has also been taken care of in this publication. The SAI and SAII specifications, sample questions, marking guidelines and rating scales given in the Teacher's Book will help the teachers prepare questions of quality for assessing students summatively.

The Board is also planning to come out with an audio CD for the listening tasks included in the course. With such a complete package of student books, teacher book and audio support, teachers and students will be able to achieve the curriculum objectives besides enjoying the teaching and learning of the English Communicative Course.

The Board would like to acknowledge with thanks the guidance provided by Professor Kapil Kapoor, Convenor of the of the English Subject Committee for the revision work and the other members of the Committee of Course for English. I'd like to thank the members of the revision team who have consistently helped in revising and producing the material for this book. I'd also like to express my appreciation for the guidance and support provided by Dr. Sadhana Parashar, Professor & Director (Academics, Research, Training & Innovation), Ms. P. Rajeswary, Education Officer (Academics) and Ms. Neelima Sharma, Consultant (English), for coordinating the revision work.

Vineet Joshi (IAS)
Chairman, CBSE



Acknowledgement

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भारत का संविधान

उद्देशिका

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

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म
और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता
प्राप्त कराने के लिए
तथा उन सब में व्यक्ति की गरिमा

और ²[राष्ट्र की एकता और अखंडता]
सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

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

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

भाग 4 क

मूल कर्तव्य

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

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

¹(ट) यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

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

THE CONSTITUTION OF INDIA

PREAMBLE

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

JUSTICE, social, economic and political;

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

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

FRATERNITY assuring the dignity of the individual and the² [unity and integrity of the Nation];

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

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

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

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

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

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

SYLLABUS FOR ENGLISH-COMMUNICATIVE

CODE NO. 101

This is a two-year syllabus for classes IX and X. The CBSE has prepared a package for this syllabus called **Interact in English**. It includes the following:

Students

1. Main Course Book
2. Literature Reader
3. Work Book
4. A Novel
5. A Teacher's book

Interact in English has been designed to develop the student's communicative competence in English. There are, content selection is determined by the student's present and future academic, social and professional needs.



The overall aims of the course are:

- (a) to enable the learner to communicate effectively and appropriately in real-life situations.
- (b) to use English effectively for study purposes across the curriculum.
- (c) to develop and integrate the use of the four language skills, i.e. listening, speaking, reading and writing
- (d) to develop interest in and appreciation of literature.
- (e) to revise and reinforce structures already learnt.

Teachers may kindly keep the following in mind to develop these competencies:

Creativity : Students should be encouraged to think on their own and express, their ideas using their experience, knowledge and imagination, rather than being text or teacher dependent.

Self-monitoring : Students should be encouraged to monitor their progress, space out their learning, so students should be encouraged to see language not just as a functional tool, but as an important part of personal development and inculcation of values.

Teaching/Testing Objectives

READING

Write the end of the course, students should be able to:

- 1 read silently at varying speeds depending on the purpose of reading;*
- 2 adopt different strategies for different types of text, both literary and non-literary;
- 3 recognise the organization of a text;
- 4 identify the main points of a text;
- 5 understand relations between different parts of a text through lexical and grammatical cohesion devices.
- 6 anticipate and predict what will come next in a text;*
- 7 deduce the meaning of unfamiliar lexical items in a given context;
- 8 consult a dictionary to obtain information on the meaning and use of lexical items;*
- 9 analyse, interpret, infer (and evaluate*) the ideas in the text;
- 10 select and extract from a text information required for a specific purpose (and record it in note form*)
- 11 transcode information from verbal to diagrammatic form;
- 12 retrieve and synthesise information from a range of reference material using study skills such as skimming and scanning;*
- 13 interpret texts by relating them to other material on the same theme (and to their own experience and knowledge*); and
- 14 read extensively on their own.

WRITING

By the end of the course, students should be able to :

1. express ideas in clear and grammatically correct English, using appropriate punctuation and cohesion devices;
- 2 write in a style appropriate for communicative purpose;
- 3 plan, organise and present ideas coherently by introducing, developing and concluding a topic;
- 4 write a clear description (e.g. of a place, a person, an object or a system);
- 5 write a clear account of events (e.g. a process, a narrative, a trend or a cause-effect relationship);

**Objectives which will not be tested in a formal examination*



- 6 compare and contrast ideas and arrive at conclusions;
- 7 present an argument, supporting it with appropriate examples;
- 8 use an appropriate style and format to write letters (formal and informal), biographical sketches, dialogues, speeches, reports, articles, e-mails and diary entries;
- 9 monitor, check and revise written work;
- 10 expand notes into a piece of writing;
- 11 summarise or make notes from a given text; and
- 12 recode information from one text type to another (e.g. diary entry to letter, advertisement to report, diagram to verbal form)

***LISTENING**

By the end of the course, the students should be able to :

- 1 adopt different strategies according to the purpose of listening (e.g. for pleasure, for general interest, for specific information);
- 2 use linguistic and non-linguistic features of the context as clues to understanding and interpreting what is heard (e.g. cohesion devices, key words, intonation, gesture, background noises);
- 3 listen to a talk or conversation and understand the topic and main points;
- 4 listen for information required for a specific purpose, e.g. in radio broadcast, commentaries, airport and railway station announcements;
- 5 distinguish main points from supporting details, and relevant from irrelevant information;
- 6 understand and interpret messages conveyed in person or by telephone;
- 7 understand and respond appropriately to directive language, e.g. instruction, advice, requests and warning; and
- 8 understand and interpret spontaneous spoken discourse in familiar social situations.

***SPEAKING**

By the end of the course, the students should be able to :

- 1 speak intelligibly using appropriate word stress, sentence stress and intonation patterns;

** These objectives will **not be tested** in a formal examination, but will be included for Continuous Assessment in Class IX.*



2. Adopt different strategies to convey ideas effectively according to purpose, topic and audience (including the appropriate use to polite expression);
3. narrate incidents and events, real or imaginary in a logical sequence;
4. present oral reports or summaries; make announcements clearly and confidently;
5. express and argue a point of view clearly and effectively;
6. take active part in group discussions, showing ability to express agreement or disagreement, to summarise ideas, to elicit the views of others, and to present own ideas;
7. express messages effectively in person or by telephone;
8. convey messages effectively in person or by telephone;
9. frame question so as to elicit the desired response, and respond appropriately to question; and
10. participate in spontaneous spoken discourse in familiar social situations.



GRAMMAR

By end of the course, students should be able to use the following accurately and appropriately in context

1. Verbs

Tenses:

present/past forms

simple/continuous forms

perfect forms

future time reference

modals

active and Passive voice

subject-verb concord

**non-finite verb forms (infinitives and participles)*

2. Sentence Structure

connectors

types of sentences:

** Objective which will **not be tested** at class IX level. They will, however, form a part of testing in class X.*

affirmative/interrogative sentences

negation

exclamations

*types of phrases and clauses

finite and non-finite subordinate clauses:

noun clauses and phrases

adjective clauses and phrases

adverb clauses and phrases

indirect speech

**comparison*

**nominalisation*

3. Other Areas

determiners

pronouns

prepositions



LITERATURE

By the end of the course, students should be able to understand, interpret, evaluate and respond to the following features in a literary text:

- 1 **Character**, as revealed through
 - appearance and distinguishing features,
 - socio-economic background
 - action/ events,
 - expression of feelings,
 - speech and dialogues
- 2 **Plot/Story/Theme**, emerging through main events,
 - progression of events and links between them;
 - sequence of events denoting theme.

** Objective which will **not be tested** at class IX level. They will, however, form a part of testing in class X.*

3 **Setting**, as seen through time and place, socio-economic and cultural background, people and attitude

4 **Form**

rhyme

rhythm

simile

metaphor,

alliteration

pun

repetition

Assessment in class IX and X



The English curriculum aims at the harmonious development of the four language skills, and thus of the learners' communicative capacity. Teaching/testing objectives have been set for each of these skills, indicating the level of achievement expected of the learners. However, although it is possible to assess these skills and sub-skills, it is not possible to test all of them through a formal, time bound examination. It is, therefore, essential to measure the level of attainment in these skills through Formative Assessment, in addition to the Summative Assessment. The overall pattern of the two modes of assessment at Class IX and X is as follows:

Summative I	-	from April- September	-	30% weightage
Formative I	-			10%
Formative II	-			10%
Summative II	-	from October - March	-	30% weightage
Formative III	-			10%
Formative IV	-			10%

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

Features of Formative Assessment

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

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

Continuous Assessment refers to the assessment of student's achievement throughout the year, through a variety of activities field trips and visits outside the schools are also carried out within the school. Such activities may be formal or informal, but in order to assess listening and speaking skills, it is important that a large proportion of the marks allotted should be derived from informal procedures.

Conversation Skills (Listening and Speaking) - Assessment in this area relates to the teaching/testing objectives for these two skills. In the skill-based approach to language learning, the importance of conversation skills cannot be underestimated.

At the end of each term, the teacher should be able to assess the level of each student's conversation skills, based on observation of their participation in the English classes. Whenever in the coursework the students are required to discuss role play, simulate, express a point of view etc., the teacher should monitor the activities and critically observe each student's participation. It is important to stress that informal assessment for conversation skills should be a regular, ongoing activity throughout the term. A Conversation Skill Assessment Scale is given below. For each skill, students may be awarded 4 marks, and particularly deserving students could be awarded 10 marks. Students should be informed at the beginning of the year that their class participation will be assessed in this way.



SPEAKING ASSESSMENT PERFORMANCE DESCRIPTORS

Interactive Competence	5	4	3	2	1
Task Management	Contributions are highly effective and fulfil the task. Can fulfil the communicative functions of the level with spontaneity.	Contributions are effective and fulfil the task. Can fulfil the communicative functions of the level.	Contributions are adequate and fulfil the task. Can fulfil functions of the level but may not do so consistently.	Contributions are limited and there is some attempt at the task which is not fulfilled and/or may be repetitive.	There is almost no contribution and/or contributions may not be related to the task.
Initiation & Turn-taking	Is prompt to initiate discussions on the themes/ functions at the given level appropriately. Contributes spontaneously to keep the interaction going; takes turn appropriately.	Is easily able to initiate discussions on the themes/ functions at the given level appropriately. Contributes effectively to keep the interaction going and takes turn appropriately.	Is able to initiate discussions on the themes/ functions at the given level. Makes an effort to keep the interaction going; takes turn.	Struggles to initiate discussions on the themes/functions at the given level. Makes little effort to keep the interaction going;	Does not initiate discussions. Makes no effort to keep the interaction going.
Appropriacy & Relevance	Speaks with a clear sense of purpose and audience in both formal and informal situations. Contributions are always appropriate to the context/ situation.	Speaks with a fair sense of purpose and audience in both formal and informal situations. May be less confident in formal situations.	Speaks with an awareness of purpose and audience may not adapt register effectively. Contributions are appropriate to the context/ situation.	Has unclear sense of purpose and may be unable to adapt register. Contributions may not be connected to the context/ situation.	Has hardly any sense of purpose and cannot adapt to register.
Fluency	5	4	3	2	1
Cohesion & Coherence Speed of Delivery Sequence	Presents information in a logical sequence of linked utterances with a clear connection between ideas, arguments and statements. Uses a range of	Presents information in a logical sequence of linked utterances with a connection between ideas, arguments and statements. Uses with ease some	Presents information generally in a logical order but overall progression may not always be clear. Uses a range of cohesive devices	Presents information but without clear progression. Uses limited cohesive devices repetitively. Severe hesitation may impede communication.	Presents information with no progression and/or little control of organisational features. May use only isolated words and phrases.



	cohesive devices. Speaks fluently with minimal hesitation. Has intelligible speed of delivery.	cohesive devices. Speaks fluently with some hesitation. Has intelligible speed of delivery.	but some over/under use. Coherence may be affected by hesitancy or rephrasing. Intelligible speed of delivery	Speed of delivery impedes understanding	
Pronunciation	5	4	3	2	1
Pronunciation, Stress & intonation	Has clear, natural pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content & meaning.	Has pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content & meaning.	Is intelligible though there are examples of some mispronunciation. Tries to speak, varying stress and intonation according to task, content and meaning.	Is not always intelligible and the listener may have to ask for repetition from time to time Flat intonation and/or inappropriate stress for the task, content or meaning	Is not intelligible...
Language	5	4	3	2	1
Accuracy	Uses a range of grammatical patterns with accuracy, including some complex forms. Makes only negligible errors.	Uses a range of grammatical patterns with accuracy, including few complex forms and makes only noticeable errors.	There may be some mistakes which affect meaning but there is an attempt to correct most of these mistakes.	There are mistakes which affect meaning but there is hardly an attempt to correct these mistakes.	Communicates with fragments of words and structures but does not manage to bridge the gaps or correct his/her mistakes.
Range	Uses an expressive and appropriate range of structures, words and phrases on topics appropriate to the level and to deliver an effective message.	Uses an expressive and appropriate range of words and phrases on topics appropriate to the level. These may be repetitive.	Can use the language of the level but is repetitive. May search for words with the risk of the message becoming weaker	Uses basic, simple words and phrases for the level. There may be an effort to find suitable words, which may hamper the message.	Uses simple, isolated words for the level. There is little effort to find words.



The overall assessment policy for Class IX seeks to measure the four skills. Speaking has been covered under conversation skills, and is clearly not assessable through a written assignment. Listening and reading, however, can be assessed in this way, through activities which lead to a written product such as notes, a table or a summary. This type of assessment however should not be a test of writing skills. Students should be awarded marks as objectively as possible in such assignments for errors in punctuation, spelling or grammar.

Other assignment, however, will focus on writing skills and involve extended writing. This takes place through writing activities in the Main Course Book, and via certain activities in the Literature Reader. Assessment of written work is an important and integral part of the overall assessment of the student's ability in the use of the English language. And it is in this area very often that subjectivity creeps in and mars the judgment in evaluation because of a lack of clear-cut guidelines for the teachers.

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. However assessment of these skills may also be done under the Formative activities spread over two terms.

In the new curriculum for English, each student's written work has to be assessed throughout the year in an informal . For this, it becomes essential to provide a rating scale to help teachers to make formative assessment objective uniform. The assignment should vary each year. Throughout the year, the teacher should keep a record of marks added for assignments and activities carried out as part of formative assessment.

Novels for Extended Reading

Literary novels offer a great of choice and flexibility. They are authentic, often require less preparation and can be used effectively with extensive reading exercise reading exercise. Two novels have been selected to encourage effective reading through careful selections. Some difficulty with new vocabulary in the novels would not be an obstacle to its comprehension. Learners would already be trained to infer meaning of difficult words from context through the task set for reading literary texts in the Literature Reader. Research has proposed compelling reasons for students being motivated to read novels, as they are enjoyable, authentic, help students understand another culture, are a stimulus for language acquisition, develop their interpretative abilities, expand their language awareness, motivate them to talk/write about their opinions and feelings and **foster personal involvement** in the language learning process.

A note: The novels must not simply be assigned to students as is sometimes done in mainstream literature courses. The teacher may

▶▶ use a reading schedule



- ▶▶ have students lead class discussions
- ▶▶ exploit the creative possibilities of each novel (bring in period music, historic photographs, film versions on DVD)
- ▶▶ encourage the use a high-quality dictionary
- ▶▶ promote careful reading of the text
- ▶▶ have students keep a reading journal. *Berthoff (1981)* suggests having students keep a double-entry notebook. Students select a quote from the reading and write it on the left-hand page. On the opposite page they write their response to it. The response may include an explanation of what the quote says and why the student chose it.
- ▶▶ assignments may be given only when the students have finished reading the novel.
- ▶▶ enthusiasm about the novels can be enriching for both teachers and student alike.

Reading Project

Inculcating good reading habits in children has always been a concern for all stakeholders in education. The pure to create independent thinking individuals with the ability to not only create their own knowledge but also cri interpret, analyse and evaluate it with objectivity and fairness. This will also help students in learning and acc better language skills.

Creating learners for the 21st century involves making them independent learners who can ‘learn, unlearn and if our children are in the habit of reading they will learn to reinvent themselvent and deal with the many chall that lie ahead of them.

Reading is not merely decoding information or pronouncing words correctly. It is an interactive dialogue between author and reader in which they share their experiences and knowledge with each other which helps them to understand and impart meaning to the text other than what the author himself may have implied. Good readers are critical readers with an ability to arrive at a deeper understanding of not only the world present in the book but also of the real world around them. They not only recall what they read but comprehend it too. Their critical reading and understanding of the text helps them create new understanding, solve problems, infer and make connections to other texts and experiences. Reading does not mean reading for leisure only but also for information analysis and synthesis of knowledge. The child may be encouraged to read on topics as diverse as science, technology, politics and history. This will improve his/her critical thinking skills and also help in improving his/her concentration.

Reading any text should be done with the purpose of:

1. reading silently at varying speeds depending on the purpose of reading;



2. adopting different strategies for different types of texts, both literary and non-literary;
3. recognising the organisation of a text;
4. identifying the main points of a text;
5. understanding relations between different parts of a text through lexical and grammatical cohesion devices;
6. anticipating and predicting what will come next;
7. deducing the meaning of unfamiliar lexical items in a given context;
8. consulting a dictionary to obtain information on the meaning and use of lexical items;
9. analysing, interpreting, inferring (and evaluating) the ideas in the text;
10. selecting and extracting from text information required for a specific purpose;
11. retrieving and synthesising information from a range of reference material using study skills such as skimming and scanning;
12. interpreting texts by relating them to other material on the same theme (and to their own experience and knowledge.); and
13. reading extensively on their own for pleasure;



A good reader is most often an independent learner and consequently an independent thinker capable of taking his own decisions in life rationally. Such a learner will most assuredly also be capable of critical thinking.

Reading a book should lead to creative and individual response to the author's ideas presented in the book in the form of

- ❖ short review
- ❖ dramatisation of the story
- ❖ commentary on the characters
- ❖ critical evaluation of the plot, story line and characters
- ❖ comparing and contrasting the characters within the story and with other characters in stories by the same author or by the other authors.
- ❖ extrapolating about the story's ending or life of characters after the story ends
- ❖ defending character and action in the story
- ❖ making an audio-story out of the novel/text to be read out to younger children

- ❖ Interacting with the author
- ❖ Holding a literature fest where various characters interact with each other
- ❖ Acting like authors/ poets/ dramatists, to defend their work and characters
- ❖ Symposiums and seminars for introducing a book, an author, or a theme
- ❖ Finding similar text in other languages, native or otherwise, and looking at differences and similarities.
- ❖ Creating graphic novels out of novels/short stories read
- ❖ Dramatising incidents from a novel or a story
- ❖ Creating their own stories

1. A Reading Project of 10 marks has been introduced in classes IX and X.
2. Schools may use books of their own choice.
3. Schools can vary the level but at least one book per term is to be read by every child.

Teachers may opt for:-

- ❖ One book;
- ❖ Books by one author; or
- ❖ Books of one genre; to be read by the whole class

Teacher may select books suitable to the age and level of the learners. Care ought to be taken to choose books that are appropriate in terms of language, theme and content, and which do not hurt the sensibilities of any child.

The teacher may later suggest books from other languages but dealing with the same themes as an extended activity.

The project should lead to independent learning/reading skills and hence the chosen book/selection should not be in class, but may be introduced through activities and be left to the students to read at their own pace. Teachers may, however, choose to assess a child's progress or success in reading the book by asking for verbal or written progress reports, looking at the diary entries of students, engaging in a discussion about the book, giving a short quiz or worksheet about the book/short story. The mode of intermittent assessment may be decided by the teacher as she/he sees fit.

These may be used for Formative Assessment (F1, F2, F3, and F4) only. Various modes of assessment such as conduct of reviews, discussions, open houses, exchanges, interact with the author, writing scripts for plays can be conducted.



Open Text-Based Assessment

The open Text-Based Assessment will be a separate section as a part of SA-II. The 'OTBA' text will be based on the Main Course book themes.

The section will consist of a case study accompanied by a question based on that text. The aim is to test a student's ability for analytical and critical thinking drawing inferences expressing their point of view and justify them with suitable examples based on the case studies and their own experiences based on their interaction with peers and society in general. They will be assessed on the ability to understand and interpret the case study and offer appropriate suggestions and opinions on the given issues. The role of teachers is to motivate their learners and provide ample opportunities to apply their understanding of the given cases to real life through group work and discussion. The students responses would consist of the following:-

- (i) Objectives of the case studies
- (ii) Concepts involved
- (iii) Application of concepts to the given situation
- (iv) Description / explanation of the case and
- (v) Analysis with different perspectives.



B. THE COMMUNICATIVE APPROACH TO LANGUAGE TEACHING

B.1. What is the communicative approach?

Interact in English has adopted a predominantly “communicative” approach to the teaching of English. As its name suggests, the Communicative Approach is based on the belief that acquiring a language means, above all, acquiring a means to **communicate confidently and naturally**. In other words, in order to communicate effectively in real life, students need more than mere knowledge **about** the language. In addition, they must be able to **use** English effectively, with confidence and fluency. **This course** is therefore not content-based (except in so far as literary pieces have been selected for inclusion in the **Literature Reader**.) instead, its over-riding goal is to develop the practical language skills needed for academic study and subsequent adult life.

The approach brings together a number of ideas about the nature of language and language learning:

- **Knowledge and skill**

One of the tenets of the communicative approach is the idea that **Language is a skill to be acquired**, not merely a body of knowledge to be learnt. Acquiring a language has been compared to learning to drive. It is not enough to have only theoretical knowledge of how an engine works: you must know how to **use** the gears and (crucially) how to **interact** with other road users. Similarly, simply knowing parts of speech or how to convert the active into the passive does not mean you are proficient in a language. **You must be able to put knowledge into practice in natural use**. Of course, we do not expect a novice driver to move off without preparation: The driver has rules of the highway which he/she must learn by rote. But there is no substitute for learning by doing, albeit in the artificial conditions of a deserted road at slow speeds. Equally in language learning **there are some 'rules to be learnt' but there is no substitute for learning by doing**. In good teaching, this experience is supported by carefully-graded, contextualised exercises.

- **Structure and Function**

Language can be described in different ways. Obviously we can label an utterance according to its grammatical structure. Another approach is to decide what function it performs. Consider the following:

- a) “Can I open that window?”
- b) “Can I carry that case?”

We could say that a) and b) have the same grammatical structure: they are both interrogative. We should also recognise that they perform different functions: a) is a 'request' b) is an 'offer'.

The communicative approach recognises the use to which language is put, and encourages pupils to be aware of the relationship between structure and function.



- **Appropriacy**

Another related issue is that of appropriacy. We all speak different types of language in different circumstances to different people. For example, suppose a boy wants to open a window. To **his friend** he might say: "Hot in here, isn't? Mind if I open the window?" However, to **his teacher** he might say: "I'm afraid I'm rather hot. Would you mind if I opened the window?"

Using language inappropriately is just as incorrect as making an error of structure or of spelling. The Communicative Approach therefore lays stress on language appropriacy.

- **Accuracy and Fluency**

Traditional language teaching lays greatest stress on accuracy – using the language correctly and without error, usually in short, decontextualised work such as a grammar transformation exercise. The communicative approach to language teaching emphasises both accuracy and fluency. The communicative approach recognises the importance of accuracy, but contends that learners should use English easily, smoothly, at a reasonable pace, with little hesitation - i.e. with fluency.

In **Communicative English**, certain activities are designed to promote accuracy, e.g. the grammar exercises in the Workbook, and the punctuation and vocabulary exercises in the Main Course Book. Other activities are designed to promote fluency, e.g. most of the activities in the Main Coursebook that develop students' skills in reading, writing, listening and speaking. In fluency-based activities, excessive correction of errors is counter-productive, since it will damage students' confidence, and so will make them unwilling to use English.

B. 2. The Role of the Teacher

Most teachers are familiar with a teacher-centred classroom, where the teacher plays a dominant role, speaks most of the time, and interacts with the class as a whole. However, if the communicative approach is to succeed, teachers will need to adopt a **variety** of roles.

Littlewood* sets out these roles:

- As a general overseer of his students' learning, the teacher must aim to coordinate the activities so that they form a coherent progression, leading towards greater communicative ability.
- As a classroom manager, he is responsible for grouping activities into 'lessons' and for ensuring that these are satisfactorily organised at a practical level.
- In many activities, he may perform the familiar role of language instructor: he will present new language, exercise direct control over the learner's performance, evaluate and correct it, and so on.

* Littlewood, WT (1981) **Communicative Language Teaching**, Cambridge University Press



- In others, he will not intervene after initiating the proceedings, but will let learning take place through independent activity or pair and group work.
- When such an activity is in progress he may act as a consultant or adviser, helping where necessary. He may also move about the classroom in order to monitor the strengths and weaknesses of the learners, as basis for planning future learning activities.
- He will sometimes wish to participate in an activity as co-communicator with the learners. In this role, he can simulate and present new language without taking the main initiative for learning away from the learners themselves.

B.3. Classroom Procedures

The main types of classroom organisation recommended are individual work, pair work, small group work and whole class work. It has been the experience of teachers that students adapt themselves very quickly to the new classroom arrangements, and the interesting nature of the activities themselves produce discipline. The following sections give practical advice on organisation of different types of classroom activities.

- **Individual Work**

When an activity is designed for individual work, students will be working mainly on their own. First, ask students to read the instructions (or read them yourself to the students). Make sure that students understand what they are expected to do, if necessary by giving an example or (preferably) asking one of the students to give an example. Then set them to do the activity.

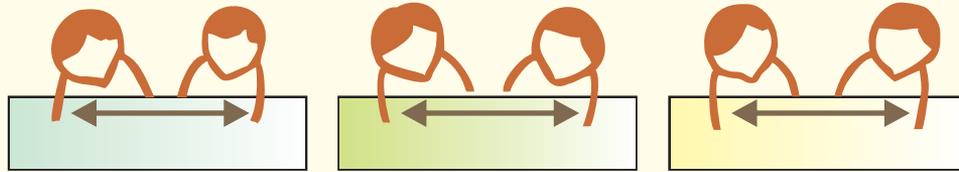
While students do the activity, the teacher can move around the classroom, making sure that everything is going smoothly and giving individual help where it is needed. Do not interfere too much; remember that too much interruption and correction may discourage students.

Students will work at different speeds, so they will not all finish at the same time. The easiest solution to this is to ask students who have finished to compare their answers with their neighbours. Call the class together again when the majority of them have finished the activity, *even if some are still working on it*. The activity can then be checked by asking students to give their answers. The teacher needn't act as the 'judge', but instead can ask other students whether they agree. This checking procedure keeps all students involved, and gives the slower ones a chance to catch up.

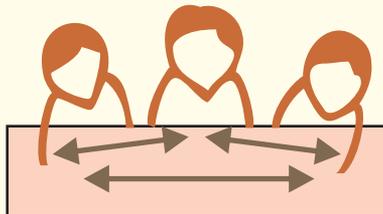
- **Pair work**

As with individual work, you first need to make sure that students understand the instructions. Once the activity is clear, you will then have to arrange the class in pairs. Usually it is easiest if a student pairs up with the person sitting at the same desk. (You may have to move one or two if they are on their own.)

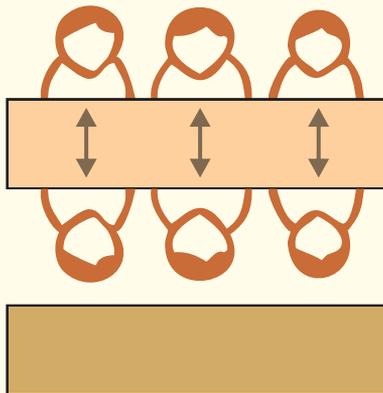




Sometimes it will be necessary to have three working together, but this should not seriously affect their work.



If your class is very crowded, with most students sitting three to a desk, one row may turn to face those behind to form three pairs.



Once students have settled down to work, circulate round the classroom, observing and listening to them, and giving help to those who need it. As with individual work, resist the temptation to interfere too much!

You may find it useful to *set a time limit* for pair work activity. This can help to focus the students' attention and provide a challenge, as well as simplifying management of the class. If you wish to do this, tell them the time limit before they begin, and be prepared to extend or reduce it if you find you have misjudged the time required.

In many pair work tasks, checking can be carried out in the same way as for individual work, by the teacher eliciting answers from the students. Sometimes, though, it may be better for one or more pairs of students to report back their conclusions to the rest of the class, possibly with class discussion.

- **Group Work**

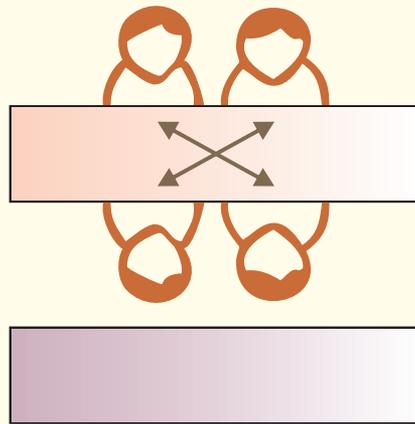
Usually, group work, involves four students but at times it may extend to five or six or even more. Four, however, is a more convenient number for most classroom situations.



The general procedure for group work is the same as for pair work, that is:

- instructions for the whole class
- organisation of the groups
- group activity while the teacher circulates
- feedback and checking for the whole class

The major difference is that the organisation of the groups needs more care. It is fairly simple to form groups of four by asking students to turn and face those behind.



However, you may feel that some changes are required to achieve a balance in some of the groups. In this case, move only a few students from one group to another. When the groups move over to the feedback and checking stage, you may make it more interesting by asking a student to chair the inter-group discussion.

- **Whole Class Work**

Whole class work, of course, is necessary for matters such as formal instruction (eg the format of formal and informal letters), for "warm-up" activities, for class discussion, for "class review" sessions at the close of pair work or group work. During the whole class work, the teacher is in her traditional role.

B.4. Handling Pair Work and Small Group Work (PW/SGW)

The previous section has outlined the alternative classroom procedures. The following are guidelines for introducing/demonstrating, organising, managing and concluding PW/SGW:

- **Introducing and Demonstrating**

After a brief explanation of what is to be done, always demonstrate the activity. You have these options:

- The teacher takes both (for all) parts.



- The teacher takes one part, while one or more students take the other parts.
- Two or more students take different parts.

In selecting students to help demonstrate an activity, always select those who will demonstrate it well. Also, choose students from different parts of the classroom (particularly from the back), so that they will have to speak loudly in order to be heard. (Don't choose students sitting side-by-side, or they will speak so softly to each other that nobody else will hear!) Don't allow this phase to take too much time - two or three minutes is usually enough.

- **Organising**

This has largely been covered in the Section B.3. above. A few additional points:

- There is no need to move chairs and desks, and only a very few students will need to move places. For the most part, students simply face in a different direction in order to form pairs and small groups.
- The teacher is responsible for deciding who is to work with whom. (Don't leave it to students to decide, or the result will be confusion.)
- You may also prefer to allocate roles yourself, e.g. "When pairs, the one nearest the window is A, the other is B."
- If you have not used PW/ SGW before, expect a little, noise and excitement at first! But students quickly get used to the new procedures and soon settle down with minimum noise and fuss.

- **Managing**

While students are actually doing the PW/ SGW activity, the teacher has an important role to play. It is vital to move round the class, listening in on PW/ SGW and helping/ advising where necessary. Be careful, of course, not to "take over" the activity by intervening too strongly. (students need the English practice, not you!) Sometimes it is advisable to just 'hover' at a distance while moving round the class, simply checking that students are actually doing the activity. Make sure that you distribute your attention evenly over the course of a term; and give particular help and attention to weaker students.

- **Concluding**

At the close of a PW/SGW activity, bring the whole class together. You may wish to ask a pair or group to demonstrate at the front of the class. (Ask weaker pairs or groups to demonstrate, too. This can be a powerful confidence-builder). Alternatively, you may find a brief class discussion profitable, in which students exchange experiences that have arisen from the activity itself, e.g. a problem they have encountered, a good idea someone came up with, something they did not understand. Be careful not to allow this conclusion phase to take too much time – 5 minutes is plenty.



Many teachers view with alarm the prospect of pairwork and small group work with a large number of students. The following are concerns commonly expressed together with the responses of experienced teachers:

B.5. Some questions and answers about Pair Work and Small Group Work

For many teachers, the prospect of PW/SGW with large numbers of students in a class is viewed with alarm. To help such teachers, the following are concerns expressed, followed by responses that have been given by other teachers.

- **Teachers' concerns about PW/SGW**

- It is difficult for the teacher to check whether all students are doing the activity, and (if so) whether they are producing correct and suitable English.
- More proficient pupils are held back by weaker pupils.
- Noise levels are high.
- It is not right for the teacher to withdraw from a position of "central control"
- PW/SGW will be rejected by other teachers, parents and by the students themselves as a waste of time and frivolous.

- **Responses to these Concerns**

- In traditional teacher-led classes, often individual students are not actively participating, but the teacher remains unaware of this, if a sufficient students seem to be 'following the lesson'.
- Noise is a necessary element of good language learning - as it is in a Music lesson. It is not so much noise itself that some teachers are concerned about, but the **amount** of noise. There is no easy answer to this question, since a lot depends on the individual teacher's relationship with the class. Certainly a clear introduction to and demonstration of the task will ensure that PW/SGW gets off to a good start, with no fuss and confusion. And the challenge of the task itself should ensure that students are busily engaged in English. It is for the teacher to make it quite clear to the class what amount of noise is acceptable, and to make sure that noise is kept to that level. If noise levels do get too high for comfort, the "noisy approach" (ie the teacher shouting to get less noise) is unlikely to work for any more than a short while. Instead, try the "quiet approach", i.e. train your students to recognise that when your hand is raised, they must raise theirs and be more quiet. On occasions, you may have to speak to particularly noisy and excited groups. Please do not let the prospect of some degree of noise put you off PW/SGW. If students are to learn to use English, then they must communicate with each other, not just you. And if they are to communicate, then there will be a certain amount of positive, beneficial noise. Welcome it as a sign that your students are growing in confidence and fluency in English.





- It is perfectly true that in PW/SGW the teacher cannot judge whether all students are producing correct and suitable English. (Of course, this is equally true of a teacher-led classroom where one student is speaking (to you), and all the others are silent.) But we need to accept that making mistakes in language is not only normal, but is actually necessary if a learner is to make progress. Advice on what to do about students' mistakes when speaking in PW/SGW is given in Section C.6.
- P/SGW encourages all students, even the shy ones, to participate actively. Because they feel they are not "on show" in front of the whole class, they feel free to experiment with the language, trying out newly-acquired forms.
- Much research in psycholinguistics in recent years has indicated that peer interaction of this kind in language classes is frequently highly successful. Not all students, even those in the same class, have precisely the same stock of knowledge and understanding of the language. Students can pool ideas and often perform a task better together than they can alone. As they become more familiar with PW/SGW, they learn to handle activities in a mature manner, sensitively correcting each other's work. In fact, research shows that appropriate error correction in well graded activities is just as likely to occur between students as by the teacher in a teacher-led mode.
- If a good student is paired with a less able one, the former is likely to assume the role of a 'teacher'. This experience is often fruitful for both. The less able student has a 'personal tutor', and the good student also improves: having to explain something in simple terms is often an excellent learning experience in itself.
- If a task is well-constructed and the students appropriately prepared, the activity is often 'peer pressure' to induce reluctant group members to participate.
- It is recognised that some people will distrust the approach, perhaps even accusing the teacher of evading her responsibilities. However, PW/SGW is an attempt to encourage students to accept some of the responsibility for learning themselves. The only truly successful students are the ones who can do this. If the technique is handled well, it will soon become evident that the teacher is working just as hard as she/he does in a teacher-led mode. PW/SGW is one of a number of different techniques which a teacher can employ to accommodate students with different learning styles and for activities with different goals.

SECTION A (READING)

Getting Started

Topics

Choose topics that are likely to interest the students. They do not always have to be serious - light-hearted texts are also possible. Avoid texts that have a religious, caste, racial or gender bias. For example, a short story about Christmas celebrations is likely to favour Christians, while a recipe might favour girls. Similarly, don't use texts where the information may already be known to some of the students. A description of film processing, for instance, would favour students whose hobby is photography. In general, choose texts which present information or ideas that are new to the students. If they already know the content of the text, then they do not need to use their reading skills in order to understand it.

Text types

The reading section contains three texts - factual, discursive and literary. They may be in any order. The literary text can be from a poem, short story, novel, essay or play; it may be complete or an extract. The factual text involves a straightforward account of factual information, whereas the discursive text considers an issue from different angles, and involves opinion. Sample Text A4 is a factual text, while Sample Text A1 is a discursive text. Often, though, a text contains a mixture of both fact and opinion, and in this case you must decide which of the two is more significant. For instance, Sample Text A3 is classified as factual although it contains a small amount of opinion. In Sample Text A6, on the other hand, the opinions seem more significant than the facts, so it is classified as discursive.

Sources

There are many possible sources of reading texts. Books aimed specifically at a teenage audience are particularly suitable, and you may find useful ones in your school library - or perhaps in the possession of your children or friends' children! Here are some suggestions on other places to look:

Factual texts: encyclopedias, reference books, public information, tourist brochures, newspapers age - appropriate content from magazines.

Discursive texts: newspapers, magazines such

Literary texts: anthologies, novels, magazines which publish short stories.

When you come across a suitable text, don't forget to file it in you a text collection.

Length

There are restrictions on the length of reading texts, in order to ensure parity in different examination papers.



Q.1.	150-200 words	07 marks	} 15 marks
Q.2.	200-300 words	08 marks	
Total	350-500 words	15 marks	

Notice that you must check the total number of words as well as the number of words for each text. Sometimes it will be necessary to abridge a text to meet these specifications. It is usually best to omit complete sentences or paragraphs, rather than crossing out words and phrases throughout the text. There is, however, a danger of distorting a text, and of removing material which is essential to the text as a whole. Be careful that your abridged version still makes sense and reads smoothly. Give it to a colleague to check that it does!

Poems generally take more time to read than prose, and if you are using a poem as the literary text, it may be shorter than the 150 words stipulated for the shortest text. Sample Text A2, for example, uses a poem which is only 74 words long, but this can be counted as the '150-word-text'.

Vocabulary

Avoid texts which use a high proportion of unusual or difficult words. For instance, some newspaper editorials or specialist articles may be quite unsuitable for the students. However, the students are expected to be able to cope with authentic reading materials aimed at a general audience, if there are some unfamiliar words, the students should be able to deduce their meaning from the context. Occasionally, a text may contain a few expressions which cannot be deduced, but which are important to overall understanding. In this case, glosses may be used. This procedure should only rarely be necessary.

Line numbering

Once you have selected possible texts, get them typed as they will appear in the examination. Line numbers should be given every five lines, in the left hand margin. You will sometimes need to refer to these line numbers when you are preparing questions.

Preparing Questions

Questions should be designed to measure students' ability in the reading skills listed in the Teaching/Testing Objectives for the course. They should focus on the main points of the text, not on minor details. Questions should also be designed to reduce the amount of writing required from the students. This is partly a matter of fairness; students with weak writing skills will have problems in the rest of the test, but should at least be given a chance to show what they can do in reading comprehension. It is also a matter of efficiency; the more time students spend writing answers, the less time they have for reading, which is what we are trying to test in this section.

There are several different types of question that may be used, as indicated.

Gap-filling

Gap-filling can be used to measure students' ability to identify the main points of a text, to



understand relations between different parts of a text, and to analyse, interpret and infer the ideas in a text. To prepare such questions, you need first to write a summary of the text, or of part of the text. You then remove key words from the summary, creating gaps which students must fill with one suitable word. Make sure the omissions really are key words, not minor details.

In designing this type of question, take care that the summary you write is significantly different from the original version, so that students cannot complete it unless they really understand the key points. The text reads as follows:

Physical health affects the mind and vice versa.

The gap-filling question reads:

Physical health and _____ health go hand in hand.

The correct answer is 'mental'; it cannot be blindly copied from the text. Now compare this with a badly designed question:

Physical health influences the _____

In this case, the wording is too close to the original version, and students may get the right answer through blind copying.

In gap-filling questions, each answer is worth $\frac{1}{2}$ mark, so you will need to have an even number of gaps.

Sentence completion/ Short answer

These two types of question are very similar, and can be considered together. Both of them are very useful, and there are plenty of examples in all the sample materials. They can be used to test students' ability to recognise the organisation of a text, to identify the main points of a text, to understand relations between different parts of a text, and to analyse, interpret and infer the ideas in a text.

Consider, for example:

When he wrote this story, the author was aged about _____

Sentence completion may of course involve a longer response, not just a number for example:

When the elders talked about the Roys boys, they sighed and looked at their own children, because: _____

Here the students' answer will form a complete clause.

Short answer questions also vary in length. In another item for example, students are asked to complete a list; their answers will be short phrases:

Complete the following list of the physical features of the Roys' mansion.



It had: two storeys
cream paint

On the other hand, question below requires the students to write sentences:

Give two reasons why the author's offer to visit the Roys' boys was bold.

To prepare such questions, look carefully through the text and identify what you consider to be key points. Include not only questions which require an understanding of explicitly stated information, but also those which require students to understand relationships and to draw inferences. As with gap-filling, take care to draft the questions so that the answers cannot be blindly copied from the passage. Consider, for instance this:



Our society has become crazy about watching movies. Hindi movies have hypnotised our Indian society. The advent of video and cable TV in practically every home has only aggravated the craze.

If we ask the question "what has aggravated the craze for movies?" students can find these words in the text and then copy "the advent of video and cable TV in practically every home", without necessarily understanding what it means. The question given in the sample material, however, is "What development has made people even more crazy about movies?". This is still a fairly easy question, but it cannot be answered blindly; students need to understand at least the basic idea in order to answer.

When arranging the questions, order so that they follow the order of the text. For example, a question referring to paragraph 1 should appear before a question referring to example, a question referring to paragraph 2. This avoids students wasting time trying to find the relevant place in the text.

Table completion

This type of question is particularly useful for measuring students' ability to recognise the organisation of a text, identify the main points of a texts, select an extract from a text information required for a specific purpose, and transcode information from verbal to diagrammatic form.

To prepare a table-completion question, you first need to consider, whether there is any information in the text that lends itself to tabular form. Look for patterns of information such as classification, contrasts, advantages and disadvantages, causes and effects. The table may summarise information from the whole text, or from one or more parts of the text. Some types of information are naturally suitable for a table, while other are not. Do not try to force information into a table.

Draw up the complete table with the information from the passage. The phrases used in the table will need to be very brief, but try to avoid one-word answers. Sometimes you can use phrases lifted directly from the passage but in other cases you may need to paraphrase. Now decide which 'boxes' in the table to blank out; these are the ones that the students will have to complete. The more boxes are left blank, the more difficult the question will become. Occasionally, you may feel that students would be unable to complete the boxes without more help. In this case, you may provide a number of possible answers.

Finally, write the rubric for the exercise; don't forget to indicate whether students should use "appropriate words and phrases chosen from the passage", "any appropriate words and phrases", or "a suitable expression from the list at the end".

Word-attack questions

The examination specifications provide 03 marks within the reading section for word-attack skills. These questions are intended to measure, not students' existing knowledge of vocabulary, but their ability to deduce the meaning of lexical items in a given context. To prepare this type of question, identify in the text words which the students would not be expected to know, but which they could guess from the context. Consider, for example, this extract.

Upon being caught in a desolate summer noon in the process of swimming in the river or climbing the date-palm tree or playing do doo, and being dragged home, we heard our fathers or uncles commenting, "Pity, you blockheads learnt nothing from those Roys boys."

The word 'blockheads' is suitable for testing word-attack skills. Even if students have never met the word before, they can work out the meaning, partly from word formation (block+head) and partly from information in the context. It must clearly be a word referring to the boys and expressing disapproval.

However, if we consider the word 'desolate' in the same extract, we can see that it is not suitable for testing word-attack skills. We know that it describes a 'summer noon', but there is no other information to help. Unless you know the meaning already, you could not be sure whether it meant 'hot', or 'uncomfortable', or 'relaxed', or 'lengthy', or 'bright', or 'happy' In other words, it is not possible to deduce the meaning from the context.

Once you have selected suitable words to test, you can design the questions in two main ways, either using synonyms, as in the example above (blockheads/stupid fools), or antonyms. In the second case, you ask the students to find one word in the lines indicated which means the opposite.



In both cases, you will need to provide a definition or an antonym, and you are recommended to use a dictionary to do this. Make sure, though, that the definition you give could fit in the text. For example, students to find a word in the passage that means 'in great quantities'. The relevant part of the text reads as follows:

... they could just enter a posh store and walk away with packets of sweetened dates or toffees putting their magic signatures to a scrap of paper. Furthermore, they had radio and picture books galore to keep themselves shut from the sun.

If we substitute the words 'in great quantities' for the word 'galore', the text still makes sense: "picture books in *great quantities*". However, if the question used the phrase 'a great many' then this would not fit in the text; the result would be: "picture books a great many". So you need to check carefully that the definitions you provide suit the way the word is used in the text.

Although there must be **03 marks** for word-attack skills, these may be given only in one passage in the reading section.

Reference questions



Reference questions specifically test the students' ability to understand relations between different parts of a text through cohesion devices. It focuses on words such as 'they' 'those', 'others', 'neither', 'so' and 'such', which can only be understood by referring to another part of the text.

These questions are quite, easy to prepare. Read through the text and identify any such reference items that may occur. In some cases, they may be so easy to understand that there is no point in testing them. Often, however, the reference is less clear cut, and can be used in a question. Consider the following extract.

Adoption means establishing a bond between a couple (the adopters) and a child (the adoptee) which is legally, socially and morally equivalent to that between parents and their biological children.

Question asks : If you were to ask the following:

"that between parents and their biological children." (lines 2-3) What does "that" refer to?

Notice that the line number is given so that students can locate the expression without wasting time.

Questions on literary form

Since the reading section contains a literary text, it provides an opportunity to test the students' recognition of literary form (rhyme, rhythm, simile, metaphor, alliteration, pun and repetition). If this is tested in association with set texts, there is a danger that students will simply memorise relevant parts of the text. An unseen passage allows us to test whether they can really identify these literary forms. Such questions, though, will only occur occasionally.

SECTION B (WRITING)

Getting Started

If we expect students to write effectively, we must give them something to write about. The aim of the Writing Section is to test students' ability to write effectively, not their creativity. Of course students with lively and original ideas will gain extra marks in the examination, but students who can write fluently and accurately should be able to get a good mark, even if their ideas are pedestrian.

For this reason, all the writing questions present students with some information which they can use as the basis for their writing. This information may be given in different forms such, as notes, a diagram, a letter or a newspaper article. However, if too much information is given, students will have to spend too much time for reading, rather than writing. So you need to be careful that the instruction and information you provide is reasonably brief. Don't use more than 200 words to frame any one question, and keep the total number of words in the whole reading section to between 350 and 500.

Topics

As in the Reading Section, try to find interesting topics and situations which will stimulate the students to write. Relate the questions to real-life situations as far as possible. Ask them to do things that a Class IX student might have to do, either now or in the future.

Sources

You may develop ideas for writing questions from materials found in reference books, newspapers, magazines, public information, tourist brochures and so on. However, you may also take ideas from events which have actually happened in real life. Sample Question B3.2, for example, is based on a real incident, though the names and some of the details have been changed. Similarly, Sample Question B4.2. is based on a situation which will be familiar to anyone who has been involved in an accident. Use your examination file throughout the year to collect stimulating texts or ideas for situations; you will find this very useful when you come to write the examination questions.

Contextualisation

The writing situations are always based around an imaginary person. They do not tell the student to imagine themselves in these situations. There are two main reasons for this. First of all it is much easier to write the information about a third person rather than referring to 'you'.



PREPARING QUESTIONS

Begin by referring to the Teaching/Testing objectives. Notice that various types of writing are mentioned here, for example, a description of people object, an account of events, an argument, a letter, an article an e-mail, notice etc. Section B should involve a selection of different text types from this range.

Guided composition

Questions 3 and 4 is a guided composition in which students are provided with information which they use to build up a short composition. The framework of the composition is given in the form of an incomplete paragraph. Notice here that the aim is not simply to measure students' grammatical accuracy, but also their ability to produce a particular type of writing. For example, the sample question could be a notice, message or diary entry or biographical sketch.

To prepare this type of question, it is generally better to use a well-written passage rather than writing one yourself. You may need to modify it. Once you have decided on the text, draw up a summary of it. The summary may take form of notes, a list of events, an itinerary, a diagram and so on, depending on the type of information.

You then need to blank out portions of the text. Choose portions which students could be expected to complete using the information given. To provide students with a lead-in to the task, the first sentence or two should not have blanks.

Make sure that students cannot fill in the missing portion simply by lifting words from the summary.

Short composition

Question 3 tests students' ability to select information and express it concisely in a short communication such as, notice, message or diary entry. The amount to be written should not exceed 50 words.

You could base this question on a short dialogue, a letter or message or any other real-life situation which would naturally lead to a short communication. It is worth three marks, so you need to ensure that the input is sufficient to provide three points of information.

In addition, the rubric must be written in such a way that students cannot simply lift the answer from it. Here is an example of a badly designed question:

Bajit Kaur is going to visit her friends, but she has been delayed by floods. She sends them a telegram to say that she will be arriving on Saturday on the night train from Bombay and asks them to meet her at the station. Write this telegram.



It does not take much effort to extract a suitable answer from these rubrics:

DELAYED BY FLOODS, ARRIVING SATURDAY ON NIGHT TRAIN FROM BOMBAY. PLEASE MEET ME AT STATION.

Questions must be designed to provide more of a challenge !

In setting the word limit for this question, remember that it must not be more than 50, but it may be less if you wish. Write out your own answer to the question to check how many words are required; allow the students a few more words than you yourself need!

Extended composition

Questions 4, 5 and 6 all involve extended writing.

One of the three questions requires students to express their own opinions, and in addition, one of them must be based on a topic treated in the Main Coursebook. Since many of the topics in the Main Course Book can be approached from different points of view, you may choose to kill two birds with one stone by giving a question based on the Main Coursebook which also requires students to express opinions.

It is best to begin with the question based on the Main Coursebook. Go through the units and choose a topic which will provide scope for a written answer. Then think how you could set up a realistic situation in which students write on this topic. One obvious possibility is to frame the topic in the form of a motion for a debate, and ask students to write a speech for or against the motion.

There are many types of verbal stimulus that can be used, such as, a notice, newspaper article, diary extract, advertisement, letter - anything written, in fact ! Think about the way writing is used in real life, and the sort of situations where writing in English would be appropriate in an Indian context. Maybe you can use ideas from your own experiences.

The visual input could be a picture, graph, diagram, map, flow chart, or cartoon. It should be reasonably easy to understand. For example, if you are using a graph, don't include lots of sophisticated detail; keep it simple. The diagrams should not require special scientific knowledge, only the sort of general knowledge expected of any educated teenager.

The way you produce the visual input will depend on the facilities you have available for copying. If you have a photocopier, then you will be able to copy a visual from any source. If you want to simplify this visual, you can use white correction fluid to remove the parts you do not want. However, if you use a duplicator for your examination papers, then you will have to draw your own visuals. This is not difficult to do as long as you are not over-ambitious. Bar charts, for instance, are easy to draw, and there are other simple diagrams that can be hand-drawn with very little artistic skill. The visual does not need to look professional; do not be afraid to use matchstick drawings, for instance. If you are doubtful of your own ability to produce suitable visuals, then you could either trace a diagram from a book or magazine, or you could ask a colleague to draw one for you.



SECTION C (GRAMMAR)

Getting Started

Grammar testing focuses on assessing, not the students' knowledge of grammatical forms and terminology, but their ability to use these forms accurately and appropriately in context. A key feature of the examination is that grammar is tested only in context, not in isolated sentences. The contexts used in the examination should be as realistic as possible.

Sources

As with the reading section, it is a good idea to collect possible texts throughout the year, so that you will have material available when you come to draw up an examination. You may find suitable paragraphs repeated figure in magazines and newspapers. Sometimes you may use the texts more or less unchanged, but on other occasions you will need to adapt them, or even write your own texts.

If you write your own texts, remember that they should still be realistic. If you want an informative text, you can base your writing on real information from reference books or the media. Most of the paragraphs in the sample materials, try to think of a real-life context where this information would really be used.

Language level

Bear in mind that the texts used in the grammar section should use simpler language than those in the reading section. For all of us, reading is easier than writing, and we can understand more complex language than we are able to produce. The grammar section aims to test the students' ability to produce accurate and appropriate language, at the level expected at Class IX or X.

Preparing Questions

Questions should be designed to measure the students' ability to use the grammatical items listed in the Teaching/Testing Objectives. (Notice that some of these items are asterisked, indicating that they should not be tested at Class IX level.) This means, of course, that you will need to select texts which contain natural examples of the relevant items. It also means that you must design the questions to focus specifically on these grammatical items.

There are several different types of questions that may be used. If a question involves producing answers of more than one word, then 1 mark is allocated to each answer; this applies to sentence completion, sentence transformation, dialogue completion questions. Where the student writes only single word answers, or arranges words that have already been provided, then 1/2 marks are used; this applies to editing, gap-filling and sentence reordering questions. If a question involves half marks, you should put the symbol 2 in the marking margin, to remind markers.



In writing the rubrics, follow the wording used in the sample examination questions. In each question, the first answer should be given to students, as an example indicating what they are supposed to do.

Editing

Editing tasks aim at simulating the process by which a writer edits his own work to check its accuracy. There are two slightly different types used in the examination: 'correction' questions and 'omission' questions.

To design such an exercise, choose a suitable short paragraph and arrange it in short lines. Now create one mistake in each line, making sure that it involves a grammatical item specified in the Teaching/Testing Objectives. The mistake must be one that can be corrected by rewriting a part of the line (one word or more). For example, in 'Radioactivity has been accidentally discovered', the mistake can be corrected by rewriting 'has been' as 'was'. Do not include the following types of mistake:

omission e.g. Radioactivity accidentally discovered. Here, there is no wrong word for students to underline.

addition e.g. The radioactivity was accidentally discovered. Here the student can underline 'The', but has nothing to write as the correction.

word order e.g. Accidentally radioactivity was discovered. Here, it is unclear where to put the underlining, and the correction would be exceedingly long to write.

While preparing 'omission' exercise, in which students must supply one missing word in each line. Again, begin by choosing a short paragraph and arrange it in short lines. Then remove one word from each line, making sure that it involves a grammatical item specified in the Teaching/Testing Objectives. For example, in 'Not only it contain protein' the missing word is 'does', testing the students' ability to use sentence connector 'not only' correctly. *Make sure that you remove only one word on each line.* Also, do not remove a word which comes at the end or the beginning of a line. If you do, the students will not know which line to put their answer on. For example, it is impossible to say whether the missing word 'which' should be added to line 1 or line 2 below:

*Oily fish contain Omega 3 fatty acids /
/ are ought to lower the risk of heart disease.*

With both types of editing question, check on the range of grammatical items when you have finished. Make sure that you have tested a number of different points. Avoid having a lot of items all on the same grammatical item.

Remember that you need one mistake on each line - no more and no less. Sometimes in achieving this, you may end up with lines of uneven length. Don't worry about this; it doesn't matter if the lines are a little ragged. However, don't try to use dialogues in this type of question; you will find it extremely difficult to arrange the lines suitably.



In editing exercises, each answer is worth $\frac{1}{2}$ mark, so you will need to have an even number of mistakes in the paragraph.

Gap-filling

These questions are quite easy to design. Find a suitable text and arrange it in lines, as it will appear in the examination paper. Now look for one word which could be omitted in each line to create a gap which the student must fill in.

When creating gaps, make sure that the missing word can be replaced by the student. For example,

The first cube was made _____ wood.

It is easy to see that the missing word must be 'of' or 'from'; the item tests the students' ability to use prepositions correctly.

Compare the following badly designed question:

Rubik's cube was the most _____ puzzle of the 1980's.

Here there are many words which could fill the gap - expensive, successful, difficult, famous, and so on. Try to ensure that you only use gaps where it is possible to retrieve the missing word. This means that there should only be one or two possible answers, not a whole list of possibilities. Occasionally, you may need to use gaps which have up to four possible answers, but no more than that.

Do not create gaps based on words which are optional. Consider, for example, the following badly designed item:

The cubes were marketed by the Ideal Toy Company, and _____ millions were sold.

The original text includes the word 'many'. However, this word is not necessary; the sentence is still grammatical and meaningful without it. Do not use items of this type. In a gap filling question there must not be more than one gap on each line. However, it is possible to have some lines which have no gap at all.

Each answer is worth $\frac{1}{2}$ mark, so you will need to have an even number of mistakes in the paragraph.

As with editing questions, make sure that the final version tests a number of different grammatical items.

Sentence completion

Whereas gap-filling questions involve only single words, sentence completion questions require the student to complete longer gaps in a text.



The students need to know what to write in the spaces; this means that they must be provided with the necessary information. The easiest way of doing this, is to provide notes, which the students then convert into prose.

To prepare a question of this type, first find a suitable text or an idea for a text. Write out the ideas in note form, so that the notes correspond with the whole paragraph. Decide which parts of the paragraph you want the students to write, and replace these parts with spaces. Make sure that in writing the missing parts, students will be using grammatical items listed in the Teaching/Testing Objectives.

Make sure that the information given in the notes is sufficient for the students to know what to write. In particular, the necessary vocabulary should be present in the notes, though the students may need to change the grammatical form. Consider this example.

no need to purify: cheap and easy to produce

The students must complete the following sentence:

Since _____ unnecessary, the
pesticide can be _____

The first space requires the answer 'purification is' where students must change 'purify' from a verb to a noun, and add the verb 'be'. The second space requires the answer 'produced cheaply and easily': again the vocabulary is provided, but it needs to be put into the correct grammatical form.

Another way of designing sentence completion questions is to use newspaper headlines instead of notes. Here is one item:

TOURISTS ATTACKED BY SHARK

Last Monday several Australian tourists _____

As with notes, it is important to make sure that the headline contains all the information that students need. In this case, they can take the vocabulary from the headline and change the grammatical form to produce the answer 'were attacked by a shark'.

Each answer is worth 1 mark.

Sentence completion items are quite tricky to design, and you may find that you have to revise the paragraph and the notes/headlines to get a good result. It is absolutely essential that you try such a question out on a colleague to make sure that it works.

Sentence transformation

There is a very thin dividing line between sentence completion and sentence transformation. The main difference is that, while sentence completion questions involve a mixture of different items, sentence transformation questions focus on one particular type of transformation. This type of



question is only suitable for certain major items listed in the Teaching/Testing Objectives, particularly active and passive voice and reported speech. To prepare sentence transformation questions, you first need to find a suitable text. Passages explaining procedures and processes are often suitable for transformation from active to passive; examples include recipes, experiments, craft techniques and manufacturing process.

Transformation from direct to reported speech can be based on cartoons or short dialogues; try to use a realistic context where somebody might want to relate a conversation, such as a leaving a telephone message or relating a joke. A passage which involves comparison between two items can also be used for transformation. Here the students are given a paragraph which begins:

The Arctic region is quite different from the Antarctic. It is not as far from the other continents....

They now have to transform the paragraph so that it focuses on the Antarctic, as follows:

*The Antarctic region is quite different from the Arctic. It is _____
the other continents....*

Once you have decided on a suitable text, write out both the original version and the revised (transformed) version in full. Then go through the revised version and select the words which you want the students to write. Replace these words with spaces. Try to avoid spaces where the students can just copy the words that are in the original version. For example, in the question above, students just have to write 'further from' (or 'farther from'); the words 'the other continents' have already been supplied, as they can simply be copied from the original it would just be a waste of time to make students write them out.

Each answer is worth one mark. Do not allot too many marks to this sort of question, since it can only focus on one area of the grammar syllabus. You must make sure that the grammar section as a whole includes questions on a range of different grammatical items.

Sentence transformation questions must be designed very carefully. You have to make sure that the correct answer can be worked out from the original, that it tests one of the listed grammar objectives, and that there are not too many alternative answers. Once again, it is essential to try the question out on a colleague to make sure that it works.

Dialogue completion

In dialogue completion questions, students complete the spaces in the dialogue, not from any additional information, but from clues within the dialogue itself. For example, if you read the answer "Two spoonfuls please", you can guess that the question must be "How much sugar do you take in your tea?", or something like that.

Questions of this type are fairly easy to design. You just find or create a short dialogue, and then blank out the parts you want students to complete. There are some pitfalls, however!



The first problem is to make sure that the answer you want is reasonably clear. For example in a dialogue at a railway station, the answer 'Thirty minutes' does not give a clear indication of the question. There are many possible questions, for example: "When does the next train to X leave?", "How long does it take to get to Y?", "How long has the Z train been delayed?" and so on. In the examination, it is important to make sure that the missing information is fairly obvious.

You also need to make sure that the answer you want students to write would not cause unnatural repetition. For example, if you want students to write "What's your name?", then it is not a good idea to give the following dialogue:

A _____
B *My name is Badri.*

In real life, you are unlikely to hear such an unnatural dialogue.

Finally, you will need to try to restrict the number of possible answers. This is rather difficult to do in a dialogue completion question as there are often different grammar and vocabulary choices that the students could make. You must, however, keep these to a minimum. If necessary, you will need to add more words to the dialogue to restrict the possible answers. Consider, for example,

P *How about _____ at my place?*
R *That sounds lovely, but I'll have to ask my parents' permission to stay overnight.*

It is obvious that P must be giving an invitation, but there are many ways of doing this. The words 'How about' at the beginning limit the range of grammatical options; the answer must now begin with a verb in '-ing' form. Similarly, the words 'at my place' also restrict the possibilities. Possible answers are " 'spending Saturday/the night/the weekend' or 'coming to stay/staying (overnight)'

To avoid all these pitfalls, make sure you get a colleague to check the question and your marking scheme.

Each answer is worth one mark.

Sentence reordering

In this type of question, students are given jumbled sentences to rearrange in a suitable form.

an example : *of the dustbins / to hide / inside one/one week / he managed*

As in all other parts of the Grammar Section, the sentences used in the question must form a coherent and realistic text.

To prepare a sentence reordering question, choose or create a suitable text. Identify the sentences which you want the students to order. Break these sentences down into smaller parts and jumble them up. Notice that you do not have to jumble all the sentences in the text. If some of the sentences are too long, or too difficult, or too easy, you can just leave them in their original form.

Each answer is worth ½ mark, so you will need an even number of jumbled sentences.



SECTION D (LITERATURE)

Getting Started

Questions in the Literature Section are based on the set texts. Unlike other sections, there is a limit to the number of possible questions that can be asked. For this reason, sample questions for Literature are not included in this booklet; otherwise, teachers might find it increasingly difficult each year to come up with new questions for the examination.

First of all, you need to familiarise yourself with the Teaching/Testing Objectives for Literature. Notice that the aim of the Literature Section is to test students' understanding and appreciation of literature rather than their ability to memorise the set texts. However, students clearly cannot understand and appreciate a set text unless they have actually read it, and in the examination students will be expected to demonstrate a knowledge of the main points of a text. However, they should not be tested on their memory of minor details or quotations.

Objectivity

The literature section is bound to be less objective than other sections of the examination, since there are often many different interpretations which are possible. This must be taken into account in designing the marking scheme, where it will be necessary to suggest the main points expected in an answer, leaving scope for individual variations. However, it is still important in designing the questions to be as objectives as possible.

Levels of understanding

Questions should deal with different levels of understanding: literal, inferential and evaluative. In the section as a whole, and in each question, there should be a gradually increasing level of interpretative skills. That is, simple factual questions come first, followed by questions which require more sophisticated understanding. Beginning with a simple question helps to give confidence to students.

Choice of texts

The format of the examination means that in every paper, eight set texts will be tested. This is to ensure a good coverage of the Literature Reader, so that students need to have read and understood all the texts. Make sure to vary the texts which you include in each paper, but do not follow an obvious pattern which will allow students to predict which ones will be coming up next!

Features of the texts

The Teaching/Testing Objectives list four different features: character, plot/story/theme, setting and form; each examination paper should test a range of these, rather than focussing on one to the exclusion of others.



Testing literary form

The testing of literary form, needs to be tackled carefully. You should avoid asking questions which require the students simply to identify a particular figure of speech such as a simile or alliteration. The danger is that such questions may encourage students simply to memorise examples of these features in the set texts, rather than to understand and appreciate why they are used.

Preparing Questions

Questions on poetry

You should select an extract of about three to five lines in length; these should be key lines from the poem which act as a stimulus for questions. Remember we are not testing memory, so don't pick out an obscure extract. Choose one that has some importance and relevance to it.

Remember that the extract is only a starting point for questions; questions should involve a wider understanding of the poem. They should involve both local comprehension (of the section from which the extract is taken) and global comprehension (of the poem as a whole). Begin with a sub-question that has immediate reference to the extract and then move on to more global comprehension.

Make sure, however, that the answer to the question cannot simply be lifted from the words of the extract. In other words, it should be impossible for students to get the right answer unless they have actually read and understood the poem, before. For example, the question "At what time of day does this event occur?" would not be suitable, as the answer can be obtained from the lines themselves, even without any knowledge of the poem. Be careful also that a later question does not give the answer to an earlier question!

A related point is that you do not normally need to give the title of the poem. The extract is quite sufficient for students to be able to identify what they are being asked about- provided they have read the text! Giving the title sometimes limits the questions you can ask, as it may contain a clue to the characters, plot, theme or setting.

Questions on drama

The question is based on the drama section of the Literature reader may be based on an extract, in which case it is designed in the same way as the poetry questions (except that the title of the play is provided).

In designing this type of question, make sure that you focus on a key aspect of the play, not on minor details. Work out the answer you expect students to give, and identify the points for which marks are to be awarded. When you are doing this, bear in mind that there may be alternative answers possible. The marking scheme for the above, for example, lists six different characteristics of a character; students are awarded marks for any two of these.



Questions on prose

Questions related to the prose and drama sections of the Literature Reader consist of just one question testing global comprehension, and can be designed in the same way as the drama question. It should focus on a key aspect of the prose or drama text, not on minor details, and the marking scheme should specify the points for which marks are to be awarded.

The last question, however, is a very different type of question which involves creative writing and extrapolation beyond the set text. Framing this question involves some imagination on your part. Go through the prose texts and the drama text and look for areas which provide an opportunity for students to go beyond the text itself. These opportunities centre around events which are not described in the story, but which might have happened.

In answering these questions, students have an opportunity to demonstrate not only their understanding of the characters, plot and setting, but also their creativity in responding to the imaginary world of the short story or drama.

There are many different situations that could be used for such questions. For example, one character could write a letter to another character; this might be at a given point within the story, or some time afterwards. Similarly, a character could write a letter to a newspaper, to a 'problem page' in a magazine, or to an official.

There are many different possibilities for these questions. Bear in mind, though, that the question must provide an opportunity for the student to demonstrate both global comprehension of the story or play and creativity in going beyond the text.

Rubrics are important in all questions, but particularly so here. You need to write them clearly and concisely, so that they outline the situation and provide unambiguous directions for the student.

Extensive reading task

It has been felt that students do not get to read a long text neither do they develop the habit of reading. In order to develop the habit, it has been decided that a long text should be introduced. In classes IX and X, students may like to read a fiction related to social theme, adventure, mystery or science.

The questions on the long text will be based on global understanding of the theme, plot an characters and incidents. Questions based on interpretation and inference will also be asked.

The second question will be based on character sketches and the analysis. 10 marks have been allocated for the novel.



UNIT



PEOPLE

SUMMARY

SECTION	In this UNIT the students will develop their			
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS
Introduction		<ul style="list-style-type: none"> responding to personal inventory 		
(A) An Exemplary Leader	<ul style="list-style-type: none"> working out the meanings of new words identifying the main points of a story recognising how a story is organised using a dictionary effectively 	<ul style="list-style-type: none"> sequencing writing an e-mail completing a story writing short responses writing a speech 	<ul style="list-style-type: none"> learning to present your view through a group discussion reaching a consensus discussing solution to problems 	<ul style="list-style-type: none"> listening to a speech
				VOCABULARY <ul style="list-style-type: none"> Using and understanding words that describe personal qualities of a person.





SUMMARY

SECTION	In this UNIT the students will develop their				
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS	VOCABULARY
(B) A Burglary Attempt	<ul style="list-style-type: none"> Writing a newspaper report 	<ul style="list-style-type: none"> taking notes writing a description of a person in a paragraph form 		<ul style="list-style-type: none"> listening to an interview 	<ul style="list-style-type: none"> learning words which describe the physical appearance of people
(C) Can you know people you haven't met?	<ul style="list-style-type: none"> analyzing, interpreting, inferring and evaluating information from a poem drawing conclusions from available facts comparing different styles of writing 	<ul style="list-style-type: none"> completing sentences writing an informal letter sentence construction using words of probability report completion 			<ul style="list-style-type: none"> using words which express different degrees of probability

UNIT 1

PEOPLE

Introduction: Students complete the personal inventory individually. Teacher can ask a few students at random to read out their inventory, if they are (willing) to share their personal details.

A. An Exemplary leader

A.1. Individual reading followed by pair work and a general discussion.

A.2. Individual work.

Answers: trustworthy
 problem-solving
 meticulous
 decision-making
 willing to take risks.

A.3. Teacher has a class discussion. While the tips on composing e-mails are discussed the teacher writes the key features on the blackboard. SMS language should not be used.

A.4. Individual work-preferably in class.

A.5. Individual silent reading and comprehending of the text.

A.6. Individual work. Teacher gives out the correct order and the students self-check.

1. Scientists were working for 12-18 hours at Thumba.
2. Scientists had heavy work pressure but they were loyal.
3. A scientist approached the boss for permission to leave at 5.30 pm to take his children to the exhibition.
4. The boss consented.
5. The scientist became engrossed in his work and went on working till 8.15pm.
6. Suddenly he remembered his promise to his children.
7. He rushed home anticipating the disappointment of his children.
8. To his surprise, he learnt that his boss had kept his appointment for him.



A.7. Pair work

Scientist - Laborious, tireless, diligent, workaholic

Boss - Unassuming, authoritative, thoughtful, kind-hearted, sympathetic, sagacious

A.8. Creative writing. Homework or class work. Anything that is thematically and grammatically correct can be accepted.

A.9. Listening Activity

Speech by Dr. APJ Abdul Kalam - Students will complete the details as they listen.

I have three visions for India.

In 3,000 years of our history, people from all over the world have come and invaded us, captured our lands, conquered our minds. Right from Alexander onwards, the Greeks, the Turks, the Mughals, the Portuguese, the British, the French, the Dutch, all of them came and looted us, took over what was ours. Yet we have not done this to any other nation. We have not conquered anyone. We have not grabbed their land, their culture, their history and tried to enforce our way of life on them. Why? It is because we respect the freedom of others. That is why my first vision is that of FREEDOM. I believe that India got its first vision of this in 1857, when we started the war of independence. It is this freedom that we must protect and nurture and build on. If we are not free, no one will respect us.

My second vision for India is Development. For fifty years we have been a developing nation. It is time we see ourselves as a developed nation. We are among the top 5 nations of the world in terms of GDP. We have a 10 per cent growth rate in most areas. Our poverty levels are falling. Our achievements are being globally recognized today. Yet we lack the self-confidence to see ourselves as a developed nation; self-reliant and self-assured. Isn't this incorrect?

I have a Third vision, India must stand up to the world. Because I believe that unless India stands up to the world, no one will respect us. Only strength respects strength. We must be strong not only as a military power but also as an economic power. Both must go hand-in-hand. My good fortune was to have worked with three great minds. Dr. Vikram Sarabhai of the department of space, Professor Satish Dhawan, who succeeded him and Dr. Brahm Prakash, father of nuclear material. I was lucky to have worked with all three of them closely and consider this the great opportunity of my life.

I see four milestones in my career:

One: Twenty years I spent in ISRO. I was given the opportunity to be the project director for India's first satellite launch vehicle, SLV3. It is the one that launched Rohini. These years played a very important role in my life as a Scientist.



Two: After my ISRO years, I joined DRDO and got a chance to be the part of India's missile programme. It was my second bliss when Agni met its mission requirements in 1994.

Three: The Department of Atomic Energy and DRDO had this tremendous partnership in the recent nuclear tests, on May 11 and 13. This was the third bliss. The joy of participating with my team in these nuclear tests and proving to the world that India can make it, that we are no longer a developing nation but one of them. It made me feel very proud as an Indian. The fact that we have now developed, for Agni, a re-entry structure, for which we have developed this new material. A very light material called carbon-carbon.

Four: One day an orthopaedic surgeon from Nizam Institute of Medical Sciences visited my laboratory. He lifted the material and found it so light that he took me to his hospital and showed me his patients. There were these little girls and boys with heavy metallic calipers weighing over three kg. each, dragging their feet around. He said to me, "Please remove the pain of my patients." In three weeks, we made these floor reaction Orthosis 300 gram calipers and took them to the Orthopaedic centre. The children didn't believe their eyes. From dragging around a three kg. load on their legs, they could now move around! Their parents had tears in their eyes. That was my fourth bliss!...

We are such a great nation. We have so many amazing success stories but we refuse to acknowledge them. Why? We are the first in milk production. We are number one in Remote Sensing Satellites. We are the producer of rice. Look at Dr. Sudarshan, he has transferred the tribal village into a self-sustaining, self-driving unit. There are millions of such achievements.

Answers to the blanks based on the speech of Dr. A.P.J. Abdul Kalam

- The Greeks, the Turks, the Mughals, the Portuguese the French and the Dutch.
- Freedom
- Development
- Dr. Vikram Sarabhai, Prof. Satish Dhawan, Dr. Brahm Prakash
- Milk production and wheat

A. 10. Explain the use and importance of 'CODER'

A. 11. Speech writing using 'CODER' - Individual work. Remind students to

- Address the gathering in the beginning
- Thank the gathering at the end
- Write in paragraphs



B. BURGLARY ATTEMPT

B.1.

	A	B	C	D
Face	bearded	around	angular	unshaven
Hair	receding	balding	plaited	wavy
Dress	Well tailored formal	casual	elegant	ill-fitting
Build	medium	over weight	slim	lanky

B.2.

Shape of face	Complexion	Eyes	Hair	Nose	Lips	Teeth
pear-shaped	fair	twinkling	wavy	protruding	thick	gapped
square	pale	shifty	close cropped	large	thin	discoloured
round	swarthy	staring	untidy	up turned		broken
oval			short	pointed		close-set
			neat			

B.3. Listening Activity

Students complete the notes while listening to the interview

Inspector: Hello, madam. I am inspector Man Singh. I am in charge of the burglary case which occurred in the flat of your employer, Mr. Ravikant. It must have been a harrowing experience for you.

Lakshmi: Yes, it was a terrible experience. People like that should be locked up in a prison.

Inspector: If you will cooperate with us, we will catch them in no time. Were you alone in the apartment at that time?

Lakshmi: Yes, it was 11:30 in the night and I was alone as my master and his wife had left for Shimla.

Inspector: How do you think the burglar gained entry into the house?

Lakshmi: He might have come through the balcony and entered my room.



Inspector: Now tell me something about his physique. What about his build? How tall was he?

Lakshmi: He was about 6 ft tall.

Inspector: What about his physique?

Lakshmi: He was not thin. He was well-built and rather plump.

Inspector: What about his dress? What was he wearing?

Lakshmi: I think his clothes were rather old and faded. He was wearing a black shirt which was faded.

Inspector: Do you remember the colour of his trousers?

Lakshmi: They were of a dark shade -either black or blue.

Inspector: Can you tell me something about his face?

Lakshmi: Unfortunately no. When he entered my room I panicked. But then I gathered courage and screamed and tried to run away. But I was a bit late. He struck me with a staff and I really don't remember anything after that. May be I was knocked out.

Later on, I came to know that he broke into the bedroom and ran off with the jewellery. But the watchman Ram Singh, who tried to catch him may be able to describe him better.

Inspector: Ok Lakshmi, thank you! If I need your help I will come again. You may have to identify the burglar. Now, I will speak to Ram Singh.

Inspector: Ram Singh you were on duty and you tried to catch the burglar. You may be able to give a good description of him. First, tell me about his hair.

Ram Singh: He had straight black hair and lots of it.

Inspector: What about the shape of his face and his complexion?

Ram Singh: He had an oval face with grey eyes and I think he was dark complexioned.

Inspector: Did he wear spectacles?

Ram Singh: Yes, with a plastic frame and his nose was rather sharp.

Inspector: What else can you remember about him? What about his teeth and lips?

Ram Singh: His lips were quite thick.

Inspector: Is there anything else that you remember about him?

Ram Singh: When I heard some noise from inside, I ran in. I tried to stop the burglar and



we had a scuffle. During the struggle I noticed that he had six fingers on his right hand. But he managed to run away and made good his escape on a motor bike.

Inspector: Thank you Ram Singh. We will make sketches on the basis of your description and nab him.

B.3. Parallel writing. Care should be taken that it is descriptive in form.

DESCRIPTION	
Build	Well-built and plump
Height	Tall 6 ft.
Clothes	Old and faded black shirt and dark trousers
Shape of face	Oval
Complexion	Dark
Eyes	Grey
Hair	Thick, black
Nose	Sharp
Lips	Thick
Teeth	
Special features	Sixth finger in his right hand

B.4. Class assignment. The students can give any imaginative details.

C. Can you know people you haven't met.

C.1. Read the poem to the class or the students read it silently. The poem is for reading comprehension, not literary study.

C.2. Individual written work.

1. big, tall, religious, and not interested in farming.
2. she had a sandbox to play in, and toys (a rubber cow, a rusty tractor, a broken plough, and a doll in overalls)
3. the bedroom wall was papered with lilacs, and the kitchen shelves were covered with oilcloth
4. (various answers possible)

(Alternatively, C1 and C.2 could be assigned for homework)



C.3. Whole-class discussion of expressions of probability - oral examples followed by individual written work,

C.4. Individual written work, various answers are possible.

Probable answers

- which suggested that the family had left.
- It seems likely that
- It appears that

Also, it is probable that

C.5 Remind students that everything ranges to the left-hand margin in a formal letter. Indicate spaces, no punctuation, appropriate salutation and complementary close.

C.6 Guide students in the class through the steps of CODER. Take them through to the fourth step (Editing), then ask them to write out the letter as homework.



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UNIT 2

ADVENTURE

SUMMARY

SECTION	In this unit students will develop their			
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS
Introduction	<ul style="list-style-type: none"> • Matching headings to magazine extracts • Identifying characteristics of adventure by completing a web chart 		<ul style="list-style-type: none"> • Discussing various aspects of adventure 	
(A) The Last Flight	<ul style="list-style-type: none"> • Matching words with their meanings • Identifying main events chronologically • Arranging order of the main points • Using a dictionary effectively 	<ul style="list-style-type: none"> • Completing a time-line • Filling in gaps to complete a diary entry • Expressing feelings and emotions • Paragraph writing 		<ul style="list-style-type: none"> • Identifying meaning in context • Learning the meaning of new words related to exploration • Using words that describe emotions

SECTION	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS	VOCABULARY
(A) The Sound of the Shell	<ul style="list-style-type: none"> Identifying ways of creating interest and arousing curiosity 	<ul style="list-style-type: none"> Writing short responses Transcoding information from a map Writing a newspaper article Designing a tourist brochure Using punctuation correctly 	<ul style="list-style-type: none"> Conveying ideas Expressing and arguing a point of view. Taking part in a group discussion Justifying choices made 	<ul style="list-style-type: none"> Listening to and comprehending a conversation Interpreting what is heard 	<ul style="list-style-type: none"> Learning expressions to create interest and arouse curiosity
(C) Ordeal in the Ocean	<ul style="list-style-type: none"> Deducing the meaning of unfamiliar words Comprehending, Analyzing, interpreting and inferring and evaluating information Transcoding information from written extract to a map 	<ul style="list-style-type: none"> Completing sentences Writing a poem or descriptive paragraph on nature 	<ul style="list-style-type: none"> Using expression creatively to express comparisons 	<ul style="list-style-type: none"> Appreciating the creativity of others 	<ul style="list-style-type: none"> Learning words to describe nature



UNIT 2

ADVENTURE

Introduction - A warm-up activity.

1 Individual work -

Answers a - Spirit of daredevilry

b - A trail to discovery

c - Gateways to the underworld

d - Sail to adventure

2 Pair work followed by class discussion. Teacher completes the web chart on the blackboard.

A The Final Flight

A1 Individual work - Word-attack to enhance the vocabulary of students.

1 a person who plans a route for a ship or plane

2 to be or go around the edge of something

3 an infection of the bowels

4 a device that is attached to people, objects to make them fall slowly and safely

5 a set of wires covered in plastic or rubber that carry electricity or telephone signals

6 exact

7 to send an electronic signal

8 to carry out

9 a small boat made of rubber or plastic filled with air

10 to put something in a safe place

11 a person who flies an aircraft

12 to leave something with no intention of returning

A2 Individual reading of the extract

A3 Individual work - An activity to judge comprehension skill

	Date	Event
1)	June 1, 1937	Amelia and her navigator departed for California
2)	June 17	Electra flew to Calcutta
3)	June 27	Amelia and Noonan left Bandoeng for port Darwin
4)	June 29	Reached Lae in New Guinea.



5)	July 2	Amelia left Lae.
6)	July 2 (7:20 hrs)	Amelia provided a position report
7)	July 2, 8GMT	Amelia made her last radio contact.
8)	July 2, 20.14 GMT	Last voice transmissions from Amelia
9)	July 18	The search was abandoned

A.4 Individual work (Classwork or homework) - A writing activity meant to sharpen word attack.

- | | |
|-----------------|---------------|
| 1. Navigator | 7. Parachutes |
| 2. Aviator | 8. Dysentery |
| 3. Transmitting | 9. Precise |
| 4. Skirting | 10. Implement |
| 5. Cabled | 11. Raft |
| 6. Abandon | 12. Stowed |

A5 Individual work - Paragraph writing - The students should be motivated to express their feelings lucidly. Some words and phrases have been included deliberately. Motivate them to use it.

A6 Individual work - Article writing based on facts. Group work if students are making a CD. If it is in the form of a CD, you will have to give the students a few days to complete it, then view it.

B. The Sound of the Shell

B1 Background to be told to students AFTER they have completed B.I.

'The Sound of the Shell' is an adapted extract from the novel 'Lord of the Flies', written by William Golding.

Nuclear war has broken out in Europe. A school in England has been evacuated by airplane to an unknown destination. While flying over a tropical region, the plane is shot down and it bursts into flames, but the body of the plane containing the passengers falls to earth safely. A few boys (Ralph, Jack, Roger, Simon, Piggy and others) manage to scramble out. They have landed on an unnamed island which has coral reefs, beaches, caves and fruit trees. The novel tells their story.



Tape Script - Listening activity

Play the tape, and stop after questions 1 and 2. Then play the rest of the tape.

Narrator: The boy with fair hair lowered himself down the last few feet of rock and began to pick his way towards the lagoon. Though he had taken off his school sweater and trailed it now from one hand, his grey shirt stuck to him and his hair was plastered to his forehead with sweat. He was clambering heavily among the creepers and broken tree-trunks when a bird, a vision of red and yellow, flashed upward with a witch-like cry. This cry was echoed by another...

Piggy: Hi! Wait a minute! Wait a minute - I got caught up. I can't hardly move with these creeper things.

Before we continue with the story, here are two questions for you to answer:

1. Where do you think the boys are at the moment? (Repeat)
2. What do you think has happened to them? (Repeat)

STOP THE TAPE while the class tries to answer these questions. When they have done so, start the tape again.

Narrator: The two boys scrambled out of the undergrowth into an open area.

Ralph: This is an island. At least, I think it's an island. That's reef out there in the sea. Perhaps there aren't any grown-ups anywhere.

Piggy: Aren't there any grown-ups at all?

Ralph: I don't think so.

Piggy: That pilot ...

Ralph: He must have flown off after he dropped us. He couldn't land here - not in a plane with wheels.

Piggy: We were attacked!

Ralph: He'll be back all right.

Piggy: When we were coming down, I looked through one of the windows. I saw the other part of the plane. There were flames coming out of it.

Ralph: What happened to it? Where's it got to now?

Piggy: The storm dragged it out to sea. It wasn't half dangerous with all the tree-trunks falling. There must have been some kids still in it. (PAUSE) What's your name?



Ralph: Ralph. (PAUSE) I expect there's a lot more of us scattered about. You haven't seen any others, have you?

SOUND FX: SOMEONE TRIPPING OVER A BRANCH AND COMING DOWN WITH A CRASH

Piggy: We've got to find the others. We've got to do something.

Narrator: Suddenly, Ralph spotted something of a creamy colour, lying among the ferny weeds of the lagoon.

Ralph: What's that?

Piggy: A stone.

Ralph: No, a shell.

Piggy: That's right, it's a shell. I've seen one like that before - on someone's back wall. A 'conch' he called it. He used to blow it and then his mum would come. It's ever so valuable.

Narrator: Ralph had an idea. He tore out the stem of a palm leaf and began to poke about in the water with it, pushing the shell across the weeds till it rose, and Piggy could make a grab for it. Ralph took the shell from Piggy and shook the sand out of it.

Piggy: Ralph! We can use this to call the others, then have a meeting. They'll come when they hear us.

Ralph: How did your friend blow the conch?

Piggy: He kind of - spat. My aunt wouldn't let me blow on account of my asthma. He said you blow it from down here - from your diaphragm.

Narrator: Doubtfully. Ralph laid the small end of the shell against his mouth and blew. At first, it emitted only a faint love of air rushing out. Then Ralph blew harder, and immediately the thing sounded.

SOUND FX: CONCH BLOWING, BIRDS, SOMETHING SQUEALING IN THE WOODS

Ralph: Gosh!

Piggy: Bet you can hear that for miles.

SOUND FX: MORE BLASTS FROM THE CONCH

Piggy: Here's one. What's your name?

Johnny: Johnny

Narrator: Ralph continued blowing the conch in growing excitement. Signs of life were



now visible on the beach as boys made their way from different directions towards the sound of the shell. Slowly, they crossed the hot sand - some naked and carrying their clothes, others half-dressed.

Even while he was blowing the conch, Ralph noticed a pair of small boys who reached the platform in front of a fluttering patch of black. These were twins, who flung themselves down and lay grinning and panting. Piggy could be heard repeating their names...

Piggy: Sam, Eric. You're Sam, and you're Eric, Sam, Eric.

Narrator: Meanwhile, something dark seemed to be fumbling along the diamond haze of the beach. Ralph saw it first and watched till the intentness of his gaze drew all eyes that way. Then the creature stepped from the mirage on to clear sand. It was a party of boys marching approximately in step in two parallel lines. When they were about ten yards from the platform, Jack (their leader) shouted an order and they halted. He came forward and said ...

Jack: Where's the man with the trumpet?

Ralph: There's no man with a trumpet. Only me.

Jack: Isn't there a ship, then? Isn't there a man here?

Ralph: No ... We're having a meeting. Come and join us ...

Students answer the remaining questions individually in writing, then have a class review.

1, 2, a., b., e., f., g. - various answers

c. - by blowing into a conch

d. - Johnny, Sam, Eric

B.2 Group work, then each group recounts and justifies its decision to the rest of the class.

B.3 This is simply for students to read and understand how the author creates and maintains the interest of the readers. This will help them in B5 and B6.

B.4 Students can work in pairs while you copy unpunctuated passage (B.4) on to the board. After pairwork is completed, punctuate the blackboard version.

Answer: They were dressed in strangely eccentric clothing - shorts, shirts and different garments they carried in their hands. Their bodies from throat to ankle were hidden by black cloaks, which bore a long silver cross on the left breast. The boy who controlled them came forward, vaulted on to the



platform with his cloak flying, and peered into what was almost complete darkness. "Where's the man with the trumpet?"

Ralph, sensing his sun-blindness, answered him. "There's no man with a trumpet, only me."

The boy came close and peered down at Ralph, screwing up his face as he did so. He turned quickly. "Isn't there a ship, then?" He was tall, thin and bony. His face was crumpled and freckled. Out of his face stared two light blue eyes, frustrated now and turning or ready to turn to anger. "Isn't there a man here?"

Ralph spoke to his back, "No, we're having a meeting. Come and join us."

B.5 Group work. This will enable them to attempt B6.

B.6 Homework or class work. Teacher must check the written output.

B.7 Controlled writing - individual work

C. Ordeal in the ocean

C.1 Individual work. Various answers are possible but the following

- a) individual stars, belonged to, all my stars
- b) listening, sounded, noise of jet airplanes constantly landing and taking off
- c) enormous, touching the sky
- d) dragged me up
- e) crest, turned me head over heels, twisting
- f) luminous water / glittered

C.2 This is a warm-up activity, to get students interested in the story. Teacher elicits answers and writes them on the board.

C3 Ordeal in the Ocean is too long to be read in class time, so have students read it for homework the day before.

C.4 Homework - to be done along with C3.

1. jumped overboard; had a snorkel and mask, and he referred to his 'calculations'.
2. changed course, and so was carried past the island.
3. he felt he had no hope of seeing another dawn.
4. swim towards the breakers.

C.5 Individual work. This can be done as homework when the students read the extract.



C.6 Individual work, then class review aided by blackboard summary.

C.7 Oral work

*... distant rumbling ... like the characteristic noise of jet aeroplanes ...

* ... under the crest, as if in a cave.

* ... my body glittered like some princess's ball-gown.

C.8 Individual or pair written work, then class review with blackboard list.

C.9 Written work. Can be done individually or in pairs. Teacher can assign this as a home work activity. The good pieces can be read out in the class.



UNIT 3

ENVIRONMENT

SUMMARY

SECTION	In this UNIT students will develop their				VOCABULARY
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS	
Introduction	<ul style="list-style-type: none"> Reading clues to solve cross- word puzzles 	<ul style="list-style-type: none"> Solving the cross- word 			<ul style="list-style-type: none"> Using words related to environment
(A) The Indian Rhinos	<ul style="list-style-type: none"> Deducing the meaning of unfamiliar words Analysing, interpreting inferring and evaluating information 	<ul style="list-style-type: none"> Planning, organising and presenting ideas Using punctuation marks correctly Comparing and contrasting ideas and reaching conclusions Writing a report 	<ul style="list-style-type: none"> Expressing and arguing a point of view Taking active part in group discussion Expressing personal feelings. 		<ul style="list-style-type: none"> Using words related to conservation Learning expressions to recommend and suggest





SUMMARY

SECTION	In this UNIT students will develop their				
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS	VOCABULARY
(B) Save mother earth	<ul style="list-style-type: none"> Deducing the meaning of unfamiliar words Selecting and extracting information Analysing, interpreting, inferring and evaluating information 	<ul style="list-style-type: none"> Flow chart Formal letter to the editor of a newspaper Writing short responses Completing a table Power point presentation 	<ul style="list-style-type: none"> Role play Presenting a consensus Conveying ideas effectively Presenting oral reports Expressing and arguing a point of view Taking part in group discussion 	<ul style="list-style-type: none"> Listening for specific information from a taped interview 	<ul style="list-style-type: none"> Using words / phrases related to sustainability
(C) Save the Tiger	<ul style="list-style-type: none"> Analysing and inferring information Extracting specific information 	<ul style="list-style-type: none"> Web chart Gap filling Paragraph writing (open ended) Dialogue writing Note marking Answering MCQS 	<ul style="list-style-type: none"> Enacting a dialogue Group discussion followed by class presentation 	<ul style="list-style-type: none"> Listening for specific information 	<ul style="list-style-type: none"> Learning Words related to the qualities/ characteristics of a tiger

UNIT 3

ENVIRONMENT

Introduction - Crossword answers:

- | | |
|-------------|------------------|
| 1. Reserve | 2. Conservation |
| 3. Survival | 4. Destruction |
| 5. Ecology | 6. Regenerate |
| 7. Species | 8. Deforestation |

A.1. Brief class discussion

- ...because all the products come from some part of the rhinoceros.
- WWF
- Individual assignment. To be given as a homework. (crocodiles, snakes, tigers, elephants, whales, deer etc) Students can be asked to access the internet or magazines or the encyclopedia.

A.2. Not for reading comprehension, instead its function is to carry information to enable students to discuss (A.5.) and write a report. (A.6.)

A.3. Pair work

Word	Words/ clues that helped me	What I think the word means	What the dictionary says	Were you (□) or (x)
confined				
ranged				
overlapping				
bobbing				
olfactory				
aggregations				
plummeting				
mortality				
vulnerable				
poached				

Teacher can accept relevant answers



- A.4. Individual assignment. After the work is completed the teacher elicits responses from the class.

Punctuation

The Indian rhinoceros was the first rhinoceros known to Europeans. 'Rhinoceros' comes from the Greek 'rhino' meaning nose and 'ceros' meaning horn. The Indian Rhinoceros is monotypic. There are no distinct sub-species. Rhinoceros Unicorns was the first type species for the rhinoceros family, first classified by Carolus Linnaeus in 1758. The Indian rhinoceros was the first rhino widely known outside its range. The first rhino to reach Europe in modern times arrived in Lisbon on May 20, 1550. King Manuel I of Portugal planned to send the rhinoceros to Pope Leo X, but the rhino perished in a shipwreck.

- A.5. Group work followed by class review.
- A.6. The teacher will help students differentiate between an oral discussion and a written report.
- A.7. Homework or class work.

B. SAVE MOTHER EARTH

- B.1 Listening Activity. Listen to the talk on 'Meet the personality of the Month Programme' and as you are listening fill in the details.

Hello! Listeners this is your favourite channel bringing you two famous personalities who will be talking to you about the serious threat to the Ganges and the environment being caused by the tanneries of Kanpur. If you are concerned about the welfare of Kanpur, you are requested to tune in and listen. At the end of the talk you may ask question. You can contact us at this number: 22831496.. Let me present Dr. Manu Srivastav who is a prominent citizen of Kanpur and has been researching on the harmful effects of the tanneries on the environment of Kanpur.

Dr. Manu Srivastav: Thank you.

Dear Friends

At the outset, let me inform you that Kanpur has about 400 tanneries and over the years the environment of Kanpur has been seriously affected. These tanneries release at least 250 million litres of waste water running into the Ganges on a daily basis. About 20-30 million litres is released from tanneries, containing animal remains and arsenic, cadmium, mercury and chrome. These chemicals have resulted in drastic reduction of the fish population and are also responsible for the weeds that are choking the Ganges. Moreover the smoke arising from the factories has brought about increased levels of pollution. The air in and around Kanpur is no longer pure.



Though there is a sewage treatment plant that has been set up to treat tannery sewage, this does not always work. As a result the water is contaminated by Chromium and the drinking water may no longer be safe. Close proximity to the city's source point from where water is sucked from the river are slaughter houses, burning ghats where the dead are cremated and sewage lines make water unsafe for us. Water animals are feeling the effect of this pollution. Farmers are feeling the brunt of this contamination because the failing crops and recurrent illnesses have compounded their burdens and miseries. We, the concerned citizens of Kanpur have to fight to save the Ganges and our beloved Kanpur.

Presenter: Thank you, Dr. Manu Srivastav and now I welcome a well-known human rights activist, Ms. Shraddha Shankar, who has been actively spearheading the project, 'Save the Children of Kanpur.'

Ms. Shraddha Shankar:

Hello friends

I am grateful that I have been given an opportunity to address you and convey the gravity of the situation. The future of a large number of the children of Kanpur is at stake. Thousands are working in the tanneries and are exposing themselves to serious risks. A lot of them are there because of their abject poverty and are being exploited. Their health is affected due to the working conditions of these tanneries and the smoke coming from the factories. Moreover, they are drinking water which is not safe.

These child labourers are deprived of the basic facilities of education and they miss out on the joy of childhood. Their parents do not realize that by sending them to these factories, they are ruining their future prospects. We as concerned fellow human beings have to fight for the cause of these child labourers. We have to counsel the parents and suggest an alternative solution to them. Moreover, we have to spearhead an agitation against the unscrupulous factory owners. We need your constructive support for the 'Bachpan Bachao Andolan'. Come let us join hands and pledge support for the cause.

Presenter: Thank you!

Answers to the flow chart

ENVIRONMENTALIST: Mr. Manu Srivastava

Causes of pollution

1. Atmosphere

a) Smoke



2. Water

- a) chemicals from tanneries
- b) sewage water

3. Effects of pollution

- a) failure of crops
- b) diseases

HUMAN RIGHTS ACTIVIST: Ms. Shraddha Shankar

Reasons for working in the factory

- a) Poverty

Effects

- b) ill-health
- c) deprived of education
- d) miss out the joy of childhood

Steps which can be taken

- a) suggest alternatives
- b) start agitation against the factory owners

B.2. The day before the activity, copy the following cue-cards on small cards or paper. Each group will need one set of cards (5 cards each). Collect the cards back at the end of the lesson.

Chairman

- eager to find a solution
- worried about increase in unemployment



Human right activist

- Exploitation of children
- Children deprived of childhood and education
- Need to save them

Farmer

- suffered the most
- contamination leads to poor crops and diseases
- more poverty
- no one to listen to their problems

Environmentalists

- concerned about pollution of river water
- harmful effects to people
- death of fishes

- B.3. The chairman of each group will give a brief report on the group's final decision with their reasons.
- B.4. Homework or class work. The letter must be checked by the teacher for content, fluency and language accuracy.
- B.5. Individual work. Some suggestions are:

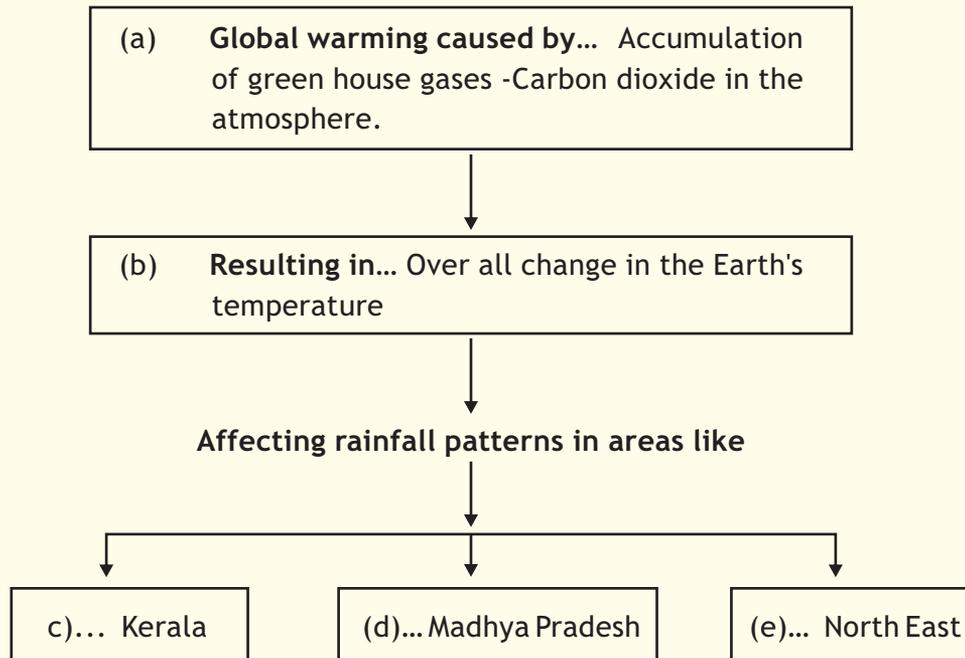
SAVE MOTHER EARTH CAMPAIGN

- a) Turn off the computer when not in use
- b) Turn off heaters / fans / ACs / other electrical appliances when not in use.
- c) Insist on eco-friendly devices.
- d) Switch to CFLs
- e) Make car pools to save on fuels.
- f) Use cloth bags for shopping.
- g) Save paper



B.6.

FLOW CHART



B.7. Group work

B.8. Group research

B.9. Power Point presentation in groups.

C. DISPUTE

C.1. A pre-reading activity. Individual written work, followed by a plenary.

C.2. Read aloud / Individual reading followed by class discussion. Do not teach the poem as a piece of literature; treat it as a reading comprehension activity. Children can share their concerns.

C.3. Individual class activity.

C.4. Pair work. (Various answers)

C.5. In groups students write a dialogue and enact it.

C.6. Listening activity:

Save Tigers

The price of human greed is being paid by yet another animal species the tiger. Today the tiger population is depleting at an alarming rate. According to a recent survey, one tiger is being poached everyday. If the present state of affairs is allowed to continue, the next generation will not be likely to see the majestic animal in the zoo.



It is high time that action is taken to protect and conserve the tigers in order to maintain the Ecological balance. Laws against poachers must be enforced. It is over 40yrs since the tigers became our national animal. Ironically, they are closer to the edge of extinction now than ever before. Children, scientists, conservationists, NGOs and institutions in India and worldwide, have put their heart and soul into trying to save the tiger. Yet there is little we all can do; the responsibility and the power of protection lies with the government, specifically, the forest department.

Times have changed, yet the system for saving our natural heritage has not. One of the most important aspects to recognise is poaching; this has threatened tigers for many years now.

In spite of all evidences, very few wild life lovers accept that our much- loved national animal is ending up as someone's medicine or piece of clothing. As with combating terrorism so with tigers, the government agencies cannot work alone- Sadly, the forest department tends to react defensively to outside expertise and information instead of embracing opportunities to forge ahead more effectively.

Let us not forget that if we destroy nature, ultimately we ourselves will be destroyed.

Tiger, an apex predator is an indicator of our ecosystem's health. Saving the tiger means we save the forest, since tiger cannot live in places where trees have vanished, and in turn secure food and water for all.

Tigers are now an endangered species. Today there are about 5000 to 7,400 left in the world. Three types of tigers - The Bali, Javan and Caspian tigers have become extinct. The two reasons why tigers are endangered are: Habitat loss and illegal killing.

Habitat Loss:

Forests where tigers live are cut by humans to do farming, build houses and roads. This leads to tigers becoming homeless and foodless. Since other animals also die when forests are cut, it leads to tigers becoming weak and ultimately die.

Illegal Killing

Tigers are killed to make rugs and coats out of their skins. In many Asian cultures medicines made from tiger's parts are believed to cure diseases.

Project Tiger

Project Tiger is a wildlife conservation project initiated in India in 1972 to protect the Bengal Tigers. It was launched on April 1, 1973 and has become one of the most successful wild life conservation ventures. The project aims at Tiger conservation



in specially constituted Tiger reserves representative of various bio -geographical regions throughout India. It strives to maintain a viable conservation reliant on tiger population in their natural environment.

Project Tiger was Indira Gandhi's pet project. The main achievements of this project are excellent recovery of the habitat and consequent increase in the tiger population in the reserve areas, from a mere 268 in 7 reserves in 1972 to above one thousand in 28 reserves in 2006.

Tiger being at the apex of the food chain can be considered as the indicator of the integrity of the eco system. They can be found in a wide range of habitats, from the evergreen and monsoon forests of the Indo-Malayan realm to the mixed coniferous - deciduous woodlands of the Russian Far east and the mangrove swamps of the Sundarbans, shared by India and Bangladesh.

Tigers are mostly nocturnal but in the northern part of its range, the Siberian sub specie may also be active during the day at winter-time. All wild tigers live in Asia; others live in the humid jungles of Sumatra. The body length is 140 - 280 cm and the tail length is 60 to 95 cm. The upper part of the animal ranges from reddish orange to ochre and the under parts all whitish. The body has a series of black striations of black to dark grey colour.



C.7. Answer to the fill in the blanks:

1. Poaching of tiger
2. Strict/Stringent
3. Government
4. Illegal killing / habitat loss
5. Destroying ourselves / self destruction
6. The Bali, Javan and Caspian
7. Project Tiger
8. Indo Malayan realm
9. Siberian
10. 140-280 cm

C.8. Individual work

C.9.

SUB SPECIES	COUNTRIES	ESTIMATED POPULATION	
		Minimum	Maximum
P.t. altacia Amur	a) North Korea	b) 10	c) 10
Royal Bengal Tiger	India	d) 2500	e) 3800
P.t. corbetti (Indo-Chinese Tiger)	China	f) 30	40
P.t. sumatrae Sumatran Tiger	g) Sumatra	400	h) 500

C.10. Classwork or homework





Aims : Development of skills - Reading, Writing, Speaking, Listening, through a project.

UNIT 4

THE CLASS IX VIDEO/RADIO SHOW

READING	WRITING	LISTENING	SPEAKING	ACTIVITY	INPUT	OUTPUT	FUNCTION
<ul style="list-style-type: none"> documents related to activities 	<ul style="list-style-type: none"> planning, organizing presenting ideas using appropriate style and format for writing scripts 	<ul style="list-style-type: none"> distinguishing main points from supporting details exposure to pitch and stress appreciation of different styles of presenting ideas and information 	<ul style="list-style-type: none"> conveying ideas effectively presenting oral reports and summaries adopting varying styles of presenting different ideas modulation of voice 	<ul style="list-style-type: none"> scripting and producing a radio show scripting and producing a video show. 	<ul style="list-style-type: none"> Radio show (oral presentation) Video show (visual presentation) 	<ul style="list-style-type: none"> Radio show (scripted & presented verbally) Video show (scripted and enacted) 	<ul style="list-style-type: none"> Conveying information Entertainment

This unit is different from the other six, in that it is an extended oral activity, with the whole class collaborating to produce their own radio show. It is probably suitable for the last week of the term. It can be organized so that all students in the class work together to write and present one single programme. Or (preferably) you can divide the class into three groups, with one subgroup writing and presenting each item. If you opt for three sub-groups, you can vary the form of presentation. You may wish to have them perform their shows in the assembly.

However you decide to organize it, the Class IX Radio Show is an excellent opportunity for students to collaborate and to use spoken English for a clearly identifiable (and enjoyable) purpose. You should assess each student's oral proficiency as an element of their continuous assessment.

UNIT 4

THE CLASS IX VIDEO/RADIO SHOW

A1 Tape script - Listening activity

(Sound FX 10 seconds. Music, fading into ...)

Presenter 1: A very good day to all our listeners. This is your local radio station, Class IX Local Radio - bringing you up-to-the-minute news - current affairs, music, interviews, round-ups, and much more.

Presenter 2: Yes, and in today's programme we have a special report from Ketaki Lahiri on 'Safety at School'.

Presenter 1: Nikhil Gomes brings you his regular weekly review of 'Beyond the Timetable'

Presenter 2: And Leena invites you to 'Meet the Teacher'.

Presenter 1: And lots more - jokes, news - you name it and we have it. We start with the round-up of School News by our roving correspondent - Anant Singh. Anant, over to you.

Anant: Good morning, everybody! The highlight of this week's School News is that our school football team lost every single match it played in the YMCA Football Tournament at league level. The physical education teacher is so livid that he has threatened to make the school team practice on a double-time schedule from tomorrow. So, friends, its 'wake-up' at 4 a.m. for all footballers henceforth.

The other news around school is that the tiny tots were taken on a visit to the zoo. Some, it is said, did not wish to return. One accompanying teacher, we are told, had a tough time convincing them that life outside is better!

Class IX D put up a one-act play 'Examination Fever' which was written, directed and produced by them. The proceeds from this show are being sent to 'Prathyasha' - an organization that helps handicapped children.

Look out next week for new faces around the school. A group of 20 students from Japan are arriving on a cultural exchange programme. We might even get one of them on our next edition of The Class IX Radio Show!

Presenter 1: So ... Lots happening at school it seems - and lots more on your Local Radio. It's time for jokes now. Over to you, Hafeez and Aarohi.



Aarohi: Waiter, waiter, what's wrong with these eggs?

Hafeez: I don't know. I only laid the table

Aarohi: Waiter, waiter, what's this fly doing in my soup?

Hafeez: Breaststroke, I think, Sir,

Aarohi: (Teacher) I wish you would pay a little more attention.

(Pupil) I'm paying as little as I can.

Hafeez: (Teacher) You should have been here at 9 o'clock.

(Pupil) Why, what happened?

Presenter 2: Thank you, Hafeez and Aarohi. And don't forget listeners, to send in your jokes. You will win you a reward of Rs10/- for every original joke played on your favourite radio programme - Class IX Local Radio - the station just for you.

Presenter 1: And now to your regular spot 'Meet the Teacher', in which Leena interviews one of your favourite teachers to discover the real person 'behind the chalk dust'. So it's all yours, Leena.

Leena: Thank you ! I'm delighted today to be able to interview the Head of the Science Department, Mr Chirag Sharma. Mr Sharma, what all our listeners are dying to know is - are you as strict at home as you are in school?

Mr Sharma: (Laughs heartily). I don't have a bunch of forty naughty children at home.

Leena: Did you ever get into trouble when you were at school?

Mr Sharma: Have you ever thought about how I am able to catch you in your tricks? I was usually up to the same tricks at school! No, I'm afraid my teachers were not very happy with me.

Leena: How good were you in your studies, sir?

Mr Sharma: Ah, that was my strong point. My work was always up-to-date and fairly good. I was naughty, but I was also keen to learn more.

Leena: How do you spend your evenings and holidays, sir?

Mr Sharma: I like to spend time at home with my teenage children. We have common tastes in music.

Leena: Any message for our listeners sir?

Mr Sharma: Yes. Fun and play have their place in our lives. We must enjoy our play. At the same time, we must work with enthusiasm and sincerity.

Leena : Thank you, sir!



Presenter 2: Thank you Leena for that fascinating interview. I'm sure now we all know, what makes Mr Sharma 'tick'. And now it's time for a break. It's 'Advert Time'.

"Buy two but pay for one!" Ruchita of VIIC has a fabulous offer. Two pencil boxes for the price of one. Pay Rs 5/- for the bargain.

Lost - A Keltron calculator. Krishna of Class XIIA has offered a treat in the school canteen to the finder.

Presenter 1: And now, a very serious subject. Ketaki has been researching the topic 'Safety at School'. She has come up with some very disturbing findings. This is the report. Ketaki?

Ketaki: As I went around the senior school, I was alarmed to find a number of broken electric sockets with exposed wires. Beware of this hidden danger, senior students. That brings me to another danger - this time in the primary block. The lid of the ground level water tank is broken. Till it is repaired, students are warned not to go anywhere near it.

Presenter 2: Well, time's up boys and girls. This was the Class IX Local Radio bringing you news and entertainment, in your school and locality. Until next week ...

[Fades into sound FX 10 seconds music]

A2 Pair work

A3 Pair work

Content of Programme	Details
1. School news	<ul style="list-style-type: none"> * School football team lost every match * Tiny tots visited zoo * Class IXC put up a play "Examination Fever" - proceeds to Prathyasha * 20 students from Japan arrive next week, on cultural exchange programme
2. Jokes	
3. Meet the teacher	<p>Mr Sharma, Head of Science</p> <ul style="list-style-type: none"> * Naughty when he was a student * A keen student * Interests - spending time with teenage children (music)



4. Advert Time	* Ruchita (VIIC) - 2 pencil boxes for sale
5. Safety at School	* Krishna (XIIA) - lost a calculator * Broken electric sockets with exposed wires * Primary Block - lid of water tank broken

Students can note one or two items of detail for each of the five boxes, then exchange information with their partner.

A4 Individual reading. This will help produce the radio Show

B1 The Class IX Video Show

To create a student-centered learning environment we must integrate technology into class room learning.

Technology can be harnessed to boost visual learning. This unit focuses on the development of all 4 skills. The class may be divided into groups of 6 students, with one sub-group which will take up the over all responsibility of the project. If the programme is recorded using a camcorder, you may show the presentation in the Audio Visual Room or let the students perform their shows in the Morning Assembly or co-curricular activity periods.

You should assess each student's proficiency in all the 4 skills, including their creativity and qualities of a good event manager.

B1 Watch a CD or a TV programme

B2 Post Activity - In groups discuss the difference between a Radio show and a Video telecast (live or recorded)

- tone intonation, rhythm, pitch, stress
- choice of vocabulary
- length of sentences
- in a radio show one can arouse emotion through words only
- A powerful voice must compensate for the lack of the visual element
- The video show is richer than audio show as speakers can be seen. Their body movements give clues to meaning, so do the clothes they wear, their location etc. It brings an extra dimension to the class project.



B3 Pair work

Content of the programme	
Regional popular Indian Culture	Video recording of the events of the social science exhibition held in their school
Culinary skills	Demonstration of recipes in proper sequence, using exotic vegetables, nutritive value of the ingredients used; virtues and benefits of Indian spices
Advertisements	...of food products, junk food, catchy slogans, artificial colouring, preservatives
Interviews	Interesting people - writers, famous dancers, TV personalities.
Panel discussion	a. The impact of globalization on Indian culture b. Global climate change leading to health threats for children
Cultural programme	Skit, soap-opera, recitation, musical programme, yoga
Quiz	Sports, general knowledge



Below are guidelines for more themes:

- a. Sightseeing - places of tourist interest, places of historical importance
- b. Special reports: gender issues, school uniform, burden of homework, canteen in school, dignity of labour, civic sense.
- c. Debate - Does India's educational system as a whole need overhaul? Are we churning out 'lettered' rather than 'learned' people?
- d. Documentary.

Please note: You can perform the video show live or show the video recording

B4 These duties and guidelines will help in the production of the video show.

UNIT

5

MYSTERY



SUMMARY

SECTION	In this UNIT students will develop their			
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS
Introduction	<ul style="list-style-type: none"> Reading clues to complete a cross word puzzle 	<ul style="list-style-type: none"> Solving a cross- word 	<ul style="list-style-type: none"> Discussion individual responses 	<ul style="list-style-type: none"> Learning the meanings of words associated with the text
(A) Bermuda Triangle	<ul style="list-style-type: none"> Consulting a dictionary Recognizing organization of a text 	<ul style="list-style-type: none"> Filling in gaps to complete a short narrative Writing a web chart Writing an open ended question Making a project 	<ul style="list-style-type: none"> Exchanging information in groups Role-play 	<ul style="list-style-type: none"> Learning words related to mystery

SUMMARY

SECTION	In this UNIT students will develop their				VOCABULARY
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS	
(B) The Invisible Man	<ul style="list-style-type: none"> Identifying main points Analyzing interpreting, inferring, evaluating information Selecting and extracting information 	<ul style="list-style-type: none"> Creative writing - Paragraph Report completion Writing a mystery story Answering MCQs 	<ul style="list-style-type: none"> Narrating events in logical sequence Group discussion - writing of a story 		<ul style="list-style-type: none"> Learning words related to suspense and mystery while describing people
(C) The Tragedy of Birlistone	<ul style="list-style-type: none"> Recognizing the organization of a text Identifying the difference in style of literature Interpreting 	<ul style="list-style-type: none"> Writing an eye witness account. Answering MCQs 	<ul style="list-style-type: none"> Class discussion based on the information deduced from a picture 		<ul style="list-style-type: none"> Learning words related to orime and tragedy
(D) Harry Potter	<ul style="list-style-type: none"> Analysing inter prating and inferring information 	<ul style="list-style-type: none"> Completion of summary statements Writing a film/ book revise. 		<ul style="list-style-type: none"> Listen to a conversation adapted from Harry Potter 	



UNIT 5

MYSTERY

Introduction: Individual Work - Cross Word

A. The Mystery of Bermuda

Across

1 Mystery

5 Investigate

6 Crime-scene

7 Detective

Down

6 Clues

2 solve

3 motive

4 strange

A.1 Dictionary work to enhance word-attack and vocabulary skills.

A.2. Application of word-attack skill (could be done as homework.)

- | | | |
|---------------|-----------------|----------------|
| (a) Halloween | (b) probe | (c) abduction |
| (d) vectors | (e) ascent | (f) rogered |
| (g) crackle | (h) erratically | (i) phenomenon |
| (j) time-warp | (k) engulfed | |

A.3. Group work followed by class discussion.

A.4. Individual work while students read the text.

A.5. To read, comprehend and analyze the text. This can be done as a home task as the extracts are too long to be read in the class.

A.6 Web chart

- | |
|---------------------------------|
| (a) Supernatural theories |
| (i) Presence of time warp |
| (ii) Sea monsters |
| (iii) Death rays from Atlantics |
| (b) Scientific explanations |
| (ii) Unpredictable weather |
| (iii) Hurricanes |
| (iv) Formation of methane |



A.7. Listening activity: Interview

Pilot: Yes, I was on board the plane & I rogered my position to the control room. But later on all of a sudden something strange happened. There was a lot of distance.

Interviewer: Did you try to contact the control room.

Pilot: I was trying to send SOS to the control room but there was just a crackle. I was surrounded by mist and cloud and something strange happened. I felt I was engulfed in a time-warp. I entered the cloud and then I stepped into the period of French Revolution.

Interviewer: You mean you travelled back in time to the French Revolution period.

Pilot: Exactly! I was perplexed.

Pilot: When I returned I tried to share it with my friends and other people, but they hardly believed me. Not exactly! I perfectly understand them. If I was in their shares I would exactly do the same.

A.8. a) Prepare a questionnaire

b) Live interview. Encourage students to use their imagination and talk about the theories and myths they have read. The teacher can select two groups for presentation.

A.9. Power point presentation on the basis of research.

B The Invisible Man

B.1. Individual work followed by whole class activity - Varied responses related to the theme of crime and mystery. Teacher can put up the list of words on the board.

B.2. Group work followed by class discussion

B.3. Individual work

- | | | |
|-------------|---------------|---------------|
| a. shadows | b. suspicious | c. committing |
| d. directly | e. doubt | f. chief |
| g. broken | h. arresting | i. remain |
| j. lawyer | k. guilty | l. court |

B.4. Individual work - creative writing. Encourage students to use their imagination.

B.5. Loud reading as in a play - different students can read different characters.



B.6. MCQ

- (a) (ii) a room with a fire and a good lock.
- (b) (iii) he kept his back turned towards Jimson at all times.
- (c) (iv) he stayed in his room and did not show his face to anyone.
- (d) (i) there were many robberies in the town.
- (e) (iii) the stranger is paying her a good amount of money for the room.
- (f) (iii) dishonest

B.7. The teacher can discuss the different aspects of writing a story. Thereafter students can discuss in groups of four and complete the table before writing their own story.

Unit 5 : Mystery

C.1. Teacher elicits answers from the students and writes them on the board.

C.2. Teacher has a discussion based on the questions in C2- a, b, c.

C.3. Class discussion based on the input given.

C.4. Part-A can be read silently by the students.

Part -B : Two students can take the roles of Dr. Wood and Cecil Barker and read the conversation aloud.

C.5. 1a 2a 3a 4ab

C.6. Individual work. Teacher can ask a few students to read out their account as Dr. Wood

D.1. Listening input has to be included.

D.2. Writing a review can be assigned as homework.



UNIT 6

CHILDREN

SUMMARY

SECTION	In this UNIT students will develop their			
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS
Introduction			<ul style="list-style-type: none"> Class discussion about children and teenagers 	<ul style="list-style-type: none"> Accepting others opinions
(A) Tom Sawyer and the Cat	<ul style="list-style-type: none"> Comprehending and interpreting information to identify main points Analyzing, interpreting, inferring & evaluating information Deducing meanings of unfamiliar words 	<ul style="list-style-type: none"> Reasoning to identify most plausible answers 	<ul style="list-style-type: none"> Expressing and responding to personal opinions 	<ul style="list-style-type: none"> Analyzing and appreciating other's view points
				<ul style="list-style-type: none"> Inferring meaning of new words Using language to express personal opinion





SUMMARY

SECTION	In this UNIT Students will develop their				
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS	VOCABULARY
(B) Children of India	<ul style="list-style-type: none"> Selecting and extracting information Identifying expressions to compare and contrast 	<ul style="list-style-type: none"> Planning, organizing, and presenting ideas Comparing & contrasting Arriving at conclusions Expanding notes Writing an article for a magazine 	<ul style="list-style-type: none"> Framing and responding to questions 	<ul style="list-style-type: none"> Listening for specific information 	<ul style="list-style-type: none"> Using language to express differences and similarities
(C) Children and Computer	<ul style="list-style-type: none"> Analyzing and interpreting information from a graph 	<ul style="list-style-type: none"> Preparing a graph and using the information to write a report Planning, organizing and presenting ideas Comparing & contrasting ideas and arriving at conclusions 	<ul style="list-style-type: none"> Participating in spontaneous talk while interviewing others Presenting oral reports Exchanging information Role-play to express different view points Arguing for and against the motion in a debate 	<ul style="list-style-type: none"> Listening to arguments and counter arguments in a debate Listening to analyze information 	<ul style="list-style-type: none"> Using the language of debate Using language to express proportion, frequency, comparison and contrast

SUMMARY

SECTION	In this UNIT Students will develop their			
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS
(D) Life Skills	<ul style="list-style-type: none"> Identifying main points to recognize strengths and weaknesses Analyzing and evaluating oneself and others 	<ul style="list-style-type: none"> Writing about oneself and others Using appropriate style to write a dialogue and a letter 	<ul style="list-style-type: none"> Giving advice Expressing and responding to personal feelings, opinions and attitude 	<ul style="list-style-type: none"> Accepting and appreciating others opinions
(E) We are the World	<ul style="list-style-type: none"> Inferring and evaluating information 	<ul style="list-style-type: none"> Writing a script for a skit 	<ul style="list-style-type: none"> Performing a skit Dialogue writing 	<ul style="list-style-type: none"> Listening for specific information to complete the song



UNIT

CHILDREN

Introduction

A brief warm up activity - pair work followed by class discussion

A Tom Sawyer and the Cat

A1 Individual reading - Students will attempt this as a comprehension passage for class assignment; so do not explain or discuss it.

A2 Individual work

- a Becky Thatcher had stopped coming to school
- b Tom no longer took interest in anything
- c Tom's indifference was broken
- d Pouring the medicine into a crack in the sitting-room floor

A3 Individual work

- (i) Fond
- (ii) Sad
- (iii) Motionless
- (iv) Seriousness

A4 Pair work followed by class discussion (on the basis of the reading of the extract)

A5 Class discussion (on the basis of the reading of the extract)

B Children of India

B1 Pair work followed by class discussion to differentiate between the lifestyles of children from different strata of society.

B2 Pair work. One student reads about one boy & the partner reads about the second boy



B3 Individual completion of the table. This is followed by exchanging of information with partners in order to complete the second half of the table.

Name	Shravan	Narendra
Age	13	13
Parents	Orphan - father kept a shop but was tricked out of it, mother died due to illness	Both parents alive - father is a police officer
A typical day	Begins work at 7 p.m, delivers tea and samosas, does the dishes, and collects money. 6 pm - prepares his own food, has a bath and goes to bed	School routine, plays tennis in the evening. Swims regularly, paints, studies and goes to bed at 10 pm.
Recreation / hobbies	Goes to the cinema, used to play gulli-danda & marbles	Drawing, painting, tennis, swimming
Hopes / dreams / ambitions	To own a big shop, to repay the loan and get back to his village for good.	To become a police officer
Your assessment of his future	Student's responses (open ended)	Student's responses (open ended)

B4 Individual reading

B5 Individual completion of the table to express differences and similarities.

Expressions	D or S
X is different from Y in that.....	D
X and Y are alike in that....	S
X and Y have.. in common.	S
Whereas X,, Y.....	D
Compared to X, Y...	D
X.... In contrast, Y....	D
X.... However, Y....	S
X and Y both	S



- B.6 Individual writing. To be done as class work only, with the help of the CODER and the inputs given in B3.

C Children & Computers

- C1 Individual work to be done in the class. Encourage students to answer correctly and truthfully as this information will not be disclosed.

- C2 Group work - conducting a survey to collect information from different age-groups of both boys and girls.

- C3 After each group completes their table; they join another group, exchange information and record it in their table. This is followed by group work and class discussion to analyze differences and similarities.

- C4 Individual work - Study and interpret a graph to write a report.

- C5 Individual work. First students will prepare their own graph and on the basis of the guidelines and the structure given in C4, then they will write the report with the help of B5 and C3. Teachers may have to monitor with the help of questions.

- C6 Tape script - Listening activity

Debate: Education of the girl child is a burden.

Speaker for the motion:

Respected Chairperson, honorable judges, members of the staff and friends, I stand here to express my views for the motion. I would like to state that the education of the girl child is indeed a burden. In a poor family, the education of the girl child comes outside the preview of the budget. When the resources are limited, the priority areas have to be fixed. In a poor family feeding all the members, clothing them and looking after them and their health is of primary concern to the head of the family. The rest of the resources should be devoted to the education of the boys in the family. Later on, as the head of the family, the boy will be the bread winner. Hence he should be properly educated and groomed to take on the mantle. So, sir, I feel that in such a case the education of the girl child will be a burden. Even if a girl child is educated and given the right kind of grooming, one day, she will leave the family nest and get married. In that case, why should the family divert its precious resources? I feel that those resources should be utilized for the boys. Further when the girl child stays at home, she can look after and manage the house. It is a well established fact that education is a kind of investment. By educating the boy child the family is making a sound financial investment.



Moreover, a girl's duty is to look after the family and take care of the children. If she does not do that and is away from home for long periods, it will be an additional burden on the house. So I feel that by educating the girl child the family will be inviting trouble. It should utilize its precious resources as economically as possible I therefore support the motion that the education of the girl child is a burden.

Thank you.

Speaker against the motion

Respected Chairperson, honourable judges, members of the staff and friends. My knowledgeable opponent is of the opinion that the girl child is a burden. May I ask how the girl child, who is an equal partner in sharing responsibilities and duties, can be a burden? She will be sharing the burden and supplementing the resources rather than reducing them. Unfortunately the boys' education is given preference. Let me draw your attention to the fact that such notions are a thing of the past. If boys and girls are to be treated as equals, then both of them have the right to education. If resources can be spared for a boy's education, then they have to be spared for the education of the girl also. It will not be a burden, but an investment. The family has to device means, squeeze its budget and make space for the education of the girl child, because the future of the family depends upon her growth and education.

When the girl child is educated, she will reduce the financial burden of her father and later her husband. So how can my friends say that she is a burden?

My friend has stated that by providing for the education of the girl child, a family diverts its precious resources. But I would like to inform my friend that both at the school level and the higher levels, the government provides free education to the girl child and concessions are also given. So the family only has to spend on her books and clothes. Therefore I oppose this motion and I feel that it is taking us back in civilization.

Thank you

- C7** Discuss expressions used to support, argue and counter argue a debate.
- C8** Role-play - Discuss to express different points of view. The whole class can participate, some as parents, some as teachers and others as students. The teacher or a student could be the moderator.
- C9** In groups of 4, students will prepare a class debate. They can choose to speak for the motion or against it. (Ensure that some speak for the motion and some against it). Give them a few days to prepare before conducting it.



Each student must contribute to the written as well as spoken matter. They can divide the content into 4 - introduction, points favouring their stand, arguing the opponents points, conclusion. (Encourage them to use the expressions in C7)

D Life skills

- D1 Students will read both extracts individually, then discuss and share their feelings with the class.
- D2 Johari window - to realize one's strengths and weaknesses. Individual completion of table, followed by pair work to discover hidden strengths and weaknesses to develop personality. Encourage students to express themselves freely and frankly.

Teacher's Notes

1. The 'Johari Window' explains how the self can be represented by a window that is divided into four quadrants.
2. The aim should always be to develop the 'Open Area' for every person, because when we work with others in this area; we are at our most effective and productive.
3. The first quadrant is the **Open Self** - an area known to the self as well as others. It is the space where there is good communication, cooperation and no distractions, mistrust, confusion, conflict or misunderstanding. The size of the open area can also be expanded vertically downwards into the hidden space by the person's disclosure of information and feelings about himself / herself to the partner or by the partner asking the person about him / her. The size of the open area can be expanded horizontally into the blind space by seeking and actively listening to the feedback from the partner or the partner offering feedback, sensitively of course.
4. The **Blind Self** is the window that is unknown to self and known to the others. This blind area is not an effective or productive space for individuals. It could also be referred to as ignorance about oneself. By seeking or soliciting feedback from the partner, the aim should be to reduce this area and thereby to increase the productive open area, i.e. to increase self-awareness.
5. The **Hidden Self** is the area that is known to the self but unknown to others. The hidden area could also include sensitivities, fears, hidden agendas, manipulative intentions, secrets etc. Typically, a lot of hidden information is not very personal, it is work or performance-related, and so is better positioned in the open area.
6. Lastly the **Unknown Self** is unknown to the self as well as to others. This 'Unexplored Self' can be brought into the 'Open Self area' by disclosure, which enables better understanding, cooperation, trust and productivity. Large



unknown areas would typically be expected in younger people, and people who lack experience or self-belief.

(E.g. an ability that is under-estimated or untried through lack of opportunity, encouragement, confidence or training; a natural ability or aptitude that a person doesn't realise they possess; a fear or aversion that a person does not know they have; repressed or subconscious feelings; conditioned behaviour or attitudes from childhood)

Learning Outcomes - Students learn to:

- Understand relationships between individuals within a class / group /team.
- Realize the unexplored potential in them
- To make proper use of the unexplored self
- Improve self-awareness & personal development

D3 Students work in pairs, then class review

D4 Dialogue writing in pairs - can be used for dramatization

D5 Individual work to understand the language of counselling. This can be done as role-play, then individual work.

D6 Group work - Using the language of counselling.

D7 Students read both letters individually, discuss the advice to be given with their partner, and then write a letter (individually) to either the father or the son.

E We are the World

E1 Individual work (Play the song a number of times)

There comes a time
 When we need a certain call
 When the world comes together
 As one
 There are people dying
 Oh, and it's time
 To lend a hand to life
 The greatest gift of all
 We can't go on
 Pretending day by day
 That someone, somewhere



Will soon make a change
We are all a part of it
God's great big family
And the truth you know
Love is all we need
We are the world
We are the children
We are the ones
To make a brighter day
So let's start giving
There's a choice we are making
We're saving our own lives
It's true we make a better day
Just you and me
Well, send them your heart
So they know that someone cares
And their lives will be stronger
And free
As God has shown us
By turning stone to bread
And so we all must
Lend a helping hand
We are the world.
We are down and out
And there seems no hope at all
But, if you just believe
There's no way we can fall
Oh yes, let's realize
That change can only come
When we stand together
As one
We are the world

- E2** Class discussion - Encourage students to go beyond the meaning of the song. Adults need to open their eyes: change their attitudes and help others so that inhumanity may be eliminated. In pleading the cause of children, we are pleading the cause of all humanities.



E3 Class discussion

- Save children as they are our future
- Help humanity, else we will face the consequences
- Be generous; empathise
- Together we can save the world

E4 Role play in groups - You may need to help students choose problems that are prevalent in society today. They must also come up with possible solutions. Ensure that each student contributes to the script & enacts a part too.





UNIT



SPORTS AND GAMES

SUMMARY

SECTION	In this UNIT students will develop their			
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS
Introduction		<ul style="list-style-type: none"> Completing a table 		<ul style="list-style-type: none"> Recapitulating names of sports and games
(A) • Interview with Koneru Hampy the Chess Champion and Jesse Owens • The Game of Chess	<ul style="list-style-type: none"> Identifying main points of a written text Recognizing how a piece of writing is organized Selecting & extracting specific information 	<ul style="list-style-type: none"> Planning organizing and presenting ideas Writing a biography and a bio-data Writing a newspaper report 	<ul style="list-style-type: none"> Expressing a point of view Giving a bio-sketch of an eminent personality Expressing and responding to personal feelings, attitude and opinions 	<ul style="list-style-type: none"> Appreciating & incorporating others' points of view Words related to achievement

SUMMARY

SECTION	In this UNIT students will develop their			
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS
(B) It's Sports Day		<ul style="list-style-type: none"> Using information from a score card to write a newspaper report in an appropriate style Writing an e-mail 		<ul style="list-style-type: none"> Listening for specific information
(C) Foot Ball and Hockey	<ul style="list-style-type: none"> Selecting and extracting specific information 	<ul style="list-style-type: none"> Planning, organizing and presenting ideas in a PPT 	<ul style="list-style-type: none"> Framing questions to elicit answers Giving a running commentary on a match 	<ul style="list-style-type: none"> Appreciation of the finer points of the game
				<ul style="list-style-type: none"> Words related to competition
				<ul style="list-style-type: none"> Words related to games and matches



UNIT 7

SPORTS AND GAMES

Introduction

- 1 Individual work
 - 2 Individual work - it can be given as homework as students will have to use the internet to complete the quiz.
- A Interview with Koneru Humpy**
- A1 & A2 Individual work

KONERU HUMPY

Full Name: Koneru Humpy
Father's Name: Koneru Ashok
Born on: March 31, 1987
Born at: Gudivada, near Vijaywada, in Andhra Pradesh
Trained by: Father

First achievements:

- The World Girl under 10
- The World Girls Under 12
- The World Girls Under 14
- The World Girls Junior Championships
- IM (International Master) title in 1999
- 3rd GM Norms in Elekes Memorial Grandmaster Tournament, Budapest, May '02

Awards:

- Arjuna Award in 2003
- Padmashri Award in 2007
- Raja-Lakshmi Award in 2008.



Recent achievements:

- Youngest woman grandmaster from 2002 to 2008
- Won the World Junior Girls Chess Championship in 2001
- Won the North Urals Cup
- Won the Women's Super Tournament held in Krasnoturinsk.
- Won the last two editions of the European Club Cup

A3 Individual work. Teacher to check the bio-sketches individually

A4 Individual work - Reading for enjoyment

A5 Pair work - table completion

Figure	Name	Order of imp	Function	Significance
	Knight	4	Protects, sacrificed to save others	Soldier
	Queen	1	Advises, guides & protects king	Most powerful, even more than king
	Castle	5	Offers 1st form of protection for king	Home or refuge
	Bishop	3	Guides king	Representative of Church
	King	2	Loss of king - fall of kingdom	Most important, well protected
	Pawn	6	Serf or labourer - property of landowner	Traded, used as diversion, sacrificed to save others



A6 Individual work followed by class discussion. The teacher can point out and discuss the two different Bio-datas, A2 & A6.

- Answers**
1. recognized and developed his athletic talents.
 2. won six world records
 3. won four gold medals
 4. was voted the Greatest Track Athlete of the half Century by sports experts
 5. was broken
 6. died of lung cancer in

- A biography is generally written in a chronological order from birth, childhood, teenage, youth, old age etc...
- The past tense is used

A7 Individual work

B It's Sports Day!

B.1 Play the tape (twice, if necessary) while students complete the scorecard to allote points and positions to discover the winning house.

Tape script - Listening activity

(Two announcers, A and B - one male, one female)

A: Ladies and gentlemen, we welcome you to the Annual Athletic Meet of Government Senior Secondary School, Danapur. Our Chief Guest today is Mr. Muhammed Tariq, the eminent sportsman of our town. Mr. Tariq is not only a keen sportsman himself, but is also a promoter of sports among school children.

First, a reminder about the events that have already taken place. The tally of points already decided is: Nehru and Tagore Houses - 180 points each, Shivaji House - 170 points, and Raman House - 155 points.

B: (pause) We begin today's programme with an impressive March Past by the senior boys and girls. It's important, of course, for each House to do its best in the March Past, because there are bonus points for the winner. The four Houses are now passing me in the announcer's box, in their smart blue and white uniforms. The judges are going to find it extremely hard to decide.

A: While we wait for the March Past decision, I can see the finalists for the boys 800m race getting ready. There goes the gun! All eyes are on Dakshya of Nehru House, the school's star athlete. They're halfway now, and it looks ... it looks as if we could be in for a shock result. Dakshya is the second with Martin of Raman House in the lead. What a surprise! They're now in the last 100m. Dakshya is making a supreme effort,



and is now neck to neck with Martin. Only 20m to go, and ... yes ... Dakshya passes Martin right on the line. Dakshya wins, then, for Nehru House. Martin of Raman House is second, and the Tagore House runner is third. First - Nehru House, second - Raman, third - Tagore. What an exciting race!

B: (pause) Meanwhile, the result of the March Past has just been announced. And the winner is Tagore House.

A: Well done, Tagore House, for winning the March Past. And didn't they look smart!

B: (pause) And now to the girls' 100m dash. I can see the runners at their starting positions. Is there another P. T. Usha among them, I wonder? There goes the gun! Monica of Nehru House is once again way ahead, and an easy winner. Second is Nazima of Raman House. And third is Christine of Shivaji House. The result of the girls' 100m, then - first Nehru House, second Raman, third Shivaji.

A: (pause) And over now to the boys' high jump, where the results have just been announced. Yes - great excitement here! In the boys' high jump, Murti of Raman House has broken the school record with a magnificent jump of 1.74m. Yes - a new school record in the boys' high jump, of 1.74m for Muni of Raman House. Second was Sandeep of Shivaji House, with Hemant of Nehru House third.

B: (pause) Well done Raman House for winning the boys' high jump. Shivaji House second, and Nehru House third, (pause) Another field result just in is the girls' javelin. Yes - an excellent result for Raman House. Deeksha is the winner, with a throw of 30m, with Sandra and Varsha (both of Tagore House) coming second and third.

A: A good result, then, for both houses. In the girls' javelin - Raman house first, with Tagore - house second and third.

B: (pause) And the last field event has just finished, too. This is the boys' shot put. Here is perhaps the greatest shock of the whole afternoon, with little Arjun of Tagore House the surprise winner, with a wonderful put of 5m. Last year's champion is a disappointed second - this is the 'strong man' of the school, Abhas of Shivaji House. And third place goes to Dinesh of Nehru House.

A: The results of the boys' shot put again - first Tagore, second Shivaji, third Nehru, (pause) And now, the final event of the afternoon, the much-awaited 4 by 100m senior girls' relay. All four Houses are at the start line. There goes the gun! Tagore House has raced into the lead. At the first change-over point its neck-to-neck between Tagore and Nehru. The next change-over point, and Nehru House is just leading. Oh! Something's happened to the Tagore runner ... Yes, she's dropped the baton! What a tragedy! What a tragedy! The last change-over point now, and - yes - Nehru still in the lead with Raman and Shivaji very close behind, and catching up fast! And at the tape it's ... Nehru! ... yes, Nehru House just held on to win, with Raman second and Shivaji third.



B: What an exciting end to our Athletic Meet! The result of the girls' relay again - first Nehru house, second Raman, third Shivaji.

A: Well, that's it, Ladies and Gentlemen! All the points have been won or lost. I can see the judges adding up the points on the scoreboard. And the Champion House this year is...

GOVERNMENT SENIOR SECONDARY SCHOOL, DANAPUR
ANNUAL ATHLETIC MEET
SCORECARD

House	NEHRU		RAMAN		TAGORE		SHIVAJI	
Events	Position	Points	Position	Points	Position	Points	Position	Points
(Previous tally)		180		155		180		170
March Past					1st	10		
800m (boys)	1st	10	2nd	5	3rd	3		
100m (girls)	1st	10	2nd	5			3rd	3
High jump (boys)	3rd	3	1st	10			2nd	5
Javelin (girls)			1st	10	2nd, 3rd	5,3		
Shot put (boys)	3rd	3			1st	10	2nd	5
400 relay (girls)	1st	15	2nd	10			3rd	5
TOTAL		221		195		211		188

RESULT	HOUSE
Champions	NEHRU
2nd	TAGORE
3rd	RAMAN
4th	SHIVAJI



POINTS			
Event	1st	2nd	3rd
March Past	10	x	x
Track & field	10	5	3
Relay	15	10	5

- B.2 Class work, discuss the style of writing a newspaper report. The final draft may be written as homework.
- B.3 Individual work. Ensure that students do not use the SMS language.

C. Hockey and Football

- C1 Individual work
- C.2 Pair work - one student will read the Hockey text, and the second student will read the football text.
- C.3 Individual work. Each student will now complete his / her half of the following table (Hockey or Football), by adding information from the text each has read.



	Hocky	Football
Ball :	Spherical, circumference 224-235 mm; Weight 156-163 gms. Hard, smooth and white in colour.	Spherical, round, leather-covered, inflated rubber bladder 27-28 inches circumference, 397-454 gms weight
Playing Area:	Rectangular, 100 x 60 yards	100 to 110 m x 64 to 75 m.
Duration:	Divided into 2 periods of 35 mins each with a break in between	2 periods of 45 mins with a 15-min half-time break
Judging:	2 umpires to control game, administer rules & keep time	1 referee who is the official timekeeper assisted by 2 linesman who keep guard of the touchlines or sidelines.
Penalties:	Free hit, Penalty corner, Penalty stroke	Direct free kick, Indirect free kick, Penalty kick

	Hockey	Football
Penalty Area:	Semi circular area 14.63m from goal known as shooting circle or 'D'	Rectangular area, 40.2m x 16.5m where the goalkeeper operates.
Cards:	Green card, Yellow card, Red card	Yellow card, Red card

- C.4 Pair work - Students will exchange information, by asking and answering questions. They will write it down in the other half of the table without letting the partner look at their table.
- C.5 Individual or group work. Give students a few days to make the PPT then view it in class.
- C.6 Individual or group work. If it is group work, ensure all students act as commentators.



WORKBOOK

Introduction

The Workbook Contains

- eight units on separate grammar areas, and seven integrative practice sections; and
- two sample examination papers.

The following pages give general advice on teaching and correcting grammar exercises, while unit-by-unit teaching advice and answers are also given before each unit.

The two sample papers are included as a model for the design of terminal examination papers. They can also be used for practice purposes. The first few pages, before the sample papers, give more detailed advice on their use, besides providing detailed objectives and marking schemes relating to these two papers.

Teaching Grammar

1. What is new about the approach to grammar teaching in the workbook?

- Deductive and Inductive Reasoning

By the time students reach Class IX, most of them know how to form and use the structures covered in this book, while writing compositions and transforming isolated sentences. However, many have problems using these structures appropriately. For example, most students will know how to construct a sentence using the Present Perfect, but will not know exactly when it is used in English. In this book the problem is tackled in a different way: by doing the carefully designed exercises in the workbook, the pupils use particular forms in natural contexts. They are then asked to work out general rules for the use of the structure (inductive reasoning). Students experience only the most common and essential uses of a given form: exceptions to rules are included only when they are considered common enough.

Each unit begins with a story or a report or a passage. Students read them and are then asked work out the rules.

The Role of Grammar in the Course as a Whole

Grammar is not a separate 'subject' to be taught in isolation from the rest of the English course. Although no explicit cross-referencing is made between the Main



Coursebook and the Workbook, it should be recognised that the work in each 'informs' that of the other. All grammar work contributes to an improvement in the general skills focussed on in the Main Course Book: reading, writing, speaking and listening and vice versa. Having a separate Workbook is simply a means of consolidating structures being used in other components of the course.

Because of the important integrative function of grammar, we strongly suggest that it should be taught 'a little and often' i.e. a maximum of 20 minutes every few days rather than 'a lot and seldom' i.e. a double period set aside at the end of the month. We do not see the different components of the course as a series of self-contained blocks, but as "interwoven strands" running the whole length of the course.

Correcting Written Grammar Exercises

We are all aware of the tremendous demands that large classes make on teachers, especially with regard to marking. If that marking can be made more streamlined, then more time can be devoted to other important aspects of teaching such as preparation and follow up. Traditionally teachers have spent many hours marking pupils' work. Compositions are returned soaked in red ink, pupils are often disheartened and do not know what to do with them. So they frequently lay them on one side and never consider them again. How can teachers avoid this syndrome? Below are descriptions of the different grammar exercise types and suggested strategies for their management and marking.

- ★ This symbol denotes the 'closed exercise' type, the one where there is only a single correct answer. Students can do exercises individually or in pairs, in class or for homework. We suggest marking be done by pupils themselves or by swapping books for greater objectivity. Teachers can read out answers, have them written on posters, or distribute answer sheets one per group of five. Posters and answer sheets can be collected and used again. We suggest it is wasteful for teachers to mark these exercises personally, but a quick check around the class will gauge which students have done the work set.
- Ⓒ This symbol denotes a more 'open' exercise where more than one answer is possible (though the possible range of answers remains fairly limited). Suggested answers are given in the Teacher's Notes for each unit. (However, it should be emphasised that students will produce alternative correct answers.) Again, we advise teachers not to mark these exercises. The posters or group marking sheets can contain suggested answers which the students can discuss and ask the teacher to check if there are problems or any questions arising out of the discussion. Teachers can elicit answers from the class and hold a whole, group discussion on which ones are acceptable.



- ?? This symbol denotes an open exercise with no 'correct' answers as such. Most often with this type of exercise, students are asked to produce a sustained piece of writing, contextualising the grammar learnt. This writing should be marked by the teacher. However, teachers are advised to concentrate on correcting only those language points covered in that exercise.
- This symbol denotes 'inductive' reasoning exercises where the student's task is to work out the rule for the use of a particular structure. We suggest this be done in class in small groups (maximum 4) or individually, followed by whole class discussion. The teacher is asked to gauge the level of his/her class in terms of its linguistic awareness and access to reference books as well as general intelligence: better classes will be capable of extrapolating rules with minimal help, weaker ones will need guidance. Guidance can be provided in the form of enabling questions leading pupils to their conclusion in carefully graded stages.

Correcting Oral Grammar Mistakes

Section C.6 discusses ways to handle oral activities in the Main Course Book, many of which have a fluency focus. However, the main focus of the activities in , the Workbook is on accuracy. Because of this, they require different methods of monitoring and correction.

Most of the activities (whether written or oral) are designed to give students experience and practice of one particular language point - usually a grammatical structure. For example, in the opening part of Unit 8 on Prepositions, the different prepositions are discussed and explored (1-5), and then in an information gap activity, the students describe and draw a picture using these prepositions in a communicative context (6). How can the teacher ensure that language is being produced accurately in the oral activity?

As discussed in Section B.3 of this Teacher's Book, students are encouraged to work in pairs and small groups. This means that students have the opportunity to correct their peers, and it has been found that, they frequently do so clearly and accurately. If they have a query they can consult the teacher as he/she moves around the class, or they can note down their query and pass it to the teacher for her to deal with in the summing up session at the end.

If, whilst monitoring, the teacher picks up a particular mistake, she may wish to intervene. For example, she hears the following incorrect form being reinforced through repetition: *The house is front of mountains*. The error can be dealt with in different ways.

- The teacher can give the correct form and ask the students in the pair or



group to repeat. If the student finds the language difficult to repeat, the technique of back-chaining could be used. The teacher gives the model and signals the student to repeat in this sequence:

- ❖ mountains (repeat)
- ❖ in front of the mountains (repeat)
- ❖ is in front of the mountains (repeat)
- ❖ The house is in front of the mountains (repeat)

(Many learners find it easier to reproduce a long utterance by building backwards.)

- The teacher can elicit the correct form. This can be done by starting the sentence The house is... and breaking off where the student made the error, signalling that the student must continue. It might help to 'count' the words on fingers, pointing out which word is wrong, or where a word needs to be added.

The teacher can elicit only from the student who used the incorrect form, or open it to the group in which he is working. Having elicited the correct form, the whole of the group repeats it.

- Another technique is for the teacher not to interrupt an activity whilst it is in progress, but instead to note down recurrent problems for later treatment.



UNIT

1

VERB FORMS

1. (a) had decided (b) went (c) had made (d) was (e) was (f) were (g) decided (h) ate (i) had (j) found (i) stepped (i) came (m) knew (n) wasn't

1.1. Focus should be on the use of the simple past or present perfect tense form in the answers. The questions also give a clue about the time line.

- (a) Brer Rabbit had found out what everybody was planting that summer.
 (b) Every night he ate his fill and even started bringing some for his family.
 (c) He had found a small hole on the north side of the fence.
 (d) He tied a rope with a loop knot and put it inside the hole. As soon as Brer Rabbit stepped in it, the rope grabbed his leg and hoisted him up in the air.

2. (a) has been (b) has had (c) have focused (d) are (e) is (f) are (g) have focussed (h) have given (i) have shifted

2.1. Here, again the focus should be on the use of the simple past and present perfect. The rules or guidance in the boxes would be very useful.

- (a) The most worrying aspects of agricultural growth has been the effect climate change has had on it.
 (b) Scientists have focussed their attention and efforts on increasing crop yield and improving crop resilience.
 (c) The negative impact of climate has been most felt in Asia and Sub-Saharan Africa.
 (d) So far scientists have focussed on improving crop yields and, in a relatively short period of time, have given us higher yields.
 (e) Their attention has shifted to making crops "climate -proof"

3. Pair work : Students interview their neighbour & fill up the columns.

Then, they report what they found out by writing a brief account in the space provided.



4. Individual work : students complete this in class. (They can add to the list and share with their teacher/classmates).
5. Individual work.
 - (a) was raining
 - (b) was watching
 - (c) was feeling
 - (d) had gone
 - (e) noticed
 - (f) was standing
 - (g) saw
 - (h) came
 - (i) was reading
 - (j) rushed
 - (k) were screaming
6. Encourage students to use simple past. However, accept all other question forms. They will probably use the following types

Did you

What happened.....

Were you

Was it.....

etc. Pair work followed by written report
7. Students should be made aware of these norms. Then they write individually

Which sentence expresses an activity in progress at the moment? ___1_____

thought	emotion	possession	perception (often used with can)	measurement
believe suppose understand find/ consider forget know think imagine remember	hate wish prefer like regret	own belong	smell see hear taste touch	weigh cost measure



Which sentence expresses a decided opinion? _____ 2 _____

8. Individual work

Mr Sinha has a severe headache. ✓

He is having a blue-coloured Maruti car. ✗

Mr Sinha has two daughters and no sons. ✓

8.1. Individual work eg. Shyam has a dog Mrs. Sharma has a palatial house.

9. Individual work

We use 'since' to express a point in time, whereas 'for' is used to express a period of time.

since	for	
✓		last week
	✓	a short time
	✓	a decade
✓		Deepavali
✓		the day before yesterday
	✓	centuries
✓		June
✓		22nd June
	✓	several weeks
✓		2009
	✓	6 months
	✓	ages



10. Individual work

11. Individual work. Accept all possible answers using Present Perfect tense of

the verb

12. Pair work follows individual work, where students write and complete the work sheet. Accept all possible answers using Present Perfect Continuous tense of the verb
13. Pairwork. Encourage the use of Present Perfect Continuous tense as far as possible. However, accept other tense forms like the Simple Past, Present Perfect if used correctly and appropriately. Encourage students to use words and expressions from the box.

When i was a student

- 14 (1) would (2) would (3) used to (4) would (5) used to. Explanation should be restricted to the simple difference in use between the two expressions as brought out by the exercise. However, the teacher may point out that there are other uses of 'would'

18. 1. Individual work

- (a) is conducting
- (b) include
- (c) is requested
- (d) participate

18.2. Individual work

- (a) was celebrated
- (b) was
- (c) inaugurated
- (d) planted
- (e) urged
- (f) presented

IGP 1

1. (a) you expose your
(b) need
(c) of brain cancer or memory loss
(d) are likely to cause illness
(e) are based on press reports



2. (a) Bio diversity is the variety of life forms that interact to support and sustain to support the balance of nature
- (b) As human population grows, more and more of the Earth's resources are consumed.
- (c) An explosive growth and consumption has led to an extinction crisis
- (d) And threatens to surpass the mass extinctions that have periodically occurred during the Earth's history.
- (e) Scientists estimate that species are disappearing at the rate of one everyday.
3. (a) the (b) the (c) the (d) their (e) high (f) the (g) there (h) some (i) the (j) little (k) their (e) the (m) the
4. (a) Wandering
- (b) I
- (c) happen
- (d) girls
- (e) balanced
- (f) sit
- (g) after
- (h) the
- (i) asks
- (j) every



UNIT 2 DETERMINERS

1. (a) the (b) The (c) an (d) a (e) An (f) the (g) a/one (h) the (i) the (j) the (k) the (l) a (m) the

- 1.1. (a) The characters were in a railway carriage at the time of narration.
(b) Three children-a small girl, a smaller girl and a small boy were travelling with the aunt.
(c) The children passed their time by chatting with the aunt.
(d) They would take nearly an hour to reach Templecombe.
(e) The aunt responded to the children's antics with irritation. They were as persistent as an annoying housefly. / The aunt constantly was stopping them from doing something.

The Teacher focuses the use of appropriate articles in their answers.

- 1.2. (1) India
(2) The Andaman and Nicobar Islands
(3) Sri Lanka
(4) The Ganges
(5) The Bay of Bengal
(6) The Himalayas
(7) Mount Everest
(8) The Tropic of Cancer
(9) The Persian Gulf
(10) Lake Baikal
(11) Asia
(12) The Arctic Ocean

2. Determiners : (a) any (b) a (c) his (d) their (e) her (f) some (g) any (h) some (i) your (j) other (k) his (l) the (m) our (n) our (o) his



Teacher focuses on the use of appropriate determiners by students while responding to the functions

3.
 - (a) The Bedouin and his wife extended their hospitality to the weary traveller by taking him in and cooking a chicken for his dinner.
 - (b) She didn't have any meat left to serve her guest as she had eaten all of it but for the neck piece, which she gave to her little son to nibble.
 - (c) Her son was crying out aloud as he wanted more chicken
 - (d) She covered up her mistake by rebuking him for his shameful habit that he had learnt from his father.
 - (e) The traveller fled from the tent as he was afraid his host would cut off his ears.

4.
 - (a) Show possession
 - (b) Show quantity
 - (c) A negative idea
 - (d) Show place / position
 - (e) Show members

5.
 - (a) many; chairs
 - (b) Several schools.
 - (c) Several students
 - (d) Much; information
 - (e) A few; some

6.
 - (a) Teachers draw students' attention to the more complex form of determiners
 - (b) Familiarise them with the meaning / information related to the bar graph
 - (c) Individual work

On the whole, Medland exported slightly less this year than last year. Concerning foodstuffs, Medland exported fewer bananas than last year but far more peanuts. It sold a little less rice, slightly more palm oil, but almost the same amount of cocoa as last year.

As regards non-edible goods, many more guns and the same number of cotton



goods were sold overseas. However, Medland exported much less iron are this year than last.

Accept all other correct combinations

7. Oral activity

a horse

some/ a piece of equipment

some oil

a pair of trousers

a chicken

some/ a piece of furniture

a pair of scissors

some snow

some people

some / a piece of information

some goods

some air

a pair of glasses (spectacles)

some glasses (for drinking water)

some water

some/ a piece of work

some medicine

a medicine

some clothing

a fact

a pair of binoculars

some / a piece of news

a / a piece of glass



7.1. Individual work

8. Pair work leads to individual work students share their answers

- (a) anything/ anyone
- (b) everything
- (c) everywhere
- (d) somewhere
- (e) nobody / none
- (f) anything
- (g) everyone/ everybody
- (h) something someone/ somebody
- (i) nothing
- (j) nothing

9. Oral activity

9.1. 1. Two of them are chemical elements.

2. One of them is a country in South America.

3. Both of them are rivers.

4. Three of them are languages.

5. None of them is a capital.

6. Neither of them grows on trees.

7. One of them is a religion.

8. All of them are units of currency

10.2.

Leena was on her annual visit to her uncle's house. She always enjoyed it because she was allowed to spend most of the day down at the mango grove. Leena's uncle was a friend of the man who owned the grove and he always gave a special rate. This year Leena's aunt joined her, and together they set off across the fields to the grove. The branches of the trees were covered with fruits, and so bowed down with the weight that they almost touched the ground. They spent hours picking fruit, eating most of it and sleeping in the shade.



IGP-2

1. (a) preserving Indian art
(b) was founded in 1936 by
(c) international recognition
(d) an Act of the Indian Parliament
2. (a) A computer virus is a programme that can infect a computer without the knowledge of the owner.
(b) A true virus can spread through the Internet or a USB drive or even a CD.
(c) Viruses infect the file system corrupting the network of host files.
(d) Many users install anti-virus software that can detect and eliminate known viruses.
3. (a) use
(b) with
(c) as
(d) reduces
4. (a) Cars enable you to reach any place you want. _____ However _____, they pose parking problems in the cities.
(b) I prefer writing _____ in _____ ink.
(c) He fell _____ off _____ the ladder
(d) John, as well as his younger brothers, _____ is _____ going abroad for further studies.
(e) You'd better take a taxi. _____ otherwise _____, you'll arrive late.
(f) It's not a very good job. _____ but _____ it's something to start with.
5. (b) considered
(c) of
(d) many
(e) ranging
(f) such
(g) most



- (h) is
- (i) obtain
- (j) can
- (k) is banned



UNIT 3

FUTURE TIME REFERENCE

1. 1. future
2. 1-d
2-c
3-e
4-b
5-a
6-f
3.
 1. Aarti is going to be a biologist when she grows up.
 2. The only bus in the afternoon leaves (or departs) at 15.15 (NB Simple Present is usually used for timetables)
 3. He is going to the doctor on Monday.
 4. Karnika promises she will go.
 5. The airplane is about to take off.
 6. Don't worry. You will get well.
4. Mr Madan is touring North India and Nepal next week. He leaves Bombay on Monday the 7th at 0630 and arrives in Delhi at 0830. He is speaking at a Peace Conference there. On Tuesday, he departs at 0730 and gets to Agra three hours later. He is visiting a cultural centre there. The following day he goes to Varanasi where he is meeting the head teacher of a local school. On Thursday he leaves for Patna. He is discussing Trade Unions there. Next day he leaves at 1400 and flies to Kathmandu where he is visiting the Himalayas Project. On the final day of his tour, he departs at 1100 and returns to Delhi at 1400.
6. Accept individual work. Encourage use of various verb forms.
7. is about to
interesting items will be
will begin
going to



will present / will sing

will conclude

8. Pair work

IGP-3

1.
 - b. mail them
 - c. have shown up
 - d. was setup
 - e. was established
 - f. has been replaced
2.
 - a. There the baby sits and plays in the water
 - b. The mother does not leave him there long enough to worry
 - c. As he grows older, he is allowed to wade about at low tide
 - d. His elders keep a sharp look out so that he does not stray into deep water
 - e. He is permitted to make small mistakes from which he may learn to make better judgment
 - f. When the children are able to swim they are given small canoes of their own
3.
 - (a) mean
 - (b) intense.
 - (c) an
 - (d) product.
 - (e) been
4.
 - (a) a
 - (b) for
 - (c) the
 - (d) has
 - (e) could
 - (f) am
 - (g) the
 - (h) will
 - (i) will
 - (j) is



UNIT 4

MODALS

1. Accept all appropriate answer as this exercise is to bring out the lateral thinking skill of students.

e.g You can scratch your back

- Can use it as a weapon to defend yourself
- Can swat flies
- Can use it as a ladle
- Can use it to lift things

2.
 - a. ability
 - b. to express permission
 - c. possibility

3. Pair work (oral activity)

4. Accept all appropriate answer as this exercise is to bring out the lateral thinking skill of students.

e.g It can collect the cups and put them in the dish washer

It can play music and entertain the guests

It can open the door and see them off.

6. Can't, needn't, shouldn't, mustn't, don't, didn't
7. must, can/ may, must, must, have to, cannot/ must not, may, must, should
8.
 1. You can't fill water here
 2. You must wait
 3. You can use either way
 4. You must not bring your dogs inside.
 5. You must stop here!



9. 1. Accept individual response

10. d - 1

b - 2

c - 3

a - 4

e - 5

11. Accept individual response

12. Accept individual response

Useful information for the teacher

13. a) The ozone layer is the layer of gas which protects the Earth from harmful sun rays. It is being destroyed by CFCs used in aerosol spray cans and refrigerators.

b) The Taj Mahal is being corroded by chemicals and acid rain.

c) The Maldives are very low-lying islands which in danger may be drowned by rising water levels (caused by melting ice-caps: the result of global warming from the Greenhouse Effect).

d) The rainforests are the 'lungs of the world'. They will get depleted very rapidly for economic gain.

e) Weather patterns are believed to be changing mainly due to the Greenhouse Effect.

f) Fossil fuels - oil, gas, coal etc. - are being used up very quickly. Scientists predict that the Earth's reserves of fossil fuels will be exhausted by the year 2300.

g) The Ganges delta is being silted up .because deforestation higher up the river valley is leading to soil erosion. Material is being washed down into the river, causing more flooding than before.

13B. Accept individual response based on information provided

14. Accept individual response based on information provided

15. Accept individual response

17. Accept individual response



18. 1 a) I'm not allowed to go,
b) It is not compulsory but I may go if I wish.
- 2 a) I am physically able to swim a length of the pool,
b) The authorities permit me to swim on Saturdays.
- 3 a) You have a moral obligation to get her a nice present,
b) You are being ordered to get her a nice present.
- 4 a) This is a less formal/polite way of asking permission to go to the toilet,
b) This is a more formal/polite way of asking permission to leave.
- 5 a) MAY implies that it is slightly more likely than in sentence b.
b) MIGHT implies that it is slightly less likely than in sentence a.



UNIT 5

CONNECTORS

1. (a) and (b) And (c) that (d) where (e) and (f) after (g) that (h) and (i) but (j) that (k) before (l) so (m) when (n) while (o) but

- 1.1. a. and baby tortoise thought of going on a picnic
 b. which were very nice
 c. which was some distance away in eighteen months
 d. but found that the opener was missing
 e. 18 months after they had started
 f. that they couldn't start without a tin-opener.
 g. But the baby tortoise
 h. until the baby returned with the tin-opener
 i. After almost six years had passed

1.2. and : connects similar actions, objects

but : denotes contrast

where : (denotes place)

while : denotes contrast/ denotes time

after : denotes time

until : denotes time

so : (gives reason)

2.

Contrast	Reason/ Cause	Result/ Purpose	Place	Time	Comparison	Condition
whereas while although	because as	so that therefore	where	when after before while	as....as than	if provided that



3. Categories/ Types

Enumeration	Addition	Transition	Summation	Result	Particularising
firstly secondly lastly	moreover furthermore in addition	regarding turning to	to conclude to sum up to summarize	so therefore consequently	for example namely for instance particularly notably in fact

- Normally - Usually
- But - However
- To his astonishment - To his amazement
- It seemed through -?
- Moreover - Besides
- As if that wasn't enough - In actual fact
- Finally - lastly

Martin wasn't a very bright boy. Usually he never came more than second from the bottom in any test. However one fine day he has drawn a beautiful picture of a scare crow in a field of yellow corn. To his amazement the drawing was the only one given full marks-ten out of ten which made him for the first time in his life the best in the class! He has proudly pinned the picture up on the wall behind his desk where it could be admired.

4.
 1. There are two main types of elephant in the world, namely the Indian and the African.
 2. He is good at swimming, tennis and hockey. Furthermore, he has represented the school at cricket.
 3. Many environmentalists strongly object to the mill being built in Srutipur, whereas the unemployed are very happy at the proposal.
 4. Her performance in the Olympics did not match our expectations. Infact, she hasn't improved much in the recent past.
 5. To conclude, the computer has become an indispensable tool for all kinds of scientific endeavour.
 6. The import of petrol has been banned in the Midlands. Consequently, the price of it has gone up.
5. c/h/g/e/f/b/d/a



IGP-4

1.
 - a) had.
 - b) protected
 - c) successively
 - d) was
2.
 - (a) A house becomes a home when it reflects the personality of its owner
 - (b) There are no rules as to how our house has to look
 - (c) The important thing is that he should enjoy inhabiting them
 - (d) Houses are personal statements of our lives
 - (e) They reflect the confidence we have in ourselves
 - (f) The more confidence we have, the more individualistic our homes will be
3.
 - (a) is
 - (b) But
 - (c) to
 - (d) of
 - (e) an
 - (f) out
 - (g) of
 - (h) to
4.
 - (a) rescued a child who had been
 - (b) when their car collided with a truck
 - (c) has been banned
 - (d) the building, it was demolished



UNIT 6

PASSIVES

Subject	verb	Object
Kareena's hometown	had not been invaded	(by) the marvels of technology.
Industries	had not been set up	
The air	had not been polluted	
Stories	were being told	to the children by their grandmothers



3. Oranges are grown in India/ Morocco
 - Wine is produced in France
 - Maruti cars are manufactured in India
 - Coffee is grown in Brazil
 - The most expensive watches are manufactured in Switzerland
 - Uranium is mined in South Africa
 - Satay is eaten in Malaysia
 - Dosh dashes are worn in the Middle East
5. (b) Kishlay (any name) son of a business tycoon in Bihar was kidnapped while he was returning home from school.
- (c) Police found explosives hidden in the dustbin near Regal Cinema
6. (i) Mumbai sea-link inaugurated
- (ii) Twelve non-stop superfast trains introduced
- (iii) One more swine flu case confirmed
7. 1. We are in need of domestic help.

Meaning : The family needs a staff/cook to help them in their everyday household work.

2. We undertake all types of computer servicing
Meaning : The company provides service to repair computers.
3. You are not permitted to use cell phones
Meaning : The university forbids the use of cell phones on campus
4. We conduct spoken English classes.
Meaning : We teach learners how to speak English fluently
5. We sell recharge coupons for all mobiles.
Meaning : This shop sells recharge coupons for all mobile phones

8.1.

- a) Qutab Minar is said to be the tallest ancient minaret.
- b) The Sahara Desert is considered to be the hottest region of the earth.
- c) Hieroglyphics is acknowledged to be one of the oldest forms of writing.
- d) The Amazon is believed to be the longest river in the world.
- e) Gunpowder and printing are known to have been invented by the Chinese.
- f) Women are said to be healthier than men.
- g) The cheetah is known to be the fastest land animal.

9.1. main cable / plugged in / was switched on / the Day Disk was placed / was pushed in / the button clicked out / was pressed / Day Disk was replaced / function key 7 was pressed.

10. Three possible plays were selected and Ravi's friends were divided into reading groups. Views were exchanged and a decision made. Next, auditions were held and a preliminary selection made. Then a final choice for the cast was made. As the play took shape, longer and more intensive rehearsals were held. The stage crew and, technicians were only brought in at a later stage.

11. Several items in the room have been badly damaged. The carpet has been torn. Books have been thrown everywhere. Windows have been smashed. Drinks have been spilt and the safe has been broken into. The telephone has been ripped out and a table has been broken. Drawers have been pulled out and some money has been stolen.

12. Dr Godbole arrived at the station at 6.30 pm and was met by Professor Salisbury of the Institute of Environment Studies. After being driven to the



Conference Centre for a brief meeting, the Indian forestry expert was taken to his hotel. The following morning, he presented his paper entitled "Save the trees - Save the world" which was greeted with prolonged applause. After his brief visit, Dr. Godbole is reported to have said he was very pleased with its outcome.

The description is given from the point of view of Dr Godbole. The active voice is used when Dr Godbole is doing something; the passive voice is used when something is being done to/for him.

13. The passive is used in the following circumstances.

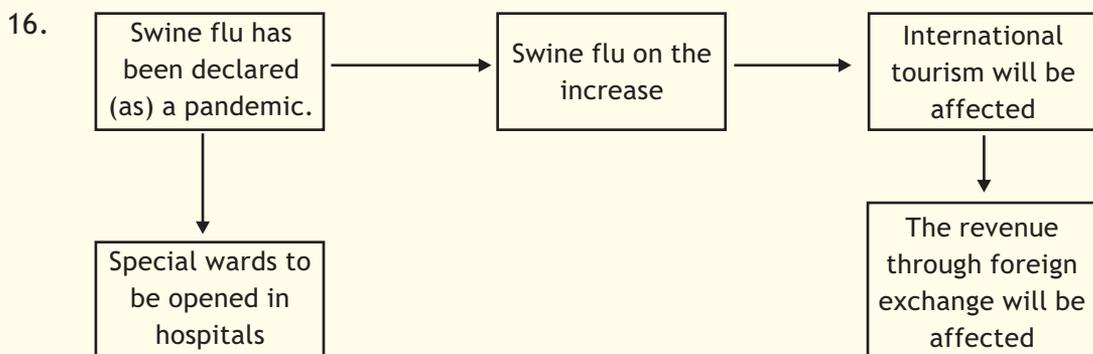
- The agent of the action is considered less important than the action itself.
- We don't want to identify the agent of the action.
- It is not relevant or helpful to mention the agent, eg in the example of the headline TERRORISTS ARRESTED we know without being told that they were arrested by the police.

This is especially useful when we want to be brief and eye-catching as in headlines and notices.

- We want to sound more objective in a statement. Instead of saying 'I think the Taj Mahal is the most beautiful mausoleum in the world', we suggest that it is generally thought to be so, thus moving away from a single, subjective view to one which is generally held.
- We are writing in a formal or academic style, eg. reports of scientific experiments or meetings, where again, we want statements to be as neutral and objective as possible, or it would be clumsy or repetitive to continually mention the originator.
- We do not know the agent/ doer of the actions, eg when a crime has been committed.
- We want to describe events and actions from a single point of view

14. Pair work. Accept all correct responses

15. Pair work. Accept all correct responses



IGP 5

1. (a) always been regarded as nature worshippers
 (b) men came to
 (c) hugged a tree
 (d) her protest
 (e) they would have to cut her head first
 (f) woman became a legend
2. (a) There have been many attempts at developing a modern snowboard
 (b) The 'Snurfer' was developed as a child's toy in 1965.
 (c) Two skis were bound together and a rope was placed at the front end.
 (d) Snowboarding was declared an Olympic event in 1994.
 (e) This recognition is a huge victory to the snowboarders across the globe.
3. (a) will meet
 (b) musn't
 (c) were taken
 (d) is
4. 1. the
 2. was
 3. an
 4. is
 5. sanctuary



(Ask the students to underline the word sanctuary)

UNIT 7

REPORTED SPEECH

- 1.1
 - a. George was too young and would go when he was..
 - b. him to go and wash his face...
 - c. he couldn't go..
 - d. That George/he was going to Birdlington with her and his aunt Doreen, like he did every year..
 - e. That what Tony's and Barry's Mom and Dad did was their look out...
2.
 - a. Teacher's familiarises students with different types of "reporting verbs"
 - b. Initiate role play, after demonstrating one example with 2 other children,
3.
 - a. students can take roles and read aloud first
 - b. silent reading
 - c. individual work which student shares
 - d. teachers point out the changes required to use the reported speech
 1. He ordered you to get out
 2. She regretted that she was so rude to her teachers.
 3. The notice warned you not to touch the wire.
 4. She refused to go to your party.
 5. She encouraged you to take part in the competition.
4. Individual work - peer correction
5. That our city would soon run entirely on renewable energy including solar panels to trap the abundant resources offered by the desert sun. He says the government is investing in our future. The futuristic city will have people moving about in automated pods. He further assures that this unique city will have been ready by 2015.



It will have a light railway line, transport pods and no carbon foot prints. Instead of air-conditioner the city will take full advantage of the sea breeze. The city will also be protected from the noise of the nearby airport.

Though it sounds unbelievable it will become true.

6. Are you feeling better?

She asked if you were feeling better

Where did the Kalias live?

He asked where the Kalias lived

When will they be leaving?

He asked when they would be leaving.

Can you open the window please?

She asked whether you could open the window.

How have you finished that model so quickly?

They asked how you had finished that model so quickly.

7. 1. She asked if you had met her sister

2. He asked if you wanted a drink.

3. She asked him why he hadn't studied for the Unit test

4. He asked her if she could help him with his homework that evening

5. They asked him if he had had lunch yet.

8. 1. He told me to sit down and I did.

2. She said the weather would be hot and it was.

3. They told us about the disaster and we listened carefully.

4. He told them to go away and they did.

5. She said there was no other way to do it.

9. bought

● yesterday-the previous day

● is -was

● serve-served

● wish-wished

● complained; served



10. Individual work

Reena : I think it went quite well. The interviewer was very pleasant.

Latha : What did he ask you?

Reena : Well, first of all he offered me a drink. Of course I accepted because my throat was dry! Then he told me he was just going to ask a few questions. He asked me how long I had been studying English.

Latha : What did you reply?

Reena : I said I'd had lessons for 14 years - which is more or less true. Next, he asked

What I did in my spare time and I answered that I had always enjoyed drama and debating.

Latha : Did he ask why you had applied?

Reena : I'm just getting to that! Yes, he did. I said I was interested in studying Immigration Law because there were lots of excellent colleges in Britain teaching this.

Latha : Very good answer.

Reena : Yes, he said that was very interesting Finally, he warned me that the grant only covered teaching fees and asked me who would pay for my living expenses. I assured him that my sister would pay for my personal expenses.

Latha : What happens now?

Reena : He said they would be writing to me next week.

Latha : I do hope you get it!

11. Oral discussion - written work

Pair work followed by individual work

12. Individual work

* E.I Note

In this we do not use 'the following week' because the context (i.e a conversation taking place immediately after the incident reported) means that 'next week' is still appropriate.



IGP 6

1. is; completely; with; She; but
2. (a) He _____ breakfast yesterday.
 (b) There _____ orange juice in the refrigerator.
 (c) My room can't be dirty, I _____ it.
 (d) Sneha wrote the programme _____; she didn't need anybody's help.
 (e) If you had come to the theatre last night you _____ the play.
 (a) didn't have
 (b) isn't any
 (c) have just cleaned
 (d) on her own
 (e) would have enjoyed
3. (a) Dr. Wangari Maathai was awarded the Nobel Peace Prize in 2004.
 (b) The award was in recognition of her service towards sustainable development.
 (c) She saved Nairobi's Uhuni Park single - handedly.
 (d) She is the founder of the Green Belt Movement which is an NGO.
 (e) The greenbelt movement works on various environmental issues at the grass notes
 (f) Dr. Wangari Maathai has earned the title 'Tree Mother of Africa'.
4. (a) also known as Kamala Suraiyya
 (b) a famous Indian writer.
 (c) published her autobiography
 (d) has been translated



UNIT 8 PREPOSITIONS

1. prepositions
2.
 1. during - time
 2. with -agent
3. to - manner
4. for -reason
5. with material
3.
 - a) before/ in front of
 - b) up.
 - c) near/ next to/ opposite/ behind
 - d) by

Place	Movement	Time
between	along	after
in front of	out of	at
beside	round	since
on	through	past
among	across	for
at		before
under		until
behind		during
after		between
up		
before		



N.B Some prepositions may be used for both place and time.

5. Individual work
6. In the middle of the picture, there is a small house with a path in front of it. I can't see anyone in it. Round the house is a fence. Beside the fence on the left are two small trees and next to the fence on the right are three short palm trees. Several birds are flying over the house. Behind it are several low hills with a few trees on them. The sun is going down behind the mountains.
7. The film is Superman.
8. Lakshmanpur, Rampur and Bhingai Island.
8.
 1. Lalnagar is below the Neverest Hills -in the north of Halsi Island.
 2. Sarkort is on the north coast of the island.
 3. Timpur is on the shores of Strange Lake next to Nafran.
 4. Rampur is on the south - east coast of Halsi Island.
 5. Marwah is on the River Exe south of Bir Forest.
 6. Chickoor is just by Bir Forest on a tributary of the River Exe.
 7. Strange Lake is in the centre of the island, below the Neverest Hills,
 8. The Neverest Hills are north of Strange Lake, above Lalnagar.
 9. Nafran is between Chickoor and Timpur.
 10. Lakshmanpur is on the western coast of the Island.
- 9.1 Go out of the station and turn right into Osborne road. Walk down this road, past the roundabout, as far as the traffic lights. At the lights, turn left down The Crescent. Walk up this road. My house is on the right, opposite Seel Lake.
- 9.2. Go down Pen Lane and turn right down October Drive next to the Sports Field. Take the left hand road past the park up to The Crescent. Turn left and my house is on the right opposite Seel Lake.
10. Oral work
11. Individual work
12. He went on foot
 - She is ill in hospital. (NB: Not 'at hospital')
 - They're so much in love.



- The Prince came by air.
- The poor animal is in pain.
- That's enough for the moment.
- The style is out of date.
- They met by chance.
- My house is not for sale.
- He's not at work.

13. 1. with 6. from
2. on 7. for
3. at / in 8. to
4. at 9. for
5. to 10. in

14. good at/ for

- | | |
|----------------------|-----------------|
| ❖ bad at / for | ❖ suitable for |
| ❖ surprised at/about | ❖ curious about |
| ❖ happy about/for | ❖ due to/for/at |
| ❖ sensitive to/about | ❖ qualified for |
| ❖ puzzled to/at/for | ❖ famous for |
| ❖ married to/for | ❖ clever at |

15.

- | | | |
|-----------------|------------------|---------|
| 1. at | 5. happy for | 9. from |
| 2. for | 6. worried about | 10. to |
| 3. married to | 7. of/about | |
| 4. suitable for | 8. of | |

16. Individual work



IGP 7

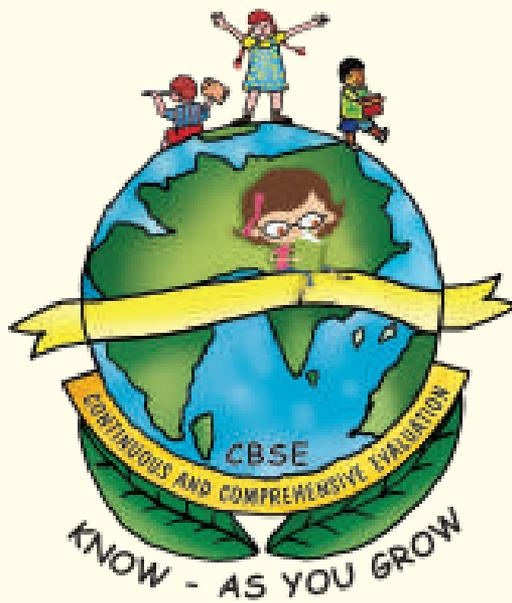
1.
 - (a) consists
 - (b) many
 - (c) the
 - (d) is
 - (e) wiser
 - (f) are helped
 - (g) have
 - (h) have been

2.
 - (a) can
 - (b) are
 - (c) one
 - (d) As
 - (e) said
 - (f) be
 - (g) however
 - (h) has been

3.
 - a. but
 - b. the
 - c. it
 - d. had

4.
 - (a) Today the leisure hours of a child are spent in front of the TV.
 - (b) Now - a - days the attitude of most parents is different
 - (c) They see work and play as two different things.
 - (d) They feel that playing is a waste of time.





UNIT 1

HOW I TAUGHT MY GRANDMOTHER TO READ

by Sudha Murty

1. Accept individual responses
2. Accept individual responses
4.
 - a. (iii) both had a strong desire to visit Kashi.
 - (b) (iii) they could relate with the protagonist of the serial.
 - (c) (i) the grandmother had been unable to read the story 'Kashi Yatre' on her own.
 - (d) (i) As a mark of respect to her teacher.
5.
 - (a) Her style was easy to read and very convincing. She dealt with complex psychological problems in the lives of ordinary people, and always very interesting.
 - (b) She herself was illiterate. She could not read. She was embarrassed to get to anyone at her age to learn to read. Further grand daughter was educated.
 - (c) I waited eagerly for you to return.
 - Many times I rubbed my hands over the pages wishing they could understand what was written.
 - I even thought of going to the village and asking you to read for me.
 - (d) Yes, helped by the granddaughter
 - (e) determined -to learn to read, she set a goal for herself, that is to learn to read by Dasara

Emotional/passionate about learning to read. As a child she could not go to school. But at the age of sixty two she decided to learn to read. She wanted to be independent and did not want to depend on any body to read.
6.
 - a. The narrator - concerned, understanding, sympathetic
 - b. Grand mother - determined, wise, enthusiastic, prudent.
 - c. The narrator - helpful sympathetic, kind, tender



- d. Grandmother - wise, sensible, prudent, values education
- e. Grand mother - decisive, courageous, determined, diligent, goal setting
- f. Grand mother - prudent, optimistic, wise, diligent, firm faith in something
- g. Grand mother - religious, gentle, humble, magnanimous & grateful

7. a. Individual work

- Cut papers
- Wrote quotes
- Bought & distributed cake
- Sang songs
- Talked and listened to old people

b. i. insecurity

ii. loneliness

iii. Unhappiness/depression

iv. excited on seeing the forbidden delicacy

c. Various responses

8. Individual work - making them feel how much we love them taking care of our elders of home.

9. Individual work - Accept all responses

10. Individual work

11. Discussion - Being literate can affect, the quality of your life. How?



UNIT 2

A DOG NAMED DUKE

by William D. Ellis

1. Some of the other breeds of dogs are Alsatian, Dalmatian, Labrador, Lhasa Apso, Bull dog, Boxer, Pomeranian, Cocker Spaniel, Golden Retriever, Daschund, Poodle, Great Dane, Rottweiler and Spitz. You may collect pictures of the above breeds and display in class.
2.
 - a) quivering
 - b) grin
 - c) blonde
 - d) rambunctiousness
 - e) shimmied
 - f) rampageous
 - g) critical
 - h) confinement
 - i) subdural haemorrhage
 - j) bellow
 - k) taut
4.
 - (a) (i) he had everything that a man aspires for.
 - (b) (iii) Duke realized that Chuck was not well and could not balance himself.
 - (c) (ii) to get Chuck on his feet.
 - (d) (iv) Hooper was lost in his own grief and pain.
5.
 - a) In 1953 Hooper was a favoured young man as he was a hard-charging zone sales manager for a chemical company, and everything was going well for him. He knew how to get good business for his company. He was confident and competitive.
 - b) They refer to the Management of the chemical company he was employed by. They decided to do this because he had met with a critical accident and could



not walk. However they had great regard for him for his hard working nature and hence offered him the job. They were being kind to him too considering his handicap.

- c) Duke was a faithful and intelligent dog and a great companion to his master. He was better than a physiotherapist as he helped his master to walk again. He was a sensitive and selfless creature. Understood his masters problems. showed patience and still that is hard to imagine. The dog was a great motivator, brought Chuck to his feet - and egged him on to take small steps, set daily goals and finally walk his way to a near normal life and stat working. The dog was almost in intuitive know just how much Chuck could take.
- d) When Chuck returned to the company headquarters he more a liability than an asset as he could not move around. As he had worked so hard to get back to work it was difficult for his employers to tell him that he was not good enough. When he said he would work for one hour only.
- e) After his fatal accident, Chuck was confined to his bed as he could not move. He was depressed, lonely and paralyzed. He perhaps would have continued to be so had it not been for the efforts put in by his dog, Duke who encouraged him to walk step by step slip and giving him hope of recovery. Duke was his companion and support. Whatever Chuck had achieved after his accident could be attributed to the efforts of Duke. In recognition of this fact the company decided to appoint Chuck to the position of Assistant National Sales Manager as a tribute to Duke.

Date	Description
June 1	News spread that Hooper and Duke had made it to the intersection
January 4	Hooper walked independently from the clinic to the branch office
March 1	Hooper planned to start a full day's work at office.
October 12	Duke met with a fatal accident

- 7. Accept various responses - Group Work
- 8. Filling up the columns.



S.No.	Name of Brave heart	Place they belong to	Reason for Award
1.	Saumik Mishra	Uttar Pradesh	Foiled theft
2.	Prachi Santosh Singh	Madhya Pradesh	Saved four children from electrocution
3.	Kavita Kanwar	Chhattisgarh	Saved three lives in a kitchen fire
4.	Ashu Kanwar	Jodhpur	Dodged married to a 40 year old
5.	Rahul balloon seller	Delhi/NCR	Identified a terrorist who had planted a bomb.
6.	M. Maraud Pandi	Tamil Nadu	Averted a rail disaster
7.	Gagan J. Murthy	Bangalore	Saved a baby caught in a bull fight
8.	Silver Kharbani	Meghalaya	Saved young cousin caught in a fire
9.	Yumkhaiban Singh	Manipur	Saved an 8 years old from drowning
10.	Shahanshah	Uttar Pradesh	Saved people from drowning
11.	Manish Bansal	Haryana/Jind	Helped catch armed miscreants
12.	Kritika Jhanwar	Rajasthan	Fought off robbers

The dog was a great motivator, through chuck to his feet and egged him on to take small steps, set daily goals and finally walk at to a near normal life and start working. The dog was almost intuitive as it knew just how much Chuck could take.

9. Writing an Article.

Accept all answers.



THE MAN WHO KNEW TOO MUCH

By Alexander Baron

UNIT

3

1. Accept various responses: Pair Work
3.
 - (i) **Muzzle Velocity**- He corrected the sergeant by saying that the muzzle velocity at which than bullet leaves the rifle was two thousand four hundred and forty feet per second
 - (ii) **After a thirty mile walk** - he would ask the others to sing a song, which gave the impression that he was not tired, and this annoyed the others.
 - (iii) **His salute on pay day** - His salute was so impressive that it was a model for others to follow and look upto.
 - (iv) **The loud sound of a high flying invisible aeroplane** - He identified the invisible plane to be a north American Harvard Trainer by the harsh, engine sound it made caused by the high tip speed of the air screw.
 - (v) **About hand grenades** - He interrupted the corporal by saying that a grenade is made of forty-four segments. Then later, he Suggested that the Corps should have off with the five characteristics of the grenade.
 - (vi) **Cook house duties** - He expressed his displeasure at the way the potatoes were peeled thereby wasting its vitamin values.
4.
 - (a) (iv) his habit of sermonising.
 - (b) (ii) he was a strong and sturdy man.
 - (c) (ii) they could not stand Private Quelch exhibiting his knowledge
5.
 - a. A nickname is another name by which an individual is known by. (accept any other name / nickname for Quelch)
 - b. Private Quelch looked like a 'Professor' because he was lanky and stooping. He was frowning through his horn-rimmed spectacles. He resembled a professor.
 - c. It suggests that the sergeant had spent many hours a day in the fields under the hot sun. Seasoned and hardened person cannot take him highly, a tough not to be trifled with.
 - d. As the lessons progressed private Quelch proved himself to be an intellectual and knowledgeable person. On many occasions he gave answers or suggestions not called for.



- e. By 'intelligent' reading the professor meant reading the books with understanding that gave him an edge over the others.
- f. The Professor's ambition was to get a commission from the army and as a first step, he wanted to get a stripe.
- g. His day to day activities did not take him towards his goals as it is obvious that his superior officers did not like his pompous nature and interrupting their lectures and at times quizzing them, and in the process questioning their knowledge, instead of being reward he was doomed.
- h. Corporal Turnbull was a young man, but not someone to be trifled with. He was a tested and experienced officer who appeared tough on the exterior. He was not a man to be trifled with.
- i. Corporal Turnbull was talking about the details of a grenade, and Quelch kept correcting him adding details.

He also suggested that Turnbull ought to have started off with the five characteristics of the grenade. The Corporal in anger asked him to give the lecture. Still unabashed, Private Quelch climbed to his feet and gave an unexceptionable lecture on the grenade. Which did not go well with the corporal.

- j. No, he did not learn a lesson when he was chosen for cook house duties because even in the kitchen he questioned the method the potatoes were peeled. He subjected the other to his professional knowledge/way.
6. At first when private quelch joined the army all his colleagues looked up to him, and considered him a hero. They were highly impressed with his attitude and his ambition. His work habits and perseverance was another quality which they looked up to. The professor seemed to know it all. He would answer all the sergeant's questions about a rifle whether it be "technical definitions, the parts of the rifle, its use and care. They could hardly believe his strength and stamina, as after a thirty miles walk he would say, "What about a song, chaps?" His colleagues felt inferior and challenged. They felt they had no chance with Quelch around - "What could be a gang of us do with a man like that?"
7. Private Quelch nursed an ambition to get a commission from the army at the earnest. For this he worked hard and tried to gain the admiration and respect of all by proving himself to be the best in everything. Unfortunately, for him his superiors and colleagues soon got tired of his pompous behaviour. He tried to show his colleagues that he was of superior stamina by asking them if they were game for a song after a three mile walk. With his officers he again tried to display his knowledge by questioning them on that way they taught or supplementing their statements in an erudite manner.



His instructors felt insulted when he tried to improve upon their statement. Thus inspite of his deep knowledge private Qualech failed to win the admiration of his colleagues.

8. (a) **Positive traits**

- (i) **Hard working** eg) He borrowed training manuals and stayed up late at night reading them.
- (ii) **Enthusiastic** eg) He badgered the instructors with questions.
- (iii) **Ambitions** eg) He was too busy working for his stripe that he did not have time to react to sarcastic and practical jokes. Wanted to get a commission.
- (iv) **Well read** eg) The phrase that became popular ' -No sergeant. It's all a matter of intelligent reading'. Knows more than his instructors.

(b) **Negative traits**

- (i) **Proud** eg) He always boasted about his intelligent reading
- (ii) **Over bearing** eg) Day in and day out he lectured his colleagues so much they got tired of him.
- (iii) **Disrespectful** eg) Openly questioned his superiors
- (iv) **Over smart** eg) He spoke at the wrong times.
- (v) **Pompous** eg) "Forty four segments" with regard to the number of fragments in a grenade.

(c) A character sketch of private Qulech using 8(a) points.

9. Date 11/10/19xx

Time : 9.30 p.m.

What a horrible day I went through and I am glad it is over. Today was my first day in the cookhouse and I hated it. I was disgusted and angered by the unhygienic and unscientific method of peeling potatoes. They peeled the entire skin of potatoes which removes the vitamin content.

I had to protest and change things in the cook house.

I was the only one selected for permanent cookhouse duties. My name was given by Corporal Turnbull for this post. I know why he gave my name. It was because I knew more about grenades has he did. He was so impressed with my knowledge that he asked me to take over and give a lecture about hand grenades to my colleagues. It was an exceptional lecture.

I can recall the first lesson we had on musketry, I made a huge impact with all present there. I remember correcting the....



UNIT 4

KEEPING IT FROM HAROLD

by P.G. Wodehouse

1. Following are eight major professional categories for boxing
 - Flyweight: Weight up to 112 lb / 50.8 kg
 - Bantamweight: Weight up to 118 lb / 53.5 kg
 - Featherweight: Weight up to 126 lb / 57.2 kg
 - Lightweight: Up to 135 lb / 61.2 kg
 - Welterweight: Weighing up to 147 lb / 66.7 kg
 - Middleweight: Weighing up to 160 lb / 72.6 kg
 - Light heavyweight: Up to 175 lb / 79.4 kg
 - Heavyweight: Most Popular. Unlimited weight starting at 195 lbs - 201 / lbs

3.
 - (a) (iv) she was the mother of a child prodigy.
 - (b) (iii) satirical
 - (c) (ii) being good at academics.
 - (d) (i) they did not know his father was the famous boxer, 'Young Porky'.

4.
 - a. Mrs. Bramble was always in the habit of referring to herself in the third person while talking to her son, as if he were a baby, instead of a young man of ten. This was rather odd. Harold, her son was naturally rather irritated with this behavior of hers.
 - b. It was necessary to keep Harold's father's profession a secret from him as Harold was a young man of impeccable character who would frown upon his father's profession, of a professional boxer as it was not considered a gentlemanly and intellectual profession. In those days most people thought very lowly of boxers.
 - c. When it was certain that Mr. Bramble was to become a father he had expressed the desire that the child should be named John, if a boy, after Mr. John L Sullivan, or, if a girl Marie, after Miss Marie Lloyd.



- d. Mr. Bramble is a professional boxer took pride of his profession before Harold was born. He would get great satisfaction from knocking out his opponents and enjoyed the adulation of his fans. He possessed a most lethal left hook. In private life though, he was the mildest and most obliging of men, and always yielded to everybody. Since his son, Harold was a genius and gentlemen, he hid profession from his son.
- e. When Mrs. Bramble came to know that Bill was not going to fight she became upset as she was looking forward to the money that he would earn from the fight. The money was to be a blessing as it would ensure that their son, Harold would get a better start in life than what they ever had. She was concerned for Harold's future.
- f. Jerry Fisher was Bill's personal trainer. He tried to convince Bill to change his mind by telling him to think of the money he'd earn from the fight, to think of the great reviews that would be written about him in the papers, to think of the effort he had put in, in order to get into shape and lastly to think of him (Jerry Fisher)
- g. While Mr. and Mrs. Bramble, Jerry Fisher and Percy were all engrossed in a heated discussion over Mr. Bramble's decision not to fight on Monday, in walked Harold. Jerry Fisher who was so angry and upset over Mr. Bramble's decision told Harold that his father was a professional boxer.
- h. When Harold learnt that his father was a professional boxer and that it had been kept a secret from him he was visibly upset. He felt had he and his school mates known the truth, he would have been given so much recognition in his school. The students would have treated him like a celebrity. To add to this, he had saved up his pocket money and bet it with his friend that Jimmy Murphy would not last the ten rounds. He was afraid that he'd lose the money.
- i. In keeping with the disgrace/dishonour their son would have had to endure to know that his father was a professional boxer. I feel that they had done the right thing. Their son had his own values and beliefs which led him to become a gentleman of character and respect. Naturally, as caring parents they wanted that their son continue in that way. Perhaps his perception of his father would have remained the same since he was an intelligent boy.

- 5.
 - 1. Harold is alone with his mother in their home.
 - 2. Mrs. Bramble is amazed at the fact that she had brought such a prodigy as Harold into the world.
 - 3. Mrs. Bramble resumed work on the sock she was darning
 - 4. Major Percy and Bill come into the house.



5. Mrs. Bramble is informed that her husband had decided not to fight.
6. Mr. Bramble tells his wife that he is doing it for Harold.
7. Jerry Fisher tries to convince Mr. Bramble to reconsider his decision
8. Harold learns that his father is a professional boxer.
9. Harold wants to know what will happen to the money he had bet on Murphy losing.

Person	Extracts from the story	What this tells us about their character
Mrs. Bramble	(Para 9) "Bill we must keep it from Harold." (Para 26) How about the money?	She was not honest and open With her son. She was a concerned mother.
Mr. Bramble	(Para 28)" Talking of Harold, that's what I'm driving at."	He was ashamed of his profession and so wanted to hide it from his son.
Percy	(Para 10)" I hope you are keeping it from Harold."	He did not like boxing and also liked to hear his own voice.
Jerry Fisher	(Para 38)"Think of what the papers will say. Think of me."	He is a selfish person and wants Bill to fight only because he wants him to.



7. Listening task. Qns. 1 to 6 - answers to be written

8. WRITING TASK

1. The teacher must inform the students of the difference between amateur and professional boxing headwear, e.g. No protective headwear is worn in professional boxing. Why these sports are so dangerous and why it should be banned.
2. On the other hand, the teacher can give some of the plus points as to why these sports are admired.
3. Also suggestions should be asked from the students. All points for and against should be written on the board. The students are advised to use them while writing their article.
9. Play Reading & Play acting with costumes, setting, props etc. by students.

BESTSELLER

by O. Henry

UNIT

5

1. Individual response
3.
 - (a) (iii) John was not particularly good-looking.
 - (b) (ii) men generally married girls from a similar background.
 - (c) (iv) he was doing very well at his job.
 - (d) (i) human beings are essentially the same everywhere.
4.
 - a. While travelling on a chair car to Pittsburg the author says that most of his co-passengers were ladies in brown-silk dresses cut with square yokes, with lace insertion and dotted veils, who refused to have the windows raised. There was also the usual number of men who looked as if they might be in almost any business and going almost anywhere.
 - b. The passenger on chair 9 was John A. Pescud. He suddenly hurled the book, "The Rose lady and Travelvan," to the floor between the chair and the window.
 - c. He felt that all bestsellers were alike, not worth reading. He felt that all of them had plots that were unrealistic. They told of an American swell that falls in love with a princess from Europe who is travelling under a false name, and follows her to her father's kingdom. There he finds out about her. Ultimately they fall in love and get married.
 - d. John tells the author that since their last meeting he'd done very well. He had got his salary raised twice, and even got a commission. He'd also bought a nice slice of real estate and even got married.
 - e. In the beginning Pescud was unnerved but soon told him everything. He told him how he followed his daughter, about his salary and prospects. He got him laughing, talked for two hours. He related anecdotes and humorous occurrences which eased out things between them
 - f. To get petunias for Jessie



g. Yes.

" He believes that "our" plate-glass is the most important commodity in the world the Cambria Steel Works, the best company

" that when a man is in his home town, he ought to be decent and law-abiding.

" He feels people marry in the same status but when he goes to Jessie's place-- houseas the Capitol at Washington. He marries above his station.

h. John A. Pescud

Physical appearance: small man with a wide smile, and an eye that seems to be fixed upon that little red spot on the end of his nose.

His philosophy on behaviour: that when a man is in his home town, he ought to be decent and law-abiding

His profession: selling plate-glass

His first impression of his wife: the finest looking girl he'd ever laid eyes on. Just the sort one would want for keeps

His success: had his salary raised twice, got a commission, bought a neat slice of real estate. Next year the firm was going to sell him some shares of stock

5. Complete the flow chart in the correct sequence as it appears in the story. Hint; it begins from the time the author first saw Jesse till the time they marry.

1. Pescud sees (a girl) Jessie reading a book in the train.
2. Pescud instantly gets attracted to the girl (Jessie)
3. Jessie takes a sleeper to Louisville.
4. Pescud follows her but finds it difficult to keep up.
5. Jessie arrives at Virginia.
6. Pescud goes to the village to find out about the mansion.
7. Pescud speaks to the girl (Jessie) for the first time.
8. Jessie informs the author that her father would not approve of them meeting
9. Pescud meets Jessie's father.
10. They meet alone two days later.
11. They get married a year later.



6. (a) John A. Pescud scoffed at best sellers as having a meritable storyline. Ironically, his meeting Jesse and marrying her was like a plot in a best seller.
- (b) Ironical that - he didn't follow what people generally did in real life, instead, he pursued and married someone above his station.
- (e) Irony in Trevelan?



THE BROOK

by Alfred Lord Tennyson

UNIT



1. Can you match the following?
 - (a) Something that lives for one year annual
 - (b) Something that lives for about two years biennial
 - (c) Something that lives for more than two years perennial

4.
 - a) Movement words-sally, sparkle, come, go, wind, steal, move, slip, and hurry down, bubble, gloom, glance, slide, sailing, linger, loiter
 - b) Sound words-bicker, chatter, trebles, and sharps, babble, murmur.
 - c) Onomatopoeia-sparkle, bicker, chatter, trebles, babble

5. The correct order - b, a, d, c, e.

6.
 - (a) (iii) eternal
 - (b) (i) the life of a man
 - (c) (i) Personification
 - (d) (i) the brook is a source of life.

7.
 - a) It reflects the sunlight.
 - b) This expresses the loud noise created by the brook gurgling of water
 - c) It passes thirty hills, twenty villages and fifty bridges.
 - d) It finally empties itself into the river near Philip's farm.
 - e) It expresses the incessant noise created by the flowing brook.
 - f) When the brook meanders, it erodes the bank and is angry to pass through many curves.
 - g) The picture of a curved path created by the motion of the brook.
 - h) It contains fishes (trout/grayling) and plants flowers, foamy flakes.
 - i) To express the quieter form of the brook-; more sedate/serene;
 - j) Some of the examples are-sudden sally; field and fallow; fairy foreland; with willow weed and mallow etc; sandy-shallows, gloom-golden -gravel.



k) The interplay of sunshine and shadow makes the sunbeam appear to be trapped on the surface of the brook; it appears to dance due to the movement of the brook

l) For men may come and men may go,

But I go on for ever.

Emphasises the constancy and timelessness of nature/ adds to the rhythm of the poem.

8. a) the brook
 b) by striking against the stones and pebbles and striking against the banks.
 c) It creates a picture of an overflowing river, filled to the brim.
 d) Human beings constantly take birth or die; only the brook continues to flow eternally. (the transience of humanity as compared to the timelessness of nature.

9. Rhyme scheme-abab

10. Original individual answers to be accepted.

11. There are a number of instances in the poem that suggest a parallel with life e.g.; the journey of the brook is an allusion to the life of a human being, right from the time he/she is born to the time they merge into the larger sea of oblivion called death.

- The stages in the course of the brook remind one of the stages in the life of humans-in the early years they are more vital and energetic and 'sparkle', and 'chatter', etc; while in the later stage as it nears the river it slows down and 'slips', 'steals', 'lingers', 'loiters' etc;
- The ups and downs of life are suggested by the twists and turns taken by the brook
- The different villages, valleys, towns passed by the brook allude to the variety and richness that life has to offer.

12. This is a question involving extrapolation. Encourage creative individual answers.



THE ROAD NOT TAKEN

by Robert Frost

UNIT



1. Brainstorming. Individual work followed by class plenary.
2. Individual work based on 1.
3. Accept all relevant answers. (e.g. easier to walk the beaten track, more lucrative, etc) Followed by class discussion on choices and compromises.
4. Accept relevant answers. Class discussion.
5.
 - a. Group activity
 - b. Choose between two roads
 - c. Probably regretted his choice as he talks of taking the road less travelled with "a sigh"
7.
 - (a) (i) the tough choices people make on the road of life.
 - (b) (iii) branched off
 - (c) (iii) hesitation and thoughtfulness
8.
 - i) Though both the roads are equally attractive and lead into the yellow wood, the first one is the beaten path where the grass has been worn down by the passing of feet. The second road is grassy, which shows not many people have walked down that road.
 - ii) The speaker chooses the road less frequently travelled.
 - iii) Accept both options with relevant reasons.
 - iv) Yes/ No. Justify with reasons.
 - v) His life took a different direction suggesting the choices we make often determine our future
9. abaab
10. choices; fork; sorry; both; direction; decision; foresee; trail; pleasant; rewarding; chance; wonder



11. Accept relevant comparisons (e.g. candle, etc) river, plant, waves, leaves...
11. Role play. Students work in groups.
12. a) sold his farm and moved to England
 b) 40 years old / quite young
 c) Accept all reasonable choices viz. i) a family to support ii) children's education iii) a fresh start in a new country iv) no fixed source of income v) no formal educational degree
 d) Probably not
 e) after/ had made the choice already/ knew going back may not be possible/ doubted if I should ever come back.
 f) In 1961, at the inauguration of President John F. Kennedy, Frost became the first poet to read a poem-"The Gift Outright"-at a presidential inauguration.
 g) Yes, he finally became popular in American as a poet.

Extract from Encarta

Robert Lee Frost was born in San Francisco, California, in 1874. When Frost was 11 years old, his father died of tuberculosis. Frost attended high school in Lawrence, Massachusetts, and began writing poetry. He attended Dartmouth College briefly but withdrew during his first year and went to work. In 1895 he married Elinor White. The couple eventually had six children, two of whom died young. From 1897 to 1899 Frost attended Harvard College, but he left before receiving a degree. In the early 1900s the family owned a small poultry farm in New Hampshire, and Frost taught at a small private school nearby. Frost continued to write poetry, but he was unsuccessful at publishing his work. Seeking better literary opportunities, the Frosts sold their farm and moved to England in 1912. In England, Frost achieved his first literary success. His book of poems *A Boy's Will* (1913) was printed by the first English publisher that Frost approached. The work established Frost as an author and was representative of his lifelong poetic style: sparse and technically precise, yet evocative in the use of simple and earthy imagery. His second collection, *North of Boston*, was published in 1914 and also won praise. In England Frost met other American poets, including fellow New Englander Amy Lowell and the avant-garde writer Ezra Pound. But Frost's work during this time was associated with that of the Georgian poets, a group of English writers whose lyric poetry celebrated the English countryside. The Georgian poets included Robert Graves, Rupert Brooke, Wilfred Owen, and Edward Thomas. In 1915 Frost and his family returned to the United States, where his poetry had become popular. He continued to write for the rest of his life, while living on farms in Vermont and New Hampshire and teaching literature at Amherst College, the University of Michigan, Harvard University, and Dartmouth College. In 1961, at the inauguration of President John F. Kennedy, Frost became the first poet to read a poem-"The Gift Outright"-at the presidential inauguration.



THE SOLITARY REAPER

by William Wordsworth

UNIT 8

1. This is a short "warm-up" activity whole-class, maximum 10 minutes. Encourage students to describe their feelings about what they have seen.

4. c)

5. Death of illness of a loved one

"Some natural sorrow, loss or pain

Every day, routine events

"...Familiar matter of today?"

What is the theme of the solitary reaper's song?

Beautiful moments/ things can give you pleasure and uplift you mood for a life time

A disaster or calamity in the past

"..For old, unhappy, far-off things..."

An important historical event

"...And battles long ago..."

6. (a) (iii) beautiful experiences give us life-long pleasure

(b) (iv) to all the passers by

(c) (i) ballad

(d) (i) he cannot understand the song

(e) (iii) Scotland



7.

Solitary Reaper	Place/Scottish Highlands	Heard by? the poet	Impact on listener holds him spellbound
Nightingale	Arabian desert	Weary travelers	Welcoming, soothing
Cuckoo	Hebrides islands	People who live there? Sailors? Silence of Seas in winter	Excited because the cuckoo signals the onset of spring often a seemingly long silent winter

Have students work in groups of four, then hold a brief class discussion.

- b) Bird songs are almost always a pleasant and welcome sound; the songs of the nightingale and the cuckoo are particularly so. Both conjure up images of attractive melody, mystery and romance, and so add to the atmosphere that the poet is trying to convey when describing his feelings on hearing the solitary reaper's singing. Arabian deserts and winter bogged Hebrides wake up the melodies of a nightingale and a cuckoo (a promise of relief.)
- c) Encourage students to express what they see and to use their imagination to go beyond what Wordsworth wrote.

8. Repetition of a sound at the beginning of words is called alliteration. It is used in poetry to add to the rhythm and melody. Other instances in The Solitary Reaper are:

More welcome notes to weary bands (line 10)

Breaking the silence of the seas (line 15)

I saw her pinging at her work (line 27)

Now look up the word "assonance". Food out examples for it.

- 9. The words are single, solitary, by herself, alone. They add to the atmosphere of sadness created by her singing and a loneliness of a human being pitted the vastness of the universe.
- 10. Encourage every student to attempt a poem, and display it on the classroom wall.



LORD ULLIN'S DAUGHTER

by Thomas Campbell

UNIT

9

5. (a) (i) escape the wrath of her father.
(b) (iv) he is sorry for the childlike innocence of the lady.
(c) (ii) anxiety to grief.
(d) (i) transferred epithet
6. a) flying/ eloping/ fleeing
b) chieftain
c) ferry/ carry
d) his beloved's father and his men
e) agreed
f) money/ gold/ silver pound
g) beautiful beloved/ winsome bride
h) grown stronger
i) the horses hooves of Lord Ullin and his men
j) to hurry
k) stormy land
l) shore
m) his daughter and her lover caught in the storm/ drowning
n) too late/ in vain
7. father is angry/ did not want her to marry the chieftain she loved probably a rival chieftain
8. romantic; kind; caring; daring, skillful
9. Stanza 6. the stormy sea, the foam on the waves the waves are raging white
Stanza 7. the darkness deepened as the storm gathered. in the scowl of heaven



each face/ Grew dark as they were speaking.

Stanza 9. storm thunder the raging of the skies

Stanza 10. storm The boat has left a stormy land

A stormy sea before her,--

Stanza 13 a grief-stricken father ``Come back! come back!" he cried in grief/ this stormy water.

Stanza 14 the girl and her lover drown, a grief stricken father The waters wild went o'er his child,

And he was left lamenting.

10.
 - a) Lord Ullin's horsemen - Loard Ullin's daughter and her lover, the highland cheif.
 - b) keep my beautiful bride happy
 - c) Lord Ullin did not want his daughter to marry him and would kill him for eloping with his daughter.
11. Yes. The lovers die in the storm at sea. The water spirit is bewailing their death.
12. It brings out the anger of man (Lord Ullin and his men) and the fury of Nature (the raging storm)
13.
 - a) storm in nature/ angry father
 - b) face the storm at sea or face her father's wrath. She chooses to brave the storm at sea.
14.
 - a) transferred epithet-daughter who left the shores is going to die.
 - b) sees her trapped in the storm at sea and die but he cannot help her.
15. Yes. Wanted help. Wanted him to save her.
16. All correct answers to be accepted.
17. abab
18. This is a question involving extrapolation. Encourage creative individual answers.
19. This is a question involving extrapolation. Encourage creative individual answers.
20. This is a question involving extrapolation. Encourage creative individual answers.



THE SEVEN AGES

by William Shakespeare

UNIT

10

1. Discussion, with blackboard summary.
3. (a) (iv) life of man that comes to an end.
(b) (i) birth and death
(c) (i) chronological age in life
4.

Stage	Characteristic features
(a) Infancy	crying, being sick, playing, dependent
(b) School boy/Student	complaining, smartly dressed, hard-working
(c) Lover	unhappy, moody, temperamental
(d) Soldier	bearded /swearing/ quarrelsome/poetic
(e) ature	old man - speculated with high pitched voice
(f) Justice/ judge	Wise/formally attired
(g) Old age	of second child word and forget fulness

Head of an extended family wise, patriarchal, protected, conciliatory, responsible, serious

Old age thin, declining in health, less influential

Senility no teeth, poor eyesight, poor taste

Encourage students not simply to copy the seven stages exactly as Shakespeare has defined them, but to express them as modern-day equivalents. The characteristic features remain broadly the same, but encourage students to describe them in their own words and to add further characteristics of their own. Write one stage and characteristic features (.e.g. family man) on the blackboard, as an example.

5. Individual work, then comparisons in groups of four.



6. a) None of us is permanent or "real". In relation to the timelessness and permanence of the Earth on which we live, each person is like an actor or actress; we enter the play (we are born), we progress through the play (we live our lives in various stages), and we leave the play (we die). Most people's lives go through identifiable, predictable stages, and only a very few people's lives make any significant impact on the world.
- b) loudly professing his love and frustration, ie making a noise like an overheated furnace,
- c) ambitious, even in the face of danger for reputation, ready to enter the jaws of death.

7.

Item	Metaphor	Simile
World	All the world's stage.	
Men, women	All the men and women merely players	
School boy		Creeping like snail unwillingly to school
Lover		Sighing like furnace
Soldier		Bearded like the pard
Reputation	The bubble reputation	
Voice	Childish treble	

8. Accept individual response
9. Accept individual response



OH, I WISH I'D LOOKED AFTER ME TEETH

by Pam Ayres

UNIT 11

1. Accept individual response

3.

Stages in the life of the poet	Activities	Consequences
(a) Youth	eating toffees eating gobstoppers licking lollies taking sherbet not brushing properly.	cavities, caps and decay
(b) Adult hood	Fillings, Injections and drillings	gazing at the dentist indespair.

4.
 - (a) (i) regret
 - (b) (i) been careless
 - (c) (i) eating the wrong food and not brushing.
 - (d) (iii) regret
5.
 - a) As a child she didn't take care of her teeth with careful brushing/careless attitude
 - b) tooth decay-cavities for filling and drilling; by avoiding wrong food; and brushing properly.
 - c) teeth are like friends-they look after our good health
 - d) by avoiding wrong food; and brushing properly also keep visiting the donlist
 - e) a stitch in time saves nine; better to be careful than sorry; an ounce of prevention is better than a pound of cure.
6.
 - (1) Sleep a wink
 - (2) Gives me the willies
 - (2) Crack the whip



- (4) Take the horse
 - (5) Turn tail
 - (6) Like a lamb
 - (7) Wonders will never cease
 - (8) Past can't be undone
 - (9) Reap what I sow
7. Accept individual response
 8. Poetic license – The liberty taken by an artist or a writer in deviating from conventional form or fact to achieve a desired effect.



SONG OF THE RAIN

by Kahlil Gibran

UNIT

12

1. (a)
 1. I emerge from the heart of the sea.
 2. The voice of thunder declares my arrival
 3. I am dotted silver thread dropped from heaven
 4. I descend and embrace the flower
 5. The rainbow announces my departure
- (b) Rain
- (c) The teacher should encourage the students to give their own expressions and be ready to accept different responses.
4. (a)
 - (i) the shimmering drops fall one after the other
 - (b) (i) love for the earth
5. (a) The rain is divine as it comes from heaven. It is plucked from the crown of Ishtar. It gives new life to seeds and heals the sick.
- (b) The rain performs the following functions:
 - (1) It makes the flowers blossom
 - (2) It serves as a messenger between the field and the cloud
 - (3) It quenches the thirst of the field
 - (4) It makes all things happy when it bows
 - (5) It causes the hills to laugh
- (c) The rain displays utmost humility by saying she cries and bows.

She cries when she sees the hills sad and states that she likes seeing the flowers blossoming but does not feel that she has done anything worthy of praise. She prefers to bow rather than stand tall as it brings everyone happiness. Cry denotes probably a high intensity rain where as humble and bow (indicates) milder (rain).



- (d) It quenches the fields of their thirst as she gives water to their parched throats. On the other hand she helps the clouds to get rid of the water that it has been carrying in it and frees them.
- (e) The rain embraces and blesses the trees by giving it water to help make food for itself. It helps its dormant seeds to burst into life and its beautiful flowers to blossom and fruits to ripen.
- (f) The poet wants to convey to us that many people hear the sound of the rain/thunder but only a few sensitive people understand the power the and great glory the rain possesses.
- (g) The poet, Kahil Gibran helps us to appreciate the value of rain by telling us that the rain is just not merely water but in fact the tears of the Gods in heaven that makes causes the crops to grow in the fields and fills the fields with joy.
- (h) The poet calls the rain as earthly life because when it starts it brings joy in the same manner a new-born child gives joy to its parents and when it stops it causes sadness to so many things in the same manner that death causes grief.

The laughter of the field refers to the rejuvenating aspect of the rain, and the greening of fields. The tears of heaven is a poetic reference a personification of the rains as a weeping entity of heaven, yet benefitting nature.

- (j) The song ends with rain being filled with emotion and crying with endless memories that it had experienced.

- 6. listening activity
- 7. Accept individual response



VILLA FOR SALE

by Maurice Stan ford

UNIT

13

1. This is a warm-up activity to set the context for the story. Pair work should take two or three minutes, followed by sharing of ideas to the whole class (10 minutes)
2. Various responses
4.
 - a) Sell
 - b) Money
 - c) Favour
 - d) Buying
 - e) Enthusiastic
 - f) His in-laws to live
 - g) 2,00,000/- francs
 - h) Walks in
 - g) Taking / mistaking
 - e) Strikes/makes
 - f) 200 thousand francs
 - g) Keep / take / get
5.
 - (a) To accommodate her parents she also wants her (sister's) children to come and stay there every year.
 - (b) fears his in-laws will stay with them & also finds it very costly, not eager to have the sister-in-law's children visting and staying with them.
 - (c) You French people have a cute way of doing business!-no good at business
Frenchmen usually have to consult about ten people before they get a move on-indecisive
You folk are queer. You think about the past all the time. We always think about the future-French not progressive



What a pity you don't try and copy us more. - they are inferior

- (d) No. she is keep on a good bargain and insists that she should get 200 thousand francs from Gaston.
 - (e) Gaston, because he manages to get one thousand francs for nothing from a Smith.
3. (f) Various responses-accept all substantiated responses.
6. A. a) (iii) she is unable to find a suitable buyer for her villa.
 b) (iii) she had bought the villa for more than it was worth.
- B. (a) (i) her parents would stay with them for a long time.
 c. (a) (i) Earlier he did not want Juliette's parents to stay with them but now he is showing concern for them.
 (b) (iv) he is an opportunist
7. (a) Juliette, greedy
 (b) Jeanne, naughty
 (c) Gaston, humorous
 (d) Gaston, rude
 (e) Gaston, haughty
 (f) Gaston, humorous
 (g) Juliette, smart
 (h) Juliette, clever/smart
 (i) Gaston, clever
8. listening
9. Accept individual response
10. For the dramatization of the play, care should be taken while selecting the costumes, and as the play was enacted in 1938 for the I time.



14

THE BISHOP'S CANDLESTICKS

UNIT

by Norman Mckinnell

1. Accept individual response
2. Accept individual response
4. a convict, a bishop, helping, convict, fed, well, changes, speaks, caught, gift, transformed

5. a)

kind-hearted- cruel innocent- corrupt protective- unfeeling sympathetic- unfeeling concerned- unconcerned understanding- unconcerned/ indifferent honourable-dishonourable wild- refined/cultured embittered- magnanimous	benevolent- wicked protective-aggressive unscrupulous- righteous penitent- unrepentant forgiving- merciless clever- naive stern- tolerant/soft brutal- kind	suspicious- trusting cunning- guileless credulous- shrewd caring- unfeeling generous- hardhearted sentimental- indifferent pious- irreligious trusting- guarded
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

5. b)

Lines from the play	Speaker	Quality revealed
1. You told him she was feeling poorly, did you? And so my brother is to be kept out of bed, and go without his supper because you told him she was feeling poorly.	Persome	Concerned/ protective stern.
2. take my comforter, it will keep you warm	Bishop	Caring/geneuous
3. If people lie to me they are poorer, not I.	Bishop	Trusting/Forgiving
4. You are like a child. I can't trust you out of my sight. No sooner my back is turned than you get that minx Marie to sell the silver salt-cellar	Persome	Stern
5. My dear there is so much suffering in the world, and I can do so very little.	Bishop	Pious



6. My mother gave them to me on—on her death bed just after you were born, and -and she asked me to keep them in remembrance of her, so I would like to keep them.	Bishop	Sentimental
7. I am too old a bird to be caught with chaff.	Convict	Cunning
8. You have your soul to lose, my son.	Bishop	Kind/concerned/ pious
9. Give me food or I'll stick my knife in you both and help myself.	Convict	Brutal
10. ... they have made me what I am, they have made me a thief. God curse them all.	Convict	Embittered/Wild
11. Why the devil are you kind to me? What do you want?	Convict	Suspicious
12. I-----I ----didn't believe there was any good in the world...but somehow I—I—know you're good, and ----- and it's a queer thing to ask, but could you, would you bless me before I go?.	Convict	Penitent

6. Answer the following questions briefly:

- a) yes, he was right in selling his salt-cellar. The Bishop was kind-hearted but he had no money to help Mere (Gringporie). His kindness urged him to help her.
He loved the poor and sympathized with the needy, he was not materialistic
- b) They feel good to be visited and cared for by the Bishop. To have the Bishop call on them as they are fond of him. People are very selfish and greedy. They make a fool of the Bishop by pretending to be sick.
- c) The convict's wife. The cause of her death was starvation and sick.
- d) He is too experienced a person to be trapped by soft, gentle words
- e) had stolen to buy food for his dying wife, he was imprisoned.
- f) He had committed a robbery. Sentenced to prison ship where he was chained up like an animal and fed on filth. He was lashed if he complained. The punishment was not justified since it was disproportionate to the crime committed.
- g) accept all reasonable answers. Students must justify their opinion.
it is a big city and he can get lost there and the police may not-be able to trade him in such a by city.
- h) The Bishop's kindness and faith in him.

7. A. (a) (iii) she did not wish to criticise the Bishop in front of Marie.



- (b) (i) the Bishop has sold her salt-cellar.
- (B) (i) Mere Gringoire
- (ii) as she knew that he was a generous person.
- C) a. (iii) she was unable to pay the rent of her house.
- b. (ii) she felt that Mere Gringoire was taking undue advantage of the Bishop.

8. Accept - all relevant responses

Verbal Irony	Situational Irony	Dramatic Irony
<ul style="list-style-type: none"> ○ I believe you want to convert me: save my soul, don't you call it? Well, it's no good ----- see? I don't want any damned religion. ○ I don't want any of your Faith, Hope, Charity. ○ I don't want any damned religion, I tell you. 	<ul style="list-style-type: none"> ○ Why the devil do you leave the window unshuttered and the door unbarred so that anyone can come in? 	<ul style="list-style-type: none"> ○ My mother gave them to me on—on her death bed just after you were born, and -and she asked me to keep them in remembrance of her, so I would like to keep them.

- 9. The Bishop's kindness when he comes to steal; and when the Bishop saves the convict from the police
- 10. Individual response
- 11. Individual response
- 12. Individual response



SAMPLE QUESTIONS

READING

Q.1. Read the passage given below:

Decision-making is a very vital part of our lives. This is because what we are today is largely a result of the decisions we took in the past. Similarly, whatever happens tomorrow will be a result of the decisions we take in the present.

It is not possible to reverse the wrong decisions taken in the past but it is possible to train ourselves into becoming a good decision-maker for the future. If we don't, we'll end up doing what we've always done and thus get what we've always got. Philosopher Walter Kaufman has called this Decidophobia.

All sorts of decisions, big or small, relevant or irrelevant, conscious or unconscious punctuate our lives. Sometimes, we don't even realise we are taking a decision.

Those who avoid taking a decision leave everything to chance and float along life with a 'what will be, will be' attitude.

To enhance our decision-making, we must, first of all, gather as much information as possible about the issue before we make our decision. We might be heading for a failure if our decisions are based on half-baked information.

If you have a set of guiding principles for your life, decision-making becomes a lot easier. For example, if you value integrity and honesty and consider them to be of vital importance, you will never waver.

Sometimes decisions are very difficult to make, especially when the odds seem to be against us. In this case, giving ourselves a little time to decide wouldn't be a bad idea at all. Circumstances may change with time and then it may be easier to see which action is more preferable to the others.

Though we have to take the responsibility of decision making on ourselves, it is helpful if we have someone to speak to. Such exchanges often lead to a better understanding of the situation. However, it is not always necessary to take the advice of others. Being a little flexible will also provide ample scope for mid-course correction. Whenever a decision that we have taken proves to be disadvantageous, we should be willing to change the decision or make suitable modifications.

Being clear about your goals can facilitate decision-making. If we know exactly where we want to be or what we want to do in the next five years or even ten, we will decide to undertake actions which will lead us to our goals. So outline your short and long-term goals in black and white.



Action is a vital consequence of decision-making. It is the necessary follow-up. Only when we act will we get a feedback of whether our decision has been correct or not and then we can proceed in a more focused way. So it is essential to move from the world of thought to the arena of action.

1.1 On the basis of your reading of the passage above complete the following sentences. Write the answers in your answer sheets against the correct blank number.

- a) The course of our life is largely determined.....
- b) People who suffer from 'Decidophobia' are unable to shape their lives because.....
- c) The first step towards decision-making would be.....
- d) If your value system is clearly defined then.....
- e) In situations where..... taking a little time to decide would be the best way out.
- f) Outlining your goals can facilitate decision-making because.....
- g) Decision-making is futile if it is not.....
- h) Find a word which means 'to interrupt repeatedly' from the first four paragraphs.
- i) Find a word which means 'to make possible or easier' from paragraphs 7 to 9.
- j) Find a word from the last three paragraph which means 'information or statements of opinion about something that provide an idea of whether it is successful or liked'.

Something my father wanted for me
Although (poor man!) it's been nothing
But a mirage in the desert
Of my life.
My soul will join his now, praying
That your generation may find it-
Simply peace-
Simply a life better than ours
Where you and friends won't be forced
To drag grief-laden feet down the road
To mutual murder.



1.2 Answer the following questions by selecting the most appropriate options from the ones given below:

- 1) The obituaries and weather
 - a) have no significance for the poet
 - b) leave the poet depressed
 - c) matter a lot to the poet
 - d) are an integral part of the poet's survival
- 2) The legacy the poet wishes to leave to his son is
 - a) to live a life devoid of hatred
 - b) to have a better life than his own generation
 - c) to be a happy and responsible citizen
 - d) all of the above
- 3) Mutual murder is an example of
 - a) Imagery
 - b) Alliteration



WRITING

Q.2. Ashwani/ Aastha Sharma, in charge of the NSS Club of St. Andrew's School, Kashipur, is given the following letter to write a notice to be put up for students on the school notice board. Write the notice in not more than 50 words, including relevant details from the letter in your notice so that students may contribute generously. Do not give extra information. Put the notice in a box.

The Philanthropic Society
 5-Mount Hill Road
 Dehradun
 The Principal
 St. Andrew's School
 Kashipur, U.P.

5 August, 2010

Dear Sir,

We are a charitable organization working for helping the distressed people due to natural calamities like the earthquakes, floods etc.

We would acknowledge it as a gesture of great benevolence if your students contribute to the cause of rendering help to the hill people of Uttrakhand who have experienced a terrible flood and have been displaced by it. The students can contribute food articles, medicines, money, clothes, shoes and other items of daily use. This will help to relieve the distress of the people of this area greatly.

These items may be collected next Saturday at about 1 p.m. in the school's NCC & Scouts room when our team visits the school.

Thank you very much.

Yours sincerely,

(K.C. Katihar)

President

- Q.3. Shobhita/ Shobhit Arya recently came across several news reports regarding the acute water shortage that the country is likely to face during summers. On the occasion of World Water Day, she / he decides to express her/ his views on the grave situation, the causes behind this crisis and also his suggestions in an article for publication in a magazine. Using the inputs given below and your own ideas, write Sobhita's/ Shibhit's article in not more that 150 words.

Conserve water. Every drop is precious

Nation faces worst ever water crisis. Water table sinking. Residents get water only for half an hour a day-parched summer ahead!

How must we celebrate World Water Day?

Achieve Water Security

- Harvest water
- Use less water
- Store in ponds, tanks & aquifers
- Recycle



GRAMMAR

Q.4. Complete the following passage by choosing the most appropriate options from the ones given below. Write the answer in your answer sheet:

Q.5. Like many Indian children, I grew up (a)----- the vast, varied and fascinating tales of the Mahabharata. Set (b)----- the end of what the Hindu scriptures term Dvapur Yuga or the third age of the man, a time (c)----- the lives of the Gods and people still intersected, the epic weaves myth, history, religion, science and statecraft (d)----- stories.

- a) (i) saying (ii) listening to (iii) questioning (iv) celebrating
- b) (i) by (ii) at (iii) from (iv) into
- c) (i) where (ii) from (iii) when (iv) before
- d) (i) as (ii) in (iii) through (iv) into

Q.6. Complete the Reports by choosing the correct answers from the options given below:

1) Sangeeta Mane-30, delivers conjoined twins-Indapur

Conjoined twins-----by Sangeeta Mane, aged 30, in Indapur.

- a) were delivered b) have been delivered c) will be delivered
- d) have to be delivered

2) The birth of healthy twins- Pune poses a challenge-the medical profession

A challenge-----to the medical profession by the birth of healthy twins in Pune.

- a) as posed b) is posed c) is being posed
- d) has been posed

3) The twins-2day old-share one liver

One liver-----shared by the two - day old twins.

- a) was being b) was c) is d) is being

4) The scientists bring -twins- Indapur to a pune hospital-under medical supervision

The twins_____under medical supervision from Indapur to a Pune hospital by the scientists.



- a) are brought b) are being brought c) were brought
 d) were being brought

Q.7. In the passage given below, one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it in your answer sheet against the correct blank number. Ensure that the word that forms your answer is underlined.

When antiseptics came to used widely,	to be used (example)
Wright and Fleming found out that treatment	a)
being given was doing harm than good. Each	b)
of the chemical antiseptics more harmful to	c)
the leucocytes than to the germs; and some cases	d)
the antiseptic actually facilitated multiplication germs.	e)
Wright and Fleming insisted that the surgeon's aim be	f)
not much to kill the germs as to help the	g)
leucocytes to do natural germ-killing work.	h)

Q.8. Read the conversation given below carefully and complete the following passage.

Ranbir : Where is my car? I remember parking it here.
 Policeman : The car has been towed away as you parked it in the 'no parking area'
 Ranbir : Sir, can I be excused this time?
 Policeman : I hope you'll remember the lesson you learnt today

Ranbir asked the policeman standing there (a) _____.
 He said that he remembered parking it there. The policeman replied (b) _____
 Ranbir requested the policeman (c) _____
 The policeman then said (d) _____.

Q.9. The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction against the correct blank number in your answer sheets. Also underline the correct word that you have supplied.



- The naturalist had been venturing into the jungles since a long time, warnings from colleagues not withholding. But he ensured that his team would abide in his regulations strictly, lest they will land themselves in hazardous situations. Many a times his jungle sense, which was superior than that of his team members, proved its worthy by preventing disasters, so saving many lives.
- a)
b)
c)
d)
e)
f)
g)
h)

LITERATURE

- Q.10. (A) Read the extract given below and answer the following questions by choosing the most appropriate options.

*"And by my word! the bonny bride
In danger shall not tarry
So, though the waves are raging white
I'll row you over the ferry."*

- 1) And by my word is indicative of the speaker being
 - a) a man who can ferry his boat confidently
 - b) a man who knew the bonny bride
 - c) a man who honoured his word
 - d) a man used to swearing
- 2) The speaker promises to row accross
 - a) the chief of Ulva and Lord Ullin's daughter
 - b) the chief of Ulva and his wife
 - c) Lord Ullin and his daughter
 - d) Lord Ullin and the chief of Ulva
- 3) Waves are raging white -the poetic device used here is
 - a) a simile
 - b) personification
 - c) a metaphor
 - d) alliteration



(B) Read the extract given below and answer the questions that follow.

A voice interrupted. "Two thousand, four hundred and forty feet per second."

- 1) Who interrupted and whom?
- 2) What did the figure refer to?
- 3) What did reveal about the speaker?

(C) Read the following line and answer the questions given below:

Gaston: *Certainly not.....just as a souvenir*

- 1) Who his Gaston addressing?
- 2) Why is the souvenir important for Gaston?
- 3) What is the price that Gaston pays for the Villa?

Q.11. Answer any four of the following questions. (30-40 words each)

- a) Why does Frost choose the road less travelled?
- b) 'Kashi Yatre' was grandmother's favorite novel. Why? Give two reasons.
- c) What are the two ways in which the Brook is similar to life?
- d) Briefly mention the two things that capture the poet's attention in the poem 'Solitary Reaper'.
- e) Mention any two characteristics of Gaston's personality that make him a better businessman than Juliette.

Q.12. As the author of 'How I Taught My Grandmother to Read', write a letter to your grandmother appreciating her determination and strength of character. (150 words)

OR

As a reader, make a diary entry discussing your reaction to the relationship shared between Charles and Duke. (150 words)



FAQs

THE COMMUNICATIVE APPROACH TO LANGUAGE TEACHING

B.1 What is the communicative approach?

Interact in English has adopted a predominantly "communicative" approach to the teaching of English. As its name suggests, the Communicative Approach is based on the brief that acquiring a language means, above all, acquiring a means to communicate confidently and naturally. In other words, in order to communicate effectively in real life, students need more than mere knowledge about the language. In addition, they must be able to use English effectively, with confidence and fluency. Interact in English is therefore not content-based (except in so far as literary pieces have been selected for inclusion in the Literature Reader.) instead, its over-riding goal is to develop the practical language skills needed for academic study and subsequent adult life.

The approach brings together a number of ideas about the nature of language and language learning:

✧ Knowledge and skill

One of the tenets of the communicative approach is the idea that Language is a skill to be acquired, not merely a body of knowledge to be learnt. Acquiring a language has been compared to learning to drive. It is not enough to have only theoretical knowledge of how an engine works: you must know how to use the gears and (crucially) how to interact with other road users. Similarly, simply knowing parts of speech or how to convert the active into the passive does not mean you are proficient in a language. You must be able to put knowledge into practice in natural use. Of course, we do not expect a novice driver to move off without preparation: he has rules of the highway which he must learn by rote. But there is no substitute for learning by doing, albeit in the artificial conditions of a deserted road at slow speeds. Equally in language learning there are some 'rules to be learnt' but there is no substitute for learning by doing. In good teaching, this experience is supported by carefully-graded contextualised exercises.

✧ Structure and Function

Language can be described in different ways. Obviously we can label an utterance according to its grammatical structure. Another approach is to decide what function it performs. Consider the following:

- a) "Can I open that window?"
- b) "Can I carry that case?"



We could say that a) and b) have the same grammatical structure: they are both interrogative. We should also recognise that they perform different functions: a) is a 'request' b) is an 'offer'.

The communicative approach recognises the use to which language is put, and encourages pupils to be aware of the relationship between structure and function.

✧ **Appropriacy**

Another related issue is that of appropriacy. We all speak different types of language in different circumstances to different people. For example, suppose a boy wants to open a window. To his friend he might say: "Hot in here, isn't? Mind if I open the window?" However, to his teacher he might say: "I'm afraid I'm rather hot. Would you mind if I opened the window?"

Using language inappropriately is just as incorrect as making an error of structure or of spelling. The Communicative Approach therefore lays stress on language appropriacy.

✧ **Accuracy and Fluency**

Traditional language teaching lays greatest stress on accuracy - using the language correctly and without error, usually in short, decontextualised work such as a grammar transformation exercise. The communicative approach to language teaching emphasises both accuracy and fluency. The communicative approach recognises the importance of accuracy, but contends that learners should use English easily, smoothly, at a reasonable pace, with little hesitation-i.e. with fluency.

In *Interact in English*, certain activities are designed to promote accuracy, e.g. the grammar exercises in the Workbook, and the punctuation and vocabulary exercises in the Main Coursebook. Other activities are designed to promote fluency, e.g. most of the activities in the Main Coursebook that develop students' skills in reading, writing, listening and speaking. In fluency-based activities, excessive correction of errors is counter-productive, since it will damage students' confidence, and so will make them unwilling to use English.

B. 2 The Role of the Teacher

Most teachers are familiar with a teacher-centred classroom, where the teacher plays a dominant role, speaks most of the time, and interacts with the class as a whole. However, if the communicative approach in *Interact in English* is to succeed, teachers will need to adopt a variety of roles.

Littlewood* sets out these roles:

✧ As a general overseer of his students' learning, the teacher must aim to



coordinate the activities so that they form a coherent progression, leading towards greater communicative ability.

- ❖ As a classroom manager, he is responsible for grouping activities into 'lessons' and for ensuring that these are satisfactorily organised at a practical level.

Classroom Procedures

In many traditional classrooms, the most common classroom procedure is whole-class work, in which all students face the teacher who communicates with the class as a whole. Interact in English does use whole-class procedures at times, but it also uses other types of classroom organisation. The detailed notes in this Teacher's Book suggest appropriate procedures. The main types of organisation recommended are individual work, pair work, small group work and whole class work. It has been the experience of teachers who have trialled Interact in English that students adapt themselves very quickly to the new classroom arrangements, and the interesting nature of the activities themselves produce discipline. The following sections give practical advice on organisation of different types of classroom activities.

What are the different classroom procedures that I can use?

- * Whole-class work
- * Individual work
- * Pair Work

Some questions and answers about Whole-Class Work (WCW)...

What happens in WCW?

- * The teacher faces the class.
- * The students face the front.
- * The teacher communicates with the class as a whole.

What are the advantages of WCW?

- * WCW is useful for starting of activities, giving instructions etc.
- * The teacher can talk to all the students at the same time.
- * The teacher can easily provide feedback to the class.

Should I involve students in WCW all the time?

- No, because
- * it is boring for students to listen to the teacher all the time.
 - * students will quickly become simply passive listeners.



When exactly should I use the WCW procedure?

* good language learning takes place when students are involved in actively using English, rather than listening to the teacher explaining how English is used.

For.....

- * giving formal instructions to the class.
- * warm-up activities.
- * class discussions.
- * class review or feedback sessions.

Some questions and answers about individual work (IW)

What happens in IW?

- * Students work quietly on their own.
- * The students learn to be independent.
- * The Teacher is able to help weaker students.

What is my role when students are doing IW? For Example can I sit back and relax?

* No, you cannot sit back and relax! your role is very important. You must.

- * clearly set the task
- * give an example, if necessary.
- * set a time limit, if necessary.
- * move around the class to monitor, encourage and assist, starting with weaker students.

However...

- * do not unnecessarily involve yourself in a student's work, unless the student asks for your assistance.
- * do not disturb students concentration with unnecessary whole-class announcements.



Some questions and answers about pair work (PW)

How is pair work useful for classroom teaching and learning?

- * Students use English in working and talking with their partner.
- * They use much more English than in WCW, and more than in SGW.
- * They guide and help each other.
- * They share information and experiences.
- * Pair work is enjoyable; and enjoyable learning is productive learning.

How do I organize pair work?

- * Pair a student with another student sitting at the same desk. (This helps to avoid unnecessary noise and movement).
- * If there are some students who are on their own, move them so that they form pairs.
- * Give clear instructions to ensure that students understand the task.
- * Demonstrate the task with a good student near the back of the class (teacher-student demonstration).
- * Set a time limit, and move around the class to monitor (starting with the weakest pairs).

What do I do if I have Students sitting in three

- * You may allow the three to work together, like this:
- * or ask students sitting in one row to turn round to face those behind to form three pairs, like this:

While pair work is going on, what is my role?

- * your role is exactly the same as with individual work.



Some questions and answers about small group work (SGW)

I've never used SGW. What are its advantages?

- * SGW gives students much more opportunity to use English than is possible with whole-class work.
- * Students learn to listen to and to respect each other's points of view.
- * Students learn to work cooperatively.
- * They develop skills in expressing their own views.
- * They learn to take the role of group leader in using English.

How many students should I involve in SGW?

- * Four is usually the best number, as this enables all students to contribute to the task. But you may occasionally increase group size to five or six.

How do I set up SGW?

- * Organise students into groups; ensure that there is minimum movement of students and furniture.
- * Give instructions to the whole class.
- * Where appropriate, get a group in the middle of the class to demonstrate the start of the activity.
- * Allocate roles yourself, or tell group leaders to allocate roles.
- * Set the time limit.
- * Move around the class while the SGW activity is going on: assist and encourage where necessary.
- * Provide whole-class feedback at the end.



I face difficulties in organising groups because I have students of different ability levels. What should I do?

Physically, how do I get students to form groups?

The more able students very often dominate SGW. What should I do?

What about the shy and quiet ones? How do I get them to contribute to SGW?

* Form mixed ability groups. This has certain advantages:

- The less able students get a "personal tutor" (i.e. a more able student).
- The more able student also has opportunities to improve and practise English, e.g. in explaining something in simple terms.

* It is important not to leave it to students to decide who they work with in SGW. The result will be confusion.

* It is fairly simple to get students to form groups of four, by asking alternate rows to turn and face the row behind, i.e.

* Have a private word with such students: encourage them to bring less able students into the discussion.

* Rotate the group leadership.

* Set out "ground-rules" for all group leaders, e.g. they should get everyone involved in the task.

* Have a set of cards with you, as you move around the groups to monitor and encourage. The cards could say (for example) HAS EVERYONE EXPRESSED AN OPINION? Or ASK SOMEONE ELSE TO SAY SOMETHING Or ARE YOU TALKING TOO MUCH? For a few seconds show such a card to a student who is dominating the discussion.

* Encourage such a student to participate by whispering an idea into his or her ear.



* In your set of cards, have some for quiet and shy students, saying (for example) I SHOULD REALLY LIKE TO HEAR YOUR OPINION. WHY DON'T YOU SAY SOMETHING?. Place such a card in front of the students for a few seconds.

* Remember that peer pressure often encourages reluctant group members to participate. In fact, SGW gives them the confidence to do so, because they do not feel they are "on show", as they are in WCW.

B 4. Handling Pair work and Small Group Work (PW/ SGW)

The previous Section has outlined the alternative classroom procedures. The following are guidelines for introducing/ demonstrating, organising, managing and concluding PW/SGW:



✧ Introducing and Demonstrating

After a brief explanation of what is to be done, always demonstrate the activity. You have these options:

- The teacher takes both (for all) parts.
- The teacher takes one part, while one or more students take the other parts.
- Two or more students take different parts.

In selecting students to help demonstrate an activity, always select those who will demonstrate it well. Also, choose students from different parts of the classroom (particularly from the back), so that they will have to speak loudly in order to be heard. (Don't choose students sitting side-by-side, or they will speak so softly to each other that nobody else will hear!) Don't allow this phase to take too much time-two or three minutes is usually enough.

✧ Organising

This has largely been covered in the Section above. A few additional points:

- there is no need to move chairs and desks, and only a very few students will need to move places. For the most part, students simply face in a different direction in order to form pairs and small groups.
- The teacher is responsible for deciding who is to work with whom. (Don't leave it to students to decide, or the result will be confusion.)

- You may also prefer to allocate roles yourself, e.g. "When pairs, the one nearest the window is A, the other is B."
- If you have not used PW/ SGW before, expect a little, noise and excitement at first! But students quickly get used to the new procedures and soon settle down with minimum noise and fuss.

✧ **Managing**

While students are actually doing the PW/ SGW activity, the teacher has an important role to play. It is vital to move round the class, listening in on PW/ SGW and helping/ advising where necessary. Be careful, of course, not to "take over" the activity by intervening too strongly. (students need the English practice, not you!) Sometimes it is advisable to just 'hover' at a distance while moving round the class, simply checking that students are actually doing the activity. Make sure that you distribute your attention evenly over the course of a term; and give particular help and attention to weaker students.

✧ **Concluding**

At the close of a PW/SGW activity, bring the whole class together. You may wish to ask a pair or group to demonstrate at the front of the class. (Ask weaker pairs or groups to demonstrate, too. This can be a powerful confidence-builder). Alternatively, you may find a brief class discussion profitable, in which students exchange experiences that have arisen from the activity itself, e.g. a problem they have encountered, a good idea someone came up with, something they did not understand. Be careful not to allow this conclusion phase to take too much time - 5 minutes is plenty.

Many teachers view with alarm the prospect of pairwork and small group work with a large number of students. The following are concerns commonly expressed together with the responses of experienced teachers:

How do I cope with students who work at different speeds?

- * Ask students who have finished to compare their answers with others nearby who have also finished; or ask "fast finishers" to assist weaker groups.
- * Ask the faster students to move on to a different activity.
- * Call the class together when the majority have finished and elicit answers.



How do I handle a particularly noisy class?

- * The advice above will keep all students busy and involved.

- * There is bound to be some noise and excitement in the class when you first start using pair work and small group work. However, students quickly get used to new procedures and soon settle down.

- * If the noise level gets too high for comfort, do not use the "noisy approach" to quieten the class. In other words, do not shout at them. Instead, try the "quiet approach". For example, train students to recognise that when you raise your hand, they must raise theirs too, and must be more quiet.

- * You may have to speak firmly to a particularly noisy and excited group.

- * Remember that a little busy noise in the English Class is a positive thing: it is a sign that communication is taking place.

- * Be very sure that you give clear instructions.

- * With a large class, it is particularly important that you get a group in the middle of the class to demonstrate the first minute or so of the activity.

- * Monitor by moving round the class, starting with the groups that you predict will experience difficulty.

- * Remember that the argument for using PW and SGW with large classes is even stronger, because students in large classes will have even less chance of contributing to WCW than in a smaller class.

How do I manage PW and SGW in a large class-for example, of more than 60 students?

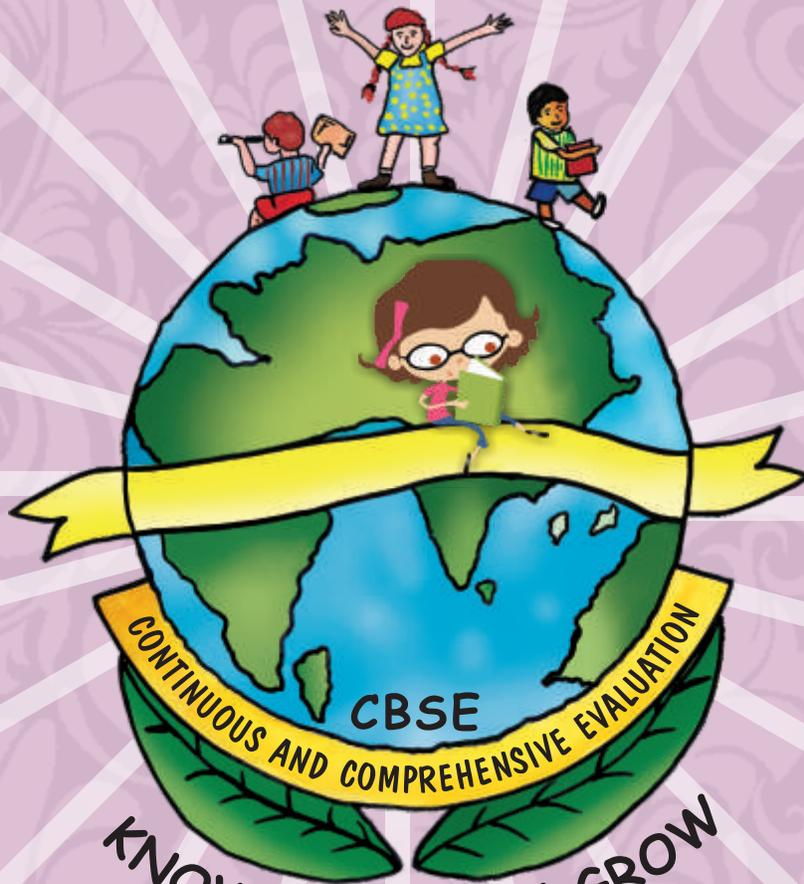


How do I ensure that all the students in a group are producing correct and appropriate English?

Some parents complain that in using PW and SGW - I am not really teaching. in am not really teaching. In fact, they accuse me of avoiding my responsibilities

- * When learning to swim, learning to cook, or learning to play a musical instrument, we all make mistakes- especially at first. Similarly, making mistakes in learning English is natural.
- * Therefore, you must not expect all students to produce suitable and correct English right from the beginning.
- * In small group work, only correct a student when a mistake interferes with communication. If you correct too often, students will quickly stop trying to use English.
- * Of course, do not attempt to assessment record card to record card to class.
- * Explain to parents that being good at English means being able to communicate in English-fluently, confidently and accurately. And this will only come about through lots of practice-which WCW alone cannot provide.
- * Furthermore, students must accept some measure of responsibility for their own learning, if they are to become self-reliant users of English.
- * Very soon it will become very clear to parents that - in using PW and SGW - you are working just as hard, but in a different way.





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