

# Training Module for Teachers

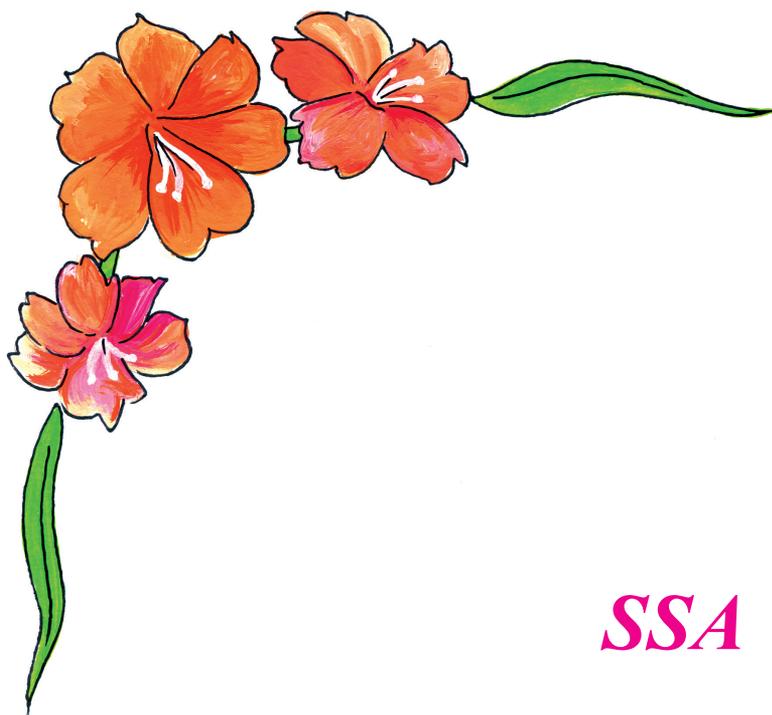
## English (Second Language) Class IX

Concept & Design :  
Expert Committee  
on  
School Education

West Bengal Board of Secondary Education



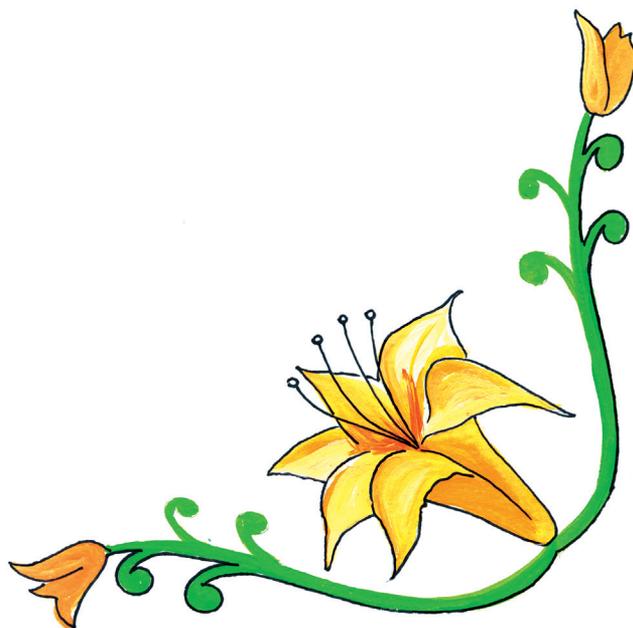
Department of School Education, Govt. of West Bengal



*SSA*

*Training Module for Teachers*

*English  
(Second Language)*





**SSA Training Module**  
**English (Second Language)**

**West Bengal Board of Secondary Education**  
**Samagra Siksha Abhijan**

**Department of School Education**  
**Govt. of West Bengal**

**Concept & Design :**  
**Expert Committee on School Education**

**Department of School Education  
Govt. of West Bengal**

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July, 2020

The Teachers' Training Programme under SSA will be conducted according to this module that has been developed by the Expert Committee on School Education and approved by the WBBSE.

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## FROM THE BOARD

In 2011 the Honourable Chief Minister Smt. Mamata Banerjee constituted the Expert Committee on School Education of West Bengal. The Committee was entrusted upon to develop the curricula, syllabi and textbooks of the school level of West Bengal. The Committee therefore had developed school textbooks from Pre-Primary level, Class I to Class VIII based on the recommendations of National Curriculum Framework (NCF) 2005 and Right to Education (RTE) Act 2009. In 2015 the new curriculum and syllabus of English (Second Language) for Class IX came into effect and textbooks were developed accordingly. However, certain questions evoke in our minds: (i) How will the competencies of the learners modified, refined or improved in Class IX? (ii) How far can the learners establish themselves as citizens of value and responsibility at the end of Class IX? (iii) How far can the learners go beyond the limits of academic disciplines to apply knowledge in their social life? And in trying to find suitable answers for these questions the Expert Committee developed the framework of the Constructivist methodology for knowledge construction.

Following the recommendations of Samagra Shiksha Abhiyan (SSA), the Govt. of West Bengal has arranged an orientation programme for Class IX on the method of learning and evaluation. The 'Training Module' has been developed for the orientation programme.

The Hon'ble Minister in Charge for Education, Dr. Partha Chatterjee, has enriched with his views and comments. We express our sincerest gratitude to him.

We hope that the orientation programme will be successful and have a lasting effect in the teaching-learning procedure of the future.

July, 2020  
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## PREFACE

The Honourable Chief Minister Smt. Mamata Banerjee constituted the Expert Committee on School Education of West Bengal in 2011. The Committee was given the responsibility to review, reconsider and reconstitute all the aspects of the school curriculum, syllabi and textbooks. The new curriculum, syllabi and textbooks were developed based on the recommendations of the Expert Committee.

The school textbooks for all classes, from Pre-Primary level to Class VIII, were developed following the guidelines of NCF 2005 and RTE Act 2009. The textbooks for Class IX were developed based on the new curriculum and syllabus.

Samagra Shiksha Abhiyan (SSA), the Govt. of West Bengal has organized an orientation programme on the method of learning and evaluation of English (Second Language) for Class IX.

The Hon'ble Minister in Charge for Education, Dr. Partha Chatterjee, has enriched us with his views and comments. We express our gratitude to him.

The State level Teachers' orientation programme on the methodology of learning and evaluation has been planned and executed in assistance with School Education Department, Govt. of West Bengal, West Bengal Board of Secondary Education and Samagra Shiksha Abhiyan (SSA). It is hoped that the 'Training Module', developed on behalf of School Education Department, Govt. of West Bengal, West Bengal Board of Secondary Education and Samagra Shiksha Abhiyan (SSA), will help in the effective implementation of the methodology of learning and evaluation.

July, 2020  
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# **Section 1**

## **SSA : Major Issues**

### **English as Second Language : Theory and Practice**

## **SAMAGRA SHIKSHA ABHIYAN : AN OBITER DICTUM**

### **Introduction:**

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, seeks to ensure that children enjoy the benefits of the three aspects of Access, Equity and Quality in school education across the nation. To this effect, the Ministry of Human Resource & Development (MHRD) in line with the proposal of the Union Budget, 2018 -2019 has initiated the scheme of SAMAGRA SHIKSHA ABHIYAN (SSA). The scheme takes a holistic stance in treating school education from Pre-Primary to Class XII as a continuum by merging the erstwhile Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan schemes in one, unified whole.

### **Scope of SSA:**

The Samagra Shiksha Abhiyan (SSA) collates the three Schemes of Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan and Teacher Education. The SSA scheme aims at improving school effectiveness measured in terms of equal prospects for schooling and equitable learning outcomes. In harmonizing the different and major effectual factors of school education, the SSA scheme provides for the operational mechanisms and transaction costs at all levels, particularly in using state, district and circle level systems and resources, besides envisioning one comprehensive strategic design for advancement of school education. The shift in the focus is from project objectives to refining systems level performance and schooling outcomes which will be the emphasis of the SSA scheme, alongwith encouraging States towards improving quality of education.

### **Major Objectives of SSA**

The holistic nature of the scheme envisages Universal Access, Equity and Quality, promotion of Vocational Education, refurbishment of the use of Soft or e-Materials in schools and strengthening of Teacher Education.

The major objectives of the scheme are summarized below:

- **Provision of quality Education and enhancing learning outcomes of students**
- **Bridging Social and Gender Gaps in School Education**
- **Ensuring Equity and Inclusion at all levels of School Education**
- **Ensuring minimum standards in schooling provisions**
- **Support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009**

## ELT Methodologies : Changing Tracks

### Grammar Translation Method :

Grammar Translation Method derives from the traditional approach to the teaching of Latin and Greek, which was particularly influential in 19th century. The method had a moderate degree of success in the hands of Franz Ahn and H.G. Ollendorff. According to Franz Ahn, Grammar Translation Method was a new, practical and easy method. In fact, this method is based on meticulous analysis of the written language, in which translation exercises, reading comprehension, and the written imitation of texts play a primary role. Learning mainly involves the mastery of grammatical rules and memorization of long list of literary vocabulary, related to texts. There is little emphasis laid on the activities of listening and speaking.

### Demerits of Grammar Translation Method :

- This method neglected the communicative aspect
- Language is not used in real-life situation
- Due to over-use of mother tongue, the student gets little opportunity to listen to and speak in the target language
- Excessive and mechanical teaching of rules of grammar
- There is little room for creative use of language
- Spoken aspect of the language is neglected

This method dominated early work in modern language teaching. A minority still find its intellectual discipline appealing ; but the vast majority of teachers now recognize that the approach does little to meet the spoken language needs and interest of today's language students.

### Child Language Acquisition (CLA)

The cognitive process of learning one's mother tongue through natural means from the environment is called Child Language Acquisition. The term 'acquisition' refers to the gradual development of ability in a language by using it naturally in communicative situations. The fact that a child acquires a language in a short period of time and without instructions, has been a major evidence for theorists who propose that human infants (in contrast to other animals) have an innate ability to acquire a language. This ability is usually called the language faculty.

### Stages of CLA :

No child suddenly starts speaking a language. They go through a series of stages when learning the language. There is a phase when, they just utter sounds without any meaning attached to them, and then in the next phase, they are able to speak words from the first language. The first phase can be called a pre-linguistic phase and it has two distinct stage : cooing and babbling. The second phase denotes the beginning of the linguistic development in children, and in this phase the speech is telegraphic in nature, i.e. there are words put together without the accurate syntactic devices joining them. In this second phase, they first use

one word expression and then two-words expressions. After that they can produce expressions of more than two words. Combining the two phases, then, there are five distinct stages in the process of Child Language Acquisition (CLA)—

1. Cooing
2. Babbling
3. One-word utterances
4. Two-word utterances
5. Telegraphic speech

### **Critical Period Hypothesis :**

The Critical Period Hypothesis states that there is a period when language acquisition takes place naturally and effortlessly. Penfield and Roberts (1959) argued that the optimum age for language acquisition falls within the first ten years of life. During this period the brain retains plasticity, but with the onset of puberty this plasticity begins to disappear. They suggested that this was the result of lateralization of the language function in the left hemisphere of the brain. That is, the neurological capacity for understanding and producing language, which initially involves both hemispheres of the brain, is slowly concentrated in the left hemisphere for most people. The increased difficulty which older learners supposedly experience was seen as a direct result of their neurological change.

Some evidence to support the Critical Period Hypothesis was supplied by Lunneberg (1967). Lunneberg found that injuries to the right hemispheres caused more language problems in children than in adults. He also found that in cases of children who underwent surgery of the left hemisphere, no speech disorders resulted, whereas with adults almost total language loss occurred. Further more, Lunneberg provided evidence to show that whereas children rapidly recovered total language control after such operations, adults did not do so, but instead continued to display permanent linguistic impairment. This suggested that the neurological basis of language in children and adults was different.

Lunneberg's evidence, however, does not demonstrate that it is easier to acquire language before puberty. In fact Lunneberg assumed that language acquisition was easier for children. The assumption is partially correct. The Critical Period Hypothesis needs to be recast to account for why loss of plasticity affects pronunciation, but not other levels of language that way. One possibility is that there are other critical periods (Seliger, 1978).

The process of the lateralization and localization of language function is a general one, carrying on over many years. Different aspects of language are affected at different stages in the process. This explains why adolescents outperform adults in grammar acquisition—around sixteen a critical period affecting grammar may be reached. This explanation is, however, speculative. In general the evidence linking cerebral dominance and age difference in learners is not always completely clear.

## Communicative Language Teaching (CLT)

### CLT : What it means?

The recent and widely accepted approach to second language teaching is generally described as CLT or Communicative Language Teaching. It is practically a reaction against the artificiality of 'pattern practice' and a refutation of the belief that only conscious learning of grammar of a language results in an ability to use the language. The goal of language teaching according to CLT is to develop 'communicative competence' According to Dell Hymes (1971) a person who acquires communicative competence, acquires both knowledge and ability for language use with respect to the following issues :

- whether something is formally or structurally possible
- whether in relation to a context in which it is used
- whether something is feasible in virtue of the means of the implementation available

### Application in English Language Teaching (ELT) :

Communicative competence involves sociolinguistic competence, grammatical competence and strategic implementation of linguistic forms and their meaning.

CLT creates opportunities for fruitful interaction among the learners. The teacher must engage the learners with communicative tasks. The objective of CLT is to enable the learners to know 'when to speak, when not, where, in what manner' (Dell Hymes). This enables the learners to know how to negotiate meaning in various circumstances, and when and how to appreciate gestures and body languages; the message contains pitch, intonation patterns, questions and comments. Sociolinguists have identified systems, patterns, purpose and consequences of language use.

Learning to use a language, according to Communicative Language Teaching, thus involves a great deal more than just acquiring some grammatical rules and vocabulary and a reasonable pronunciation. It involves the learner in such teaching-learning process that would enable him or her to use the language properly according to the requirement of the context.

### Second Language Acquisition (SLA) and Krashen's theory of SLA :

'Acquisition requires meaningful interaction in the target language – natural communication – in which speakers are concerned not with the form of their utterances but with the message they are conveying and understanding' – (Stephen Krashen).

### Krashen's theory of SLA :

Krashen's theory of Second Language Acquisition (1970-1980) consists of five main hypotheses.

1. The Acquisition-learning Hypothesis
2. The Monitor Hypothesis
3. The Natural order Hypothesis
4. The Input Hypothesis
5. The Affective filter Hypothesis

## 1. The Acquisition-learning Hypothesis

According to Krashen there are two independent systems of second language performance – 'the acquired system' and 'the learned system'. The acquisition is the product of a subconscious process that requires meaningful interaction in the target language – in which speakers concentrate not in the form of their utterances, but on the communicating act. On the other hand learning is the product of formal instructions and it comprises a conscious knowledge about the language; for example the knowledge of grammar rules.

## 2. The Monitor Hypothesis

The monitor hypothesis encapsulates the relationship between acquisition and learning and defines the role of grammar. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or 'editor'. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met; that is, the second language learner has sufficient time at his or her disposal, he or she focuses on form and thinks about correctness, and he or she knows the rule.

## 3. The Natural Order Hypothesis

The Natural Order Hypothesis is based on research findings (Dulay and Burt, 1974; Fathmen, 1975; Mahino, 1980 cited in Krashen, 1987) which suggests that the acquisition of grammatical structures follows a 'natural order' which is predictable.

## 4. The Input Hypothesis

The Input Hypothesis is Krashen's attempt to explain how the learner acquires a second language. According to this Hypothesis, the learner improves and progresses along the natural order when he or she receives second language input that is one step beyond his or her linguistic competence.

## 5. The Affective Filter Hypothesis

This hypothesis embodies Krashen's view that a number of 'affective variables' play a facilitative role in Second Language Acquisition. These variables include 'motivation', 'self-confidence' and 'anxiety'. Krashen claims that a learner with high-motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in Second Language Acquisition.

## ● Recognizing a good language learner

Theoretically a good language learner is a person who learns language relatively faster than other persons. She/he has better competence in language use than others. She/he must be a person with accurate faculty guessing to him or her. She/he is comfortable with both simpler and harder assignments. A good language learner uses her/his already acquired skills to reach the next stage of learning. Above all a good language learner has strong drive to communicate. She/he is willing to create opportunities for others to take part and communicate through exchanges.

### A brief description of a good language learner as listed by Rod Ellis (1985) :

According to Rod Ellis, a good language learner

- is able to respond to group dynamics of a learning situation
- seeks opportunities to use target language
- makes maximum uses of listening practice and responds to speech

- utilises diverse contact of L<sub>2</sub> speakers
- possesses analytical skills and monitors errors
- has strong reason for learning L<sub>2</sub> and possesses strong motivation as well
- ready to take risks
- capable to adapt different learning situations

### A case study (As narrated by a teacher) :

I know a girl who lives in a remote village of South 24 Parganas, West Bengal. She is in class seven standard and possesses an intense desire to learn English of a very high quality. Her father, a drop-out at class six, works as a 'tour guide' for a travelling agency at the Sunderbans. Many foreigners come to visit Sunderbans. Hence, her father needs some capability to communicate in English. Mira, this girl, teaches her father how to listen to an English speaking person, understand and respond to what has been said. Sometimes she also goes with her father and takes part in the communication. She has a comparatively smaller amount of vocabulary stock due to lack of exposure, but she is working hard to fill in the lacking. Last week, she got two English newspapers from the tourists, and she is going through them in search of meaning.

## English as Second Language : The Skills

### Listening Skill :

Listening is one of the four language macroskills (the others are reading, speaking and writing). But it's important to understand that in real life there's no such thing as just "listening". In fact, there are several different kinds of listening, which we call sub-skills. Here are three listening sub-skills which are often practised in the language classroom.

- Listening for gist. This is when we listen to something to get a general idea of what it's about, of what's being said. We don't want or need to understand every word. Example : listening to a summary of the day's news on the radio.
- Listening for specific information. This is when we listen to something because we want to discover a particular piece of information. We know in advance what we're hoping to find out. We can ignore other information which doesn't interest us. Example : listening to a weather report to find out about the weather in your part of the country.
- Listening in detail. This is when we listen very closely, paying attention to all the words and trying to understand as much information as possible. Example : a member of a jury listening to a statement from a witness.

### Listening Strategies :

Developing listening skill is very crucial for developing successful speaking skill, which in turn helps to create effective communication. Listening skill can be developed with plenty of exposure to spoken English. But unfortunately it is the most neglected skill in most classrooms. But listening is not that easy. Effective listening requires concentration and energy.

Most people mix up 'hearing' and 'listening'. Hearing is simply the act of perceiving sound by the ear (Biologically given). If one is not hearing-impaired, hearing simply happens. But listening requires concentration so that the brain processes meaning from words and sentences.

Listening is an active process. It can be depicted as –

Input → Processing → Output

The input can be processed in two ways –

- i) **Bottom-up processing**
- ii) **Top-down processing.**

In Bottom-up processing, the listener depends only on the input for the meaning of the message. In Top-down processing the listener depends on his or her background knowledge for understanding the process. The strategy of the teacher is to frame activity and task in such a way that they integrate both the processes. The students would have to take the support of both processes at the time of teaching learning.

Usually a student, at the time of listening does the following things –

- Determines a reason for listening
- Deposits an image of what he or she listens to in the short-term memory
- Attempts to organize the informations and predicts information expected to be included
- Assigns a meaning to the message
- Checks understanding of the message
- Determines the information to be of help in long-term memory.

Keeping these points in mind, the teacher would have to make his or her strategy. There should be three stages in the tasks framed for the students—

- i) Pre-Listening stage.
- ii) While listening Stage.
- iii) Post-Listening stage.

## Listening Activities

### Level 1 :

- Listening for individual sounds (vowels and consonants; stress)
- Listening for telephone numbers
- Listening to conversations for meanings of words and content areas (followed by questions)
- Telephone conversations (for sharing information and taking messages)
- Following directions (being given face to face or on the telephone)
- Listening to stories and doing follow up activities

## Level 2 :

- Listening to a conversation
- Finding a location on a map by listening to oral directions.
- Conversations at a store, restaurant, buying tickets (train, cinema, theatre, museum, booking agent etc.)

## Speaking Skill :

Developing speaking skills is a very important goal for a student in learning the language. However, development of speaking skill is possible with the development of certain sub-skills. The sub-skills of speaking are as follow —

1. Using correct pronunciation
2. Using stress, rhythm and intonation well enough so that people can understand what is said
3. Using the correct forms of words
4. Using the words in proper order so as to convey the right message
5. Using appropriate vocabulary
6. Using appropriate language register
7. Building an argument
8. Concluding a speech properly

The above said sub-skills go towards the main goal of strengthening speaking skill. The teacher has to frame activities in such a way that these sub-skills are properly taken care of.

The students will look at the picture and express their understanding / imagination in the spoken form. there are some story lines through pictures as well. Degree of support would depend on the specific degree of requirement of the students.

## Reading Skill :

### Facilitating Reading Comprehension in the classroom :

In giving the L2 student both as much input and practice as they can reasonably manage, and a strong metalinguistic awareness, teachers give students the tools to learn a language proficiently. It is in equipping the student with both *declarative knowledge*, as well as the *procedural knowledge*, that they not only understand the information in the text, but also appreciate its subtle intricacies.

**Reading involves the following modalities :**

<i>Skimming</i>	<i>quickly reading a text to get the gist to it</i>
<i>Scanning</i>	<i>quickly going through a text to find a particular piece of information</i>
<i>Extensive reading</i>	<i>reading longer texts, usually for pleasure.</i>
<i>Intensive reading</i>	<i>reading shorter texts to extract accurate details information</i>

Reading is a basic skill for language learning. It is essential in academic and social spheres. Our professional competence rests on our ability to read productively. Reading, along with listening, is a receptive skill.

- Good readers generally
  - i) read extensively
  - ii) integrate information from the text with their word knowledge
  - iii) have a flexible reading style, vary the speed depending on the text they are reading
  - iv) rely on different sub-skills

### Sub-skills of reading :

Reading involves a variety of sub-skills. The important sub-skills from **(John Munby's)** list of sub-skills are given below —

- i) Recognizing the script of a language
- ii) Deducing the meaning and use of unfamiliar lexical items
- iii) Understanding explicitly stated information
- iv) Understanding information when not explicitly stated
- v) Understanding concept meaning
- vi) Understanding relations within the sentence
- vii) Understanding relations between parts of a text through lexical devices
- viii) Interpreting text by going outside it
- ix) Recognizing indicators in discourse
- x) Identifying the main point or important information in a piece of discourse
- xi) Extracting salient points to summarize (the text, an idea etc)

### Types of reading comprehension tasks :

It has been observed that teachers prefer asking Yes/No or open-ended questions and this helps them train students to attempt seen/unseen passages set in the examination papers. But to make reading an enjoyable and useful activity, many other types of tasks should also be given. They are interesting and time saving. They also allow students more time for expressing themselves in the classroom. These tasks are :

- Read and supply (words, phrases)
- Read and eliminate (words, phrases and sentences)
- Read and select (multiple choice, alternative type questions)
- Read and draw (diagrams, pictures, flowcharts, graphs)
- Read and act (role play, actions, gestures)
- Read and match (actions, pictures, phrases, sentences)
- Read and label (diagrams, pictures)
- Read and rearrange (words, sentences, flash cards, pictures)
- Read and describe (situations, events, people, places, procedures)

## What to select for reading

Reading skill, like other skills, may be developed with practice. This requirement is not always met through the prescribed textbooks. Teachers have to select passages from elsewhere. While selecting passages they should keep the interest of their students in mind. They should select readable and enjoyable material. It should be suitable to the practical needs of the students. It should contain relevant and appropriate information as well as enable students to get practice in the different sub-skills of reading. Teachers should keep away from over-familiar and over-exploited content (e.g. stories and fables or procedures, people, places and events, etc.) students have read about in other subjects. When teachers write the passages themselves, they sometimes overlook the linguistic needs of their students. The passages should help students practice language but there should not be too much repetition of structures and vocabulary. At the same time, the language should not be very difficult either. Care should also be taken to select continuous passages—without charts or graphs at this stage (middle level).

## What goes into a reading lesson ?

While teaching a reading lesson, teachers should keep in mind that students should be taken through the paces of reading and should understand the purpose of what they are reading. Reading activities should increase communicative competence and increase the learner's confidence. There are three major stages in the reading process.

### Pre-text work (Pre-reading stage)

- Asking students about experiences they have had that relate to the theme of the unit
- Supplying any necessary cultural information
- Vocabulary brainstorming
- Predicting outcomes
- Bringing in related newspaper/magazine articles, audio/video tapes, pictures or photos to generate interest. These can also be used later for extension work.

### Presentation (While-reading stage)

The presentation of the text (opening) should vary according to its nature. Ideally it will always involve elements of some or all of these :

- Previewing — for type, function, style
- Prediction — of content and purpose
- Recognition — of semantic features and paralinguistic clues

### Methods of presenting reading

- Scanning—to predict story or setting
- Skimming—to identify key features
- Teacher reading aloud. Samples of model reading help the learner to link the graphics (printed symbols) with the phonics (sound) of the language and generates an awareness of reading.
- Students reading silently. It is one of the most important elements as it helps the learners to become independent readers.
- Students reading in pairs—cooperative reading.
- Reading parts of the text in relation to other print material.
- Use of recorded material.

## Learning checks (Post-reading stage)

- These are intended not as tests, but as a means of organising and applying what the learner has learnt. It could take care of the text type handled by summarising it through appropriate exercises.
- It could help to build accumulative "reading vocabulary".
- It could give further practice in certain micro-skills. The purpose of this stage is to review and integrate the work in progress and to develop in the students confidence and motivation.

## Writing Skill

Writing is a productive skill. It involves the following sub-skills.

Criterion (sub-skill)	Description and elements
Arrangement of Ideas and Examples (AIE)	<ol style="list-style-type: none"> <li>(1) presentation of ideas, opinions, and information</li> <li>(2) aspects of accurate and effective paragraphing</li> <li>(3) elaborateness of details</li> <li>(4) use of different and complex ideas and efficient arrangement</li> <li>(5) keeping the focus on the main theme of the prompt</li> <li>(6) understanding the tone and genre of the prompt</li> <li>(7) demonstration of cultural competence</li> </ol>
Communicative Quality (CQ) or Coherence	<ol style="list-style-type: none"> <li>(1) range, accuracy, and appropriacy of coherence-makers (transitional words and/or phrases)</li> <li>(2) using logical pronouns and conjunctions to Connect and Cohere (CC) ideas and /or sentences</li> <li>(3) logical sequencing of ideas by use of transitional words</li> <li>(4) the strength of conceptual and referential linkage of sentences/ideas</li> </ol>
Sentence Structure Vocabulary (SSV)	<ol style="list-style-type: none"> <li>(1) using appropriate, topic-related and correct Sentence Structure Vocabulary (SSV) (adjectives, nouns, verbs, prepositions, articles, etc.), idioms, expressions, and collocations</li> <li>(2) correct spelling, punctuation, and capitalization (the density and communicative effect of errors in spelling and the density and communicative effect of errors in word formation (Shaw &amp; Taylor, 2008, P. 44)</li> <li>(3) appropriate and correct syntax (accurate use of verb tenses and independent and subordinate clauses)</li> <li>(4) avoiding use of sentence fragments and fused sentences</li> <li>(5) appropriate and accurate use of synonyms and antonyms</li> </ol>

In summary of the table, the AIE is defined as an aspect of writing which concerns the appropriate tone of the text and genre, appropriate exemplification, efficient arrangement of ideas, completeness of responses to the prompt, and relevancy. In relation to the SSV, the use of appropriate vocabulary, correct spelling, punctuation, and syntax is considered. Two important aspects that help raters score the CC of the text, the effective use of cohesive devices and the employment of coherent-makers such as particular transitional words and rules. Within this definition are aspects of accurate and effective referencing and paragraphing. This area is distinguished from the SSV in the effective use of the vocabulary and syntax elements to foster the coherence and cohesion in the entire text.

Students will be encouraged to use their faculty of imagination to participate different types of writing activity. They will be provided with hints, clues etc. for support. They may be given picture hints to use their thinking skill and convert their thoughts into written document.

Following is an example of picture hints that may be used to develop a story :

## Functional Areas : Grammar and Vocabulary

### Grammar :

Grammar is a vehicle for expressing meanings. It must enable the learner to go beyond manipulation of language elements and take them to a level of creative expression. In transacting a lesson on grammar it becomes essential to effect a movement from form to function or rules to usage. To achieve this, the teacher must move on to examples of real language rather than stopping at made up or invented examples. Most of the time a majority of the teachers work with invented material. These are quick, informal examples that the teacher invents (or takes from a grammar book which relies on invented examples). The main function of language teaching should be to help learners choose structures which can express the meanings that they want to communicate.

1. Form
2. Meaning
3. Use

These three dimensions are interdependent.

All three dimensions should be taken into consideration to ensure language learning e.g. if the passive voice has to be taught it must be taught keeping in mind all the three dimensions.

- 1. Form :** The passive voice is marked by a form of the "be" verb and the past participle. Also it can occur only when the main verb is transitive (i.e. followed by an object).
- 2. Meaning :** It is a focus construction which shifts the focus from the doer to the recipient of the action as opposed to the active voice.
- 3. Use :** It can be used in the following cases :
  - When the receiver of the action is the theme or topic
  - When we do not know who the agent is
  - When we wish to conceal the identity of the agent
  - When the agent is obvious and easily derivable from the context
  - When the agent is redundant

Thus to use the passive voice accurately, meaningfully and appropriately the student must master all the three dimensions.

Grammar is mistakenly viewed as a collection of rules about language structure. Consequently, communicative and proficiency based teaching approaches are unduly limited by grammar instruction (rules).

### How grammar helps students :

- It provides an understanding of the language system, its patterns and its use.
- It helps learners to produce correct language and also monitor their language production.
- It builds their confidence as language learners because it helps them to self correct and eliminate errors.

### Elements of grammar teaching :

- **The structure** : Both the oral and written form of the structure should be included. There should be due emphasis on "form" and "meaning".
- **Examples** : Contextualised examples supported by visual materials where possible can be a useful aid for promoting understanding.
- **Terminology** : Use of terminology will depend on the level of the learners. It should be used cautiously as and when it is necessary in the early stages. Older or more analytically inclined learners can benefit from its use.
- **Language** : It is important to use the target language for teaching. However, whenever a useful parallel can be drawn between the first language and the target language it may be given to facilitate language learning.
- **Explanation** : Explanations should be simple and clear. Too much detail can be counterproductive. It may confuse the learner instead of clarifying the concept. So, as a rule, a simple generalisation, even if is not completely accurate, is more useful than a detailed definition.
- **Rules** : Explicit rules are more helpful to older and analytical learners. The teacher has to decide whether a rule will be helpful or not and also whether it should be elicited from the learner on the basis of examples or provided by the teacher.

### What Goes into a Grammar Lesson ?

#### Introduction :

- revising necessary grammar items (points linked to the new topic)
- establishing relevant links of new topic with a text/experiences/situations/events, etc
- using any stimulus—a picture, chart, blackboard drawing, object, radio, joke, text (story, anecdote), games, etc as a starting point
- introducing any new vocabulary or concept needed for teaching the new grammar item

#### Presentation :

- introducing the topic (preferably through a deductive approach)
- providing ample illustrations to ensure clarity

- allowing learners to deduce the pattern or grammar point being taught
- allowing learners to absorb it through further examples
- drawing attention to formal features, e.g. inversion of subject/verb in questions
- drawing attention to the function

### Practice :

- generating desired language from learners through a variety of exercises
- grading exercises—moving from controlled to guided and finally free exercises

### Production :

- integrating new language points with learner's language resources
- providing contextual practice
- assigning class work/home work
- assigning ongoing activities for practice in real situations outside the classroom

## Vocabulary

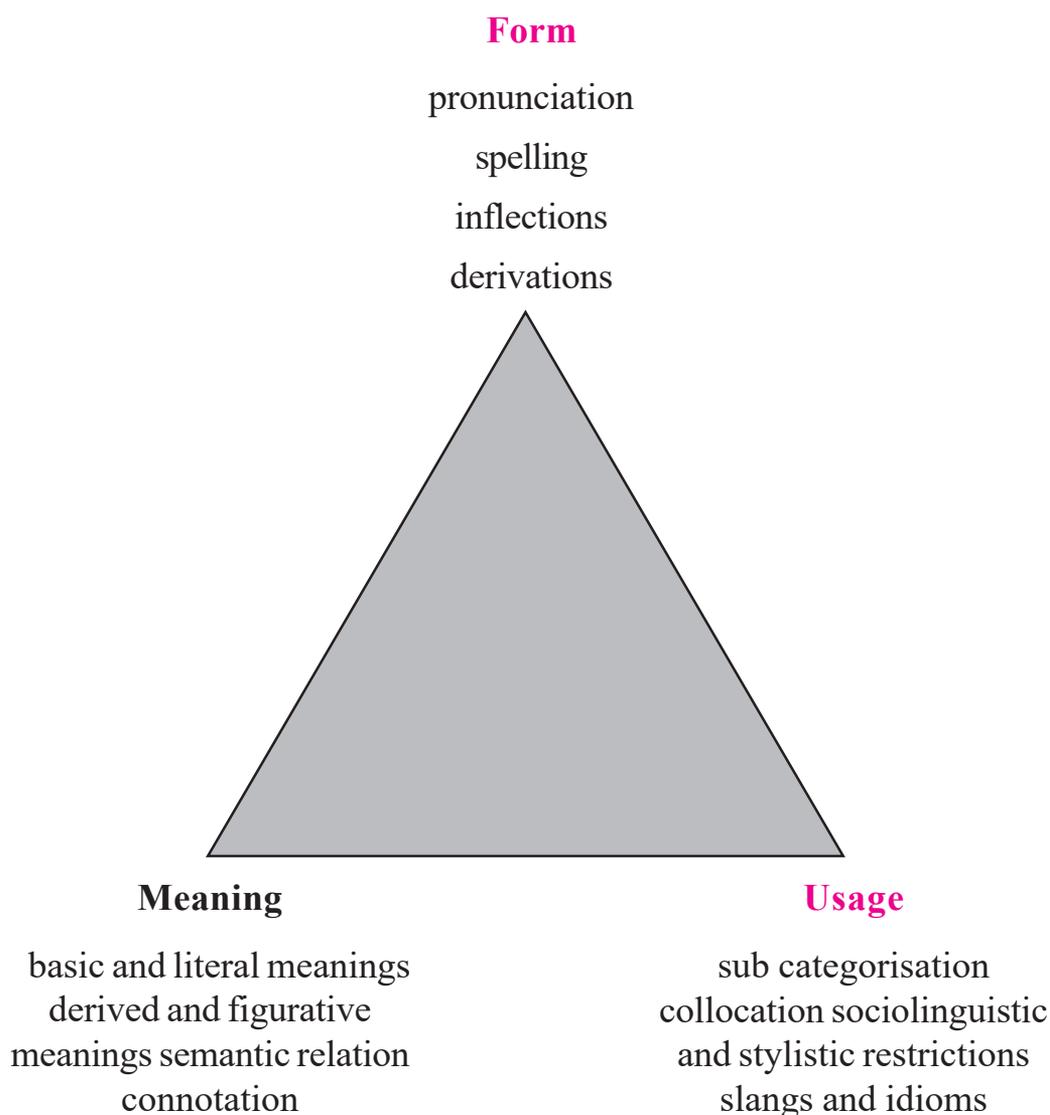
### Teaching objectives and sub skills

What a student may need to know about an item

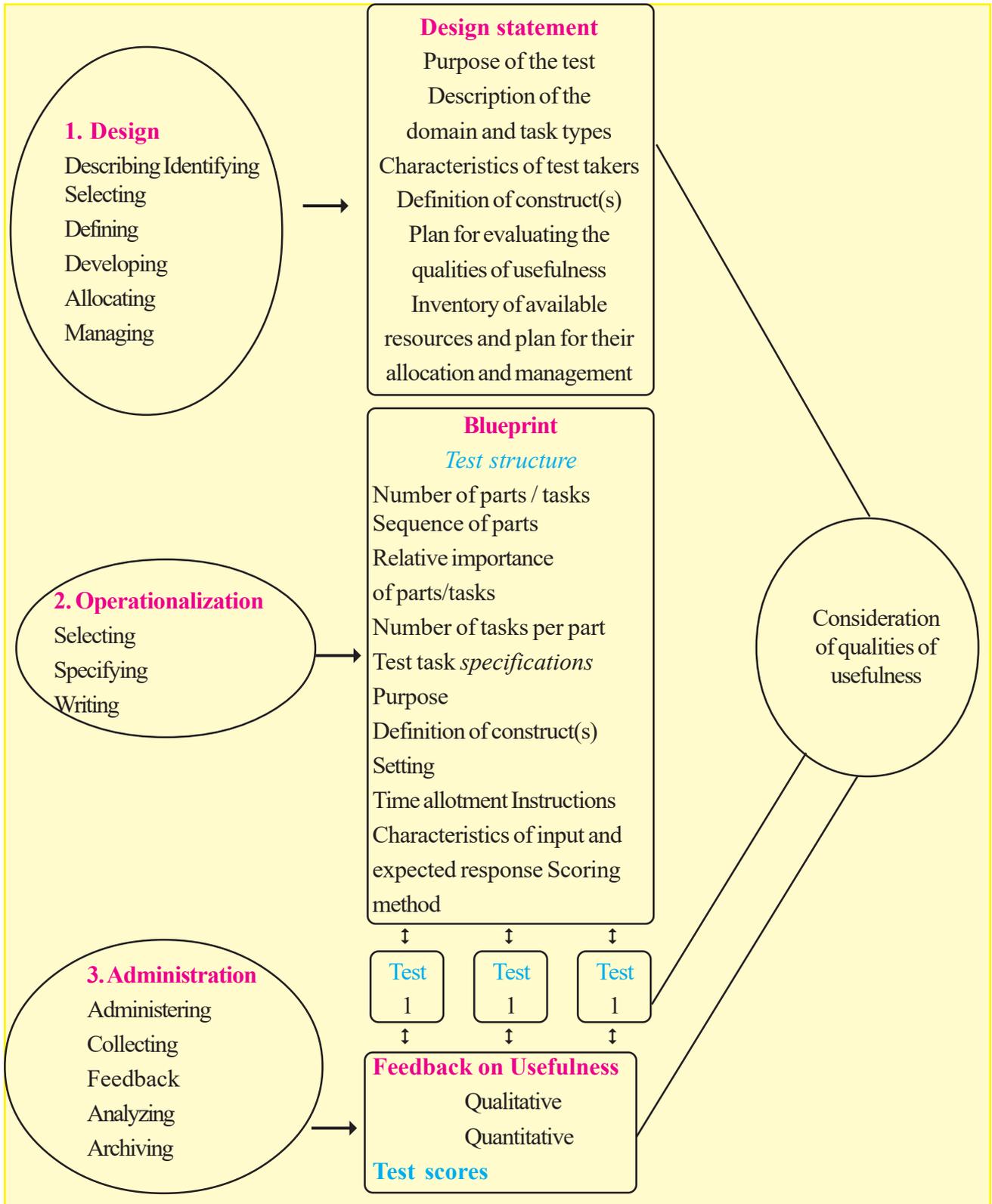
- **What it means**  
It is crucial to get the meaning of the item across clearly and to ensure that the students have understood correctly by asking questions.
- **The form**  
Learners need to know whether it is a verb/a noun/an adjective, etc to be able to use it effectively.
- **How it is pronounced and spelt**  
This can be particularly problematic for Indian second language learners of English because there is often no clear relation between how a word is written and how it is pronounced. Therefore, remember to clarify the pronunciation before showing the written form. Don't forget also to drill words that you think will cause pronunciation problems for your students and highlight word stress.
- **If it follows any unpredictable grammatical patterns**  
For example, man-men (irregular pluralisation), information (uncountable) and the environment of the word i.e. is it followed by a particular preposition (e.g. depend on) and how meaning changes with change in preposition. (e.g. phrasal verbs make over, make up)
- **The connotations that the word may have**  
"Bachelor" is a neutral/positive word whereas "spinster" conjures a negative image. "Well-known" is neutral where as "famous" is positive and "notorious" is negative.
- **The situations when the word is or in not used**  
Is it formal/neutral/informal? For example, spectacles/glasses/specs. Is it used mainly in speech or in writing? "To sum up" is usually written whereas "mind you" is spoken.

- **How the word is related to others**  
For example, synonyms, antonyms, lexical sets, umbrella/head words
- On the items that are being taught, collocation of the word or the way that words come together. For instance, you describe things *in great detail* not *in big detail* and to ask a question you *raise* you hand you don't *lift* your hand. It is important to highlight our to students to prevent mistakes usage later. You ask for a *raise* in your pay in your office and not a *lift*.
- How the affixes (the prefixes and suffixes) may affect the meaning.  
For example in *substandard* "sub" means "under". This is particularly useful at a higher level.
- Whichever area the teacher chooses to highlight will depend on the level of students.

### What to teach in vocabulary :



Source: *Ways of Presenting the Meaning of New Items* (Ur, 1996, p. 63 Box 5.1)



(Source : *Language Testing in Practice* by Lyle F. Bachman and Adrian S. Palmer, Oxford University Press, 2002 p-87)

## Error Analysis

Error Analysis plays the pivotal role in the process of assessment for learning and follow-up measures. Errors can be categorised in two broad sections – Interlingual and Intralingual. Interlingual error happens basically due to interference of  $L_1$  in  $L_2$  at the time of transfer. Intralingual errors are caused by (i) Over-generalization (ii) False concept hypothesized (iii) Ignorance of rule restriction (iv) Incomplete application of rules.

**Interlingual error**-এর ক্ষেত্রে  $L_1$  interference খুব গুরুত্বপূর্ণ ভূমিকা নেয়। Speaker প্রথমে বিষয়টি  $L_1$  -এ নিয়ে ভাবেন এবং পরে সরাসরি  $L_1$  থেকে  $L_2$  তে translate করার চেষ্টা করে। ফলে  $L_2$  তে spelling এর সময়  $L_1$  এর interference ঘটে। for example,

শিক্ষার্থী বুঝে উঠতে পারে না যে কখন field/land/plot ব্যবহার করবে। কারণ তিনটি শব্দই খানিকটা ‘জমি’ কে বোঝায় তাই সে হয়তো বলতে চায়,

They are playing in the field (তারা মাঠে খেলছে)

কিন্তু সে হয়তো বলে বসল They are playing in the plot.

**(a) Over generalization :** অনেকক্ষেত্রে শিক্ষার্থী ভাষাগত বোঝা দূর করার জন্য দুটি আলাদা নিয়মের generalize করতে গিয়ে ভুল করে বলে।

ধরা যাক, শিক্ষিকা বা শিক্ষক দেখিয়েছেন যে,

Set-1 (Simple Present Tense)

- i) He plays football.
- ii) Mita writes poems.

Set-2 (Present Continuous Tense)

- i) He is playing football.
- ii) Mita is writing poems.

শিক্ষার্থী Simple present ও Present continuous tense-এর structure লক্ষ্য করল। এবার শিক্ষিকা/শিক্ষক তাকে হয়তো দিয়েছেন, She sings sweetly-এই বাক্যটি present continuous এ change করতে। শিক্ষার্থী over generalize করে লিখে ফেলতে পারে ‘She is sings sweetly’

**(b) False concepts hypothesized :**

- i) She is reading a book.
- ii) She is studying History.

এই ধরনের example দেখে কোনো শিক্ষার্থী হয়তো লিখল—

- i) We are reading newspapers regularly.
- ii) I am loving my mother.

কিন্তু হওয়া উচিত— i) We read newspaper regularly.

- ii) I love my mother.

**(c) Ignorance of rule restriction :**

শিক্ষিকা/শিক্ষক হয়তো class-এ example হিসাবে বলেছেন,

i) He eats rice.

শিক্ষার্থী বললো ii) He eats water.

Singular Plural

i) cat cats

dog dogs

শিক্ষার্থী বলে হয়তো বলল,

Mouse Mouses

কিন্তু আসলে হবে Mouse — Mice

**(d) Incomplete Application of rules :**

অনেক শিক্ষার্থী প্রয়াই বলে,

When you come?

He playing football.

অনেক সময় শিক্ষার্থীরা rules-এর Complete expression দিতে পারে ন, যেহেতু নিয়মগুলি সম্বন্ধে তাদের অসম্পূর্ণ ধারণা থাকে।

## **Section 2**

# **Internal Formative Evaluation**

## Internal Formative Evaluation : Guidelines for Implementation

The WBBSE in consultation with the Expert Committee has issued a circular mentioning the framework for evaluation procedure in respect of the revised curricula and syllabi being followed in all affiliated schools of WBBSE from January 2015. On further recommendation of the Expert Committee, the WBBSE is now issuing the following guidelines for smooth implementation of the Internal Formative Evaluation programme for Class-IX in the academic session in 2015:

In case of Internal Formative Evaluation, the following six modalities are to be followed :

1. Survey
2. Nature Study
3. Case Study
4. Creative Writing
5. Model Making.
6. Open Text Book Evaluation (OTBE)

Out of these six options noted above, any three are to be chosen for an academic year vis-a-vis Internal Formative Evaluation In each of the seven subjects Therefore, each term will have one modality in relation to a particular subject. Subject teacher(s) are expected to correlate the modalities of Internal Formative Evaluation with the learning competencies of the concerned subjects. It may be noted that for a particular class. one modality is to be applied for one term. There should not be any repetition of a particular modality for a particular class in an academic year.

1. This programme of Internal Formative Evaluation (IFE) should be considered as an integral part of teaching-learning process for enhancement of learning.
2. The IFE programme should be carried out in the classroom scenario in a stress-free manner before the respective summative evaluation for each term.
3. The evaluation techniques should be integrated with the classroom processes and should focus on enhancement of understanding and application of knowledge.
4. During implementation of the IFE, innovative teaching-learning processes are expected to emerge. While planning for such processes, the diverse needs and capacities of students should be taken care of and school should ensure that students are able to participate and derive benefit.
5. The teachers in respective subjects in each school will decide the nature and difficulty level of the activities to be carried out for Survey, Nature Study, Case Study, Creative Writing, Model Making and Open Text Book Evaluation in a student-friendly manner according to the needs of the students of the school and accordingly design such IFE programme. However, some exemplar activities for different subjects for IFA are provided herewith.

6. It will be expected that the assessment will be done on the basis of innovative approaches adopted by the students and not necessarily on the accuracy of the end-results.
7. The written records of activities carried out in the classroom for IFE, duly endorsed and assessed by the subject-teacher and signed by the guardian will be preserved by each student until completion of Class-IX and will have to be produced at the school for any future requirement.
8. A student will be expected to demonstrate her/his abilities in the following manner during the innovative teaching-learning processes adopted for IFE :
  - Describing a case/event/phenomenon/situation/picture in her/his own language.
  - Exploring further- a case/event/phenomenon/situation/picture and produce new examples, alternative explanations, new vocabulary in conformity with the respective discipline.
  - Providing innovative opinions and suggestions in conformity with the discipline.
  - Elaborating the clues, ideas, dialogues, conversations etc.
  - Suggesting innovative approach for presentation of a concept and in problem-solving in conformity with the discipline.
  - Drawing conclusions, making inferences, and taking decisions in respect of a case/event/ phenomenon/ situation in conformity with the discipline.
  - Creating something new on her/ his own.

## Tools for Internal Formative Evaluation : A Brief Note

### 1. Survey :

The term Survey is often used to mean collect and interpret information to demonstrate the achievement or otherwise of well-defined goal(s) or specified objective(s) (Devin Kowalczyk,2013). As a part of the Internal Formative Evaluation, the goals or objectives are those expected learning outcomes specified in each subject domain. A survey focuses on factual information and helps surveyors, who are students in the present context, to reinforce their learning under the able monitoring provided by teachers.

### 2. Case Study :

Case studies are stories or contexts. They present realistic, complex, and contextually rich situations and often involve a dilemma, conflict, or problem that students are expected to analyze/solve by applying their acquired learning skills. It provides an in-depth look into a subject/context of study (the case), as well as its related contextual conditions. A case study involves an intensive study of a learning unit and inspires students to examine as condition, situation, or value of the given context.

### 3. Nature Study :

“NATURE-STUDY, as a process, is seeing the things that one looks at, and the drawing of proper conclusions from what one sees” (Hyde Bailey, 1904 ). Nature study involves observation of plants, animals, natural phenomena, and human activities as a mode of learning. Nature study attempts to reconcile scientific investigation with spiritual, personal experiences gained from interaction/study with the world/contexts that students live in or are aware of.

### 4. Model Making :

A model connotes a pattern, ideal, reproduction or draft of things (increased, reduced or in actual size). “Apart from real things models can also be mental constructions” (Mueller Science, 1971). Model making is a logical next step in the thinking process for many ideas. It helps students to concretize abstract and complex concepts/ideas through hands-on experience. A model may be a two-dimensional or three-dimensional representation of concepts/ideas. Model making provides scope for reinforcement of critical and creative thinking skills as well as the problem-solving and decision making skills.

### 5. Creative Writing :

Creative Writing involves written expression that draws on creative and critical thinking to convey meaning. Creative writing focuses upon learning competencies in the subject domains, while harnessing the CCT skills. It provides scope for students to apply multiple learning strategies vis-a-vis demonstrating clarity of concepts and their application underlined by aesthetic appreciation and value judgements.

### 6. Open Text Book Evaluation (OTBE) :

OTBE implies an application of theory to real life situations. It is based upon the principle that the whole objective of learning is not about constant delivery. There must be effective transaction of learning, not just content in the classroom. Therefore, OTBE not only reinforces learning competencies, but also provides scope for transference learning skills. It inspires students to use a range of strategies including accurate decoding to read for meaning, to describe, select or retrieve information, events or ideas from texts and to deduce, infer or interpret information, events or ideas from texts.

## Curriculum Centred and Classroom Learning Based

Name of the Method	About the Method		Process-Methodology
	Learning Objective	Expected Learning Outcome	
<b>Survey</b>	<ul style="list-style-type: none"> <li>● Collection of information of known and unknown component with specific context.</li> <li>● Determination of sequence of work and necessary follow-up activities.</li> <li>● Unification of collected information.</li> <li>● Analysis of collected information and follow-up explanation.</li> <li>● Documentation of decision and evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>● Collection of information. Gaining ability to analyse collected information and take proper decision.</li> </ul>	<p style="text-align: center;">Methodology</p> <ul style="list-style-type: none"> <li>● Learners would be provided with specific contexts. Learners will collect information (individually/in groups). They will deposit the document, prepared after analysis and evaluation of collected information, to their respective teachers.</li> </ul>
<b>Nature Study</b>	<ul style="list-style-type: none"> <li>● Observation of surrounding environment / incidences related to plants, animals, birds and human activities.</li> <li>● Data recording</li> <li>● Understanding of recorded data.</li> </ul>	<ul style="list-style-type: none"> <li>● Construction of observational and critical attitude.</li> </ul>	<ul style="list-style-type: none"> <li>● Learners would be provided with specific contexts.</li> <li>● They will observe minute details of that particular context and prepare a report (individually/in groups). Finally, they will hand over the report to their respective teacher.</li> </ul>

## Curriculum Centred and Classroom Learning Based

Name of the Method	About the Method		Process-Methodology
	Learning Objective	Expected Learning Outcome	
<b>Case Study</b>	<ul style="list-style-type: none"> <li>● Understanding of problem or related matter with respect to a particular incidence.</li> <li>● Determination of probable solutions.</li> <li>● Selection of the most effective solution by judging the demand of the situation.</li> </ul>	<ul style="list-style-type: none"> <li>● Analysis of problem (individually/in groups) of related matter.</li> <li>● Finding solution</li> <li>● Gaining of ability to exchange problem-solving clues.</li> </ul>	<p style="text-align: center;">Methodology</p> <ul style="list-style-type: none"> <li>● Learners would solve a problem with respect to given situation / phenomenon / context/ circumstances(individually/ in groups)</li> </ul>
<b>Creative Writing</b>	<ul style="list-style-type: none"> <li>● Written expression of creative thoughts after editing and extending.</li> </ul>	<ul style="list-style-type: none"> <li>● Learners will gain the ability to express creatively of concept and ideas about any particular incidence / subject.</li> </ul>	<ul style="list-style-type: none"> <li>● Learners will be able to construct imaginary conversation, paragraph or narrative etc.</li> </ul>
<b>Model Making</b>	<ul style="list-style-type: none"> <li>● Concretise any abstract thought or concept in detail.</li> <li>● Explain a definite subject area through creative and experimental work.</li> </ul>	<ul style="list-style-type: none"> <li>● Ability to express vividly a particular concept with the help of particular example or instance.</li> </ul>	<ul style="list-style-type: none"> <li>● Learners will perform different activities like model-making, chart, time-table (two-dimensional / three dimensional structures)</li> </ul>
<b>Open Textbook Evaluation</b>	<ul style="list-style-type: none"> <li>● Identification of relevant information in context with particular incidence and its effective use.</li> <li>● Perceiving meaning of an incidence and working accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>● Gaining ability to understand and analyse any particular incidence from a specific point of view.</li> <li>● Gaining ability to take effective role in a given context.</li> </ul>	<ul style="list-style-type: none"> <li>● Learners will explore answers for given problems (application based and value based) on a given text.</li> </ul>

## **Section 3**

# **Sample Evaluation Paper**

**1st Summative Evaluation**

**2nd Summative Evaluation**

**3rd Summative Evaluation**

## English (Second Language)

### Text Book-Bliss

#### 1st Summative Evaluation

Full Marks - 40

Time - 1hr 30mins.

#### Reading Skill (Seen)

#### 1. Read the following passage :

At ten o'clock the zoo gates open and the first rush of visitors arrive. As they come flooding into the grounds, everyone has to be alert. This is not to ensure that the animals do not hurt the people, but to make sure that the people do not hurt the animals. If an animal is asleep, they want to throw stones at it or prod it with sticks to make it move. We have found visitors trying to give the chimpanzees lighted cigaretters and razor blades. The uncivilized behaviour of some human beings in a zoo has to be seen to be believed.

Towards evening the visiting crowd thins out. The slanting rays of the sun light the cage where the crowned pigeons live. As the light fades, the robin ceases to sing and flies off to roost in the mimosa tree. The white-faced owls that have spent all day pretending to be grey tree stumps, now open large golden eyes. Shadows are creeping over the flower beds and rockery. There is a sudden chorus from the chimpanzee's bedroom. You know they are quarrelling over who should have the straw.

#### A. Choose the correct answer from the given alternatives : $1 \times 3 = 3$

- i) In the morning, the zoo gates open at –  
a) nine o'clock b) ten o'clock c) eleven o'clock d) eight o'clock
- ii) The visiting crowd thins out towards –  
a) night b) dusk c) evening d) afternoon
- iii) The shadows creep over the flower beds and –  
a) meadow b) valley c) cage d) rockery

#### B) Fill in the chart with information from the passage : $1 \times 2 = 2$

Time of Action	What happened
1. At ten o'clock	a)
2.	b) the robin ceases to sing and flies off to perch.

#### C) Give two examples of uncivilized behaviour of human beings as you find them in the text. 2

**2. Read the following poem :**

I love the fitful gust that shakes  
The casement all day,  
And from the mossy elm-tree takes  
The faded leaves away,  
Twirling them by the window pane  
With thousand others down the lane.

I love to see the shaking twig  
Dance till the shut of eve  
The sparrow on the cottage rig,  
Whose chirp would make believe  
That spring was just now flirting by  
In summer's lap with flowers to lie.

**A) Choose the correct answer from the given alternatives :**

**1 × 2 = 2**

- i) The fitful gust takes the faded leaves away from the –  
a) banyan tree b) elm-tree c) cherry tree d) fig tree
- ii) The bird whose chirp would make believe that spring was just now flirting by is –  
a) pigeon b) cuckoo c) robin d) sparrow

**B) List two things that the poet loves.**

**2**

**Reading Skill (Unseen)**

**3) Read the following passage :**

In one of the largest marine life disasters on the Indian coast in recent memory, 46 car casses of whales were found washed ashore near the Tiruchendur beach in Chennai district early today while more than 250, which were stranded in shallow waters, were pushed back into the deep sea.

Of them, 35 could be rescued by forest department officials, fisherman and fire and rescue personnel and 46 died due to dehydration in shallow waters on the shore. According to the officials and fishermen in the area, 125 whales were found dead at Kallamozhi in 1973.

In August last year, the carcass of a 33-ft long whale was found on a beach near a village in Nagapattinam district. In April, the carcass of a whale was washed a shore on the Veppalodai coast, which was identified as a 'Sperm Whale' by a team of scientist from the Fisheries Collage and Research Institute (FCRI), but the mass stranding which happend now is a rarity.

– The Statesman 13<sup>th</sup> Jan 2016

- A) Choose the correct answer from the given alternatives :** **1 × 3 = 3**
- i) The number of whale carcasses found in the Tiruchendur beach is –  
a) 45 b) 49 c) 46 d) 47
  - ii) 35 whales could be rescued by –  
a) local people b) fishermen c) members of FCRI d) forest department Officials
  - iii) 125 whales were found dead at Kallamozhi in –  
a) 1972 b) 1973 c) 1971 d) 1974
- B) State whether the statements are True/False. Give supporting sentence for each of the answer :** **2 × 2 = 4**

1) The carcass of a 33ft long whale was found on Triuchendur Beach.

---

2) The carcass of a whale, found in Veppalodai coast, was identified as a ‘Sperm Whale’ by FCRI.

---

- C) Give a suitable title to the above passage.** **2**

### Grammar and Vocabulary

- A) Tick the correct answer from the alternatives given in the brackets. 1 × 2 = 2**
- a) My sister (has finished/finished/finishes) her painting just now.
  - b) Yesterday Mr. Sen (has donated/donated/donates) some money in an orphanage.
- B) Change the voice :** **1 × 2 = 2**
- 1) They have won the football match.
  - 2) Our teacher will deliver a lecture tomorrow.
- C) Change the mode of narration :** **1 × 2 = 2**
- 1) Grandmother said to me, “I was the first girl in my class.”
  - 2) Father said to his son, “God bless you, my child”.
- D) Following are the meanings of the words that you came across in the passage given in Q. No. 3. Find out the words and write them in the given boxes.** **2 × 2**

1. Dead body of an animal –

2. Unusual case –

### Writing

- 1. Use the following flow-chart to write a paragraph within 100 words on how steel is produced.**

Iron ore – mixed with coke and lime – taken to blast furnace – melted under high temperature – pig iron – melting for purification – add carbon – steel.

## 2nd Summative Evaluation

Full Marks - 40

Time - 1hr 30mins.

### Reading Skill (Seen)

#### 1) Read the following passage :

The young seagull was alone on his ledge. His two brothers and his sister had already flown the day before. He had been afraid to fly with them. When he had run forward to the brink of the ledge he became afraid. The great expanse of the sea stretched down beneath, and it was miles down. He felt certain that his wings would never support him. So he bent his head and ran away back to the little hole where he slept at night. His father and mother had come around calling to him shrilly. But for the life of him he could not move.

That was twenty-four hours ago. Since then nobody had come near him. The day before, he had watched his parents flying about with his brothers and sister. They were teaching them the art of flight and how to dive for fish. He had seen his older brother catch his first herring, while his parents circled around proudly

#### A. Choose the correct answer from the given alternatives: 1×3=3

- (i) The young seagull was in his —  
(a) nest (b) ledge (c) cave (d) window pane
- (ii) His parents came to him —  
(a) twenty-two hours ago (b) twenty hours ago  
(c) twenty-four hours ago (d) twenty-five hours ago
- (iii) The young seagull's older brother caught his first —  
(a) herring (b) gold fish (c) quillfish (d) salmon

#### B. Complete the sentence with information from the passage : 1×2=2

- 1. The young seagull felt certain that his \_\_\_\_\_.
- 2. Seagull's parents had come around \_\_\_\_\_.

#### C. Answer the following question :

- 1. What did the young seagull's parents teach his brothers and sister? 2

#### 2. Read the following extract :

Oh, I,m gone back to the days of youth,  
I am a child once more;  
And'neath my father's sheltering roof,  
And near the old hall door.

I watch this cloudy evening fall,  
After a day of rain:  
Blue mists, sweet mists of summer pall  
The horizon's mountain-chain.

**A. Choose the correct answer from the given alternatives :**

**1×2=2**

- (i) The poet watches fall of the cloudy —  
(a) morning (b) evening (c) night (d) afternoon
- (ii) The colour of the mist is —  
(a) grey (b) white (c) blue (d) yellow

**B. Answer the following question :**

1. What does the poet remember about her days of youth?

**2**

**Reading Skill (Unseen)**

**3. Read the following passage :**

Kolkata : Satyajit Ray Film & Television Institute (SRFTI) will celebrate 60 years of the release of 'Pather Panchali' with a two-day long programme. Apart from master classes and panel discussion, the programme will feature a musical tribute to the background score of the iconic film. This is perhaps also the first time that a public screening of the restored version of the film will take place in Kolkata.

Meanwhile, 10 musicians are busy preparing for the musical tribute. Abraham Mazumdar, who is spearheading this project, said, "Pandit Ravi Shankar had used improvised music. Ray had used the track that he had liked. For this composition, I have taken the frame of the music from the Ray classic and have arranged it for the chamber orchestra format."

Cello, first violin and second violin, viola and double base will be played in this piece that will produce five different voices in harmony. This will be merged into the Maurice Ravel's Bolero—a one-movement orchestral piece that was originally composed as a ballet commissioned by Russian actress and dancer Ida Rubinstein.

The two-day celebration will have two panel discussions. On Saturday, author Subrata Mukhopadhyay, academician Swapan Chakravorty, art critic Samik Bandopadhyay and film scholar Anindya Sengupta will discuss on the evolution of the story from novel to the script. Academician Supriya Chaudhuri will speak on how the social reality of the times is reflected through the eyes of the three female protagonists — Sarbajaya, Durga and Indir Thakuran.

The Times of India Dec 16,2015.

**A. Choose the correct answer from the given alternative :**

**1×3=3**

- (i) SRFTI will celebrate 60 years of the release of —  
(a) Ajantrik (b) Gupi Gyan Bagha Byne (c) Feluda (d) Pather Panchali
- (ii) The assistant professor of SRFTI, mentioned in the passage, is —  
(a) Subrata Mukhopadhyay (b) Somdev Chatterjee  
(c) Swapan Chakravorty (c) Anindya Sengupta
- (iii) The person who is spearheading the project is —  
(a) Pandit Ravi Sankar (b) Abraham Mazumdar  
(c) Ida Rubinstein (c) Samik Chakravorty

**B. Fill in the chart with information from the passage :**

**2×2=4**

Name of the person	Occupation	Activity mentioned
(a)	Russian actress and dancer	
(b) Supriya Chaudhuri		

C. Suggest a suitable title for the above passage :

**2**

**Grammar and Vocabulary**

**A. Choose the correct option from the given alternatives :**

**1×2=2**

1. I was astonished \_\_\_\_\_ (of/at/by) his brave deed.
2. My brother always corresponds \_\_\_\_\_ (with/for/to) my opinion.

**B. Do as directed :**

**1 × 4 = 4**

- 1) How beautifully you talked ! (Change into an assestive sentence)
- 2) I can go out when the rain stops. (Change in to a simple sentence)
- 3) They will always remember his support. (Change into a negative sentence)
- 4) He lives in a house beside the river. (Change into a complex sentence)

**C. Following are the meanings of the words that you came across in the passage in Q. No. 3. Find out the words and write them in the given boxes.**

**2 × 2**

1. to show respect

2. leading

**Writing**

**1. Write a report within 100 words for an English daily using the given information :**

Incident – accident between a truck and a maruti car

**10**

Date – 19<sup>th</sup> November 2015

Time – 9.30 p.m.

Place – Naraina, New Delhi

Cause – Break failed, the truck hit the maruti

Casualties – Three passengers of the truck body injured, both drivers died, five passengers of the maruti injured.

Action taken – Police rushed to the place, injured hospitalized.

### 3rd Summative Evaluation

Full Marks - 90

Time - 3hrs.

#### Reading Skill (Seen)

#### 1. Read the following passage :

On September 30, 1659, I miserable Robinson Crusoe, being shipwrecked during a violent storm, came on shore on this dismal island. I call it the Island of Despair. I was almost dead and the rest of my ship's company was drowned. I had neither food, house nor clothes. I feared I would be devoured by wild beasts. When night came, I slept in a tree for fear of wild creatures. It rained all night.

The rain continued through the next day with gusts of wind. Only a wreck of my ship was to be seen at low water. I swam to the wreck to rescue and secure for my survival some food and other provisions. I was able to collect some wood, cable, string a knife, nails and gun. I also collected hammock and some canvas with which I made a tent. I got some ink and paper. I also found some money, but they were useless to me in this barren island. I was some hundred leagues out of the ordinary course of the trade of mankind. I was convinced I had to spend the rest of my life alone in this wild, desolate island.

I searched long for a place of safe habitation. I found a little plain on the side of a rising hill. On the rocky wall of the hill there was a hollow place worn in, like the entrance to a cave. On the flat of the green, just before this hollow, I resolved to pitch my tent.

I cut the wood I collected, into stakes. I drove them into the ground in a semi-circle around my tent. The stakes stood six inches apart from each other. I put the cable I had rescued from the ship around the stakes in the manner of a fence. I used a short ladder to go over the fence. Once in, I withdrew the ladder after me so that I was completely fortified against the world outside. Into this tent I brought all my stores and provisions.

#### A. Choose the correct answer from the given alternatives :

1×5=5

- i) Robinson Crusoe went to that island in the year—  
a) 1650            b) 1659            c) 1657            d) 1655
- ii) He feared that he would be killed by—  
a) violent storm    b) harmful disease    c) wild beasts    d) trobals
- iii) Robinson Crusoe secured some food and other provision from the—  
a) island    b) a friend    c) near by village    d) wreck of his ship
- iv) To make a tent he found a little plain on the side of a—  
a) rising hill            b) river            c) sea            d) mountain
- v) To go over the fence Robinson Crusoe used a—  
a) rope            b) stare case            c) short ladder            d) large post

#### B. Complete the following sentences with information from the passage :

1×3=3

- 1) At night, Robinson Crusoe slept in a tree for\_\_\_\_\_
- 2) He was some hundred leagues out of the\_\_\_\_\_
- 3) The stakes stood\_\_\_\_\_

**C. Fill the chart with information from the passage :**

**2×2=4**

<b>Cause</b>	<b>Effect</b>
i)	a) Robinson Crusoe swam to the wrecked ship.
ii) He withdrew the ladder after going over the fence.	

**2. Read the following poem :**

Sun-warmed in the late season's grace  
Under the autumn's gentlest sky  
We walked and froze half-through a pace.  
The great black snake went reeling by.  
Head down, tongue flickering on the trail  
He quested through the parting grass.  
Sun glazed his curves of diamond scale  
And we lost breath to see him pass.  
What track he followed, what small food  
Fled living from his fierce intent,  
We scarcely thought; still as we stood  
Our eyes went with him as he went.  
Cold, dark and splendid he was gone  
Into the grass that hid his prey.  
We took a deeper breath of day,  
Looked at each other, and went on.

**A. Choose the correct answer from the given alternatives :**

**1×4=4**

- i) The poet and her companion were walking under the gentle sky in—  
a) summer      b) spring      c) autumn      d) winter
- ii) The colour of the snake was—  
a) black      b) grey      c) brown      d) silver
- iii) The snake moved through the—  
a) road      b) river      c) pebbles      d) grass
- iv) In the sunlight the scale of the snake glazed like—  
a) gold      b) diamond      c) silver      d) cristal

**B. Answer the following questions :**

**2×2=4**

- 1) Why did the poet and her companion lose their breath?
- 2) What did the poet scarcely think?

### Reading Skill (Unseen)

#### 3. Read the following passage :

IRNSS-1E, the fifth satellite of the Indian Regional Navigation Satellite System 'IRNSS-1E', will be launched on board the Polar Satellite Launch Vehicle PSLV-C31 from the spaceport of Sriharikota on January 20.

IRNSS-1E is scheduled for launch at 09.31 am from the second launch pad at the Satish Dhawan Space Centre at Sriharikota, about 100 km from Chennai, city-headquartered Indian Space Research Organisation (ISRO) said today. Stating that IRNSS-1E carries two types of payloads navigation and ranging payload, ISRO said navigation payload will transmit navigation service signals to the users, and will be operating in L5-band and S-band.

The ranging payload consists of a C-band transponder which facilitates accurate determination of the range of the satellite, it said, adding that IRNSS-1E also carries Corner Cube Retro Reflectors for laser ranging. A highly accurate Rubidium atomic clock is part of the navigation payload of the satellite. IRNSS-1E is the fifth navigation satellite of the seven satellites constituting the IRNSS space segment, and has a lift-off mass of 1425 kg. Its configuration is similar to that of its predecessors IRNSS-1A, 1B, 1C AND 1D

ISRO Satellite Center (ISAC) Director M Annadurai had earlier said all seven satellites of IRNSS are expected to be in the orbit by March 2016.

#### A. Choose the corrects option from the given alternatives :

1×6=6

- i) IRNSS-1E will be launched on—  
a) January 22      b) January 23      c) June 20      d) January 20
- ii) IRNSS - IE is scheduled for launch at -  
a) 9.30 am.      b) 9.31 am      c) 9.31 pm      d) 9.33 am
- iii) Satish Dhawan space centre is at –  
a) Ahemdabad      b) Bangalore      c) Sriharikota      d) Srinagar
- iv) IRNSS-IE is the satellite of –  
a) Sixth navigation      b) Fifth navigation      c) Fourth Navigation      d) Second navigation
- v) IRNSS-IE has a lift-off mass of—  
a) 1425 kg      b) 1420 kg      c) 1445 kg      d) 1045 kg
- vi) The number of satellites which are expected to be in the orbit by March 16 is—  
a) Six      b) Five      c) Three      d) Seven

#### B) State whether the statements are True/False. Give supporting sentence for each of your answer :

- i) ISRO said that IRNSS-IE carries four types of payload navigation.

---

- ii) Navigation payload will be operating in L6-band and S-band.

---

- iii) One of the part of the navigation payload of the satellite is a highly accurate Rubidium atomic clock.

**C. Fill the chart with information from the passage :**

**2×2=4**

Statement	Reason
i) The ranging payload consists of a C-band transponder	
ii) IRNSS-IE carries Corner Cube Retro Reflects	

**Grammar and Vocabulary**

**A. Choose the correct answer from the given alternatives :**

**1×3=3**

- 1) They (going / are going / go) to New Delhi next Monday.
- 2) I (have done/did/had done) my homework before my mother entered the room.
- 3) He (has been working/works/had been working) in this office since 1999.

**B. Underline the clause in the following sentences and State what kind of clauses they are : 1×3**

- 1) This is the car which my father had bought yesterday.
- 2) It is raining so we should stay at home.
- 3) They know that he is an honest person.

**C. Change the sentences according to the instruction :**

**1×3=3**

- 1) Ritu is beautiful and she is also intelligent. (Change into a simple sentence)
- 2) We must eat to live. (Change into a compound sentence)
- 3) I had lost my purse but I have found it. (Change into a complex sentence)

**D. Do as directed :**

**1×3 = 3**

- 1) Raju asked his friend, “Do have you an extra pen?” (Change the mode of narration)
- 2) His behaviour annoyed everyone present in the party. (Change the voice)
- 3) The Stranger said “Please give me a glass of water.” (Change the mode of narration)

**E. Following are the meanings of the words that you came across in the passage given in Q. No. 3. Find out the words and write them in the given boxes.**

**2 × 4 = 8**

- i) The movement of ships or aircraft —
- ii) Send forward —
- iii) Make easy —
- iv) Exact —

## Writing

1. Write a letter to your headmaster / headmistress requesting him/her to arrange an excursion tour. **10**
2. Write a summary of the following passage within 100 words : **10**

To compel a man to do after day the same task, without any hope of escape or change means nothing short of turning his life into prison torment. A man might easily learn and practice at least three crafts, varying indoor occupation with outdoor occupation calling for the exercise of strong bodily energy, for work in which the mind had more to do. There are few men, for instance, who would not wish to spend part of their lives in the most necessary and pleasant of all work cultivating the earth. One thing which will make this variety of employment possible will be the form that the education will take in a socially ordered community. At present all education is directed towards the end of fitting people to take their places in the hierarchy of commerce these as masters those as workmen. The education of the masters is more anamental than that of the workers, but it is commercial still ; and even at the ancient universities learning is but little regarded unless it can in the long run be made to pay.

3. Suppose your uncle had been to Nepal when Nepal had faced that devastating earthquake. When he came back he told you what he had seen. Now write an imaginary dialogue between you and your uncle expressing how horrible the earthquake was. **10**

**Section 4**  
**Internal Formative Evaluation :**  
**Specimen Activities**

## Internal Formative Evaluation

### ● Survey

Ref. text : His First Flight by Liam O' Flaherty

Find out some sentences from 'His First Flight' which are in active voice and change them into passive voice in the given chart.

Active	Passive

### ● Nature Study

Ref. text : The North Ship by Philip Larkin

After reading the poem 'The North Ship', fill up the following chart with information from the poem.

Ship	Direction it sailed to	Nature of sea	Nature and action of wind
First Ship			
Second Ship			
Third Ship			

### ● Case Study

Ref. text : His First Flight by Liam O' Flaherty.

Read the passage and answer the questions that follow.

Marina was extremely afraid of the dark. When the lights went out, everything and every shadow appeared to her as the most terrible of monsters. Her parents explained to her that these things were not monsters. She understood but could not stop feeling an awful fear whenever it was dark.

One day her Aunt came to visit. She asked her Aunt how she became so brave. "I'll tell you a secret, Marina. All you have to do to is to conquer your fear. When you go to bed and put out the light, if anything makes you afraid, try to find out what it is that's making you scared."

When she went to bed that night, she herself put out the light. After a little while, she felt afraid of one of the shadows in the bedroom. She touched it and found it to be her teddy bear. Marina smiled.

Answer the following questions :

- 1) What was Marina afraid of?
- 2) What did her Aunt advise her to do?
- 3) Why do you think Marina smiled at the end?

● **Creative Writing**

Ref text : A Shipwrecked Sailor by Daniel Defoe

Suppose you have to spend a night alone in an island. Write in your own words which five things you must take with you and why you would take them.

● **Model Making**

Ref. text : A Day in the Zoo by Gerald Durrell.

Make a chart mentioning activities of animals, birds and reptiles in the zoo and the time of the day in which they do so, as given in your text ‘A Day in the Zoo.’

● **Open Text Book Evaluation (OTBE)**

Ref. text : Hunting Snake by Judith Wright

Read the following poem :

Snake

I saw a young snake glide  
Out of the motted shade  
And hang, limp on a stone:  
A thin mouth, and a tongue  
Stayed, in the still air.

It turned, it drew away ;  
Its shadow bent in half;  
It quickened and was gone

I felt my slow blood warm.  
I longed to be that thing.  
The pure, sensuous form.  
And I may be, sometime.

— Theodore Roethke

**Do the following activities :**

A. State whether the following statements are True or False. Provide supporting sentence/phrase/word.

i) The poet saw an old snake.

ii) The snake was sensuous.

**B. Answer the following question :**

1) What does the poet long to be?

C) Find out the similarities and dissimilarities between the snake in the given poem and the snake in the text 'Hunting Snake.'

Similarities : \_\_\_\_\_

\_\_\_\_\_

Dissimilarities : \_\_\_\_\_

\_\_\_\_\_

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**Note :** The scholarly volumes mentioned above as well as an essay by Rod Ellis have proved to be landmark works in ELT. These volumes and the essay have contributed a long way in making this module. Direct or indirect references have been taken from these volumes and the essay for empowerment of teachers.



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