



CONTINUOUS AND COMPREHENSIVE EVALUATION

ENGLISH

TEACHERS' MANUAL

STANDARD - IX

**PREPARED BY
STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
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(Draft Copy)

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Preface

The Government of Tamil Nadu, in a pioneering initiative to reach the goal of quality in education, introduced Continuous and Comprehensive Evaluation (CCE) and Trimester Pattern in 2012-13 for class I to VIII. Subsequently, CCE is being introduced in Std IX from the year 2013-14 in all the High and Higher Secondary Schools of Tamil Nadu.

This strategic combination of CCE with Trimester has been implemented only in the State of Tamil Nadu in India with the intention of reducing the book load, learning load and subsequently the load of miscomprehension. This has impacted not only the learning styles of the students but also enthused the teachers to assess students for learning. Incidentally the teachers have become co-learners in the process of administering CCE to students. This transformation has inspired the teachers to become reflective practitioners and students enthusiastic constructors of knowledge from their own past experiences, peers, teachers, elders, community, library and digital resources. CCE has opened the avenues for student community to seek knowledge from diverse resources and learn to stand on their own legs.

SCERT has prepared Training Manuals on General Guidelines for CCE and Subject-Specific Guidelines to help teachers implement the student-friendly - CCE and Trimester system effectively. SCERT proposes to train all the teachers at the secondary level to assimilate the strategies involved in the implementation of both Formative and Summative Assessments. The assessment Activities have been designed so meticulously that teachers would naturally find it easy to use, adopt or create their own activities to witness and assess the miracle of learning happening in the class room in a fear-free, friendly and enabling environment.

The manuals deal with Scholastic and Co-Scholastic activities and also assessment of values, attitudes and life skills in each subject including Physical Education which has now been brought under curricular subjects. Formative and Summative Assessments are carried out while learning and after learning respectively. The former assesses for learning and remedial activities are given for ensuring relearning and the latter is of learning and it has no scope for remedial measures.

In this radical method of assessment, Teachers assess not only the learning and achievement but also the students' social graces, their knowledge and application of social skills through Co-Scholastic assessment activities.

This assessment method facilitates the identification and nurturing of the innate potential of students. Teachers get to know the all-round development of students. Besides, the Training Manuals have included strategic suggestions to develop assessment activities for the differently-abled learners appropriate to their level of understanding and learning capacity.

Teachers are hereby requested to undergo the training earnestly and assimilate the ideas and strategies discussed in a positive way and implement CCE and Trimester effectively in their respective classrooms. Then only the teachers can ensure the transformation of the younger generation into well-rounded personalities and responsible citizens of this country capable of shaping the future destiny of this country. Teachers shall take into consideration the fact that destiny of a country is shaped inside the four walls of a class room. Hence SCERT and the manual development team expect the teachers to realize their precious responsibilities to the students and to the Society and implement CCE and Trimester in all academic seriousness and involvement in their Schools.

SCERT
Chennai

Introduction to Teacher's Manual – English IX

Education ennobles humans and brings out their latent talents. The objectives of education has always been on nurturing and nourishing the human mind and its potentialities so that each learner becomes a confident, competent, and contributive citizen for the country. Of late there has been unwarranted focus on the conduct of examinations, thereby marginalizing the joy of learning and continuous enrichment of the knowledge of the learner. Educationalists, worldwide have suggested the need for examination reforms to make the assessment as an integral part of the learning process so that both learning and assessment is stress free. Keeping the above in view, the National Policy on Education (1986) emphasized the need for Continuous and Comprehensive Evaluation to facilitate active and meaningful learning in classrooms.

The Continuous and Comprehensive Evaluation is not only focusing on the classroom activities but also on the development other skill areas which contribute to the total personality development of the children. Here, the word 'Continuous' refers to the continuum of the assessment process throughout the teaching learning schedule. The word 'Comprehensive' refers to the inclusiveness of other skills which contribute the total personality development of children, i.e. emotional and behavioural attributes and attainments of children.

The common syllabus has been framed on the basis of the principles emphasized in the National Curriculum Framework-2005. The new textbooks have been produced adopting activity based and child-centric approach. The State Government of TamilNadu has introduced trimester pattern in accordance with Yashpaul Committee's report and Right of Children to Free and Compulsory Education Act 2009 in the academic year 2012-2013 for classes I to VIII. This year it has been extended to Std IX.

The State Government has already issued G.O.No.143, which stressed upon a radical change in the evaluation system. The Continuous and Comprehensive Evaluation System comprises Formative Assessment FA (a), Formative Assessment FA (b) and Summative Assessment SA. Through this evaluation process, children have scope for self-learning and peer learning. Through this process, they can understand not only status of learning and but enhance their learning. Children have interest and involvement in doing learning activities independently without any fear and take simple written tests to know their attainment of skills through grading system.

Language is the most vital and basic tool for communication. English as a second language has been considered as a language for effective communication both at the national and international level. In the Indian context, the content and pedagogy of teaching English as second language has been examined critically at various levels.

The communicative approach to language teaching has emphasized on the integration of the above four components into the pedagogy of language teaching in classrooms. The learning of languages can occur both in the formal and informal contexts. The focus has to be on empowering the learner through vocabulary, phonetics, Grammar and creativity.

The CCE provides ample opportunities for all the four dimensions at the same time empowering learning through role-play, debates, peer learning, group discussions, creative writing and the like. This manual aims to bring home to the teachers the objectives of language teaching in the context of CCE.

Adequate assessment activities have been illustrated **with concise assessment parameters for each assessment activity** to enable the teachers to understand and appreciate the meaning and spirit of CCE in order to make the learning process effective, interesting and enjoyable. The 36 activities designed for the first three units of Std IX English are only suggestive and the teachers can design similar activities in their own school environment to make learning contextual and relevant.

It is also suggested that the teachers can facilitate the learners to enhance their language competency through extensive learning of not only stories but of all the other journals.

The Team

TEACHERS' MANUAL - ENGLISH
CONTENT

| Sl. No. | Content |
|----------------|---|
| 1. | General Introduction |
| 2. | Formative Activities FA(a) – Unit – I |
| 3. | Formative Activities FA(a) – Unit – II |
| 4. | Formative Activities FA(a) – Unit – III |
| 5. | Categorisation of FA(b) Unit- I – III |
| 6. | Sample Question Paper I & II - I Term |

General Introduction

CCE at Secondary Level

The Government of Tamil Nadu has taken radical and positive steps in the direction of child - friendly learning. The classroom transaction envisaged for the secondary level reflects a paradigm shift from teacher-centric to learner – centric pedagogic practice. It is a vastly different system built upon entirely new foundation that would make the teacher the primary evaluator of the students. It also recommends school-based continuous and comprehensive evaluation system in order to (i) reduce stress on children (ii) make evaluation comprehensive and regular (iii) provide space for the teacher to facilitate creative teaching (iv) provide a tool for diagnosis and for producing learners with greater skills. CCE also helps build child's potential and talent. The child learns through exploration and discovery in a friendly manner. CCE comprises of Formative Assessment (FA) and Summative Assessment (SA).

Formative Assessment (FA) happens throughout each term. It allows scope for use in a diagnostic and remedial manner.

Summative Assessment (SA) is conducted at the end of every term. It is blue print based, objective, written, individual, evaluated and graded.

Teaching English at the secondary level aims at effective communication with accuracy. Activities evolved by teachers should allow maximum possibilities in tapping talents and enhance all the

basic skills. The learner must be led into the pleasure of extended reading by creating interest in the child. Linguistic skills include the LSRW skills which should be developed with the help of activities and assessed throughout the year, providing scope for diagnostic and remedial measures.

Evaluation Scheme for Connecting Methodology to Assessment Classes IX & X

Development of speaking ability should be done in such a way that the student acquires the ability to converse in correct, simple and direct style of English using the same in continuous speech.

Standard of writing should enable students to write letters on matters of ordinary interest so that he/ she must be familiar in the commonest form of correspondence to friends relatives, business men and few types of officials to whom he/ she may address letters. Gradually, the learner aims to write with Accuracy, Brevity and Clarity .Objectives of Teaching / Learning Language basically deals with strengthening word-power, grammar, comprehension, that will in turn promote effective communication. Keeping in view the tenets of CCE the child is given a platform.

'TO DO, TO KNOW' and then 'TO KNOW, TO DO'.

Need and Significance:

- To recognize individuality of the learner.
- To observe uniqueness of learning experience of each learner in the given learning environment.
- To make learning experience interactive, collaborative, participative, contextual and learner-friendly.
- To measure the holistic achievement of students throughout the year.
- To assess all aspects of learners' growth, personality traits, life-skills, values, attitudes and wellness.
- To tap the potential of the learner to make appropriate choice for further learning.
- To facilitate broad-based experiential learning in classrooms.
- To develop fluency in Reading ,Writing and Speaking .

Objectives of Teaching English at Secondary Level:

- To enable learning, re-learning and scaling up of the learning process.
- To communicate with confidence and accuracy.
- To enhance contextual learning of grammar and facilitate the mastery in it.
- To develop comprehension abilities.
- To encourage active participation of students in the given task through learner-friendly language.

- To sharpen learner's skill of concept-mapping and summarising and encourage them to read more.
- To motivate the learners to set their goals through soft skills development.
- To kindle creative competencies of students.

Continuous and Comprehensive Evaluation

- CCE is the process of continuous and comprehensive evaluation through a variety of tool and techniques.
- It is broad-based and covers all the aspects of the learners' growth and development.
- It is non-threatening and reduces learners' stress by assessing small portion of the curricular content.
- It consists of scholastic and co-scholastic aspects.
- Conceptualises evaluation of all academic subjects as spread over the entire span of the term.
- CCE is carried out through Formative Assessment (FA) and Summative Assessment (SA).
- Formative Assessment (FA) is diagnostic and remedial
 - Offers feedback to the teachers and the learners.
 - Descriptive Indicators facilitate the assessment of the achievement profile of the learners in FA.
- ❖ FA (a)
 - Broad-based measure of learner's participation in learning activities.
 - Reflects learner's initiative, interest, perseverance, regularity and perfection in performing activities.

- Assess skills at individual level and group level.
- There is no restriction on time , can occur at any point of learning process within the term.

❖ FA (b)

- Assess learner's understanding and subject specific concept.
- Happens at the completion of each learning unit.
- Aims to diagnose learner's development in all areas of curricular learning such as,
 - Knowledge
 - Understanding
 - Comprehension
 - Application
 - Evaluation
 - Creativity through written tests

Practicals (10 marks)

1. Fluent talk / Spinning the yarn / Telephonic Conversation
2. Reporting / Narrating / Prepared Speech / Mock interview / Dialogue / Compere / Welcome & Vote of Thanks
3. Role Play / Mono acting / Miming
4. Shipwreck/ extempore
5. Creative Writing / Slogan Writing/ Poem Writing/Jokes/ Riddles/Poster Making/ Greeting Cards and Invitation Cards for different occasions/ Parallel Writing / Note Making
6. News Paper Reading
7. Scrap Book

8. Filling up – Bank Challan, M.O., Railway Reservation / Cancellation Form, Application Forms

Summative Assessment (SA)

Summative Assessment (SA) is evaluation of learning. It involves regular and norm-based assessment of all academic subjects at the end of a term.

Types of Questions

- Yes / No
- Fill in the blanks
- Match
- Multiple Choice Question
- Quote from Memory
- Odd one out
- Rearranging sentences
- Completing picture / graph / map / pie chart
- Short answer, Very short answer
- Paragraph questions

Objectives of S.A.

- Time schedule
- At the end of each term
- Evaluates knowledge, understanding, application, analysis and creativity through written tests
- Formal and Blue-Print based
- Blue Print should specify the weightage on learning areas.
- Mark allotment - according to transaction time

Activity – 1

Class : IX

Time : 30 minutes

Unit : I

Lesson : Buds to Blossoms

Name of the Assessment Activity : Role Play

Competency : Speaking

Type of Assessment : FA(a)– Group Activity

Objectives:

Enable the students to

- speak with proper articulation, stress and intonation.
- gain confidence in speaking.
- show enthusiasm to learn the skills related to role play.
- connect learning with the role play.
- hold the attention of the listeners.

Procedure :

- i. Divide the class into 4 groups.
- ii. Each group has to select one anecdote from the given prose to do a role play. The groups are free to choose any story pertaining to the prose item.
- iii. Time span to be fixed by the teacher, so that the students are facilitated to present it.
- iv. Each group, in turn, would present their role play in front of the class.

Descriptive Indicators:

1. Perform the role with understanding
of the character : 2 marks
2. Perform supportive role as a team : 2 marks
3. Express the dialogues effectively : 2 marks
4. Link appropriately with the textual content : 2 marks
5. Create characters and show their innovativeness : 2 marks

Learning Outcome :

At the end of the activity the student would be able

- to speak boldly in the class.
- to present his / her ideas effectively and enthusiastically.
- to link his / her enacting skills with the content.

Suggestive Remedial Measures:

- Give more time for practice.
- Make the students listen to role plays made by limited groups, which would inspire them to present one on their own, step by step.

Activity – 2

Class : IX

Time : 30 minutes

Unit : I

Lesson : Buds to Blossoms

Name of the Assessment Activity : Analyse your personality and list out your peculiarities.

Competency : Thinking and writing

Type of Assessment : FA(a) – Individual Activity

Objectives:

Enable the students to

- identify their own personality traits.
- analyse the individual's innate potentials likes, dislikes, etc.,
- facilitate the individual to introspect deep and find out the attributes or qualities he / she needs to change for improving better interpersonal relationships.

Procedure:

- i. Ask the students to list out their personality traits.
- ii. Make them mark the positive traits in green bubbles and negative traits in red bubbles in order to differentiate the traits.
- iii. Introspect and suggest ways to overcome their negative traits.

Descriptive Indicators:

- 1. Participation : 2 marks
- 2. Involvement : 2 marks
- 3. Individuality : 2 marks
- 4. Relevance : 2 marks
- 5. Presentation : 2 marks

Suggestive Remedial Measures :

The teacher draws a grid as given below on the black board and asks the students to fill it.

| Likes | Dislikes | Strengths | Weaknesses |
|-------|----------|-----------|------------|
| | | | |

Ask the students to frame sentences using the words that they have filled in the grid.

Activity – 3

Class : IX

Time : 30 Minutes.

Unit : I

Lesson : Buds to Blossoms

Name of the Assessment Activity : Read brief biographies

Topic : Read brief biographies
of great achievers

Competency : Reading

Type of Assessment : FA(a) – Group Activity

Objectives:

Enable the students to

- develop interest in reading.
- search for information.
- read purposefully.
- develop extensive / silent reading skill.
- discuss among peers what one has read.

Procedure:

- i. Divide the class into groups.
- ii. Each group has to select an achiever or inspiring personality in any field.
- iii. The students hunt for information about the personality from various sources like books, newspapers, journals, magazines, internet, etc.,
- iv. They discuss the ideas gathered within their group and consolidate them.

- v. One person from each group has to present on behalf of their group.
- vi. The teacher facilitates the students' presentation.

Descriptive Indicators:

- 1. Interest in reading : 2 marks
- 2. Shows involvement in collecting information : 2 marks
- 3. Share their ideas or information collected in groups : 2 marks
- 4. Comprehending ideas : 2 marks
- 5. Presenting ideas in a large group : 2 marks

Learning Outcome:

At the end of the activity, the students would be able to read purposefully and collect information from various sources.

Suggestive Remedial Measures :

- The teacher could bring a few biographies and read them aloud in class.
- Ask the learners to give book reviews.

Activity : 4

Class : IX

Time : 30 minutes

Unit : I

Lesson : Buds to Blossoms

Name of the Assessment Activity : Article Writing

Topic : Perseverance Pays
Competency : Writing
Type of Assessment : FA(a) – Individual Activity

Objectives :

Enable the students to

- think relevantly.
- express his / her ideas and feelings vividly.
- organize thoughts in a sequential order.
- learn to present ideas in the form of an article.

Procedure :

- i. The teacher explains the format of article writing with varieties of examples taken from newspapers / journals / magazines, etc.,
- ii. The teacher gives the topic 'Perseverance Pays' and motivates them to think.
- iii. The students present their ideas in the form of an article.
- iv. The teacher assesses their writing.

Descriptive Indicators:

1. Gathering and recalling relevant information and ideas : 2 marks
2. Logical sequencing of ideas : 2 marks
3. Develop literary sensitivity : 2 marks
4. Systematic expression of ideas : 2 marks
5. Consolidation of the learning experiences with the context : 2 marks

Learning Outcome :

At the end of this activity, the students would be able to express their ideas in the form of an article.

Suggestive Remedial Activities:

Make the students read more articles and enable them to improve their writing.

Activity : 5**Class:** IX**Time :** 30 minutes**Lesson** : Buds to Blossoms**Name of the Assessment Activity** : Creative Writing**Topic** : The incident which affected you and the way you over came it / still suffering from it.**Competency** : Writing**Type of Assessment** : FA(a) – Individual Activity**Objectives :**

Enable the students to

- develop interest in self-expression.
- reveal language skills.
- express ideas in a coherent way.

Procedure :

- i. The teacher motivates the students to reflect on the given topics.
- ii. Consolidate their ideas.

iii.They are asked to express their ideas in the form of a paragraph.

iv.The teacher assesses their writing.

The teacher would identify the students who suffer and counsel them.

Descriptive Indicators:

- 1. Sentence Construction : 2 marks
- 2. Focus on the topic : 2 marks
- 3. Organising the ideas in it : 2 marks
- 4. A meaningful sequence : 2 marks
- 5. Effective expression : 2 marks

Learning Outcome :

At the end of this activity the students would be able to deliver their thoughts in proper sequence. They would be able to express their view points efficiently.

Suggestive Remedial Measures:

- Make the students write more sentences. Then, to develop and evolve to write a better comprehensive paragraph.

Activity : 6

Class : IX

Time : 30 minutes

Poem : Laugh and Be Merry

Name of the Assessment Activity : Pick out the related words

Competency : Reading

Type of Assessment : FA(a) – Individual Activity

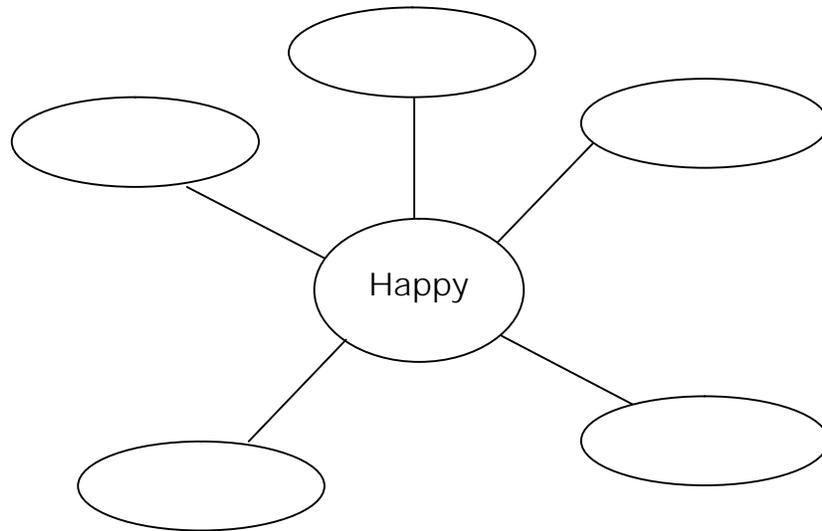
Objectives :

Enable the students to

- scan the prescribed poem.
- search for the relevant words.
- identify the words.
- pick out the words and present them in the word web.

Procedure :

- i. The teacher asks the students to read through the poem.
- ii. The teacher motivates the students to do the activity by providing word web.
- iii. The teacher instructs the students to trace out words from the poem which means *happiness* and fill up the words in the word web.



Descriptive Indicators:

- | | | |
|-------------------------------|---|---------|
| 1.Finding the meanings | : | 2 marks |
| 2.Understanding the word | : | 2 marks |
| 3.Contextualizing the meaning | : | 2 marks |

4.Tracing the appropriate words : 2 marks

5.Presenting : 2 marks

Learning outcome:

At the end of the activity the students would be able to scan the prescribed poem and search for the relevant words, thereby identifying them.

Suggestive Remedial Measures:

- Make the students to complete many word webs by giving them the words as missing letters in the webs/ bubbles.
- Give more time for practice.

Activity : 7

Class : IX

Time : 30 minutes

Poem : Laugh and Be Merry

Name of the Assessment Activity : Parallel Reading

Competency : Reading

Type of Assessment : FA(a) – Group Activity

Objectives :

- Enable the students to
- appreciate parallel poems.
- conceptualise the ideas as presented in the prescribed poem.
- associate their knowledge of the poem ‘Laugh and Be Merry’ with the given parallel poem.
- acquaint learners with the framework of poems.

Procedure :

- i. Divide the class into groups.
- ii. Encourage the students to recall or search for theme-related poems.
- iii. Each group has to present their poem rhythmically.

Descriptive Indicators:

| | | |
|---|---|---------|
| Understand the theme of the poem | : | 2 marks |
| Selection of theme-related poems | : | 2 marks |
| Show keen interest in collection of poems | : | 2 marks |
| Rhythm and intonation | : | 2 marks |
| Presentation | : | 2 marks |

Learning Outcome :

At the end of the activity the students would be able to read, comprehend and appreciate poems.

Suggestive Remedial Measures:

- The teacher presents a few theme related poems in the class.
- She makes them to go through the poems individually and recite them.
- The teacher suggests a few more poems which could be referred from the school library or from other sources of information.

Activity : 8

Class : IX **Time** : 30 minutes

Poem : Laugh and Be Merry

Name of the Assessment Activity : Poetry Writing

Competency : Writing

Type of Assessment : FA(a) – Individual Activity

Objectives :

Stimulates the students to

- sharpen their thought progress.
- develop a sense of creativity.
- emerge as effective thinkers.

Procedure :

- i. The teacher facilitates students by providing the first line of the poem.
- ii. The teacher also gives practice in rhyming words by giving a few examples.
- iii. The students read the poem aloud.

Descriptive Indicators:

1. Interest in self-expression : 2 marks
2. Make use of rhyming words / poetic devices : 2 marks
3. Reveals linguistic skill : 2 marks
4. Expresses ideas poetically : 2 marks
5. Effective presentation : 2 marks

Learning Outcome :

At the end of the activity students develop interest in knowing more about framing a poem, rhyming words and intend to promote the skill of writing poetry.

Suggestive Remedial Measures:

1. The teacher makes the students listen to many poetry recitations and read more poems on their own.
2. The students are given practice to write couplets .
3. The teacher encourages the students to be more creative and imaginative.

Activity : 9

Class : IX

Time : 40 minutes

Unit : I

Supplementary Reader : A Man Who Had No Eyes.

Name of the Assessment Activity : Diary Entry

Type of Assessment : FA(a) – Individual Activity

Competency : Writing

Objectives :

- Enable the students to
- develop the skill of diary writing.
 - express their views with a personal touch.
 - show enthusiasm in self- expression.
 - facilitate recollection of experiences.

For Example

Sheela's Diary

19th April, 2013

Dear diary,

Hi, My name is Sheela. My parents tell me I'm a special child. What makes me a special child, may be your question. I was born with a defect in my leg due to which I limp. I get treated differently even by my own family members. For instance my aunt treats me differently from all my cousins. She feels in comfortable in presence. I know for certain that my parents love me. But still I am sure that it is not easy to a "special child".

Sheela.



Procedure:

- i. The teacher explains the method of writing diary by giving a variety of examples.
- ii. The teacher asks the students to record their personal experiences in the form of a diary entry.
- iii. The teacher assesses their writing.

Descriptive Indicators:

- | | | |
|--|---|---------|
| 1. Shows interest in self-expression | : | 2 marks |
| 2. Reveals language skill | : | 2 marks |
| 3. Expresses ideas in a coherent way | : | 2 marks |
| 4. Takes effort to communicate effectively | : | 2 marks |
| 5. Reveals creativity in expression | : | 2 marks |

Learning Outcome :

At the end of the activity the students would be able to learn to write diary entries. Able to convey feelings in a coherent way.

Suggestive Remedial Measures:

- Make the students express their feelings in simple sentences.
- Give practice to organize their ideas in a cogent order by giving sequential activities.

Activity : 10

Class : IX

Time: 30 minutes

Unit : I

Supplementary Reader : A Man Who Had No Eyes

Name of the Assessment Activity : Dialogue

Type of Assessment : FA(a) – Pair Activity

Competency : Speaking

Objectives :

- Enable the students to
- grasp the underlying ideas.
 - get at the gist of the supplementary reader.
 - infer the mood in which the dialogue is to be presented.

Procedure :

- i. Ask the students to pair up.

- ii. Ask the students to make a gist of the thematic content of the Supplementary Reader. Prepare a script and present it in the form of a dialogue.
- iii. The teacher selects pairs to stage their dialogues and assesses them.

Descriptive Indicators:

- | | | |
|--|---|---------|
| 1. Drafting the script | : | 2 marks |
| 2. Interpreting ideas | : | 2 marks |
| 3. Using courteous / polite expressions (Abiding the ethics of dialogue) | : | 2 marks |
| 4. Cogency in speech | : | 2 marks |
| 5. Capturing the attention of listeners | : | 2 marks |

Learning Outcome :

At the end of the activity, the students would be able to promote their abilities to make a gist of the content, to learn the techniques of creating dialogues and to present their ideas confidently.

Suggestive Remedial Measures:

- Make the students listen to many dialogue-CDs and read more conversations.
- Make the students prepare conversational strips and sequence them accordingly.

Activity : 11

Class :IX

Time : 30 minutes

Unit : I

Supplementary Reader : A Man Who Had No Eyes

Name of the Assessment Activity : Flow Chart

Competency : Sequencing and writing

Type of Assessment : FA (a) – Individual Activity

Objectives :

Enable the students to

- identify relevant concepts.
- organize concepts in a logical manner.
- complete the sequence.

Procedure :

- i. The teacher makes the students prepare sentence strips using colour charts.
- ii. Arrange the sentence strips in sequential order.
- iii. The teacher checks the sequential order and assesses them.

Descriptive Indicators:

1. Grasping the main concept : 2 marks
2. Impressive sentences : 2 marks
3. Organize ideas in a logical manner : 2 marks
4. Systematic approach : 2 marks
5. Completing the sequence : 2 marks

Learning Outcome :

At the end of the activity, the students would be able to prepare sentence strips and incorporate the concept in sequential order.

Suggestive Remedial Measures:

- Conduct word games.

For example

- i) Write sentence strip as

| | | |
|---------|--------|-------|
| Karthik | bought | a pen |
|---------|--------|-------|

- ii) Cut down the sentence strip into words.

- iii) Ask the students to identify the subject, verb and object from the words.

- iv) Make them use every word to frame a meaningful sentence.

- Make the students write more number of meaningful sentences. This could be done by the teacher until she finds a desirable change in the student's presentation.

Article / Report Writing

An *article* is an extended composition which is meant to test the language competency and creative ability amongst the students.

Tips to remember :

Title : Title must be written in capitals and be brief, catchy and thought-provoking. An appropriate title must be provided which would suggest the thematic content.

Body : An article could contain three to five paragraphs which are crisp in content. Comprehensive and easily readable. The objections must be clearly dealt with. The tone or mood of the article is to be kept in mind. Summing up the main ideas should be done with constant care.

Conclusion: At the end of the article all the ideas desired to have been presented should be clearly established in an organized way. The comments, suggestions or recommendations are to be included in the final stage.

Activity : 12

| | | | |
|--|-------------------------------|--------------|------------|
| Class | : IX | Time: | 30 minutes |
| Unit | : I | | |
| Supplementary Reader | : A Man Who Had No Eyes | | |
| Name of the Assessment Activity | : Article/ Report writing | | |
| Competency | : Reporting | | |
| Type of Assessment | : FA(a) – Individual Activity | | |

Objectives :

- Enable the students to
- collect relevant information.
- sequence the information.

- communicate effectively.
- consolidate the learning experiences.

Procedure :

- The teacher would brief the steps in article writing.
- Make the students prepare their own article.
- The teacher can show a picture and motivate them to write an article interpreting it .

For Example:



Descriptive Indicators:

- | | | |
|-------------------------------|---|---------|
| 1. Collecting the information | : | 2 marks |
| 2. Grasping the content | : | 2 marks |
| 3. Sequencing | : | 2 marks |
| 4. Reasoning and reliability | : | 2 marks |
| 5. Presentation | : | 2 marks |

Learning Outcome:

At the end of the activity the students would be able to collect relevant information, sequence them and present them effectively.

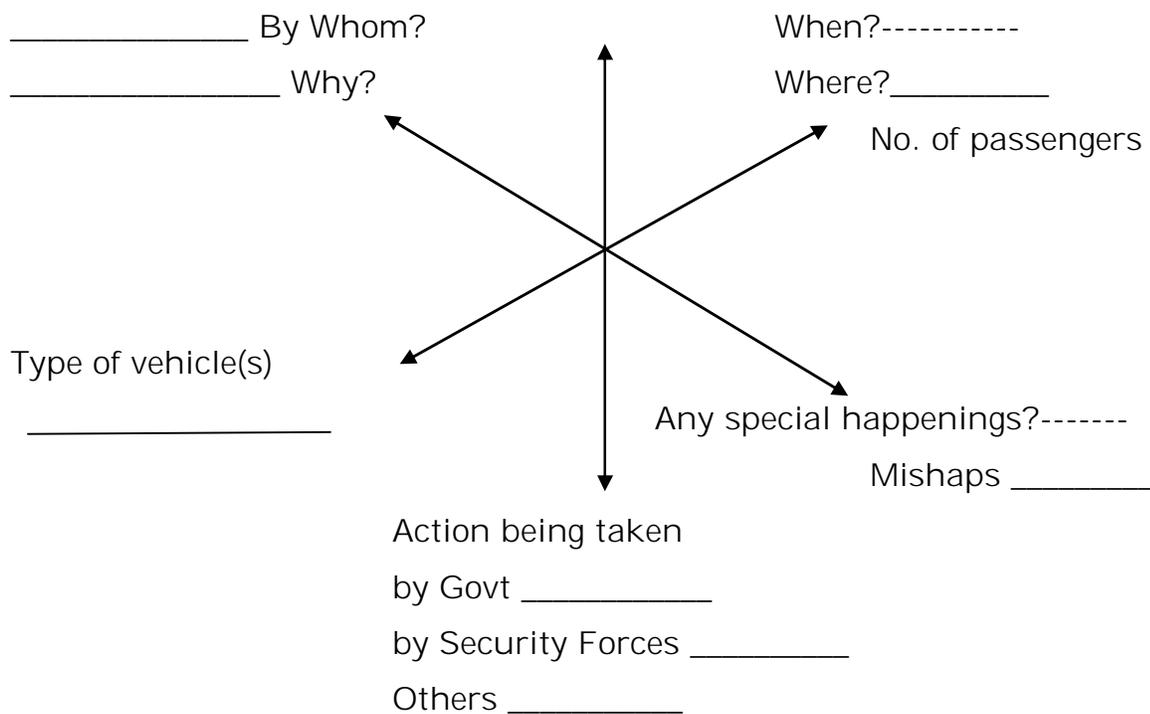
Suggestive Remedial Measure:

- The teacher could bring newspaper clippings to the class and read them aloud to motivate them.
- Provide appropriate incidents in the bracket and ask the students to fill in the blanks by giving relevant sentences.
- Ask them to compile it by sequencing, in the form of a report/ article.
- The students could be provided a rubric and asked to fill in the required information.

Rubric

Headline _____

Lead Sentence _____



UNIT – II

Activity 1

Class : IX

Time : 30 minutes

Lesson : Gaia Tells Her Tale

Competency : Expressing views creatively

Name of the Assessment Activity : Poster making and slogan writing

Topic : Global Warming

Type of Activity : FA(a) - Individual activity

Objectives:

- Enable the students to
- think on global warming and suggest ways.
- counter it in a creative way.

Materials required : Chart, cardboard, color pencils / pens

Procedure :

- i. Ask students to express their ideas clearly regarding global warming in the form of posters.
- ii. They have to present their posters explaining the theme of the posters.
- iii. They share their views among other students and create awareness to keep our earth clean.

iv. They write attractive slogans / captions and exhibit their creative skill.

Descriptive Indicators:

- 1. Concepts related to the task : 2 marks
- 2. Accurate facts : 2 marks
- 3. Appropriate visuals : 2 marks
- 4. Effective presentation : 2 marks
- 5. Drawing logical conclusions : 2 marks

Learning Outcome :

Students learn to share their views with one another. They learn the art of presentation. Their creativity is kindled.

Suggested Remedial Activities :

- The students who could not do the above task can try to draw pictures representing an 'unpolluted earth'.
- They can write a few sentences about how to keep our surroundings clean.
- Can collect pictures depicting pollution.
- List down some pollutants and write the steps that they would take to avoid them.

Activity - 2

Class : IX **Time** : 40 minutes

Unit : II

Lesson : Gaia Tells Her Tale

Name of the Assessment Activity : Debate

Topic : Advantages of rural life versus urban life

Competency : Speaking skill

Type of Activity : FA(a) Group Activity

Objectives : To enable students to express their views fluently and confidently.

Procedure :

- i. Divide the class into two groups.
- ii. One group talks about the advantages of rural life and the other of urban life.
- iii. The teacher consolidates what they speak and concludes on the right side.

Descriptive Indicators:

1. Collection of relevant ideas : 2 marks
2. Listening carefully and responding to others' views : 2 marks
3. Defending the argument with relevant facts : 2 marks
4. Holding the attention of the listeners : 2 marks
5. Critical review and consolidation : 2 marks

Learning Outcome :

Students know the merits and demerits of rural and urban life and express them in their speaking. They learn to speak fluently and confidently.

Suggestive Remedial Measures:

- Encourage the students to talk about their city / village.
- Make them talk about natural resources available in their locality.
- Ask them to talk about the importance of growing trees.

Activity - 3

Class : IX

Time : 40 minutes

Unit : II

Lesson : Gaia Tells Her Tale

Name of the Assessment Activity : Scrap Book Preparation

Topic : Big Bang Theory

Type of Activity : FA(a) - Individual activity

Competency : Gathering Information

Objectives:

Enable the students to

- develop content knowledge.
- develop creativity and inquisitive spirit among students.
- develop the skill of organizing.

Materials Required: Chart paper, knife / blade, glue, colour (sketch pen) and pictures of 'Big Bang Theory'

Procedure :

- i. Ask the students to collect pictures on 'Big Bang Theory'
- ii. The students are asked to cut the chart papers and make it as a book.
- iii. Collected pictures have to be arranged in chronological order and pasted on the sheets one by one.
- iv. Use sketch pens to describe the events.
- v. Decorate the cover page and write the topic.

Descriptive Indicators:

- | | | |
|--|---|---------|
| 1. Collection of information on events / pictures related to the topic | : | 2 marks |
| 2. Logical sequencing | : | 2 marks |
| 3. Presents relevant information about the topic | : | 2 marks |
| 4. Interest | : | 2 marks |
| 5. Present in an artistic manner | : | 2 marks |

Learning Outcome :

The students would know about the 'Big Bang Theory' and they would try to reveal the skill of organising the information properly.

Suggestive Remedial Measures :

- The students who find the activity difficult can be asked to collect pictures of planets in the solar system and give a brief description about each planet of the universe.

- They can visit the planetarium, if it is located in their locality, and write a few sentences about what they see there.
- Can collect some pictures of planets and write a few sentences about them.
- Can picturise the 'Big Bang theory'.

Activity - 4

Class : IX

Time : 40 minutes

Unit : II

Lesson : Gaia Tells Her Tale

Name of the Assessment Activity : Presentation

Topic : Pollutants – Non pollutants/ Alternatives

Competency : Writing Skill

Type of Assessment : FA(a) – Group /Individual Activity

Objectives :

To enable the students to be aware of pollutants and think about the alternatives.

Materials Required : Charts, colours (sketch pens)

Procedure :

- i. The teacher lists out the pollutants on one side of the chart and gives it to the students (who are in groups).
- ii. The students have to think over the alternatives / remedies and fill the other side.

| Pollutants | Non-Pollutants |
|--------------------------|---------------------|
| Using cars, bikes , etc. | Using bicycles |
| | Bullock carts |

Descriptive Indicators :

1. Understanding the problem / task : 2 marks
2. Collection of information : 2 marks
3. Execution : 2 marks
4. Ability to work as a team : 2 marks
5. Well-reasoned inferences : 2 marks

Learning Outcome :

The students would know about pollutants and non-pollutants and the alternatives through this team work. They would have developed team spirit and co-operative skills.

Suggestive Remedial Measures :

- The students can be asked to write or speak about pollutants they see in their school or at home.
- Can discuss how they can protect water resources without contamination.
- Can discuss how they can overcome noise pollution.

Activity - 5

Class : IX

Time : 1 hour

Unit : II

Lesson : Gaia Tells Her Tale

Name of the Assessment Activity : Quiz

Competency : Listening & Speaking

Type of Assessment : FA(a) – Group Activity

Objectives :

Enable the students to

- be aware of various pollutions and their causes.
- know more about various organizations and eradicate pollution.
- develop team spirit among the students.

Procedure :

- i. The class is divided into groups.
- ii. Each group will be given names such as Air, Water, Soil and Noise pollution.
- iii. The teacher has to frame questions. Each group will be asked 5 questions.
- iv. Each question carries 1 mark. If a group fails to answer, the question will be passed to the next group. They will be given ½ mark.

- v. The questions can be asked from the following:
- a. Global warming
 - b. Questions on air, water, noise and soil pollution
 - c. Natural calamities, latest news about environment
 - d. Governmental and Non-Governmental organizations related to the environment.
 - e. Preserve ground water and rain water harvesting
 - f. Significance of trees
 - g. Recycling method
 - h. Geo Thermal Energy
 - i. Bio-gas / Bio-diesel
 - j. 3R's – Reduce, Recycle and Reuse Resources
 - k. Avoiding plastic materials and plastic bags

Descriptive Indicators :

- | | | |
|-----------------------|---|---------|
| 1. Participation | : | 2 marks |
| 2. Effort | : | 2 marks |
| 3. Time of Responding | : | 2 marks |
| 4. Involvement | : | 2 marks |
| 5. Co-operation | : | 2 marks |

Learning Outcome :

The students would know more about pollution and its dangers. They would learn to respond to the questions correctly by giving correct answers and their speaking skill would be developed.

Suggestive Remedial Measures :

- The students who are unable to do this activity could be asked to prepare some simple questions on pollution.
- The students can be asked to talk about the usefulness of trees.
- Can talk about rain water harvesting.
- A group discussion on the use of plastic and possible alternatives can be thought of.

Activity - 6

Class : IX

Time : 1 hour

Unit : II

Lesson : Gaia Tells Her Tale

Name of the Assessment Activity : Dictionary work

Type of Assessment : FA(a) – Individual Activity

Competency : Writing skill / Reference skill

Objectives :

- To enable the students to refer the dictionary.
- To help the students to make the best use of the dictionary.

Procedure :

- i) Refer the dictionary and find out the meanings for:-
 - a. Global warming

- b. Deforestation
 - c. Afforestation
 - d. Bio fuel
 - e. Conservation of energy
 - f. Extinction of animals
- ii) The students are asked to write more words related to the environment.
- iii) Frame meaningful sentences using them.

Descriptive Indicators :

- | | | |
|-------------------------------------|---|---------|
| 1. Locating words in the dictionary | : | 2 marks |
| 2. Finding the meaning | : | 2 marks |
| 3. Contextualising the meaning | : | 2 marks |
| 4. Understanding the word / concept | : | 2 marks |
| 5. Presentation in a newer context | : | 2 marks |

Learning Outcome :

The students develop the skill of referring to a dictionary; finding appropriate words and develop their writing skills.

Suggestive Remedial Measures:

- Short and simple words can be given for translation related to pollution.
- Make them read the words aloud.
- The teacher can make the students read environment pollution related words.

Activity - 7

Class : IX

Time : 40 minutes

Unit : II

Lesson : Gaia Tells Her Tale

Name of the Assessment Activity : Group Discussion

Type of Assessment : FA(a) – Group Activity

Competency : Listening and Speaking skills

Objectives :

Enable the students to

- speak confidently to a large group.
- present ideas in a proper sequence.
- listen carefully to others' views.
- build interpersonal skill.
- respond appropriately.

Procedure :

- i. Divide the class into four groups.
- ii. Name them as Group A, B, C and D.
- iii. Choose a student from each group to act as the group leader.
- iv. Group A & B should discuss the causes and effects of various pollutions (land, water, air, noise).
- v. Group C & D should discuss the remedies / solutions for those pollutions.

- vi. Each group leader has to express his / her ideas in front of the other students.

Descriptive Indicators :

1. Share ideas / information relevant to the topic : 2 marks
2. Active Participation : 2 marks
3. Listens carefully and responds to Others' views politely : 2 marks
4. Clarity in expression : 2 marks
5. Summarizes the discussed ideas : 2 marks

Learning Outcome :

At the end of the activity the students would be able to speak boldly and express their ideas effectively.

Suggestive Remedial Measure :

- Ask the students to speak out what they know about pollution.

Activity - 8

Class : IX

Time : 40 minutes

Unit : II

Name of the Assessment Activity : Collection of resources

Topic : Abbreviations

Competency : Writing Skill

Type of Assessment : FA(a)- Individual Activity

Materials Required : Newspaper, Magazines, etc.,

Objectives :
Enable the students to

- develop the skill of expanding abbreviations.
- the extension of learning.

Procedure :

- i. The students are asked to pick out abbreviations from newspapers, magazines, etc.,
- ii. Each student has to pick out at least 5 abbreviations.
- iii. Each student will present it in the class.
- iv. The other students have to compile all the abbreviations and write them in their notebook.

Descriptive Indicators :

- | | | |
|------------------------------|---|---------|
| 1. Active participation | : | 2 marks |
| 2. Collection of resources | : | 2 marks |
| 3. Effort taken | : | 2 marks |
| 4. Presentation | : | 2 marks |
| 5. Consolidation / Compiling | : | 2 marks |

Learning Outcome :

Acquires the skill of gathering information from various sources.

Suggestive Remedial Measures :

- The teacher can ask the students to learn simple abbreviations such as HM, LIC, PIN, etc.,
- A contest may be organized between groups of students to respond to the questions asked regarding abbreviations.

Activity - 9

Class : IX

Time : 40 minutes

Unit : II

Name of the Assessment Activity : Framing Sentences

Topic : Sentence Pattern

Competency : Writing

Type of Assessment : FA(a)- Individual activity

Objectives :

Enable the students to

- use appropriate structures and vocabulary / words.
- develop the ability to make a sentence for the given pattern.

Procedure :

- The teacher introduces **one** sentence pattern each day.
- The students will write atleast 5 sentences for that pattern – each day as classroom assignment / home assignment.

Eg : Day 1 : SV

Day 2 : SVO

Day 3 : SVOC

Day 4 : SVIODO, etc.....

- iii. The students will write five different sentences on their own in their notebooks.

Descriptive Indicators:

- | | | |
|--------------------------|---|---------|
| 1. Interest | : | 2 marks |
| 2. Selection of examples | : | 2 marks |
| 3. Choice of words | : | 2 marks |
| 4. Effort | : | 2 marks |
| 5. Presentation | : | 2 marks |

Learning Outcome :

The students would have learnt the sentence patterns thoroughly. They would have learnt the sentence structure. The students would be able to write any sentence / paragraph / essay with the help of the basic structures of sentences.

Suggestive Remedial Measures :

- The students can find some sentences from the textbook.
- The students can be given clues to write a particular pattern.
- Identifying the pattern for a given sentence.

➤ Activity - 10

Class : IX
minutes

Time : 40

Unit : II

Lesson : Gaia Tells Her Tale

Name of the Assessment Activity : Field visit and reporting

Competency : Collecting information and speaking

Type of Assessment : FA(a)-Individual Activity.

Objectives :

- Students become aware of pollution.
- Understand the significance of keeping their environment clean.
- Develop the skill of gathering information and reporting it.

Procedure :

- i. The students observe their locality and find out the polluted areas.
- ii. List out various pollutants which make their environment untidy.
- iii. List out the diseases that are caused by pollution.
- iv. Collect and list out the sources that would keep their environment clean.
- v. Compile all the information gathered.

- vi. Create awareness among students about pollution.
- vii. They present their views / findings orally.

Descriptive Indicators:

- 1. Gathering relevant information : 2 marks
- 2. Sequencing information : 2 marks
- 3. Appropriateness : 2 marks
- 4. Effective Communication : 2 marks
- 5. Consolidating experiences with textual content : 2 marks

Learning Outcome :

The students would have developed the skill of reporting and improve their communicative abilities.

Suggestive Remedial Measures:

- 1. The students can be asked to speak about various pollutants.
- 2. Collect pictures related to pollution and describe them.
- 3. Encourage learners to take measures and prevent environmental pollution.

Activity – 11.

Class : IX **Time** : 40 minutes

Unit : II

Poem : Earth

Name of the Assessment Activity : Drawing

Competency : Drawing

Type of Assessment : FA(a)- Individual Activity.

Material Required :

1. Chart, 2. Colours (sketch pen)

Objectives : Ability to draw a picture related to the poetic lines

Procedure :

- i. Ask the students to read the poem with clarity.
- ii. Select particular lines.
- iii. Understand the poetic lines and visualize it in his inward eye.
- iv. Draw the outline of those pictures.
- v. Complete the diagram using your own imagination and write the appropriate poetic line below.

Descriptive Indicators :

- | | | |
|--|---|---------|
| 1. Relevant to the content that is illustrated | - | 2 marks |
| 2. Attempts to complete work | - | 2 marks |
| 3. Reveals originality in expression | - | 2 marks |
| 4. Demonstrates a sense of beauty | - | 2 marks |
| 5. Neatness in presentation | - | 2 marks |

Learning Outcome :

At the end of the activity the students would be able to use their imagination. They would have developed the skill of visualizing what they read.

Suggestive Remedial Measures:

- A few poems with pictures can be given / shown to the students.

- Ask the them to see various poems in all classes.
- Can collect ideas from the nursery rhyme books.

Activity - 12

| | |
|-----------------------------|---|
| Class : IX | Time : 40 minutes |
| Unit | : II |
| Supplementary Reader | : Amrita Devi – The Guardian Angel of Woods |
| Name of the Activity | : Mock Organisations |
| Topics | : No More Plastics / Save Water / Go Green / Parliament / Keep the environment Clean. |
| Competency | : Speaking |
| Type of Assessment | : FA(a)- Individual Activity |

Objectives :

- Enable the students to
 - understand the framework of the organization.
 - interpret ideas, events, characters, traits, etc.,
 - speak with proper intonation, modulation and clarity.
 - create an awareness on global warming.

Material Required : Badges prepared by the group members themselves.

Procedure :

- i. Brief them about the Mock Organisation (with examples).

- ii. Form groups of 10 members each.
- iii. Instruct the students to take up their Posts to execute his / her duty (Eg: 1 President, 1 Secretary, 1 Treasurer, 2 Planners, 2 Organizers, 2 Overall in-charge, 1 Minute Recorder).
- iv. Give them a week's time to prepare, after which any group will be called by the teacher to perform (By choosing / picking numbers).
- v. Start the mock show with the correct set-up.
- vi. Starting with the President's address and so on the Mock Organisation will carry out this task.
- vii. This Mock Organisations can function throughout the term to bring some changes in the school/ society.

Descriptive Indicators :

1. Understanding the frame work of the Organisation : 2 marks
2. Understanding the roles and responsibilities of the Functionaries : 2 marks
3. Executing the role in the mock organization : 2 marks
4. Adhering to the protocols and the decorum : 2 marks
5. Consolidating the learning experience : 2 marks

Suggestive Remedial Measures:

- The teacher can present a mock organization with a limited number of students.
- Ask the students to grasp ideas from it.
- Make them present it gradually.
- Give more time for practice.

Activity – 1

| | | | |
|--|-------------------------------------|-------------|-------------------|
| Class | : IX | Time | : 30 minutes |
| Unit | | | : III |
| Lesson | | | : The Will To Win |
| Name of the Assessment Activity | : Preparation of Interview Schedule | | |
| Competency | : Writing Skill | | |
| Type of Assessment | : FA(a) – Group /Pair Activity. | | |

Objectives :

Enable the students to

- to identify a few successful people in their neighbourhood.
- prepare an interview schedule.
- to organize their ideas.
- to improve their writing skill.

Procedure

- i. Ask the students to identify a successful person from their neighbourhood.
- ii. Divide the class into 5 or 6 groups of 5 in each group.
- iii. Ask the students to think over to whom and on what theme they are going to make the interview schedule.
- iv. The students organize their ideas and questions to be asked in the interview schedule.

Guidelines to Prepare Interview Schedule

I Opening

Establish Rapport

Introduce yourself

II Content :

Ask Questions about

Nativity

Family Background

Education

Hobbies

Interest

Achievement/ Award

Personal experiences

III Closing

Consolidation

Time Line : 10-15 minutes

Descriptive Indicators

1. Organize ideas for Interview schedule : 2 marks
2. Appropriateness in the framing questions : 2 marks
3. Collecting relevant information : 2 marks
4. Clarity in presentation : 2 marks
5. Language Usage : 2 marks

Sample Format

Sample Questions for Interview Schedule (The Will to Win)

(Hello! I am Hari from Chennai High School)

1. May I know about your family back ground?
2. Would you tell us who inspired you?
3. Would you tell us about your childhood days in schools.
4. Please tell us about your experiences in bee-keeping.
5. Would you tell us something about your inconveniences that you came across during bee-keeping.
6. What would you advice for the future youngsters in bee-keeping.

Activity – 2

Class : IX

Time : 30 minutes

Unit : III

Lesson : The Will To Win.

Name of the Assessment Activity : Face and Race Activity

Competency : Reading

Type Of Assessment : FA(a) – Individual Activity

Objectives :

Enable the students to

- develop fluency in reading.
- have right pronunciation and intonation.

Procedure:

- i. Ask a student to read a sentence at a time from the passage.
- ii. The other student reads the next sentence from the same passage.
- iii. This method is repeated.
- iv. The teacher prepares a set of questions entitled 'Comprehensive Question Card' from the passages.
- v. After reading the passage, the students can answer the questions from the 'Comprehensive Questions Card'.

Sample 'Comprehensive Question Card' – I Para

1. What was pleasant to see?
2. How were the group of girls behaving on their way to school?
3. List the deeds that the girls did on their way to school.

Descriptive Indicators:

1. Able to read the sentences : 2 marks
2. Appropriate pronunciation : 2 marks
3. Alertness in reading : 2 marks
4. Meaningful responses : 2 marks
5. Clarity in expression : 2 marks

Learning Outcome:

At the end of the activity the students would be able to read the passage fluently, enhance their pronunciation and develop the comprehensive ability.

Suggestive Remedial Measures:

- Ask the students to read stories.
- Make the students read newspaper headlines/ articles and interpret it orally.

Activity – 3

| | | | |
|--|--|-------------|--------------|
| Class | : IX Std | Time | : 40 minutes |
| Unit | : III | | |
| Lesson | : The Will to Win | | |
| Name of the Assessment Activity | : Conversion of the story of a girl star into script | | |
| Competency | : Writing | | |
| Type Of Assessment | : FA(a) Group Activity | | |

Objectives :

Enable the students to

- convert the written language to spoken form.
- enhance their writing skills.

Procedure:

- i. Divide the class into 5 or 6 groups.
- ii. Each group is given 3 or 4 passages.
- iii. Ask the students to prepare simple dialogues for the given passages.

Descriptive Indicators :

- | | | |
|---|---|---------|
| 1. Language | : | 2 marks |
| 2. Conversion of written form to dialogue | : | 2 marks |
| 3. Organisation of ideas | : | 2 marks |
| 4. Clarity | : | 2 marks |
| 5. Presentation | : | 2 marks |

Learning Outcome:

At the end of the activity the students would be able to convert the written language to spoken form and present their ideas in the form of a script.

Suggestive Remedial Measure:

- The teacher can give simple dialogues from the textbook and make the students, express it with clarity.

Activity – 4.

| | | | |
|-----------------------------|----------|-------------|---|
| Class | : IX Std | Time | : 30 minutes |
| Unit | | | : III |
| Lesson | | | : The Will To Win |
| Name of the Activity | | | : Brochure Preparation |
| Topic | | | : Prepare a brochure of a 'Girl Star' or 'Boy Star' from your locality or Village / Street/Area /Town . |
| Competency | | | : Writing Skill |
| Type of Assessment | | | : FA(a)- Group / Pair Activity. |

Objectives :

Enable the students to

- know about great persons in their neighbourhood.
- develop the writing skill.
- organize their ideas.

Procedure:

- i. Divide the class into 5 groups.
- ii. Ask them to prepare brochure with picture.
- iii. The following steps ought be considered while preparing the broucher :-

- * Do the students take initiation towards brochure preparation?
- * Do the students have sensitivity towards environment?
- * Do the students exhibit their ideas clearly?
- * Do the students respect the peer group?
- * Do the students exhibit confidence?

Descriptive Indicators:

- | | | |
|---------------------------------------|---|---------|
| 1. Collection of relevant information | : | 2 marks |
| 2. Clear organization of ideas | : | 2 marks |
| 3. Creative Presentation | : | 2 marks |
| 4. Participation and contribution | : | 2 marks |
| 5. Usage of language | : | 2 marks |

Learning Outcome:

At the end of the activity the students would be able to develop writing skills, organise their ideas and know more about their society.

Suggestive Remedial Measures:

- The teacher could familiarise the students by presenting more brochures by giving more patterns.
- Give them time to associate their knowledge to prepare one on their own step by step.

Activity - 5

Class : IX

Time: 30 minutes

Unit : III

Lesson : The Will to Win

Name of the Assessment Activity : Group Discussion

Topic : Celebrity whom you admire the most.
(For his/ her power of endurance to over-whelm difficulties.)

Competency : Speaking

Type of Assessment : FA(a) – Group Activity

Objectives:

Enable the students to

- identify celebrities.
- make a choosy reading , with relevance.
- search for information.
- collect ideas and associate them.
- discuss amongst the peers.

Procedure:

- i. Ask the students to choose a celebrity. Make the students speak about the chosen celebrity.
- ii. Ask him/ her to list out the celebrities' area of specialization/ interest, greatness, difficulties or hurdles

they have over come in their life and how they succeeded in their effort.

- iii. Facilitate the students to present their own comment at the end.

Descriptive Indicators:

- | | | |
|--------------------------|---|---------|
| 1. Relevance | : | 2 marks |
| 2. Active participation | : | 2 marks |
| 3. Responding. | : | 2 marks |
| 4. Effective expressions | : | 2 marks |
| 5. Summing up | : | 2 marks |

Learning Outcome:

At the end of the activity the students would be able to imbibe the power of endurance and learn the art of over-whelming difficulties from the celebrities' life experiences. The students would also be able to express their ideas effectively.

Suggested Remedial Activity:

- Make the students listen to conversations, group discussions, speeches of celebrities, etc.
- Give more time to practice so that the students would come out of their shells.
- Continue such tasks until the students show interest in self presentation.

Activity -6

Class : IX **Time: 30 minutes**

Unit : III

Lesson Name : The Will to Win

Name of the Assessment Activity : Story Writing [Giving a frame of developing the hints, the teacher makes the students to present it in the form of a story.]

Competency : Reading and Writing

Type of Assessment : FA(a) – Individual activity

Objectives:

Enable the students to

- frame out meaningful sentences.
- arrange them in sequential format.
- present his/ her ideas in an effective way with the help of the given hints.

Procedure:

- i. The teacher should provide hints to the students.
- ii. Ask them to develop it.
- iii. Encourage the students to ensure creativity.
- iv. Make them give a title.
- v. Insist the students to arrive at a moral.

Descriptive Indicators:

1. Title and choice of apt words : 2 marks
2. Sentence formation : 2 marks

3. Structure : 2 marks
4. Story weaving : 2 marks
5. Presentation : 2 marks

Learning Outcome:

At the end of the activity, the students would be able to comprehend the format of hints, learn to develop it, frame out sentences, and think critically to show creativity. The students would also be able to weave out a story with imagination, taking veins from the given hints.

Suggestive Remedial Measures:

- Make the students read many story books.
- The teacher can present the students with a story map and enable them to shape it out as a story.
- Make the students watch/ listen to story CDs (Bilingual).

Activity -7

Class : IX **Time:** 30 minutes
Unit : III
Poem : Don't Quit
Name of the Assessment Activity : Poster Writing
Competency : Writing

Type of Assessment

: FA(a) - Individual Activity

Objectives:

- Enable the students to
- think effectively.
 - be brief in expression.
 - express their creativity.
 - reveal their sense of aesthetics.
 - present their ideas with clarity.

Procedure:

- i. Make the students to use their individuality in displaying their talents.
- ii. Make them use crisp words.
- iii. Enable them to use colours of their choice to show their creativity.

Descriptive Indicators:

- | | | |
|----------------------------|---|---------|
| 1. Title | : | 2 marks |
| 2. Focus on the content | : | 2 marks |
| 3. Apt expressions | : | 2 marks |
| 4. Clarity | : | 2 marks |
| 5. Effective communication | : | 2 marks |

Learning Outcome:

At the end of the activity the students would be able to think creatively, be more specific, brief in presentation and present catchy posters.

Suggestive Remedial Measures:

- Make the students to observe more posters.
- Collect catchy posters.
- Apply their acquired knowledge in framing their own posters.

The teacher could make the students continue these tasks until the students gain desired knowledge in the specific activity.

Activity- 8

Class : IX **Time: 30 minutes**

Unit : III

Poem : Don't Quit

Name of the Assessment Activity : Slogan Writing

Competency : Writing

Type of Assessment : FA(a) – Individual Activity

Objectives:

Enable the students to

- think appropriately.
- search for information.
- provide captions.
- present their ideas in brief.
- emerge as effective thinkers.

Procedure:

- i. The teacher explains the format of writing a slogan by insisting that it must be short and sweet.
- ii. The teacher presents a few slogans as model.
- iii. The teacher asks the students to frame out their own slogans based on the title of the poem.
- iv. The teacher assesses their writing.

Descriptive Indicators:

- | | | |
|-------------------------------|---|-------------|
| 1. Relevance | : | 2 marks |
| 2. Captions | : | 2 marks |
| 3. Grabbing attention | : | 2 marks |
| 4. Concept focus and neatness | : | 1+1=2 marks |
| 5. Brevity in presentation | : | 2 marks |

Learning Outcome:

At the end of the activity, the students would be able to write attractive slogans and express their views in brief. They would be able to present aspiring and thought-provoking slogans.

Suggestive Remedial Measures:

- The teacher could provide 5 to 10 model slogans and make them write a few slogans on their own.
- The teacher could give practice repeatedly until the students get a desirable change.

Activity :9

Class : IX

Time: 40 minutes

Unit : III

Supplementary Reader : A Race in Space

Name of the Activity : Drawing

Competency : Drawing and Writing

Type of Assessment : FA (a)- Group/ Pair Activity

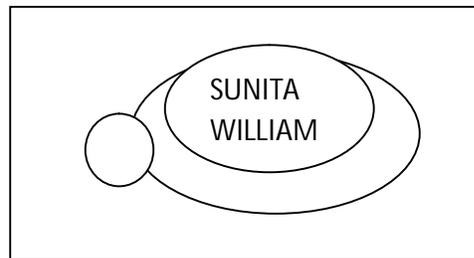
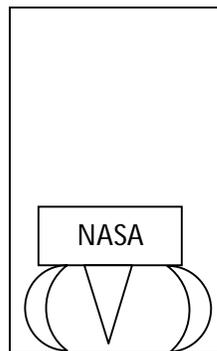
Objectives:

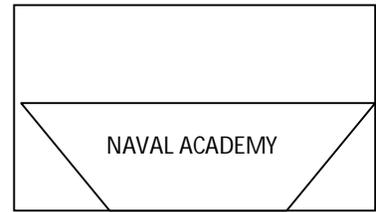
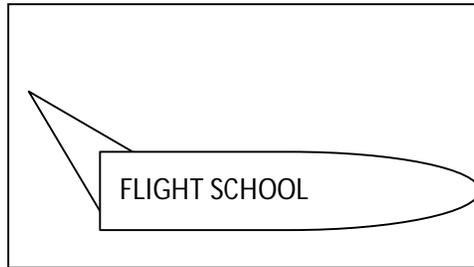
Enable the students to

- develop their artistic intelligence.
- enhance architectural and designing aptitude.
- establish content.
- express it in a sequential order.

Materials Required:

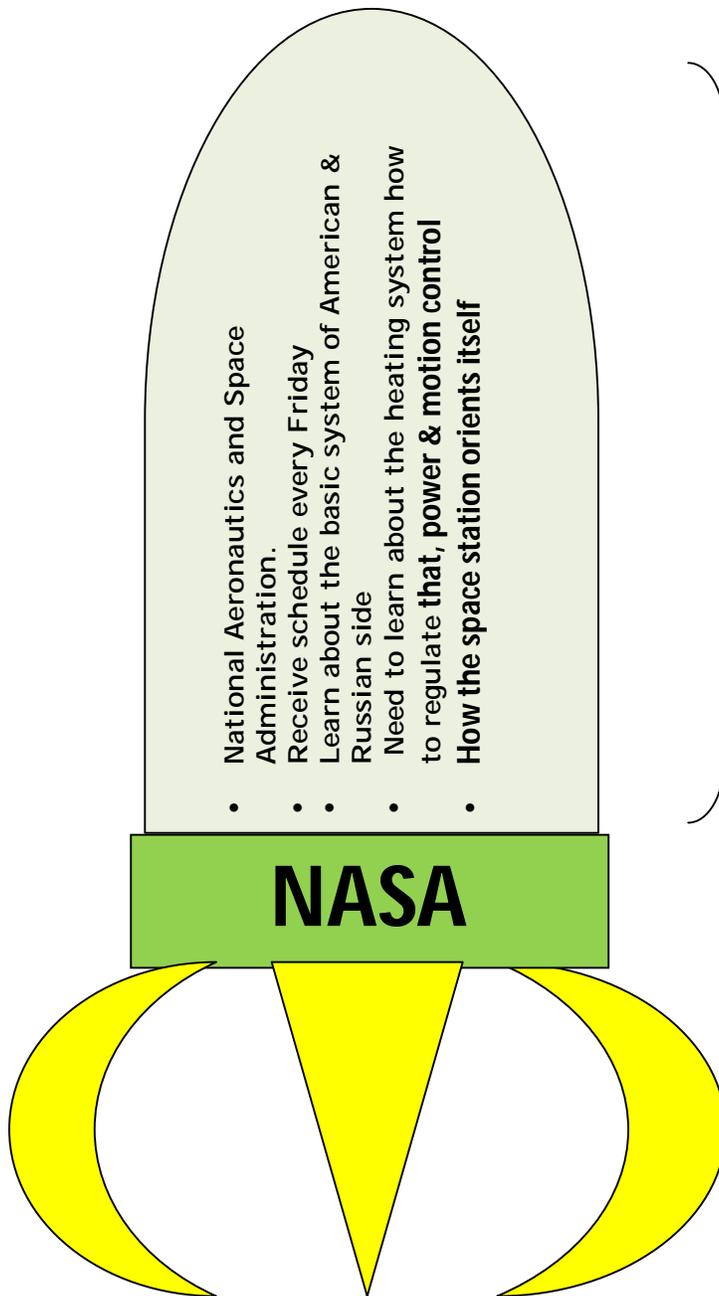
- A4 sheets with a part of the diagram/picture that is to be completed.
- The first sentence/hint should be written on it.
- Colours/sketch-pens





Procedure:

- i. The class will be divided into 4 groups.
- ii. Each group will sub-divide itself into two smaller groups – artist & writers.
- iii. Each group will be given an incomplete picture as shown above.
- iv. The artists will complete the drawing and the writers will complete the content.
- v. Thirty minutes of work and the last 10 minutes will be utilized for exchange of answers.



This part will be completed by the students in their groups – colouring, drawing & writing.

Descriptive Indicators:

- | | | |
|---|---|----------|
| 1. Relevance to the content that is illustrated | : | 2 marks. |
| 2. Attempts to complete the word | : | 2 marks. |
| 3. Reveals originality in expression | : | 2 marks. |
| 4. Demonstrates a sense of beauty | : | 2 marks. |
| 5. Neatness in presentation | : | 2 marks. |

Learning Outcome:

- The students learn to develop and complete the content as well as the picture/diagram.
- They are able to recall/recollect the content of the lesson.

Suggestive Remedial Measure:

- The students may be encouraged to create their own pictures and additional information related to the lesson.

Activity :10

| | | | |
|--|------|--------------|-------------------------------------|
| Class | : IX | Time: | 30 minutes |
| Unit | | | : III |
| Supplementary Reader | | | : A Race in the Space |
| Name of the Assessment Activity | | | : Collection of Newspaper Clippings |
| Topic | | | : Space Research |
| Competency | | | : Reading and presenting |
| Type of Assessment | | | : FA(a)–Individual activity |

Objectives:

Enable the students to

- identify the important news related to space research.
- develop the habit of reading newspaper, magazines, etc.,

- collect and compile them in a logical order.
- present it effectively in class.
- get the habit of collecting striking incidents and update their knowledge.
- promote a spirit of scientific inquiry.

Procedure:

- i. Make the students to trace information from newspaper, magazines, journals, etc., based on space research and bring them to class.
- ii. Let them arrange it in proper sequence.
- iii. Make them present it in class with scientific fervour.

Descriptive Indicators:

- | | | |
|---------------------------------|---|---------|
| 1. Collection of relevant ideas | - | 2 marks |
| 2. Nose for news/sensing | - | 2 marks |
| 3. Identifying the source | - | 2 marks |
| 4. Confidence | - | 2 marks |
| 5. Presentation | - | 2 marks |

Learning Outcome:

At the end of the activity the students would be able to identify the important news related to space research. Present them by compiling it in a logical order effectively.

Suggestive Remedial Measures:

- The teacher could bring a few paper clippings to class.
- Make them to read atleast the headlines.
- Help them whenever they feel their incapability.
- Enable them to gain confidence in reading.
- This could be done until the students gain the desired outcome.

DEBATE

DEFENDING WITHOUT OFFENDING

Debate means an argument or discussion. The prime motive of debate is to defend without offending. The individuals participating in the debate should be able to present their ideas and defend with supportive evidences. For the purpose of argument this should be done without offending the feelings of the opposite group or the opponent. They should bear it in mind that one should not aim to win the debate by losing a friend.

Activity 11

| | | | |
|--|------|---|------------|
| Class | : IX | Time: | 30 Minutes |
| Unit | : | III | |
| Supplementary Reader | : | A Race in the Space | |
| Name of the Assessment Activity | : | Debate | |
| Topic | : | Scientific advancement is a boon or a bane. | |
| Competency | : | Speaking | |
| Type of Assessment | : | FA(a)–Group Activity | |

Objectives:

Enable the students to

- be expressive.
- argue in the right way for right purpose.
- defend with supportive evidences.
- present their ideas with clarity, appreciably.

Procedure:

- i. Make the students to sit in groups of four or six.
- ii. Allow them to nominate a leader for each team.
- iii. Make the group leaders to argue in the first round.
- iv. Ask the individuals from the group to arrive at their argument by giving chance to each of the team members.
- v. At the final stage the teacher could give the judgement based on the arguments made by the groups.

Descriptive Indicators:

- | | |
|----------------------------------|------------|
| 1. Collection of ideas | : 2 marks. |
| 2. Boldness | : 2 marks. |
| 3. Courage to defend and respond | : 2 marks. |
| 4. Supportive evidences | : 2 marks. |
| 5. Summing up | : 2 marks. |

Learning Outcome:

At the end of the activity the students would be able to express their ideas boldly and argue in an effective way by providing supportive evidences with clarity.

Suggestive Remedial Measures:

- The teacher could make the students watch discussions on Television or listen to CDs.
- The teacher could conduct a mock debate with selected students.

Email Drafting

Electronic Mail or *Email* is relatively a quick means of communication. Before, we used to send telegraphic messages which were considered to be brief and hence economical. But now, through a computer or a smart phone we could send e-mail. It is useful in maintaining or renewing our relationship with our friends, well-wishers or even to communicate certain important information to superiors.

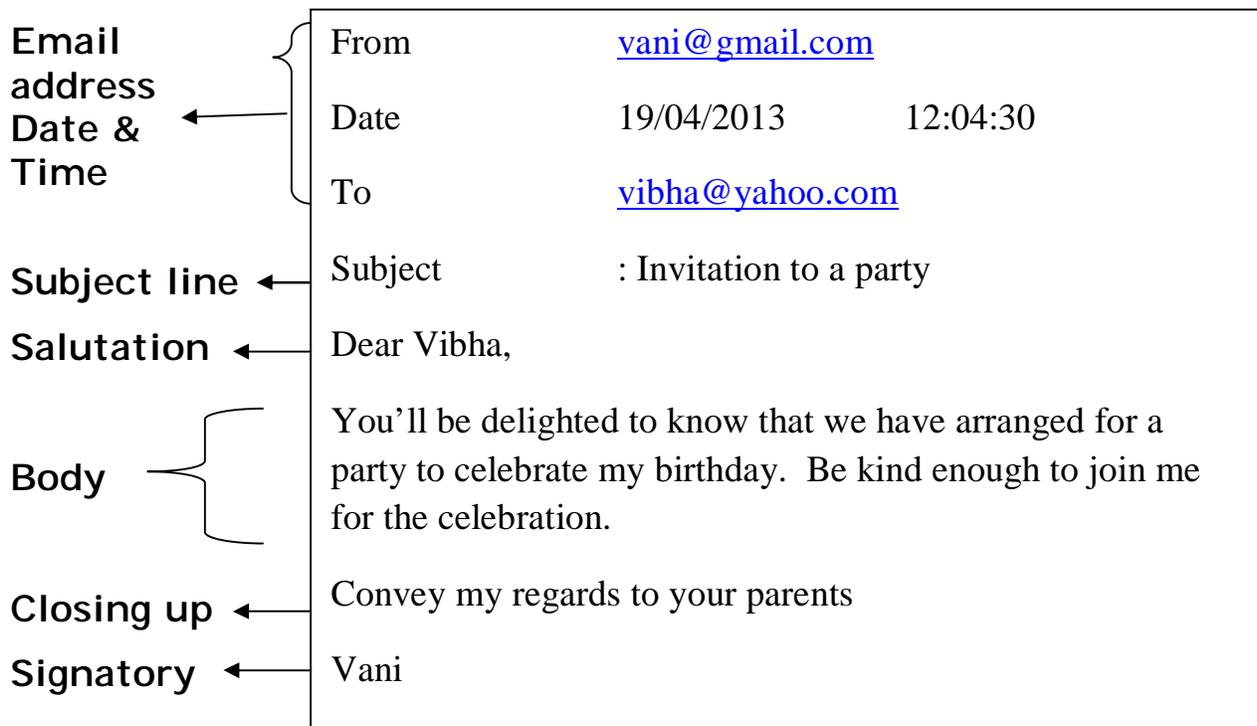
Advantages:

- It is quick and economical.
- It could be accessed with one click of the button.
- It is available, round- the-clock service.

Steps to follow:

- ✓ Specific subject is to be chosen.
- ✓ Use the rules to draft a formal letter.
- ✓ Present your thoughts in a coherent way.

Format of an e-mail :



Activity :12

| | | | |
|--|------------------------------|--------------|------------|
| Class | : IX | Time: | 30 minutes |
| Unit | : III | | |
| Lesson | : A Race in the Space | | |
| Name of the Assessment Activity | : Email Drafting | | |
| Competency | : Writing | | |
| Type of Assessment | : FA (a) Individual Activity | | |

Objectives:

Enable the students to

- update and upgrade their communicational skills.
- adhere to the trends of quick and economic means of communication.
- inculcate the habit of drafting email.
- Insisting the essentialities of using advancement in technology.

Procedure:

- The teacher could introduce a model email by drafting one on the board.
- Ask them to follow the pattern and write on their own.

Descriptive Indicators:

- | | | |
|---------------------------|---|---------|
| 1.Adhering to the format | : | 2 marks |
| 2.Appropriate words | : | 2 marks |
| 3.Brevity | : | 2 marks |
| 4.Presentation | : | 2 marks |
| 5.Effective communication | : | 2 marks |

Learning Outcome:

At the end of the activity the students would be able to draft an email by following the pattern given by the teacher. They try to write independently.

Suggestive Remedial Measure:

- The teacher could give a number of emails, drafted as models under various situations/ purposes.

UNIT - I

Categorisation of FA (b) questions

| Content | Knowledge | Understanding | Application | Skill |
|-------------------|---|---|--|--|
| Prose | <ol style="list-style-type: none"> 1. How did the lion cub join the sheep? 2. How did the young lion react on seeing his image in the water? 3. How should you face the impediments? 4. What made the man get suspicious 5. What did Helen Keller and Arjun Bajpai accomplish? | <ol style="list-style-type: none"> 1. Why did the old lion take the young one lion club to the pool? 2. Why did the girl bring an umbrella? 3. Why was the bucket with a hole unhappy? | <ol style="list-style-type: none"> 1. Why are you indispensable to the world? 2. How are you unique? 3. The present moment is a gift-explain. 4. What can you contribute to make this world a better place to live in? | If you were given another chance to revisit this earth, how would you like to spend your life? |
| Vocabulary | Give the plural forms of the following words | Use the prefixes with the base words Use the suffixes with the base words | Choose the most appropriate synonyms Choose the most appropriate antonyms Choose the | Look up a dictionary to find out the meanings |

| | | | | |
|----------------|---|---|---|--|
| | | | homophones | for the phrasal verbs. |
| Grammar | | | Pick out preposition of time and place from a paragraph Choose the appropriate prepositions Spot the errors Punctuate the following sentences | |
| Poem | <ol style="list-style-type: none"> 1. How can man make this world a better place to live in? 2. What did God feel when He created the earth? 3. Who are the guests and where do they stay? 4. What is referred to as a beautiful inn? 5. How should man treat his fellow beings? | <ol style="list-style-type: none"> 1. What is the rhyme scheme used in the first stanza of the poem? | <ol style="list-style-type: none"> 1. What is man's span of life compared to? 2. "Glad lilt the dancing stops, and the till of the music ends" – Explain 3. "So we must laugh and drink from the deep blue cup of the Sky", - mention the figure of speech. 4. "Laugh till the game is played" – What is the game | Write an appreciation of the poem in about 100 words |

| | | | | |
|-----------------------------|---|---|---|---|
| | | | referred to here? 5. | |
| Supplementary Reader | 1. Which man originally seemed to deserve our sympathy? | 1. Compare and contrast the character of Mr. Parsons with that of Markwardt | 1. What according to you, is the author's main purpose of writing this narrative? 2. The author uses a surprise ending. To what extent does this add to the effectiveness of the narrative? 3. How do our sympathetic feeling towards the character change? 4. How do you view a differently-abled person seeking your sympathy? | What kind of support necessary to make differently-abled persons lead normal lives? |
| | | Identify the characters / speakers of the following utterance | Complete the sentences choosing the right options | |

Unit - II
Categorisation of FA (b) questions

| Content | Knowledge | Understanding | Application | Skill |
|-------------------|---|--|---|---|
| Prose | <ol style="list-style-type: none"> 1. Who is Gaia? 2. What are the other names given to her? 3. What is pangea and panthalassa? 4. How did Gaia feel when man stepped into the scene? 5. What was the fall out of man's development? | <ol style="list-style-type: none"> 1. Expand CFC. 2. Why are trees important? 3. Why is Gaia unhappy? | <ol style="list-style-type: none"> 1. How can you conserve power and water at home? 2. How are you planning to address these problems? 3. Do you think that nature will regenerate by herself? 4. Are you going to turn a blind eye to these dangers? | |
| Vocabulary | Differences in vocabulary British English - American English | <ol style="list-style-type: none"> 1. Syllabification 2. Abbreviation | <ol style="list-style-type: none"> 1. Choose the most appropriate synonyms. 2. Choose the most appropriate antonyms. | Idioms |
| Grammar | | | Sentence Pattern | - |
| Poem | <ol style="list-style-type: none"> 1. What do the various physical features of the Earth reveal to the poet? | <ol style="list-style-type: none"> 1. Why is the poet apologetic to the Earth? 2. Why does the poet | <ol style="list-style-type: none"> 1. Write the substance of the poem in about 100 words 2. In what ways does the | Imagine you are the earth. Express your happiness |

| Content | Knowledge | Understanding | Application | Skill |
|-----------------------------|--|--|--|--|
| | | call the Earth "merciful"? | earth repay man for all his ill treatment? | and sorrow. |
| Supplementary Reader | <ol style="list-style-type: none"> 1. Who was the first Thakur of Khejadi? 2. What was that village named after? 3. What is a tree worthy of? 4. Which incident triggered the Chipko movement? | <ol style="list-style-type: none"> 1. Why didn't Amirta Devi allow the king's men to cut trees? 2. Why did the people embrace the trees? 3. Give an outline of the Chipko movement. | Complete the sentences choosing the right options (one mark) | Predict what will happen if trees are cut down |

Unit - III

| Content | Knowledge | Understanding | Application | Skill |
|--------------|---|---|--|--|
| Prose | 6. What was the nagging question in Anita's mind? 7. Who helped Anita to win her parents' approval? 8. Who are the 'Winged Visitors'? | 4. Do you think Anita was right in disobeying her parents? 5. What was her goal in school? 6. Which is the turning point in Anita's life? 7. What does the sentence ' life was not a bed of roses' for Anita mean? | | |
| Poem | Does 'uphill' have more meaning? | Identify the words / phrases that convey the tone of the poem | 3. We do not always learn from life which line in the poem expresses this? 4. Which line sums up the whole theme of | Which lines in the poem appeal to you the most? Why? |

| Content | Knowledge | Understanding | Application | Skill |
|-----------------------------|---|---|--|---|
| | | | the poem? | |
| Supplementary Reader | | Match | Write a report about Sunita Williams' experience in NASA | What other questions would you ask, if you were to interview Sunita Williams' |
| Listening Skill | Have you ever come across any elderly woman serving the people in your village? | <p>What is an NGO and what does it normally do?</p> <p>How does Ms. Chinna Pillai help people in rural Tamil Nadu?</p> <p>Which of these choiles should lend people?</p> <p>a) Crores of rupees b) Love for poor c) Help from foreign countries</p> | | |
| Speaking Skill | | | Here are a few details about Kalpana Chawla | |

| Content | Knowledge | Understanding | Application | Skill |
|----------------------|-----------|---------------|--|--|
| | | | famous Indian, who flew away collect more details and present oral report | |
| Writing Skill | | | <ol style="list-style-type: none"> 1. Impress upon the Director that though you are an ordinary person, you want to achieve extraordinary things. Use this short poem by Christian Roseetti to elaborate and emphasise your request. 2. Meet the Self-Help Group in your village / town. space Write a report and present to the class | <p>Do you have dreams to go to space? Send an e-mail to the Director Indian space Research Organisation expressing your desire to visit the space Research Centre and Interview the Space Scientists of India. Debate on - 'should girls be educated?'</p> |

| Content | Knowledge | Understanding | Application | Skill |
|-------------------|--|---|--------------------|--------------|
| | | | | |
| Vocabulary | | Synonyms Antonyms | | |
| Grammar | Identify points of time used in the present perfect tense | Complete the dialogue using the present perfect tense Change the following using the past perfect tense. Join the pairs of sentences using suitable time. conjunctions | | |
| Modals | | Refer to the table and indicate the meaning added to the main verb in each sentence. | | |
| Reading | A canner can can anything that he can. But he can't can a can can he! | | | |

MODEL QUESTION PAPER

ENGLISH - I

STD - IX

TERM - I

MAX MARKS: 60

TIME : 2 ½ HRS

LEXICAL COMPETENCY (20 MARKS)

SECTION-I

1. Choose the appropriate synonym of the underlined word from the options given below: **5x1=5**

He was ignorant (i) that he could roar so mightily that that sheep would shudder (ii). He crouched(iii) With other sheep, seeking over (iv) when a wild animal chased (v)the flock or passer by.

- (i) (a) aware (b) conscious (c) knowledgeable (d) illiterate
(ii) (a) shiver (b) steady (c) strong (d) firm
(iii) (a) middle (b) huddle (c) trouble (d) shut
(iv) (a) exposure (b)discover (c) envelope (d) over
(v) (a) fly (b) flee (c) walk (d) follow

2. Choose the appropriate antonym of the underlined word from the options given below: **5x1=5**

You cut down trees mindlessly(i) to meet your immediate (ii) needs. The act of deforestation(iii)has reduced the forest area to considerable (iv)extent . The animals which inhabited (v) these forests have been rendered homeless.

- (i) (a) repeatedly (b) carefully (c) carelessly (d) senselessly
(ii) (a) close (b) near (c) late (d) at once
(iii) (a) afforestation (b) timberland (c) woods (d) garden

- (iv) (a) smart (b) insignificant (c) sensible (d) capable
(v) (a) crowd (b) jam (c) gathering (d) uninhabited

PART -II

3. Answer the following:

10x1=10

(i) Separate the syllables of **any one** of the words:

- (a) document (b) typical (c) remember (d) terrible

(ii) Choose the sentence that is correct in meaning.

Mobile phones are not aloud inside the hall.

Mobile phones are not allowed inside the hall.

(iii) Which of the following is the correct expansion of LPG.

- (a) Like Petroleum Gas (b) Liquified Petroleum Gas
(c) Lead Petroleum Gas (d) Light Petroleum Gas

(iv) What is the plural form of radius?

- (a) radiuses (b) radii (c) radius (d) radiis

(v) Replace the underlined word with equivalent American English word.

If you take the lift you reach the fifth floor.

(vi) Replace the underlined word with a suitable phrasal verb.

The work scheduled for today has been postponed.

- (a) put out (b) put off (c) put in (d) put across

(vii) Use the prefix 'dis' to a suitable word.

- (a) comfort (b) trouble (c) employment (d) selfish

(viii) Use the suffix 'ment' to a suitable word.

(a) courage (b) encourage (c) care (d) kind

(ix) Write down the meaning of the idiom 'to nip in the bud'.

(x) Use one of the following words in a sentence of your own.

(a) success (b) successful (c) succeeded

SECTION - II

GRAMMAR (10 MARKS)

4. Answer the following:

(i) Choose the appropriate preposition.

The child stood -----the table

a) above (b) on (c) over (d) in

(ii) Identify the sentence pattern.

He painted the car red.

(a) SVO (b) SVIODO (c) SVOC

(iii) He agreed -----back my book.

(a) give (b) gave (c) to give

(iv) Use a suitable article and fill in the blank.

He is -----MLA

(a) an (b) a (c) the

(v) Use a suitable question tag.

He is intelligent-----?

(vi) He ----- (finish) his work. (use suitable tense form of the verb.)

(vii) Punctuate:

4marks

what does that mean she yelled

**SECTION - III
PROSE (10 MARKS)**

5. Answer briefly any THREE of the following question (your answer should not exceed 30 words) 3x2=6

- (a) How did the lion cub join the sheep?
- (b) Why did the older lion take the younger one to the pool?
- (c) What is the result of global warming?
- (d) Who helped Anita to win her parents' approval?
- (e) Who is Gaia?

6. Answer in a paragraph any ONE of the following (your answer should not exceed 120 words) 1x4=4

- (a) What message do you get from the story of the young lion?
- (b) Highlight the importance of forest conversation.
- (c) Does Anita use her education for earning for herself?

**SECTION - IV
POETRY (10 MARKS)**

7. Quote from memory one of the following extracts: 1x3=3

Laugh and be -----
-----proud pageant of man.

Or

So we must-----

-----Lord

8. Read the following sets of poetic lines and answer the questions given below: 3x1=3

Laugh and be merry together like brothers akin.

Guesting a while in the rooms of a beautiful inn.

(i) What is referred to as a *beautiful inn*?

How patient you Earth and how merciful!

(ii) Why does the poet Khalil Gibran call the *earth* merciful?

Success is failure turned inside out

The silver tint of the clouds of doubt

(iii) Pick out the rhyming words in the above lines

9. Answer in a paragraph any ONE of the following questions (your answer should not exceed 120 words) 1x4=4

SECTION - V

LANGUAGE FUNCTIONS (10MARKS)

10 . Look at the picture and answer questions given below:

5x1=5



Questions :

- 1 . What scene is depicted in this picture?
- 2 . Name some of the activities you find in this picture.
- 3 . Mention the animals you find in this picture.
4. Name the play things you see in this picture.
5. Suggest a suitable title to this scene.

11. Spot the error and rewrite the sentence correctly: 5x1=5

- (i) Sitting near the window and he saw the crow.
- (ii)The school coir sang the song.
- (iii) The boy said that he will come.
- (iv) He is an European.
- (v)I prefer coffee than tea.

MODEL QUESTION PAPER

ENGLISH -II

TERM - II

STD IX

MARKS: 60

TIME: 2. 30 HRS

SECTION - I

SUPPLEMENTARY READER (20 MARKS)

1. Read the following sentences and identify the character / speaker : 5x1=5

- (i) A beggar was coming down the avenue just as Mr. Parsons emerged from his hotel.
- ii) He fumbled a small article into Mr. Parsons hand.
- (iii) They held fast hugged the tree and got killed.
- (iv) She has been awarded the Padma Bhushan by the government.
- (v) My dad loves the space programme.

2. Complete the following sentences choosing the correct answer from the options given below: 5x1=5

- (i)Mr . Parsons was standing in front of -----
(a) house (b) hotel (c) park (d) theatre
- (ii)Abhai Singh's mission was to cut down-----.
(a)Khejri trees (b)pine trees (c)teak trees (d)palm trees

(iii) The king issued a royal decree engraved in-----

(a) silver plate (b) gold plate (c) copper plate (d) platinum plate

(iv) At first Sunita Williams wanted to be a -----

(a) veterinarian (b) doctor (c) astronaut (d) teacher

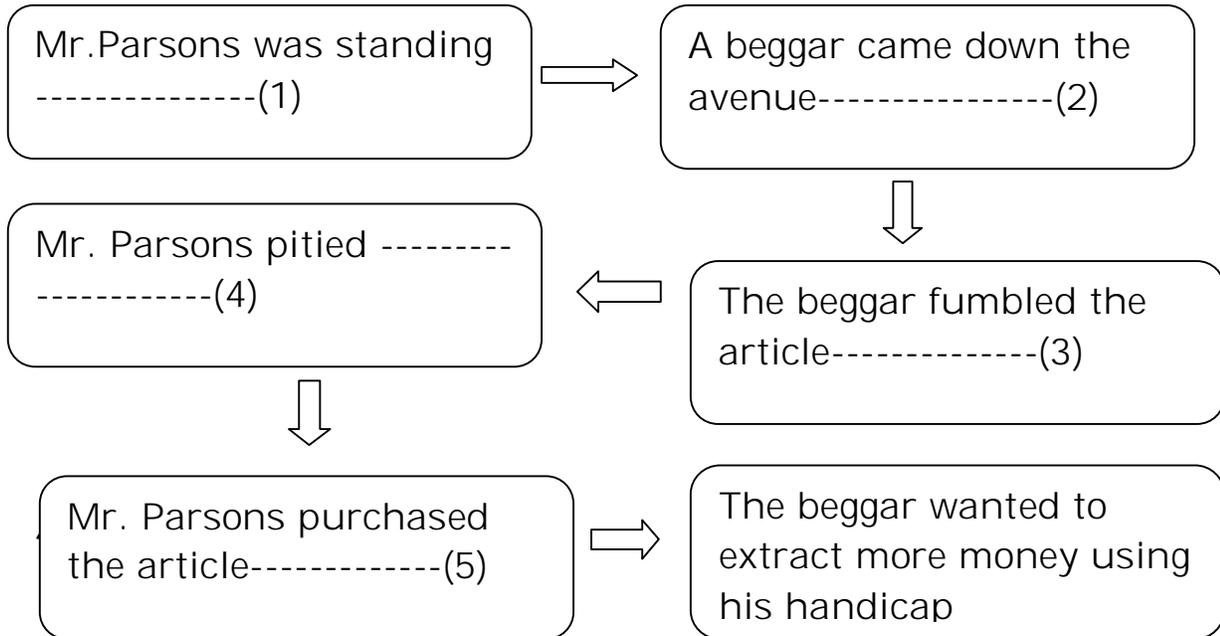
(v) Sunita ran the Boston Marathon for-----

(a) 4hrs and 24mts (b) 1hr and 15 mts

(c) 2hrs and 30mts (d) 3hrs and 45 mts

3. Study the given mind map and fill in the incomplete details:

5x1=5



4. Answer in a paragraph any ONE of the following: 1x5=5

- (a) Character sketch of Mr. Parsons
- (b) How did protect the felling of trees?
- (c) Synopsis of Nakasha Ahmed's interview with Sunita Williams

SECTION – II

LANGUAGE FUNCTION (10 MARKS)

5 . Make notes of the following passage. 5x1=5.

Yoga has been proved by science in preventing and treating a range of ailments. Yoga positions are called 'asanas' which can make your body stronger ,more flexible improve your balance, increase your energy and improve the feeling of well-being . Yoga reduces the risk of low back pain.Temperature which in turn promotes muscular relaxation and reduces stress and thereby reduces the negative impact of cholesterol. A systematic yoga session comprising of 'Pranayama'. A few asanas and a set of the Surya namaskaram will help to optimise oxygen consumption, Carbon-di-oxide output and heart rate .It is necessary to consult a physician before starting yoga.

6.Complete the following dialogue: 5x1=5

Student :Good Morning , Sir.

Principal:Good Morning What do you want?

Student : (i)-----

Principal: Is it?

Student : (ii)-----

Principal iii)-----

Student : Yes Sir. Here it is.

Principal : Good. Give it in the office . Come tomorrow and collect your conduct certificate and TC

Student : (iv)-----

Principal: Sorry, (v)-----

SECTION III

COMMUNICATIVE SKILLS (10MARKS)

7. Complete the content of the following letter: 1x5 = 5

Ravi wants to write a letter to his friend describing about exciting cricket match in which his team won

114, Perumal North street,
Mylapore, Chennai.

Date:

Dear Mahesh,

Yours friendly,

Ravi

8. Prepare an advertisement on the information given below: 1x5= 5

German Modular kitchen – change – life style – SOPHIA LIFESTYLE-
14, Road, Tuticorin.

(OR)

Julie Hospital – 24 hours – Cardiac care – Diabetic care –Stroke
care –ambulance- Care at its best.

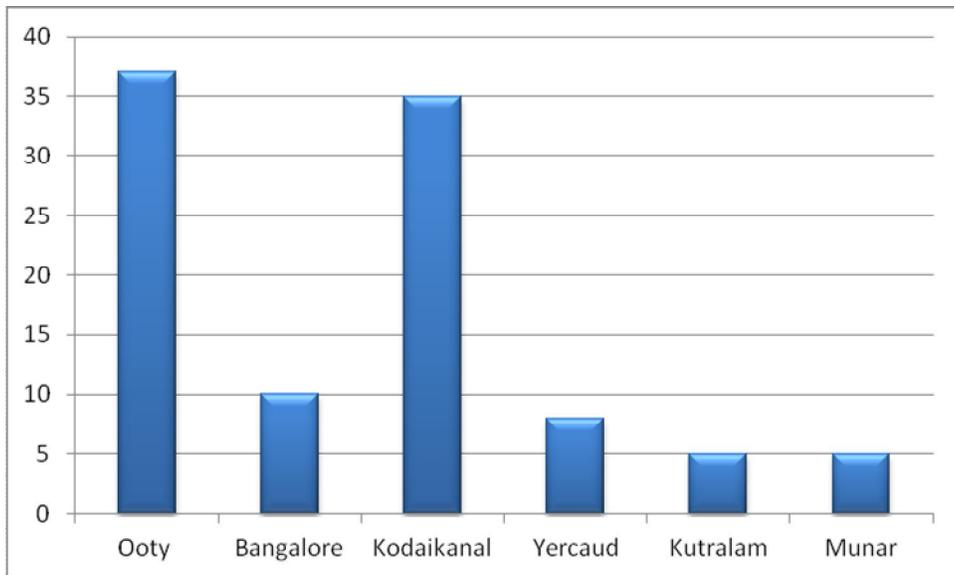
SECTION IV

EXPANSION OF IDEAS (20 MARKS)

9. Expand the following headlines: 5x1=5

- (i) India won the world cup.
- (ii) Congress wins in elections.
- (iii) Free shelter for Tsunami victims.
- (iv) Prime appeals for peace in the country.
- (v) Man held for cheating.

10. Study the bar diagram and answer the questions given below: 1x5= 5



- (i) Most of the people prefer to go -----
 - (a) Yercaud (b) Ooty (c) Kodaikanal (d) Bangalore
- (ii) How many percentage of people prefer to go to Bangalore?
 - (a) 12 (b) 10 (c) 35 (d) 5
- (iii) Equal % of people prefer to go to-----
 - (a) Ooty and Bangalore (b) Yercaud and Kodaikanal
 - (c) Kutralam and Munar (d) Munar and Ooty

(iv) What is the percentage of people of who prefer Kodaikanal?

- (a)37% (b)8% (c)10% (d)35%

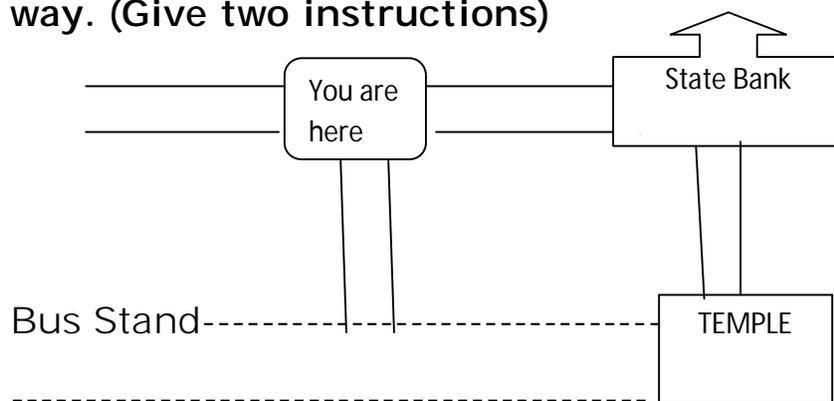
(v)State True /False

Minimum people prefer to go to Yercaud

11. Match the slogans with the products: 5x1=5

- | | |
|---------------------|------------------------------------|
| (i)Eraser | (a)Pearls in your mouth |
| (ii)Air conditioner | (b) Gives clear vision |
| (iii)Lens | (c) Erases everything but the past |
| (iv)Tooth paste | (d) Door step to knowledge |
| (v)Computer | (e) Keeps cool |

12. Study the road map and guide a stranger to the temple by way. (Give two instructions) 2x1=2



13. Look at the picture given below and write a paragraph (50 words). 1x3=3



STD IX

Time Frame

I Term - English

| Area | Unit - I | Unit - II | Unit - III |
|-----------------------------|-------------------|-------------------|-------------------|
| Prose | 4 Periods | 4 Periods | 4 Periods |
| Vocabulary | 3 Periods | 2 Periods | 2 Periods |
| Grammar | 3 Periods | 3 Periods | 3 Periods |
| Reading | 2 Periods | 3 Periods | 2 Periods |
| Listening | 2 Periods | 2 Periods | 3 Periods |
| Speaking | 3 Periods | 3 Periods | 3 Periods |
| Writing | 3 Periods | 3 Periods | 3 Periods |
| Poem | 3 Periods | 3 Periods | 3 Periods |
| Supplementary Reader | 3 Periods | 3 Periods | 3 Periods |
| Practical / Project | 2 Periods | 2 Periods | 2 Periods |
| Total No. of Periods | 28 Periods | 28 Periods | 28 Periods |