



State Council of Education Research and Training
Chhattisgarh, Raipur

State Level Assessment

Analysis Based
Training Module
Session - 2019-20



ENGLISH
Upper Primary

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Foreword

Language is an essential part of all human beings and society. Every child learns his /her mother tongue/ first language naturally without any serious attempt to learn it. This shows the natural instinct and characteristics of humans to learn. Different languages come into contact as a child grows up and the formal learning of language is created where the child is made to learn through observation, classification, verification etc.

In the country like India where we have a variety of languages and bilingualism is a natural instinct learning of languages becomes confusing because of multilingual speakers in a single class. Mother tongue is learnt naturally without any conscious effort which is not the case with the second language. Teaching second language can be very demanding as a familiar context has to be built which sometimes becomes very difficult for the teachers.

Child enters the school with the knowledge of mother tongue. Using this language to develop second language can be challenging for teachers as second language is not well heard/ known to the students. Learning of English as second language in the state is not in a very encouraging situation.

The state has taken up the challenge to improve the quality of education and keeping this in mind the state level assessment program has been taken up. For the first time state is centrally organizing the formative, periodic, and summative assessments for the whole state. These assessments are based on the learning outcomes. State level assessment program began with baseline assessment which was done last year. After receiving the low performing learning outcomes remedial training program for the teachers is being organised. Keeping in view the policy of MHRD to train teachers on a grand level this module is prepared. This module attempts to familiarise state resource groups and the key resource persons on language learning in the varied Indian context, language in education situation, ways and means of teaching language and language assessment.

This module also focuses on the learning outcomes and how these learning outcomes can be taken to the four levels in assessment, the planning of lessons, preparing rubrics and framing questions for formative, periodical and summative assessment. This module also deals with preparing the teacher's mind-set in a scientific way to reach the goals of learning.

We are hopeful that this teacher training module will be beneficial for the teachers and helpful in improving the quality of education in this state.

With best regards,
P. Dayanand (IAS)
Director SCERT
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The objectives of this module are as follows

- List the various aspects of language like nature of language learning, role of language in learning, multilingualism as a resource and strategy objective of language teaching in Indian context.
- Familiarise teachers with the approach of integrated skill (LSRW) literacy and language learning.
- Developing language in real life situations.
- Understanding grammar and vocabulary and critically analyse the literary texts.
- To use language for communication in various contexts.
- Teachers will understand the concept of SLA.
- The teachers will be able to prepare a lesson plan according to the LOs.
- The teachers will develop the concept of preparing TDM and framing the question papers accordingly.

Nature of Language

Every creature strives to communicate by expressing in the medium of language. Language is the most important phenomena in the world. It is the vehicle by which we express our feelings and thoughts by means of spoken and written words. It dominates every aspect of human life. In fact, it is a yardstick to separate us from other beings.

Learning of language is not an automatic process. One can achieve it by imitation and practice. It is the product of society. The culture naturally has tremendous influence on it. It is also species specific and species uniformed.

Each language is a unique system which consists of sounds, structure and vocabulary. The phonology of a language forms its own system as the various sounds function in a systematic way. Each language works through symbols. Different symbols are used in a single language. These symbols are vocal. The sounds are produced through vocal organs. In fact, there is no visual relationship between the language items and object for which it stands. Thus language is "a system of conventional spoken or written symbols by means of which human beings as members of a social group and participants in its culture communicate".

Above all learning of a language is a skill-oriented process. It needs constant practice. Hence, a lot of repetition for major linguistic skills like listening, speaking, reading and writing is required.

Language learning: Indian context

English is one of the most important Global language. Most of the international transactions of recent times were concluded in English. The language has contributed significantly in bringing people and their culture closer. The benefits of learning English can be seen in the economic, social and political life of the people of the country.

India is a multi-linguistic zone. One can find multilingual students in a typical Indian classroom. Children came to school with two or three languages already in place at the oral-

aural levels. They learn School languages simultaneously. They also learn a foreign language like English which is assumed a second language. As language teacher, we need to understand and reflect on how language learning takes place and what conditions are for learning language in a classroom context.

How a child learns Mother tongue?

Every child learns his/her mother tongue/ first language/ home language, naturally without any conscious effort. This shows the natural Instinct and characteristics of humans to learn languages. As the child grows, he/ she learns many more languages in formal or informal settings. Language learning or acquisition involves processes through which children apply implicitly or explicitly strategies like observation, classification making hunches and its verification and so on.

We must develop holistic perspective on the nature of language, its interface with other aspects of life and society. Assumptions about language learning and how we can support the learner's attempt to learn the language.

Aims and objectives of teaching English

Teaching English as a second language in India has an important place. English is one of the most widely used international languages. English plays a key role in educational system and national life. It has served as a great unifying force in India. It has contributed greatly to the advancement of learning. English teaching should be made more practical and language oriented. The objectives of teaching English in Indian context are thus as follows:-

- It deals with the language aspect it leads to proper understanding of words, sentences, pronunciation, spelling and grammar.
- Dealing with the literature aspect it leads to sentence formation, expressing ideas, feelings and experiences in a proper manner.
- One of its main objective is to develop skills viz. listening, speaking, reading and writing.
- It also focuses on the correct use of grammar and vocabulary.
- It focuses on developing the element of analysis of language and to establish appropriate relationship between linguistic components.
- Its cognitive objectives include :-
 - : - To get exposed to language.
 - : - To diagnose the weakness of speaking and to write in English.
- To develop the ability of classifying elements of English language.
- To read and to understand the correct meaning of prose, poetry, story and drama.
- To acquire the linguistic competence required in different professions.
- To acquire a positive attitude towards learning English.
- To develop the awareness of significance of English as means of international communication.

Icebreakers

Communication origami

This is a quick and easy activity that shows how the same instructions are interpreted differently by different people and highlights the importance of clear communication.

- a. Give one sheet of letter size A4 paper to each participant.
- b. Say **“I will be giving you all instructions on how to fold the paper to create an origami Shape. You must keep your eyes closed and cannot ask any questions.”**
- c. Give the following instructions, pausing after each instruction
 - ❖ **“Fold your sheet of paper in half”**
 - ❖ **“Tear off the upper left hand corner”**
 - ❖ **“Fold it in half once more and tear off the upper right hand corner of the sheet”**
 - ❖ **“Fold it in half again and tear off the lower left hand corner of the sheet of paper”**
- d. Now ask participants to open their eyes and inspect what they came up with.
- e. Say: **“Each paper looks different even though you were given the same instructions. What does this mean?”**
- f. Ask the group **“Do you think the results would have been better if you had kept your eyes open or could ask questions?”** Let 3-4 teachers respond.

Debrief

We all interpret the information we get differently. Communication is not simple. That’s why it’s very important to ask questions and confirm understanding to ensure the communicated message is not distorted.

Normal English Teaching Hurdles (In Classrooms)

Organise group discussions in seven groups as follows.

First group should discuss on:-

- Teachers need to understand how to plan lessons, so that children are challenge to think and to try out what they are learning. *(NCF 2005, page 22)*
- When you are preparing it's very important to understand the objectives of the lesson.
 1. Do you agree with the two sentences above? Why/ why not?
 2. Do the units in your textbook have clear objectives related to language? If so, where are they written?

Discuss your answers with your partners.

Second group should discuss on:-

- Learning is active and social in its character. *(NCF2005,pg 12)*
- In a whole class situation only the teacher talks. The students are only passive listeners, are not actively participating.
- Only way of getting a large class of 80 students actively involved is by using pair and group work, otherwise they will not get opportunities to speak.
 1. Read the sentences above. Do you agree with them? Why /why not?
 2. How many students do you have in your class? What are the challenges of working with this number of students?

Third group should discuss on:-

- Having perfect pronunciation and accuracy is not necessary. What is important is your ability to communicate and be understood by who-so-ever is listening to you.
- We all have opportunities to improve our English even if living in isolated rural areas.
 1. Read the sentences above. Do you agree with them? Why/ why not?
 2. What opportunities do you have to develop your English?

Fourth group should discuss on:-

- By using English in class, you will create a positive atmosphere that will gradually help students understand and then communicate in English.
 1. Do you agree with the statement? Why/ why not?
 2. Are there any challenges you face when you talk in English in class?

Fifth group should discuss on:-

- We should enrich the curriculum to provide for the overall development of children rather than remain textbook centric. *(NCF2005, pg5)*
- Text book should not be followed blindly. You need to supplement it with other activities.
 1. Do you agree with the two sentences above? Why/ why not?
 2. What activities can teachers add to the textbook?

Sixth group should discuss on;-

- When I read the text aloud, I find that my students don't follow the text and I can never tell if they have understood or if they are completely lost.
 1. Do you also feel the same? Why/ why not?
 2. Apart from teachers or students reading the text aloud, how else can you use a reading text in class?

Seventh group should discuss on:-

- Teachers should be encouraged to form subject groups at the block level, seminars for teachers, trainings, mela and children's club. *(NCFTE2010pg69)*
- In a school teachers can observe each other's classes and give feedback afterwards on different areas of teaching.
 1. Do you agree with the two ideas given above?
 2. Can you develop your/ your colleagues teaching and English language skill on your own? How?

The discussion is summarized by each group in front of the trainers.

After the discussion we now ask the participants to find out what kind of teachers they are, and why is the change necessary.

Need for change

Student learning is every school's primary priority, but how students are taught is where it all starts to differ. Traditional teaching favors direct instruction with a specific-end-goal (usually an assessment) whereas progressive teaching sees schooling as part of a much wider approach to education.



Here is a difference between traditional and progressive learning. Read it and try to analyse yourself as traditional or progressive teacher.



Traditional

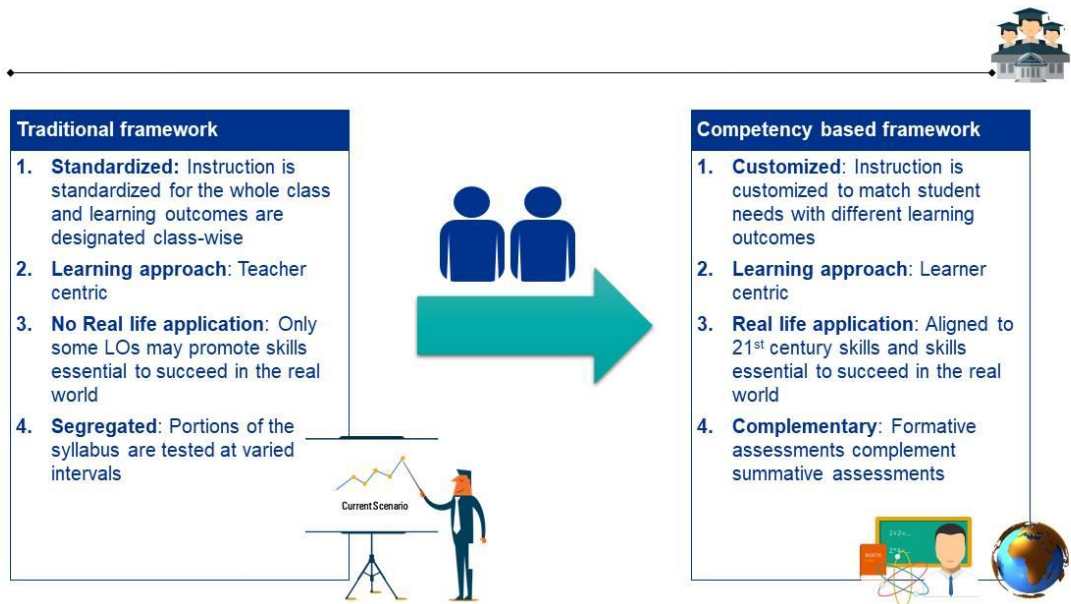
- School is preparation for life.
- Teacher is the authority.
- Teacher is expert
- Learners are passive absorbers of information
- Emphasize rote learning
- Focus on testing and grade.
- Suspicious of change.
- Knowledge is absorbed through lecturing.
- Power and control.
- Community is separate from school.

Progressive

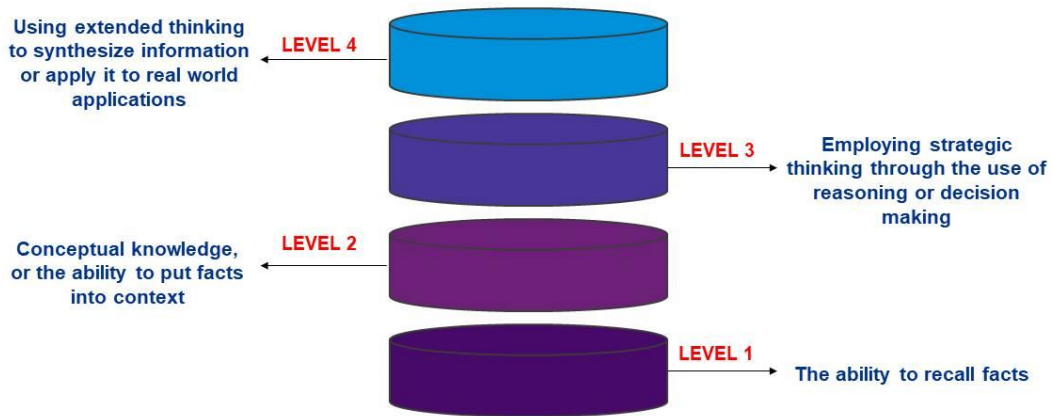
- Schools is part of life
- Teacher is the facilitator.
- Teacher is the guide.
- Learners are active participants, problem solvers.
- Learning through activities etc.
- Ongoing formative assessment.
- Favors change
- Knowledge is constructed through experience.
- Trust and openness.
- Community is an extension of the classroom.

Note: It's all about balance. We need to understand when a traditional method works best and when it's right to try new and innovative approaches.

Key changes in moving from traditional to competency based framework



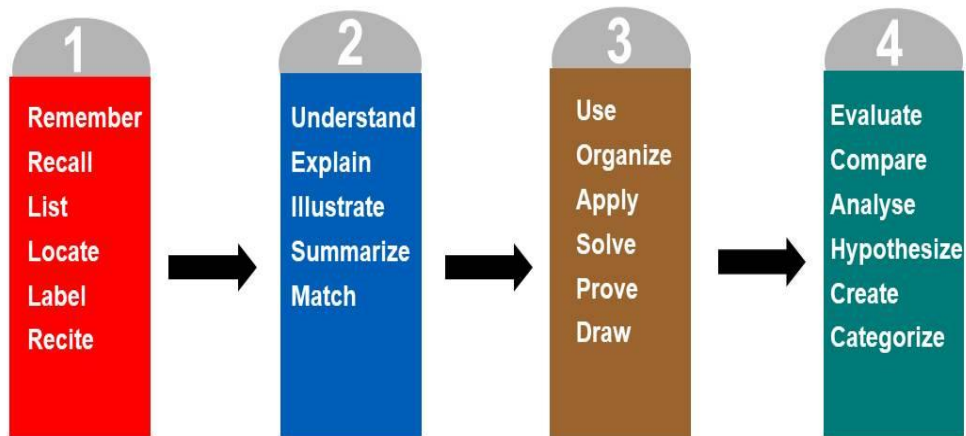
Levels 1 to 4 Understanding Productive skills



Levels 1 to 4



Set of skills to be learnt and demonstrated by students at each competency.



Level 4:- What would happen if there were no trees! Discuss

Level 3:- What things do we get from a tree?

Level 2:- How does the tree look in this picture?

Level 1:- What do you see in the picture?

English Rubric Mapped to Competency Level - Example – Class 8th

Chapter	Sub-topics	Level 1	Level 2	Level 3	Level 4
	Students will be able to:	remember, recall ,list, locate , label , recite	understand , explain , illustrate , summarize , match , classify	apply , organize ,use solve , prove , draw , compute	analyse, evaluate, hypothesize , compare, create , categorize
<u>Lesson - 4 The tree that never stopped giving</u>		<i>Listening</i> <i>Listen and understand the story and responds to simple questions.</i>	<i>Will be able to respond to the simple questions based on the given picture.</i> <i>Writes about the man's relation to tree. (E8 21)</i>	Identifies the sequence of the story for example identifies all the things that the Tree gave. (E8 14)	Understand the meaning of the difficult words in the lesson. (E8 16) Discuss the reasons of the happiness of tree even after giving everything to the writer. (E8 15)

Stages in a Classroom Teaching-Learning Process

Each participant picks up a slip of paper. The slips belong to three different groups: Presentation, Practice, and Production. Each person has to find out the other members of the group, i.e. persons with similar slips.

The slips have the given matter in them: Presentation/Practice/ Production + a feature of the given stage in the classroom teaching-learning process.

Samples of Slips

The three groups have to prepare parts of a lesson plan for teaching reading, based on the lesson, 'The Tree that Never Stopped Giving (lesson-4, Class-8). The 'Presentation group' will prepare the 'presentation' part of the lesson. Likewise the practice and production groups will also prepare the part of the lesson according to their group name.

Note: This exercise will help the participants to be better critical observers of the demonstration lesson that follows.

Slip-1 Presentation: Introducing new language items/ observing the use of the new language item	Slip-6 Practice Exercises Controlled practice	Slip-11 Production - to check how such has really been learnt to check how much what has been learnt
Slip-2 Production - to check how such has really been learnt to check how much what has been learnt	Slip-7 Practice Exercises Controlled practice	Slip-12 Production - to check how such has really been learnt to check how much what has been learnt
Slip-3 Presentation: Introducing new language items/ observing the use of the new language item	Slip-8 Production - to check how such has really been learnt to check how much what has been learnt	Slip-13 Practice Exercises Controlled practice
Slip-4 Production - to check how such has really been learnt to check how much what has been learnt	Slip-9 Practice Exercises Controlled practice	Slip-14 Presentation: Introducing new language items/ observing the use of the new language item
Slip-5 Practice Exercises Controlled practice	Slip-10 Presentation: Introducing new language items/ observing the use of the new language item	Slip-15 Presentation: Introducing new language items/ observing the use of the new language item

Let us see if these points are met in this demo lesson.

Demo Lessons

Class 8

Subject - English

Topic: - The Tree That Never Stopped Giving

Subtopic: - Para 1-3

Learning outcomes: -

E 813:- Reads textual/ non-textual materials in English/Braille with comprehension.

E 814:- identifies details, characters, main idea and sequence of ideas and events while reading.

E 815:- reads, compares, contrasts, thinks critically and relates ideas to life.

E 822:- writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks.

E 8 24:- writes email, messages, notice, formal letters, descriptions/ narratives, personal diary, report, short personal/ biographical experiences etc.

Level: - L1, L2, L3, L4

Wordlist: - naughty, crown, gradually, generous, stripped

TLM: - QR code number **LHS1K5** listening exercise

- Worksheets for students.

Seating arrangement: - Pairs of two

Location: - Classroom

Teaching Learning Process

Introduction: - Using the QR code Num. - LHS1K5- Listening Exercise. The students are made to listen to the number of things which we plant when we plant a tree. The teacher then distributes the worksheet and asks the students to take a circle the words which they heard about tree. The teacher asks the students to discuss in pairs what else do they plant by planting a tree other than what they heard.

The teacher asks the students speak out what they think.

The teacher now notes the answers given by students on the blackboard. Then the teacher says "today we will read a story and see what the tree give the boy". This is a story of the tree that never stopped giving.

Model reading: - The teacher reads the story aloud and the students listen to it.

Reading aloud: - After model reading the teacher asks the students to read the lesson and corrects their pronunciation wherever needed dealing with difficult words. The difficult words are dealt with in context like giving the meaning of the word "**naughty**" the teacher says Ram is very naughty, he never keeps quiet and always disobeys his parents and elders. So naughty means a child who behaves badly etc.

Then teacher asks certain questions:

Developing Questions: -

- ❖ Where did the boy live?
- ❖ What kind of boy was he?
- ❖ Where did the boy play?
- ❖ What did he do with the leaves?
- ❖ What did he pretend to be?
- ❖ What happened when the boy grew up?
- ❖ Why was the tree delighted?
- ❖ Why did the boy need money?
- ❖ What solution was given by tree?
- ❖ What did the boy do?

Now the teacher asks the students to discuss in pairs and tell if the child's behavior was correct or not.

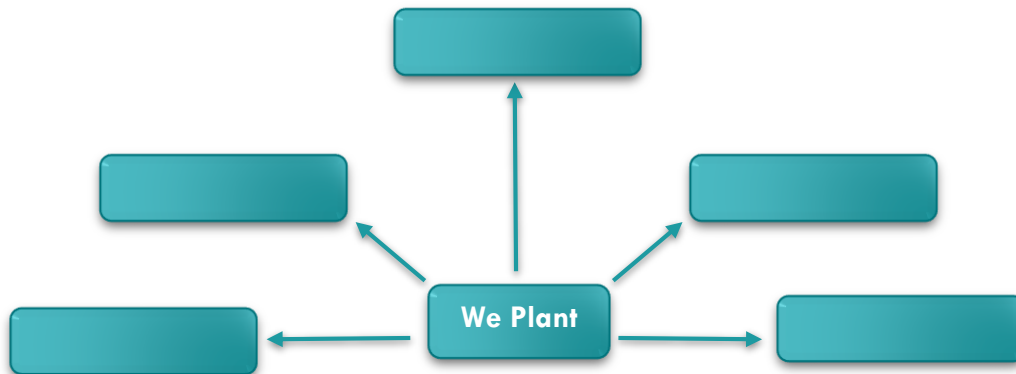
Then the teacher asked the students to fill the second part of the worksheet.

Recapitulation: - The lesson is then summarised by the teacher.

Worksheet

Part A

1. Listen to the passage and circle the things we plant when we plant a tree.(L1)
 Sheep, ship, shade, slate, mouse, house, shadow
2. Write any five more things we plant when we plant a tree. (L2)



Part B

Discuss in pairs and write

1. Give reasons (L3)
 - The tree was generous because.....
 - The boy was selfish because.....
2. What would have happened if the tree did not give its fruits to the boy? Guess at least two conditions.

.....

.....

.....

.....

3. The naughty boy stripped the tree of every single mango.

Stripped means

Naughty means

Reflections on the Lesson:-

Let us now discuss the lesson and find out if the three “P’ formula of lesson plan is followed or not

PRESENTATION, PRACTICE AND PRODUCTION AT A GLANCE

	PRESENTATION	PRACTICE	PRODUCTION
Purpose	<ul style="list-style-type: none"> - To get introduced to a new language item or literary piece - To give students opportunity - To help realise the usefulness and relevance of a new language item. - To present the meaning and form (grammar) - To check understating 	<ul style="list-style-type: none"> - To provide practice within controlled, but realistic and contextualized framework. - To build confidence in using new language. 	<ul style="list-style-type: none"> - To provide the opportunity for students to use new language in freer, more creative ways to - To check how such has really been learnt - To integrate new language with old - To practice dealing with the new language items can be used for revision or diagnostic purposes
Important Features	<ul style="list-style-type: none"> - clear, activating, natural and relevant context. - model (or sample) sentence - concept checking - grammatical explanation if necessary 	<ul style="list-style-type: none"> - framework provides guidance for utterances, reduces scope for errors - clear and realistic prompts - Student Talking time maximised 	<ul style="list-style-type: none"> - Purposeful tasks - Students work together at their own place - Clear instructions - allowance of possibility of making mistakes
Typical Activities	<ul style="list-style-type: none"> - build up of appropriate situational and linguistic contexts for new language - listening to and initial repetition of model sentences 	<ul style="list-style-type: none"> - drills (choral and individual) - 2, 3 or 4 line dialogues - Information and opinion gap exercise etc. 	<ul style="list-style-type: none"> - Games, role plays, discourse, chains, discussions, information gaps etc.
Role of Teacher	<ul style="list-style-type: none"> - informant 	<ul style="list-style-type: none"> - conductor - corrector 	<ul style="list-style-type: none"> - monitor, advisor, encourage, mistake hearer, consultant
Type of Interaction	<ul style="list-style-type: none"> - Teacher-Students choral - Teacher-student individual 	<ul style="list-style-type: none"> - T-S - S-(open pairs) - S- (close pairs) 	<ul style="list-style-type: none"> - Student pairs groups singles
Degree of Control	<ul style="list-style-type: none"> - highly controlled, T model 	<ul style="list-style-type: none"> - Very controlled, Students have limited choice 	<ul style="list-style-type: none"> - Greater element of freedom
Correction	<ul style="list-style-type: none"> - important to correct so that Ss have correct grasp of form (of the new language item) , mostly by the teacher 	<ul style="list-style-type: none"> - By teacher, other students or self correction 	<ul style="list-style-type: none"> - Generally non-interference by Teacher
Length and Place in Lesson	<ul style="list-style-type: none"> Usually in the beginning 	<ul style="list-style-type: none"> - follows presentation, or at the beginning for revision 	<ul style="list-style-type: none"> - depends on level of Ss and type - After presentation and practice within or across lessons.

Introduction on TDM

Learning outcomes:-

Learning outcome, as opposed to mission statements and goals are specific measurable objectives that describe what an individual will learn and can do as a result of a course or a programme.

Characteristics of learning outcomes:-

- Expresses what the student will be able to know or do.
- Focuses on the product rather than the process.
- Must be measurable.
- More detailed and specific.

SCERT, Raipur has developed learning outcomes to move away from the assessment based on memorization by rote learning. By emphasising competency based assessment, the teacher has been held to understand what children will achieve in a particular classroom during the year in terms of changes in knowledge, skill, social and personal qualities and attitudes.

Rubrics:-

Rubric is a tool for teachers as it is a simple way to setup a grading criteria for an assessment. It describes levels of quality for each of the criteria. In other words, it is a coherent set of criteria for students' work that includes descriptions of levels of performance, quality on the criteria.

Activity 1

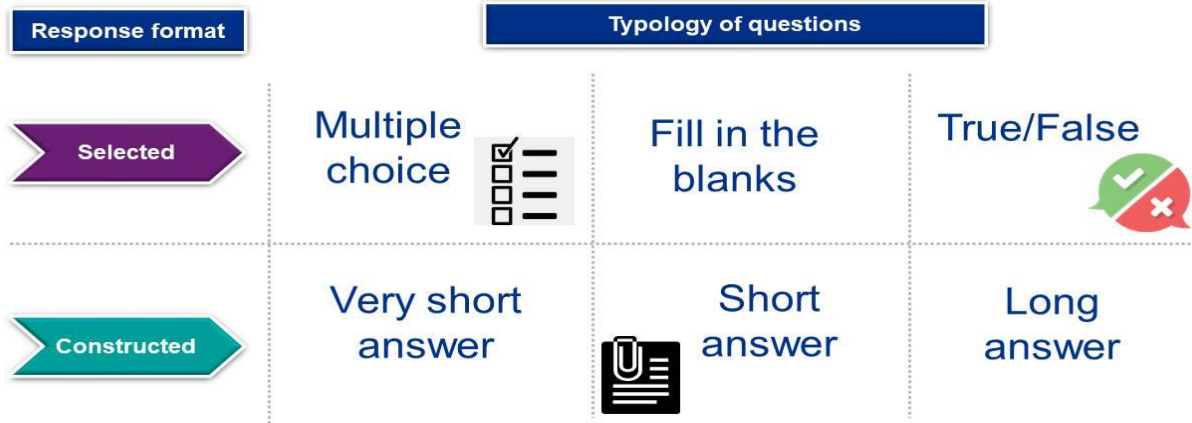
Each group will be provided with blank TDM sheet. Participants will be asked to go through it. The trainer will ask the questions related to it.

1. What is the full form of TDM?
2. How many competency levels are there?
3. In how many sections the question paper is divided?
4. What are LOs?
5. What is the difference between selected and construction response type question?
6. What do you mean by VSA or LA?
7. Can we change the number of VSA asked in a question paper?
8. Is the number of selected response type question is always fixed?

Activity 2

Each group will be provided with SLA question paper of class VII. The participants will discuss with their group members about the questions asked in the paper. Then they will try to fill the levels, response type and type of questions in the sheet provided.

Response type



TDM – English – Class 8

Section	Q.No.	LOs	Levels				Response type		Type of questions			
			I	II	III	IV	Selected	Constructed	VSA	SA	LA	VLA
Reading (SA)	1	LE813		✓			✓		✓			
	2	LE813	✓				✓		✓			
	3	LE813		✓			✓		✓			
	4	LE813	✓					✓		✓		
Writing (SB)	5	LE822				✓		✓				✓
	6	LE809				✓		✓				✓
Grammar (SC)	7	LE820			✓		✓		✓			
	8	LE820			✓		✓		✓			
	9	LE820			✓			✓		✓		
	10	LE820			✓			✓		✓		
	11	LE820			✓			✓		✓		
Textual (SD)	12	LE823	✓					✓		✓		
	13	LE823	✓					✓			✓	
	14	LE823			✓			✓			✓	
	15	LE823			✓			✓			✓	
	16	LE823		✓				✓			✓	
	17	LE823		✓				✓			✓	
Total	Questions		4	4	7	2	5	12	5	5	5	2
	Marks		8	8	14	10	5	35	5	10	15	10
Question-wise%			23.53	23.53	41.18	11.76	29.41	70.59	29.41	29.41	29.41	11.76
Marks-wise%			20.00	20.00	35.00	25.00	12.50	87.50	12.50	25.00	37.50	25.00

विषय कोड

8	0	2	1
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राज्य स्तरीय आकलन (SA-1)

सत्र 2019-20

कक्षा - 8

विषय - अंग्रेजी

हिन्दी माध्यम

समय - 02:30 घंटे

 पूर्णांक -

4	0
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 परीक्षार्थी आई डी

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परीक्षार्थी का नाम शाला का नाम

 प्राप्तांक (अंकों में)

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 (शब्दों में)

हस्ताक्षर प्रधान पाठक हस्ताक्षर निरीक्षक

केवल मूल्यांकन हेतु

PAPER CODE									
STUDENT CODE									

1	10	केन्द्राध्यक्ष हस्ताक्षर एवं सील	हस्ताक्षर मूल्यांकनकर्ता
2	11		
3	12		
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7	16		
8	17	दिनांक:	दिनांक:
9			
कुल प्राप्तांक (Total Marks Obtained)			

निर्देश :-

1. सभी प्रश्न हल करना अनिवार्य है।
2. दिये गये प्रश्नों के उत्तर इसी प्रश्न पत्र में ही हल किया जाना है।

Section A - (Reading)

Read the poem and answer/tick the correct answers to the questions given below.

Trees

Trees are for birds.

Trees are for children.

Trees are to make tree houses in.

Trees are to swing swings on.

Trees are for the wind to blow through.

Trees are to hide behind in 'Hide and Seek.'

Trees are to have tea parties under.

Trees are for kites to get caught in.

Trees are to make cool shade in summer.

Trees are to make no shade in winter.

Trees are for apples to grow on, and pears.

Trees are to chop down and call "TimbeR- R-R!"

Trees make mothers say,

"What a lovely picture to paint!"

Trees make fathers say,

"What a lot of leaves to rake this fall!"

SHIRLEY BAUER

Q 1. In the poem trees are used to play.....

1

- a) kho-kho b) kabaddi c) cricket d) hide and seek

Q 2. In summers trees are used for

- a) no shade b) cool shade c) sunlight d) no shadow **1**

Q 3. 'Trees are to chop down and call 'Timber'. Here 'timber' means **1**

- a) fire wood b) chopped wood c) plywood d) soft wood

Q4. What do the following say about trees? **2**

i) **mother**.....

.....

ii) **father**.....

.....

Section - B (Writing)

Q.5

- | |
|-------------|
| big / small |
| famous |
| beautiful |
| tallest |
| magnificent |
| old |
| highest |

Use the hints given above to describe an imaginary city in a paragraph of about 50 words.

Begin the description like this: 'The name of the city is ...' **5**

.....

.....

.....

.....

.....

.....

Q.6 Imagine you are a press reporter. Prepare five questions to take an interview of the Chief Minister. 5

.....

.....

.....

.....

.....

.....

Section - C (Grammar)

Do as directed:

Q 7. Rahul was very happy to go on a picnic. He could not hide his (Choose the correct form of the word.)

- a) happier b) happily c) happiness d) happy 1

Q 8. Whale is the of all animals .(Choose the correct option.)

- a) big b) bigger c) biggest d) very big 1

Q 9. is my favourite sport (swim) and my hobby is (dance). 2

(Write the appropriate form of the words.)

Q 10. Take rest. (Rewrite using 'should'). 2

.....

.....

Q 11. Ram asked his friend, "How are you?" (Change into indirect speech) 2

.....

Low Performing LOs of English

Class 6 th	
LE613	Drafts, revises and writes short paragraphs based on verbal, print and visual clues
LE614	Writes coherently with focus on appropriate beginning, middle and end in English / Braille
LE615	Writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience
Class 7 th	
LE710	Thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life.
LE717	Organizes sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience.
LE720	Writes dialogues from stories and stories from dialogues.
Class 8 th	
LE813	Reads textual/non-textual materials in English/Braille with comprehension.
LE815	Reads, compares contrasts, thinks critically, and relates ideas to life.
LE824	writes email, messages, notice, formal letters, descriptions/ narratives, personal diary, report, short personal/ biographical experiences etc.

Warming Up

Prepare chits of Adjectives. Put them in a box. Ask teachers to pick up a chit and use the adjective to describe themselves and use its opposite to describe their friends.

For example: - I am tall and my friend is short.

This exercise helps in using the correct Adjectives.

We have just completed a language exercise as a warm up. Do you think we can use this for any kind of assessment?

What things did we do till now? Does it come under assessment? Which level does it cater to?

Context testing

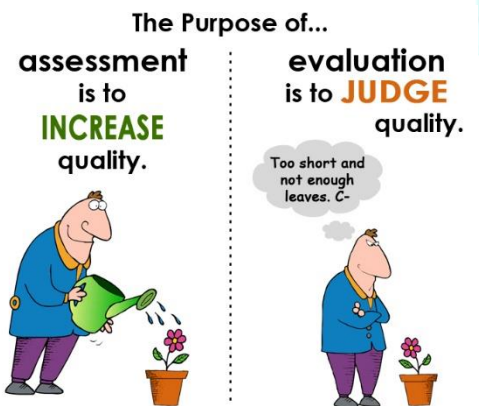
Observe the picture given below in your group. Share your observation comments.

The Concept of SLA

“Assessment is the process of gathering data to better understand the strengths and weakness of student learning.”
- Harris

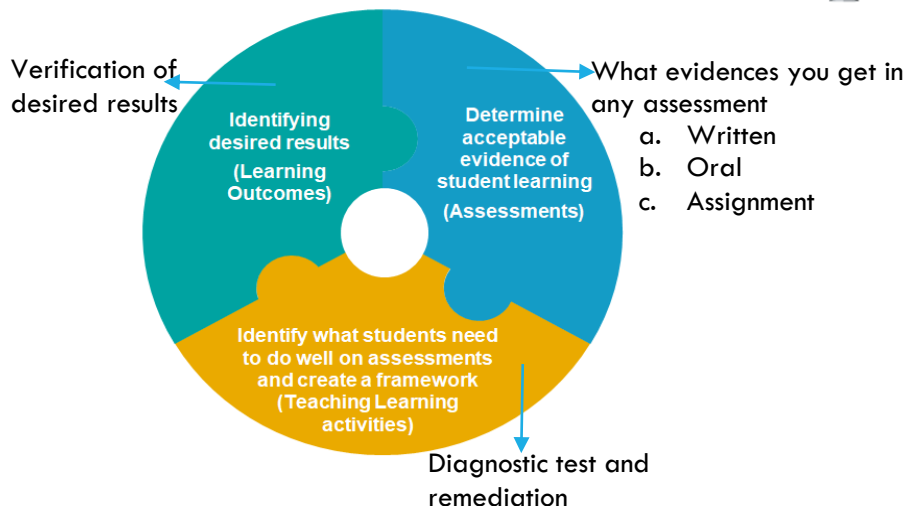
& Hodges, 1995

Assessment is a very important piece in a standard-based educational system because, when used properly, it is the tool that illustrates whether learning has taken place and allows the teacher to take corrective action early in the learning process.



Evaluation FA, PA, SA

Linkage among Assessments, Learning outcomes and Teaching Learning Activities



Assessments



Type	When	Purpose	Role
Formative	Continuous	Improve learning	Students and teachers
		Inform teaching learning process	Students and teachers
Periodic + Summative	End of a term or year as per school calendar	Grading	Teacher and External tests
		Promotion	Teacher and External tests
		Accountability	Teacher and External tests

Formative Assessment – Examples

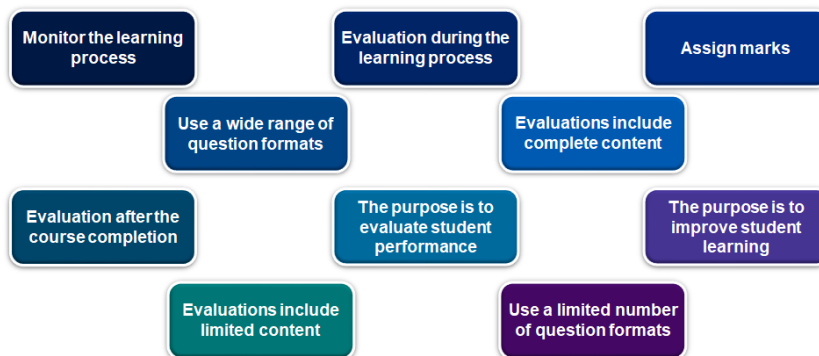
- A teacher asks the students to read passages from the textbook aloud to check for intonations, pronunciations and fluency.
- The teacher shows a picture and asks some Questions based on it.

Periodic Assessment - It provides schools with upto date information about what each student knows and can do, so that teachers can target teaching to the learning needs of every child. It is used to determine whether students have learned what they were expected to learn. It measures the learning progress and achievement. It evaluates the effectiveness of pedagogical transactions.

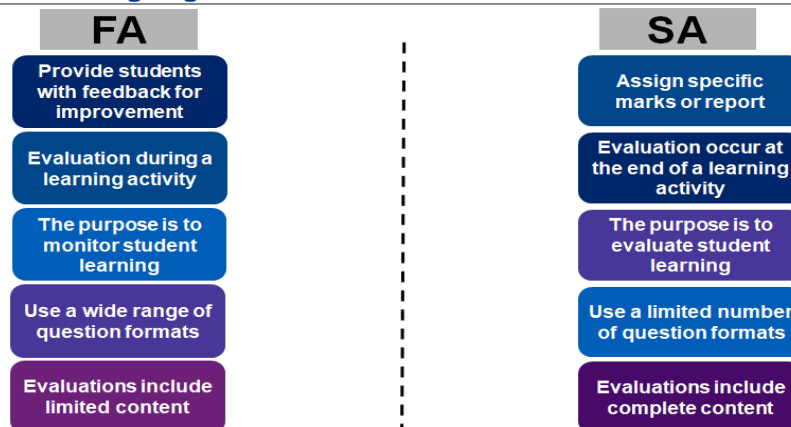
FA and SA - Sorting the attributes



Look at the attributes given. Sort them for FA and SA



FA and SA - Assigning Attributes



Question paper Framework



	FA1	SA1		FA2	SA2	
Class 1 - 3	20	30	10 Q x 1 mark = 10	20	30	10 Q x 1 mark = 10
			10 Q x 2 marks = 20			10 Q x 2 marks = 20
Class 4 - 8	10	40	5 Q x 1 mark = 05	10	40	5 Q x 1 mark = 05
			5 Q x 2 marks = 10			5 Q x 2 marks = 10
			5 Q x 3 marks = 15			5 Q x 3 marks = 15
			2 Q x 5 marks = 10			2 Q x 5 marks = 10

Question paper formats: English



Section A : Reading skills (4-5 marks)

Section B : Writing skills (10 marks)

Section C : Grammar (8-10 marks)

Section D : Textbook based – (15 – 18 marks)

Subject : English

Class :



	LO tagged	Competency Level योग्यता स्तर				Context प्रसंग / संदर्भ				Response type अनुक्रिया प्रकार		Types of questions प्रश्नों के प्रकार			
		I	II	III	IV					Selected	Constructed	1 mark	2 marks	3 marks	5 marks
Section A- Reading												2	1		
Section B- Writing															2
Section C- Grammar												2	3		
Section D- Textbook												1	1	5	
Total												5	5	5	2
Question-wise%															
Marks –wise %															

Demo lesson – Conducting FA

LO-LE-813- Responds to instructions and announcements in school and public places viz. railway station, market, airport, cinema hall and act accordingly.

Listening Activity: Listening to dialogues and selecting the correct options

Instructions:

- Students will listen to the dialogue and select the correct options.
- The teacher will write the task on the blackboard.
- The students will copy the task from the blackboard.
- The teacher will read out the conversation.
- The students will complete the task.

Passage:

Listen to the conversation and below. (E8 13)

Riya : Hello! Is this Mr. Ram?
 Rahul : No, he is not here, I am his manager.
 Riya : Oh! Sir can you give my message to Mr. Ram!
 Rahul : Sure. What is it?
 Riya : My mother Radha is sick and cannot come to office today. She is suffering from viral fever.
 Rahul : Ok. I will give your message to Mr. Ram.
 Riya : Thank you.

Exercise:

Select the correct options.

- (i) The conversation is between
 (a) Radha & Ram (b) Riya & Rahul
 (c) Riya & Ram (d) Radha & Rahul
- (ii) Riya wanted to talk to
 (a) Radha (b) Rahul (c) Ram (d) Manager
- (iii) The message was for
 (a) Rahul (b) Ram (c) Radha (d) Riya
- (iv) Radha could not come on duty because she was

Using technology in the classroom

Incorporating technology into the teaching learning process is an effective way to actively engage the student, especially as digital media surrounds them in the 21st century.

Why Technology?

- An important part of the teaching learning process in and out of the class.
- Health and improve language learning effectively.
- Increases their language learning skills.
- Makes teaching more interesting and productive.
- Create a learning atmosphere centre around the learner.
- Encourage learners to learn individually and to acquire autonomy and self-direction.
- Increases learner's motivation.
- Assists the learner in developing higher order thinking skills.
- Provide practical real life (skills) opportunities for authentic social interaction.

Application - its Importance:

- The application of multimedia: - use of printed texts, film and internet enhances learner's linguistic knowledge.
- Computer technology: - It provides opportunities to collect information and offers different materials for analysis and interpretation of both language and contexts.
- Multimedia texts: - They assist learners to become familiar with vocabulary and language structure. It provides sensory and aesthetic appeal.
- Use of films: - Use of films in teaching helps to realise the topic with enthusiasm and develop their knowledge.
- Mobile devices: - touch devices like the iPad or tablet used in classroom help record results, take photos or videos. They can be used as a behaviour management technique and various educational programs. They make formative assessment fun and engaging.



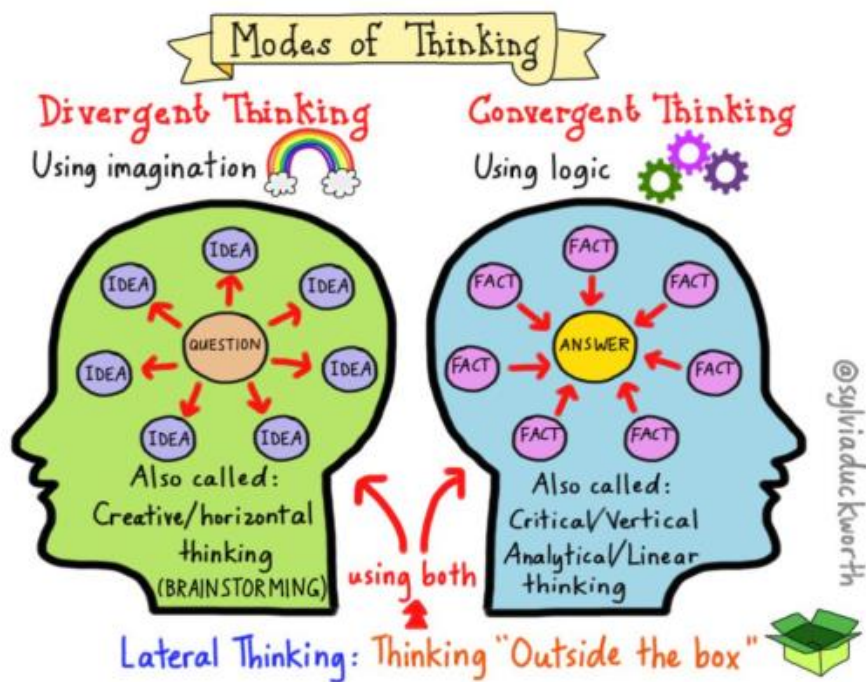
Benefits:-

- Remote access to language education.
- Blended language learning courses.
- Interactive language learning.
- Real world problem solving.
- Student collaboration.

Warming Up

Transactional Pedagogy_ Role of Enquiry

Observe the picture given below in your group. Share your observation/ comments.



Recap – Questionnaire on the concepts of learning

Discuss in groups and answer the following question

1. How does a child learn?
2. What is divergent thinking?
3. What is convergent thinking?
4. What is lateral thinking?
5. What strategies can be made for different kind of learners?
6. What can be done to teach the students with special needs?

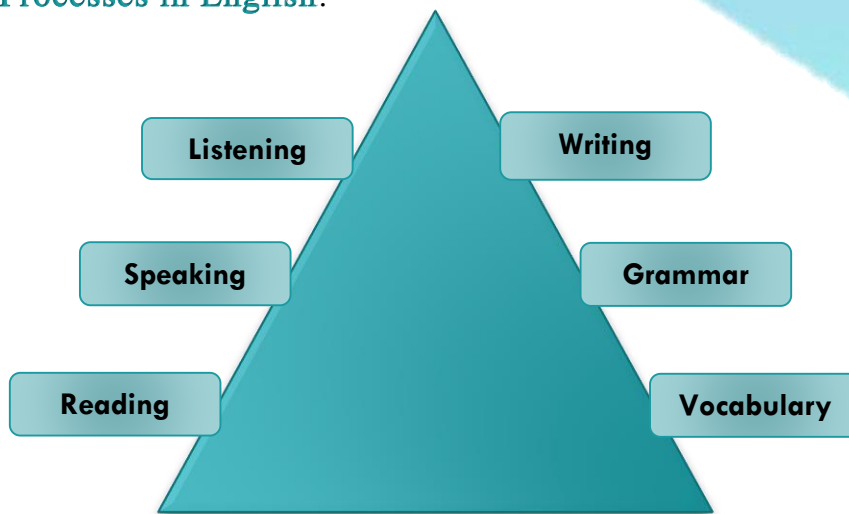
Strategies for students with special needs:-

The inclusion of students with the special needs in the class needs a special vision of teachers to bring them in the main stream. The following rubrics for meeting the needs of children with special needs (CWSN) from the Learning Outcome document could be used while preparing the lesson plan for inclusive class.

S.No.	Meant For	Suggested strategy to be adopted
1	Children with low vision	<p>For the benefit of children with low vision,</p> <ul style="list-style-type: none"> • Coloured chalk, sketch pen etc. can be used. • Blackboard work with big writing would help. • The seating arrangement should be made appropriately at the front row, and near the window for more light etc.
2	Children with Hearing impairment	<p>For the children with hearing impairment</p> <ul style="list-style-type: none"> • Arrangements should be made so that they can sit near the teacher. • The teacher should speak loudly, clearly and with pauses. • If needed the teacher should repeat.
3	Children with Cognitive impairment, Intellectual Disability	<p>Such children may face difficulties in oral language (fluency). In reading they skip words and lack eye-hand coordination (illegible handwriting) and in understanding figurative language. Teachers may devise appropriate strategies through their own creativity and patience: they may consult colleagues and they may also consult DEGSN, NCERT.</p>
4	High achievers	<p>Such children may be provided activities leading to divergent thinking.</p> <p>Example: These children may respond very imaginatively in Let's listen and talk and Say aloud section of the textbook. Additionally they may be provided a variety of texts with new vocabulary and slightly challenging cognitive level.</p>
		Source: NISTHA Module 10: Pedagogy of languages.

Transactional Pedagogy

Skills and Processes in English.



Listening

- **Listening is an art.**
- It is a conscious activity that demands more than physical actives.
- Is the first step of communication?
- We listen to.....
 - Understand
 - Follow (Instructions)
 - Respond

Speaking

- **Speaking is an act.**
- It is an active process where the one who is learning it should take active role for his/ her development.
- Speaking is interactive.(Discussion, dialogue)
- Partially inter-active(Lectures)
- Non Interactive (Speeches, Sermon)

Reading

- **Reading is a Play.**
- It is a process of extracting meaning from a written text.
- Methods of Reading:
- Scanning: Process of getting overview of text.
- Skimming: The process to get the main idea of the text.
- Labeling: It involves reading at least the heading, subtitles, pictures etc. to get a rough idea.
- Anticipation: Identifying the main ideas from supporting details.

- Effective reading includes: SQ3R
 - Survey
 - Question
 - Read
 - Recite
 - Review

Writing

- **It is the act of putting the thoughts on paper.**
- Clarity and appropriate style forms basis for its effectiveness.
- Features for effective writing are:-
 - Focus
 - Organasation
 - Support and elaboration
 - Grammatical conventions
 - Style

Grammar

- **Grammar lessons and units need to be structured effectively.**
- The overall grammar sequence impacts students' understanding.
- Grammar needs to be taught both directly and in context.
- Teachers have to take time to study grammar and understand how language works.

Vocabulary

- **Vocabulary knowledge is highly correlated with reading comprehension and reading achievement as it helps students retain what they read.**
- Students need to know 90-95% of the words to even learn new ones in context.
- Vocabulary knowledge helps students with language comprehension.
- Vocabulary helps students express themselves more precisely and sharpens communication skills.
- Vocabulary knowledge helps students with written and spoken language production.

Planning a lesson based on the skills:-

Pre-reading	<ul style="list-style-type: none"> • Children discuss in pairs/groups about importance of trees and share with the whole class. • Teacher may play an audio text beforehand or play clip on trees using QR code of the textbook, NROER or any other source.
While reading	<ul style="list-style-type: none"> • The teacher may do a model loud reading of the text with proper pronunciation, • The class may be divided into pairs or groups of four and read by taking turns. Teacher facilitates children to decode the text with comprehension. Teacher supports them in reading as and when children ask for meaning of words and pronunciation of words and so on. Further, he/she can also provide strategies to learn like using the dictionary, finding the meaning in context etc. • Teacher may ask questions after each chunk to know whether they have understood the text.
Post-reading— Reading comprehension	<ul style="list-style-type: none"> • In groups or in pairs, children are directed to the post-reading questions from the textbook. This is first done orally in groups as the teacher asks the questions and then children may be asked to write individually. • Teacher also supplies some more questions moving beyond the text.
Working with language: vocabulary	<ul style="list-style-type: none"> • This is vocabulary/ grammar activity based on the reading and the language items of the text read. • Children are now asked to find the words to fill in the blanks. They may go back to the text and read again.
Listening and Speaking	<ul style="list-style-type: none"> • Teacher may now ask the children to listen to the story from NROER / e-pathsala and answer some questions or do any of the following • Re-tell the story in short or the summary of the story. • Tell the story in any other language / mother tongues of children.
Speaking	<ul style="list-style-type: none"> • Children first in groups of three or four do the brainstorming activity of gathering ideas and how to say it while speaking. • Then they speak on importance of trees.
Writing	<ul style="list-style-type: none"> • Children now write their feeling about cutting of trees. Teachers would tell them how to gather ideas, jot them down, write the first draft and edit and finalise the paragraph. Children do it as group work and then as homework.

Let us see if these skills are applied in this Lesson.

Demo Lesson

Class – 8

Subject - English

Topic: - The Tree That Never Stopped Giving

Subtopic: - Para 4-6

Learning outcomes: -

E 816:- infers the meaning of unfamiliar words by reading them in context.

E 822:- writes short paragraphs coherently in English/ Braille with a proper beginning, middle and end with appropriate punctuation marks.

Level: - L1, L2, L3, L4

Wordlist: - lapse, sullen, hacked down, thoughtless

TLM: - QR code number **LHS1K5** picture of tree and boy.

- Worksheets for students.

Seating arrangement: - Pairs of two

Location: - Classroom

Teaching Learning Process

Introduction: -

Using the QR code the students are shown the picture of the tree and the boy the teacher after certain questions based on the picture.

- What do we see in the picture?
- What did the tree offer the child?
- What is the child doing?

Guess what will happen in the story next.

The teacher notes down all the guessing on the board and continues the lesson by saying that "we will find if our guessing is correct".

Modal reading - The teacher reads the lesson aloud and students listen.

Reading aloud: The students are asked to read the lesson and corrections are made where needed by the teacher.

Dealing with the difficult words in context the explanation of lesson is done by asking global questions.

- Why was the boy sullen and complaining?
- What did the tree offer the boy?
- Why did the boy need a boat?
- Was the boy happy when he became old why?

Assessment: The teacher gives the worksheet to the students and asks them to discuss in pairs and fill the worksheet.

Worksheet

1. Discuss in groups and complete the chart. (L2)

Age	What the tree gave	Why
Child		
Young		
Middle age		
Old		

2. The child demanded so many things from tree but the tree never complained. Do you think the boy was right in his actions? Why? Why not? Give at least two reasons.(L3)

.....

.....

.....

.....

3. Imagine you are “The Giving Tree”. Write your experiences in a Paragraph. (L4)

.....

.....

.....

.....

.....

.....

.....

Ice breaker

Micro strategies for remediation

Group Work:

Instructions for the participants: Put the given lines into a tune. Present it to the class.

For every malady under the sun
 There is a remedy or there is none.
 If there is one just find it.
 If there is none, don't mind it.

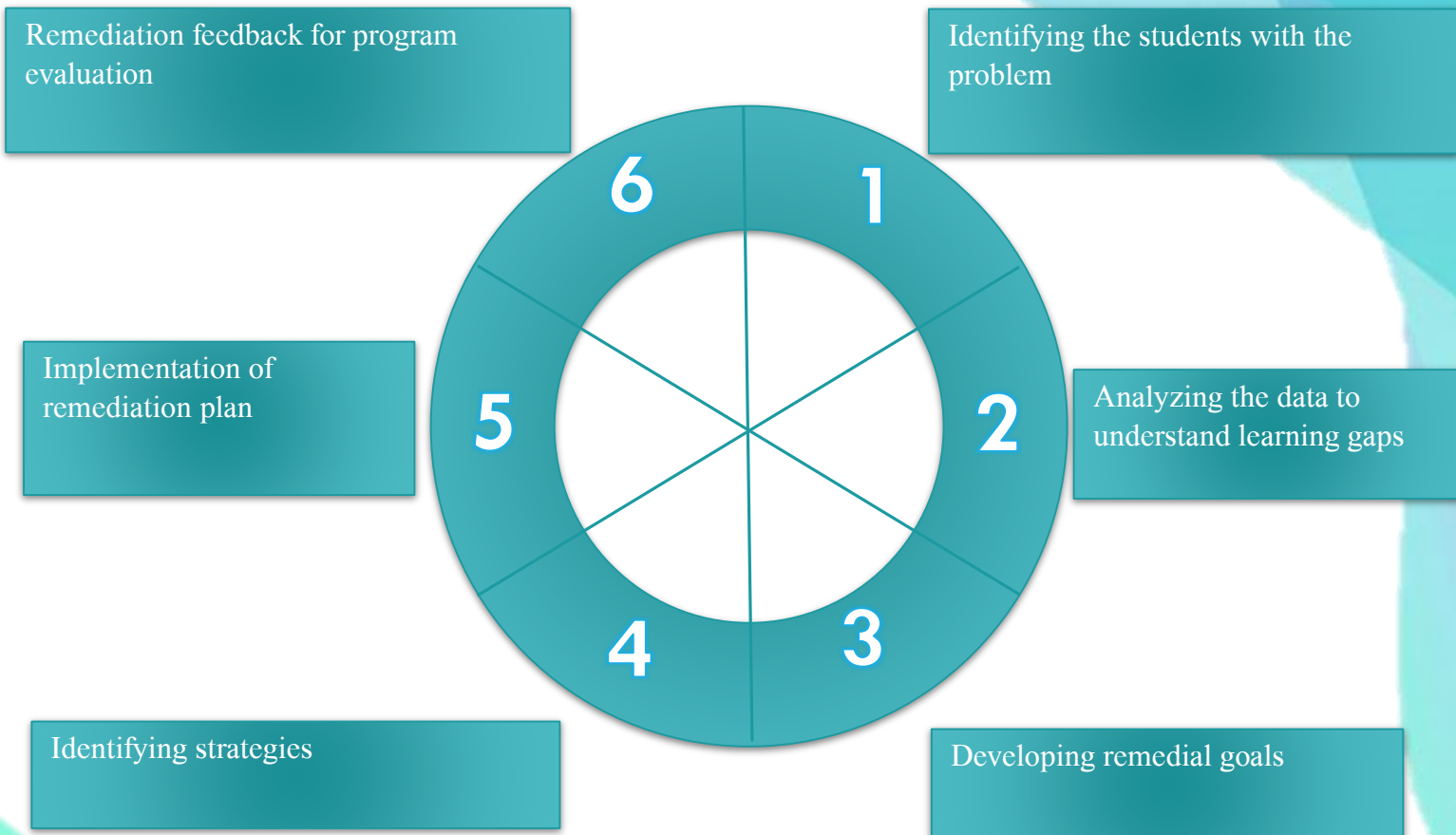
What is remediation?



Remedial teaching is identifying slow learners and providing them with the necessary help and guidance to help them overcome their problems, after identifying their areas of difficulty. A remedial teaching class is one that is meant to improve a learning skill or rectify a particular problem area in a student. Remedial instruction involves using individualized teaching of students who are experiencing difficulties in specific subject areas. It may be taught individually or in groups.

Remedial lessons are designed to achieve expected competencies in core academic skills and areas. Remediation involves revisiting the lesson plan to modify teaching strategies so as to meet individual student's needs.

Remediation Process



Remediation strategies

- 1** Target students individually - use the data to determine which students need to improve on which skills.
- 2** Use small groups to let students work in teams based on similar needs.
- 3** Use peer tutors to explain concepts in different words.
- 4** Provide a little time each day to spiral review in addition to new content.
- 5** Let students reflect on their strengths and weakness with respect to the results of their class and home activities.
- 6** Remediation should not be seen as punishment.

Student Remediation Plan

Student Remediation Plan

Student _____ Teacher _____

Course _____ Date _____

Topic/Project/Exam _____

Problem Area	Solution/Steps to Be Taken	Resources Needed
Listening		
Speaking		
Reading		
Writing		

Examples of Micro strategies for English:

It’s Our Story- Ask 2 students (taking turns and collaboratively) to narrate in 1st person (for 5 minutes) an imaginary situation – the theme could be similar to a text they have read in prescribed textbooks not necessarily the English textbook.

Tail End - Conduct a Just-A-Minute involving the class where they change the ending of a text they have read from the English textbook, (in one-two sentences) and continue the narration using random stimulation strategy from the previous speaker. This will go on till every student of the class has contributed to the story.

Using assessment findings in improving classroom practice:

The teachers will assume the problematic areas and try to find the solution or remedy for it.

Questions for Assessment	Teachers assumption	Reasons	Remedy

Icebreaker

Instructions for the participants (from the Resource Person): When I give any instruction, preceded with ‘Simon Says’, you have to follow the instructions. If I don’t say ‘Simon Says’ before the instructions, the participants do not have to follow it. For example, when I say, “Simon says, clap your hands.” the participants have to follow the instructions. But when I just say, “Clap your hands.” you do not have to follow the instructions.

1. Preparation of lesson plans and question papers by the participants based on the formats discussed earlier – (refer to the format given on day 1)

The participants prepare lesson plans in their groups under the supervision of the Resource Persons. Participants work in groups to prepare lesson plans on listening/ speaking/ reading/ writing/vocabulary/grammar keeping the three stages in mind.

2. Presentation by teachers and reflection.

Linking LOs to lesson plan

What is a Lesson Plan?



A lesson plan is a detailed step-by-step guide that outlines the teacher’s objectives for what the students will accomplish during the course of the lesson and how they will learn it.



Lesson plan is a small unit that a teacher teaches in a definite period. It is that plan of action which a teacher takes before interacting with the students. It is an advanced copy of a teaching framework. It involves three questions:

1. What is to be taught?
2. How it is to be taught?
3. How it is to be evaluated?

Key elements of a Lesson Plan



What are benefits of using a Lesson Plan?



To be discussed:-

- Importance of well-planned lesson plan.
- Linking new concepts with previous knowledge.
- Learning confirmation of new concepts learnt.
- Assessment
- **Lesson plan:-**
- To create a sample lesson template.
- To create a sample lesson plan by the facilitator.

LESSON PLAN

Class Date

Subject Period

Topic

Sub Topic

Learning Outcome:-

Level 1

Level 2

Level 3

Level 4

Word list:-

1. TLM
2. Seating arrangement: Individual/ Pair/ Share/ Group
3. Classroom/Outdoor/Lab/Any other (specify)

Teaching Learning Process:-

Activity:-

- Previous Knowledge
- Linking with Content

ASSESSMENT:-

RECAPITULATION:-

ASSIGNMENT:-

REFLECTION BY THE TEACHER:-

Presentation by teachers: - Using technology

Presentation by teachers: - Using planned lesson plans with strategy.

Reflections: - The facilitator will ask the teachers about their reflections on the lesson conducted.

The teachers will reflect on what they liked and what can be used in the classroom effectively.

Closure: - Summary of the five day training.

(Activities on Low performing LOs)

LO LE614

Activity Number 1

Time: - 35 minutes

Topic: - Animal Habits

Objectives: - Write a paragraph about the animal habits like where they live, what they eat, what can they do etc.

Classroom Setting: - Group

Note for the teacher:-

1. Paper-slips पर कम से कम पांच पांच जानवरों के नाम लिख ले
2. ऐसे जानवरों के ही नाम लिखें जिनसे स्टूडेंट भली-भांति परिचित हो

Procedure:

1. Let the students sit in groups.
2. Give each group a slip of paper and ask them to choose any one animal and what they know about its habits.

Fox example:-

It lives in a hole.

It eats plants and vegetables. It runs very fast.

3. If students can't think of anything to say, suggest verbs. (Have, live, eat, move, sleep, make, change, grow, like, hate).
4. Then ask them, in groups to prepare a description of the habits of an animal of their choice.
5. Each group reads out its description to the rest of the class, others will guess what the animal is.

Outcome: - Learners will be able to write simple sentences to describe habitual action or facts.

Variation: - Activity can be used with some changes for L/S skills.

Activity Number 2

Time: - 35 minutes

Topic: Write a similar paragraph.

Objectives:

1. To enable the learners to read written English.
2. To enable them to use the words in their writing.
3. To enable them to write correct sentences.

Material Required: - Task sheet copies.

Classroom Setting: Group work

Note for the teacher:-

Here is an example, अभ्यास के लिए इस उदाहरण को वॉल चार्ट पर तैयार कर ले।
अथवा अन्य describing picture chart use करें।

Procedure:-

Divide the class into groups.

Distribute the task sheets among the groups.

Read out the description.

Ask students to read the passage silently.

Ask them to write a similar paragraph on given picture.

Ask them to read out what they have written.

Outcome: - The learners are able to understand written English.

They will be able to write correct sentences.

Variation: - The activity can be used for developing their listening and speaking skill.

Example:

Let's Write: Read the following paragraph on mango trees.

A mango tree is a big and tall tree. It has many branches. Its leaves are long and deep green. Mangoes grow when the trees are four years old. A mango tree can have a few hundred fruit in a season. Mangoes are used for making chutneys, pickles, ice creams and cakes.



Now write a similar paragraph on coconut trees. Use the following points.

1. What kind of a tree it is? (Tall, big, etc.).
2. Does it have branches?
3. How do the leaves look?
4. When do coconuts grow? (When the trees are five years old)
5. Uses of coconuts.



Activity number 3

Arrange the jumbled sentences given below to make a meaningful story of “A greedy dog”.

1. He thought that there is another dog with a piece of meat.
2. He saw his reflection in the water.
3. He opened his mouth but lost his own piece of bone.
4. He reached at a stream.
5. He wanted to get it.
6. Once upon a time, there was dog.
7. He got a piece of bone.
8. He was very hungry.

LO LE615

Activity number 1

Example of block style letter writing

Complete the letter with the words given below.

(Quite, regular, Ramesh, warden, hope)

Raipur

19/11/2019

Dear,

.....

.....

I am quite well here and the same for you. The hostel where I live is..... good. It has a big building and beautiful surroundings.

We have a..... life here. The food is good. The..... looks after well.

Rest is ok.

Yours lovingly

Activity number 2 Indented style letter writing

You are Vijay living at house number 70 Devendra Nagar Colony Raipur. Write a letter to your cousin Ramesh describing him your hostel life. Complete the letter in your own words.

Dear.....

.....

I am quite well here and hope the same for you. The hostel where I live is quite good.

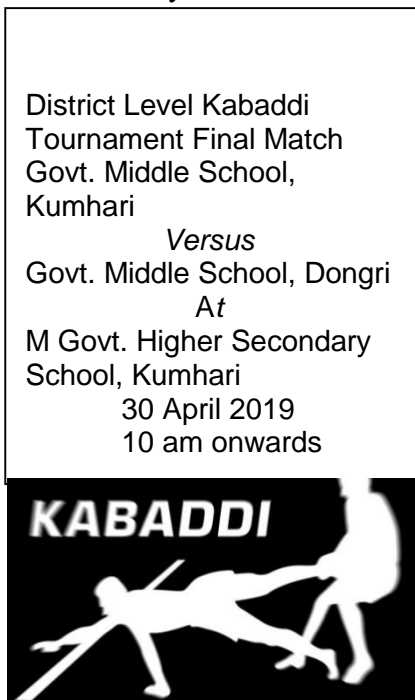
..... we have a regular life here

Rest is ok.

Yours lovingly

Activity number 3

Read the given poster carefully and write a message to inform your friends about the event.



LO LE720

Activity number 1

Write a paragraph using the dialogues shown in the image.

Complete the three sets of dialogues.

a.

b.

c.

Activity number 2

Write six sentences describing your daily routine. You may use the words/ phrases given in the box.

Take breakfast, 5am, have dinner, go to School, play with, wakeup, go to bed, do homework, bath, help

Activity number 3

Picture description:-

A picture of a very familiar looking and beautiful bird is given. Look at the picture very carefully and write a paragraph describing the birds feature.

Some hints for writing the paragraph:-

- ✚ Beautiful bird
- ✚ green or red beak
- ✚ size
- ✚ material it eats
- ✚ imitating bird



Activity number 4

Describe the picture using the hints given below:-

(Swing, boat, slides, children playing ball, garden)



Write 5 sentences describing the Picture.

LO717

Activity number 1

Imagine yourself as the tea shrub and fill the

Data:

Bio-Data:

Name:

Address:

Age:

Weight:

Characteristics:

Write your views about the beverage (tea):

1.
2.
3.
4.
5.
6.

Activity number 2

Read the news extract about Advina Kant.

A girl from Korba Chhattisgarh is the youngest child to have climbed one of the tallest peaks, Gurlata, in Chhattisgarh. The mountain peak is 4018 ft above sea-level.

Given below are some more facts about Advina. With the help of these facts, write a small paragraph of 50-60 words on Advina.

1. Climbed on 11 May 2015
2. age then was 5 year 10 months 03 days
3. not her first attempt
4. inspired by Bachendri Pal
5. first attempt at the age of four
6. Her father Ram Kumar Kanth: a mountaineer.
7. climbed with a team of seven mountaineers

Activity number 3

Name _____

Date:

Write about a member of your family. Describe how you picture him or her and how you feel about him or her. Here are some questions you might ask yourself:

- What does this person look like?
- What work does he or she do?
- What are his *or* her interests?
- What do you admire about this person?
- What have you learned from him or her?
- What is your favorite activity with this family member?

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LO LE813

Activity number 1

Read the passage carefully and give the answers.

Birds are called winged bipeds. The body temperature of bird remains more or less constant. Another interesting feature about birds is their feathers. Observing the feathers of a bird gives us an idea about the life that they lead. Birds have beaks. They have no teeth. Their main food consists of insects, food grains, and flesh. Like reptiles, birds too lay eggs. They have a sense of sight and hearing but their sense of smell and taste is poor. Birds have the wonderful capacity of adjusting their vision quickly. As a result, they can shift the focus from a distant object to a nearby object in a fraction of a second.

Questions

1. Fill in the blanks with appropriate words in bracket:
 - A. Birds have..... (teeth/ beaks)
 - B. Birds lay... to give birth their young ones. (baby/ eggs)

2. Answer the questions:

- A. Why is it called that birds have capacity of adjusting their vision?
- B. What are the special features of birds?

Activity number 2

Think what would happen if there were no trees. Write 5 sentences.



Activity number 3

Write a paragraph describing the picture.



For more such activities refer to DIKSHA App and scan the QR Code of the given lessons.

References

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- National Curriculum Framework 2005, NCERT, New Delhi.
- NCEFT 2010, NCERT New Delhi
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Annexure

Learning Outcomes Class 6 to 8: English

LE601	Participates in activities in English like role play, group discussion, debate, etc.
LE602	Recites and shares poems, songs, jokes, riddles, tongue twisters, etc.
LE603	Responds to oral messages, telephonic communication in English and communicates them in English or home language.
LE604	Responds to announcements and instructions made in class, school assembly, railway station and in other public places
LE605	Reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences
LE606	Reads to seek information from notice board, newspaper, Internet, tables, charts, diagrams and maps etc.
LE607	Responds to a variety of questions on familiar and unfamiliar texts verbally and in writing
LE608	uses synonyms, antonyms appropriately deduces word meanings from clues in context while reading a variety of texts
LE609	Writes words / phrases / simple sentences and short paragraphs as dictated by the teacher
LE610	Uses meaningful sentences to describe / narrate factual / imaginary situations in speech and writing
LE611	Refers to dictionary to check meaning and spelling, and to suggested websites for information
LE612	Writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.
LE613	Drafts, revises and writes short paragraphs based on verbal, print and visual clues
LE614	Writes coherently with focus on appropriate beginning, middle and end in English / Braille
LE615	Writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience
LE616	Visits a language laboratory
LE617	Writes a Book Review.

LE701	Answers questions orally and in writing on a variety of texts
LE702	Reads aloud stories and recites poems with appropriate pause, intonation and pronunciation.
LE703	Participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organisations.
LE704	Engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc., using appropriate vocabulary.
LE705	Responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railway station.
LE706	Speaks about excerpts, dialogues, skits, short films, news and debate on TV and radio, audio–video programmes on suggested websites.
LE707	Asks and responds to questions based on texts (from books or other resources) and out of curiosity.
LE708	Reads textual/non-textual materials in English/Braille with comprehension.
LE709	Identifies details, characters, main idea and sequence of ideas and events in textual / non-textual material.
LE710	Thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life.
LE711	Reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc.
LE712	Takes notes while teacher teaches /from books / from online materials.
LE713	Infers the meaning of unfamiliar words by reading them in context.
LE714	Refers dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing.
LE715	Reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue etc. (extensive reading)
LE716	Uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc).
LE717	Organises sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience.
LE718	Writes formal letters, personal diary, list, email, SMS, etc.
LE719	Writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity.
LE720	Writes dialogues from a story and story from dialogues.
LE721	Visits a language laboratory.
LE722	Writes a Book Review.

LE801	Responds to instructions and announcements in school and public places viz. railway station, market, airport, cinema hall, and act accordingly.
LE802	Introduces guests in English, interviews people by asking questions based on the work they do.
LE803	Engages in conversations in English with people from different professions such as bank staff, railway staff, etc. using appropriate vocabulary.
LE804	Uses formulaic/polite expressions to communicate such as ‘May I borrow your book?’, ‘I would like to differ’ etc.
LE805	Speaks short prepared speech in morning assembly.
LE806	Speaks about objects / events in the class / school environment and outside surroundings.
LE807	Participates in grammar games and kinaesthetic activities for language learning.
LE808	Reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them.

LE809	Asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)
LE810	Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations;
LE811	Narrates stories (real or imaginary) and real life experiences in English.
LE812	Interprets quotations, sayings and proverbs.
LE813	Reads textual/non-textual materials in English/Braille with comprehension.
LE814	Identifies details, characters, main idea and sequence of ideas and events while reading.
LE815	Reads, compares, contrasts, thinks critically and relates ideas to life.
LE816	Infers the meaning of unfamiliar words by reading them in context.
LE817	Reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc. (extensive reading)
LE818	Refers dictionary, thesaurus and encyclopedia as reference books for meaning and spelling while reading and writing.
LE819	Prepares a write up after seeking information in print / online, notice board, newspaper, etc.
LE820	Communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.)
LE821	Writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising.
LE822	Writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks.
LE823	Writes answers to textual/non-textual questions after comprehension / inference; draws character sketch, attempts extrapolative writing.
LE824	Writes email, messages, notice, formal letters, descriptions/ narratives, personal diary, report, short personal/ biographical experiences etc.
LE825	Develops a skit (dialogues from a story) and story from dialogues.
LE826	Visits a language laboratory.
LE827	Writes a Book Review.

TDM: Class 6: English

Task Distribution Matrix													
Class: VI (Set - A) SA - 1			Subject: ENGLISH										
Section	Q.No.	LOs	Levels				Response type		Type of questions				
			I	II	III	IV	Selected	Constructed	VSA (1)	SA(2)	LA(3)	VLA(5)	
Reading (SA)	1	LE605	✓					✓		✓			
	2	LE605	✓					✓		✓			
	3	LE605		✓			✓		✓				
	4	LE605			✓			✓			✓		
Writing (SB)	5	LE615				✓		✓					✓
	6	LE615				✓		✓					✓
Grammar (SC)	7	LE612			✓			✓		✓			
	8	LE612			✓		✓		✓				
	9	LE612			✓			✓			✓		
	10	LE612			✓			✓			✓		
	11	LE612			✓		✓				✓		
Textual (SD)	12	LE607	✓					✓			✓		
	13	LE607	✓					✓				✓	
	14	LE607	✓					✓				✓	
	15	LE607			✓			✓				✓	
	16	LE607			✓			✓				✓	
	17	LE607	✓					✓				✓	
Total		Questions	6	1	8	2	3	14	5	5	5	2	
		Marks	13	7	10	10	4	36	5	10	15	10	
Question-wise%			35.29	5.88	47.06	11.76	17.65	82.35	29.41	29.41	29.41	11.76	
Marks-wise%			32.50	17.50	25.00	25.00	10.00	90.00	12.50	25.00	37.50	25.00	

TDM: Class 7: English

Task Distribution Matrix												
Class: VII (Set - A) SA - 1										Subject: ENGLISH		
Section	Q.No.	LOs	Levels				Response type		Type of questions			
			I	II	III	IV	Selected	Constructed	VSA	SA	LA	VLA
Reading (SA)	1	LE707			✓		✓		✓			
	2	LE707		✓			✓		✓			
	3	LE707		✓			✓		✓			
	4	LE707		✓				✓		✓		
Writing (SB)	5	LE718				✓		✓				✓
	6	LE717			✓			✓				✓
Grammar (SC)	7	LE716			✓		✓		✓			
	8	LE716			✓		✓		✓			
	9	LE716			✓			✓		✓		
	10	LE716			✓			✓		✓		
Textual (SD)	11	LE716			✓			✓		✓		
	12	LE708	✓					✓		✓		
	13	LE708			✓			✓			✓	
	14	LE708				✓		✓			✓	
	15	LE708		✓				✓			✓	
	16	LE708	✓					✓			✓	
Total		Questions	2	5	8	2	5	12	5	5	5	2
		Marks	5	11	16	8	5	35	5	10	15	10
Question-wise%			11.76	29.41	47.06	11.76	29.41	70.59	29.41	29.41	29.41	11.76
Marks-wise%			12.50	27.50	40.00	20.00	12.50	87.50	12.50	25.00	37.50	25.00

TDM: Class 8: English

Task Distribution Matrix												
Class: VIII (Set - A) SA - 1										Subject: ENGLISH		
Section	Q.No.	LOs	Levels				Response type		Type of questions			
			I	II	III	IV	Selected	Constructed	VSA	SA	LA	VLA
Reading (SA)	1	LE813		✓			✓		✓			
	2	LE813	✓				✓		✓			
	3	LE813		✓			✓		✓			
	4	LE813	✓					✓		✓		
Writing (SB)	5	LE822				✓		✓				✓
	6	LE809				✓		✓				✓
Grammar (SC)	7	LE820			✓		✓		✓			
	8	LE820			✓		✓		✓			
	9	LE820			✓			✓		✓		
	10	LE820			✓			✓		✓		
Textual (SD)	11	LE820			✓			✓		✓		
	12	LE823	✓					✓		✓		
	13	LE823	✓					✓			✓	
	14	LE823			✓			✓			✓	
	15	LE823			✓			✓			✓	
	16	LE823		✓				✓			✓	
Total		Questions	4	4	7	2	5	12	5	5	5	2
		Marks	8	8	14	10	5	35	5	10	15	10
Question-wise%			23.53	23.53	41.18	11.76	29.41	70.59	29.41	29.41	29.41	11.76
Marks-wise%			20.00	20.00	35.00	25.00	12.50	87.50	12.50	25.00	37.50	25.00



बढ़ते कदम आकलन से शैक्षिक गुणवत्ता की ओर...

समरूपता, वैधता, विश्वसनीयता



एस. एल. ए. आंकड़ों में

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