

**SAMPLE DRAFT
OF**

**TEACHER'S
HANDBOOK**

ON

**LEARNING
OUTCOMES**

TEACHER'S HANDBOOK ON LEARNING OUTCOMES

SUBJECT: ENGLISH

CLASS: VII

VENUE: RIE SEC 32, CHD.



**ASSESSMENT TOOLS/QUESTION BANK
BASED**

ON

LEARNING-OUTCOMES

SUBJECT-ENGLISH

CLASS-7

VENUE : RIE- 32, CHANDIGARH

FOREWORD

A classroom consists of heterogeneous group of students in terms of learning proficiency. These students exhibit a wide variety of abilities. However, the assessment procedure many times is ignored at the school level. The results of assessment therefore, are not a true representation of level of students. As a result of such negative washback effect of assessment, the learning process slows down. The assessment tool produced at RIE aims at assessing different levels of learners. It measures various learning outcomes of English language (Classes I-8.) very systematically assessing each focused outcome at a time and other outcomes also. Assessment should explore ways of making the students active contributors with an independent expression that allows individualization in a classroom and assessment should enable students to consistently reflect their true abilities in English language learning using the language holistically in real life situation. Assessment must be continuous and unstressful. It needs to be carried out continuously over a period of time with emphasis on understanding the cultural dimensions of English language learning and teaching for exploring their proficiency in English, its vocabulary and its grammar which are the fundamental features that give children their space and time in learning in their individual ways.

Subject : English

About the document :

The document includes unit wise plans of assessing learners as per learning outcomes prepared by NCERT for classes 1 to 8. in English along with the open ended questions, group activities, individual tasks and paper pencil test.

Assessment in Language

- One does not need special test for keeping a record of the students or for preparing a report card; learning activities themselves provide the basis for such ongoing observational and qualitative assessment.
- The types of questions that are set for assessment need not be restricted to those found in the **text** book.
- Questions that are open ended and challenging could also be used.
- Grading and correction has to be carried out in the presence of the students and feedback has to be provided on their answers regarding their correct and wrong responses with justified reasons.
- Not only learning outcome but also **learning experiences** themselves must be evaluated. Exercises, both individual and collective can be designed to enable the learner to reflect on and assess their learning experiences.
- Self assessment may be encouraged. Every classroom interaction with children requires the review of their own work and a discussion with them about what should be tested and the ways of finding out whether the competencies are being developed or not.
- Idea of this document is **NOT** to give the teacher a finite inventory of items on the basis of which she/he can evaluate a child. The idea is to empower to create a large inventory of his/her own, as a **teacher's portfolio** which is constantly enriched and enlarged by experience.
- Assessment should be part of teaching learning process rather than a onetime activity.
- Every unit taught and assessed must integrate all the skills.
- Learning outcomes are best achieved when language skills are integrated for a holistic development of language.

Director
Regional Institute of English
Chandigarh

CLASS-7

ENGLISH

Class VII (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs groups/ individually and encouraged to–</p> <ul style="list-style-type: none"> • consciously listen to songs/poems/stories/ prose texts in English through interaction and being exposed to print-rich environment • participate in different events/ activities in English in the classroom, school assembly; and organised by different Institutions • listen to English news and debates (TV, Radio) as input for discussion and debating skills • watch and listen to English movies, serials, educational channels with sub-titles, audio-video materials, teacher reading out from materials and eminent speakers • share their experiences such as journeys, visits, etc. in pairs /groups • introduce self, converse with other persons, participate in role play / make speeches, reproduce speeches of great speakers • summarise orally and in writing a given text, stories, or an event • learn vocabulary associated with various professions (e.g. cook, cobbler, farmer, blacksmith, doctor etc) • read stories / plays (from books/ other sources in English / Braille) and locate details, sequence of ideas and events and identify main idea • use material from various sources in English and other languages to facilitate comprehension and co-relation • understand the rules of grammar through a variety of situations and contexts focussing on noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc. • interpret tables, charts, diagrams and maps, and incorporate the information in writing • think critically on inputs based on reading and interaction and try to provide suggestion/solutions to the problems 	<p>The learner–</p> <ul style="list-style-type: none"> • answers questions orally and in writing on a variety of texts • reads aloud stories and recites poems with appropriate pause, intonation and pronunciation • 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 • engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. using appropriate vocabulary • responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railway station • speaks about excerpts, dialogues, skits, short films, news and debate on TV and radio, audio-video programmes on suggested websites • asks and responds to questions based on texts (from books or other resources) and out of curiosity • reads textual/non-textual materials in English/Braille with comprehension • identifies details, characters, main idea and sequence of ideas and events in textual / non-textual material • thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life • reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc. • takes notes while teacher teaches /from books / from online materials. • infers the meaning of unfamiliar words by reading them in context • refers dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing

raised. (The themes could be social issues, environment problems, appreciation of culture and crafts)

- refer sources such as dictionary, thesaurus and encyclopedia to facilitate reading
- read text, both familiar and unfamiliar, and write answers for comprehension and inferential questions
- take dictation of a paragraph with a variety of sentence structures.
- draft, revise and write with appropriate beginning, middle and end, along with punctuation marks
- know the features of various types of writing: messages, emails, notice, letter, report, short personal/ biographical experiences etc.
- use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT discussion, debate etc.
- attempt creative writing, like stories, poems, dialogues, skits etc.
- visit a language laboratory
- write a Book Review.

- reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue etc. (extensive reading)

- uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc)

- organises sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience

- writes formal letters, personal diary, list, email, SMS, etc.

- writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity

- writes dialogues from a story and story from dialogues

- visits a language laboratory.

- writes a Book Review.

Contents

About the package

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PLAN TO ASSESS THE CHILD'S PERFORMANCE AND PARTICIPATION (TEACHER'S LOG BOOK/ PORTFOLIO)

CLASS 7.

MONTH	CHAPTER/UNIT/TH EME	PROCESS/ TO BE DEVELOPED BY THE TEACHER (Focus of teacher training customizing lesson plan)	ASSESSMENT STRATEGY	LEARNING OUTCOMES (All skills are integrated)
As per DEO bifurcation	Three questions VALUE INCULCATION.	Review of Previous Outcomes of the previous class All processes will be task based and in accordance with the learning outcomes provided by NCERT	Group Work/ Oral Presentation/Paper Pencil Test towards the end of the chapter/Portfolio/Cl ass exercise	<ul style="list-style-type: none"> answers questions orally and in writing on a variety of texts. (E 7.1) reads aloud stories/ recites poems with appropriate pause, intonation and pronunciation. (E 7.2) participates in different activities in English such as debate, speech. (E 7.3) engages in conversations in English with family, friends, and people from different professions. using appropriate vocabulary. (E 7.4) asks and responds to questions based on texts (from books or other resources) and out of curiosity. (E 7.7) infers the meaning of unfamiliar words by reading them in context. (E 7. 13) organizes sentences coherently in English (E 7. 17) language arts- nouns and pronouns (E 7. 16)
As per DEO bifurcation	The Squirrel	All processes will be task based and in accordance with the learning outcomes provided by NCERT	Group Work/ Oral Presentation/Paper Pencil Test towards the end of the chapter/Portfolio/Cl ass exercise	<ul style="list-style-type: none"> answers questions orally on variety of text (E 7. 1) recites poem with appropriate pause , intonation and pronunciation. (E 7. 2) Participates in poem recitation (E 7. 3) formal letter: Application to Principal for school leaving certificate (E 7. 18)
As per DEO bifurcation	A gift of chappals: CHILDS	Review of Previous Outcomes	Group Work/ Oral Presentation/Paper	<ul style="list-style-type: none"> answers questions orally and in writing on a variety of texts. (E 7. 1)

	PERCEPTION OF THE WORLD OBJECTS , ANIMALS AND ADULTS	All processes will be task based and in accordance with the learning outcomes provided by NCERT.	Pencil Test towards the end of the chapter/Portfolio/	<ul style="list-style-type: none"> • engages in conversations in English with family, friends (E 7. 4) • reads textual/non-textual materials in English/Braille with comprehension. (E 7. 8) • identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material (E 7. 9) • thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life. (E 7. 10) • infers the meaning of unfamiliar words by reading them in context. (E 7. 13). • . language arts- article (E 7. 16)
As per DEO bifurcation	The Rebel	All processes will be task based and in accordance with the learning outcomes provided by NCERT.	Group Work/ Oral Presentation/Paper Pencil Test towards the end of the chapter/Portfolio	<ul style="list-style-type: none"> • answers questions orally on variety of text (E 7. 1) • recites poem with appropriate pause , intonation and pronunciation. (E 7. 2) • Participate in discussion “Why do we need Rebels?” (E 7. 3) • Asks and respond to questions (E 7. 7) • language arts-sentence and its kinds (E 7. 16)
As per DEO bifurcation	Gopal and the Hilsa Fish	Review of Previous Outcomes All processes will be task based and in accordance with the learning outcomes provided by NCERT.	Oral Presentation/Paper Pencil Test/Portfolio/Quiz Review of Previous Outcomes	<ul style="list-style-type: none"> • answers questions orally and in writing on a variety of texts. (E 7. 1) • participates in different activities in English such as drama (E 7. 3) • responds to different kinds of requests and instructions. (E 7. 5) • reads textual/non-textual materials in English (E 7. 8) • identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material (E 7. 9) • infers the meaning of unfamiliar words by reading them in context. (E 7. 13) • Language art : punctuation (E 7. 16) • . writes dialogues from a story and story from dialogues. (E 7. 20)

As per DEO bifurcation	The Shed	Review of Previous Outcomes All processes will be task based and in accordance with the learning outcomes provided by NCERT	Oral Presentation/Paper Pencil Test/Portfolio/Quiz Review of Previous Outcomes	<ul style="list-style-type: none"> answers questions orally on variety of text. (E 7. 1) recites poem with appropriate pause , intonation and pronunciation. (E 7. 2) Writes a paragraph on the picture shown (A visit to a Zoo) (E 7. 19) Rearrange the jumbled words into meaningful sentences (E 7. 17)
As per DEO bifurcation	The ashes that made the tree bloom: FOLK TALE	Review of Previous Outcomes All processes will be task based and in accordance with the learning outcomes provided by NCERT	Oral Presentation/ Worksheet/Paper Pencil Test/Portfolio	<ul style="list-style-type: none"> answers questions orally and in writing on a variety of texts. (E 7. 1) reads textual/non-textual materials in English (E 7. 8) identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material . (E 7. 9) thinks critically, compares and contrasts characters, events and ideas. (E 7. 10) takes notes while teacher teaches from books/from online material. (E 7. 12) infers the meaning of unfamiliar words by reading them in context. (E 7. 13) writes informal letters. (Letter to friend describing the cricket match you witnessed recently) (E 7. 18)
As per DEO bifurcation	Chivvy	Review of Previous Outcomes All processes will be task based and in accordance with the learning outcomes provided by NCERT	Oral Presentation/ Worksheet/Paper Pencil Test/Portfolio	<ul style="list-style-type: none"> answers questions orally on variety of text (E 7. 1) recites poem with appropriate pause , intonation and pronunciation. (E 7. 2) refers dictionary to find meanings or spellings of words while reading and writing. (E 7. 14) paragraph- my aim in life. (E 7. 19)
As per DEO bifurcation	Quality:	Review of Previous Outcomes	Oral Presentation/Debate s/Group discussion	<ul style="list-style-type: none"> answers questions orally and in writing on a variety of texts. (E 7. 1) engages in conversations in English with family and

		All processes will be task based and in accordance with learning outcomes provided by NCERT	//Paper Pencil quiz/Test/Portfolio	<p>friends. (E 7. 4)</p> <ul style="list-style-type: none"> • responds to different kinds of instructions, requests, directions in varied contexts, railway station. (E 7. 5) • asks and responds to questions based on texts (from books or other resources). (E 7. 7) • reads textual/non-textual materials in English. (E 7. 8) • infers the meaning of unfamiliar words by reading them in context. (E 7. 13) • refers dictionary to find meanings or spellings of words while reading and writing. (E 7. 14) • Language arts : prepositions (E 7. 16)
As per DEO bifurcation	Trees	<p>Review of Previous Outcomes</p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT</p>	Oral Presentation/ Worksheet/Paper Pencil Test/Portfolio	<ul style="list-style-type: none"> • answers questions orally on variety of text (E 7. 1) • recites poem with appropriate pause , intonation and pronunciation. (E 7. 2) • Write a paragraph on Morning Walk. (E 7. 19)
As per DEO bifurcation	Expert detectives JUDGING PEOPLE?	<p>Review of Previous Outcomes</p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT</p>	Oral Presentation/ Debates/Group discussion /Paper Pencil quiz/Test/Portfolio	<ul style="list-style-type: none"> • speaks about excerpts, dialogues, skits, short films,. News and debate. (E 7. 6) • asks and responds to questions based on texts (from books or other resources) and out of curiosity. (E 7. 7) • reads textual/non-textual materials in English. (E 7. 8) • identifies ideas and events in textual /non-textual material. (E 7. 9) • reads to seek information in, newspaper, hoardings etc. (E 7. 11) • reads a variety of texts for pleasure e.g. detective stories. (E 7. 15) • uses appropriate grammatical forms in communication (e.g, adjective,). (E 7. 16) • writes dialogues from a story and story from dialogues (story writing). (E 7. 20)

As per DEO bifurcation	Mystery of Talking Fan	Review of Previous Outcomes All processes will be task based and in accordance with the learning outcomes provided by NCERT	Oral Presentation/Debate s/Group discussion /Paper Pencil quiz/Test/Portfolio	<ul style="list-style-type: none"> answers questions orally on variety of text (E 7. 1) recites poem with appropriate pause , intonation and pronunciation. (E 7. 2) language arts : vocabulary- antonyms and synonyms, one word for many. (E 7. 16)
As per DEO bifurcation	The invention of Vita – Wonk- INVENTIONS	Review of Previous Outcomes All processes will be task based and in accordance with the learning outcomes provided by NCERT	Oral Presentation/Debate s/Group discussion /Paper Pencil quiz/Test/Portfolio	<ul style="list-style-type: none"> reads aloud stories. (E 7. 2) speaks about, news /debate on TV. (E 7. 3) asks and responds to questions based on texts (from books or other resources) and out of curiosity. (E 7. 7) reads textual/non-textual materials . (E 7. 8) reads a variety of texts for pleasure e.g. science fiction. (E 7. 15) language arts :verbs and adverbs. (E 7. 16) writes notices. (E 7. 11)
As per DEO bifurcation	Dad and the Cat and the Tree	Review of Previous Outcomes All processes will be task based and in accordance with the learning outcomes provided by NCERT	Oral Presentation/Debate s/Group discussion /Paper Pencil quiz/Test/Portfolio	<ul style="list-style-type: none"> answers questions orally on variety of text (E 7. 1) recites poem with appropriate pause , intonation and pronunciation. (E 7. 2) Narrate a humorous incident. (E 7. 6) Language art : tenses (E 7. 16)
As per DEO bifurcation	FIRE:FRIEND AND FOE	Review of Previous Outcomes All processes will be task based and in accordance with the learning outcomes	Oral Presentation/Debate s/Group discussion /Paper Pencil quiz/Test/Portfolio	<ul style="list-style-type: none"> answers questions orally and in writing on a variety of texts. (E 7. 1) participates in different activities in English such as speech. (E 7. 3) responds to different kinds of instructions. (E 7. 5) asks and responds to questions based on texts (from books or other resources) and out of curiosity. (E 7. 7)

		provided by NCERT		<ul style="list-style-type: none"> reads textual/non-textual materials in English. (E 7. 8) identifies details, and main ideas. (E 7. 9) thinks critically about problematic situations. (E 7. 10) refers dictionary to find meanings or spellings of words while reading and writing. (E 7. 14) paragraph on drug addiction. (E 7. 19)
As per DEO bifurcation	Meadow surprises	Review of Previous Outcomes All processes will be task based and in accordance with the learning outcomes provided by NCERT	Oral Presentation/Debate s/Group discussion /Paper Pencil quiz/Test/Portfolio	<ul style="list-style-type: none"> answers questions orally on variety of text. (E 7. 1) recites poem with appropriate pause , intonation and pronunciation. (E 7. 2) Write paragraph on “Diwali”. (E 7. 19) Reds a variety of text for pleasure. (E 7. 15)
As per DEO bifurcation	A bicycle in good repair	Review of Previous Outcomes All processes will be task based and in accordance with the learning outcomes provided by NCERT	Oral Presentation/Debate s/Group discussion /Paper Pencil quiz/Test/Portfolio	<ul style="list-style-type: none"> engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. using appropriate vocabulary. (E 7. 4) responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railway station. (E 7. 5) uses appropriate grammatical forms in communication (voice). (E 7. 16) organizes sentences coherently in English. (E 7. 17) writes formal letters (letter to Principal for remission of fine). (E 7. 18)
As per DEO bifurcation	Garden Snake	Review of Previous Outcomes All processes will be task based and in accordance with the learning outcomes provided by NCERT	Oral Presentation/Debate s/Group discussion /Paper Pencil quiz/Test/Portfolio	<ul style="list-style-type: none"> answers questions orally on variety of text (E 7. 1) recites poem with appropriate pause , intonation and pronunciation. (E 7. 2) Reads for pleasure. (E 7. 15) Language arts: reported speech, vocabulary- prefix and suffixes, homograph and homophones. (E 7. 16)

As per DEO bifurcation	The story of cricket	Review of Previous Outcomes All processes will be task based and in accordance with the learning outcomes provided by NCERT	Oral Presentation/Debate s/Group discussion /Paper Pencil quiz/Test/Portfolio	<ul style="list-style-type: none"> • answers questions orally and in writing on a variety of texts. (E 7. 1) • speaks about excerpts, dialogues, skits, short films. (E 7. 6) • reads textual/non-textual materials in English/Braille with comprehension. (E 7. 8) • infers the meaning of unfamiliar words by reading them in context. (E 7. 13) • organizes sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience. (E 7. 17) • Language arts: phrases and clauses. (E 7. 16) • Informal letter : letter to father seeking permission to go on a historical trip. (E 7. 18) • Writes a book review. (E 7. 22)
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NOTES:

- Monthly bifurcation of the content to be done as per the plans sent by DEO
- One unit consists of one prose and one poem **along with exercises give at the back of the text book**
- The teacher can customize the aforesaid plan as per the classroom requirement and needs of the learner.
- The teacher must use the teacher's handbook prescribed by the NCERT.

TEACHERS LOGBOOK FOR ASSESSING LEARNING OUTCOMES (CLASS-7.)

Note : Teacher may achieve the given learning outcomes as per the unit being covered for her respective class.

NAME OF THE STUDENT _____

[illegible]

[illegible]





Note for the Teacher :

Teacher can use any grading system or can devise any ranking system in order to identify the level of learner corresponding to each learning outcome.

The teacher will add the month as per the DEO bifurcation

The teacher can assess the learning outcomes as per his/ her convenience.

March, September, February, June are not included (examination and review time and summer vacation month)

Needs lot of support	
Able to do with support	
Age appropriate	
Beyond expected level	

Teacher can also write Lowest Performing Learning Outcomes towards the end of quarter out of her targeted outcomes for that quarter (Teacher will plan her learning process in the next quarter as per her lowest learning outcomes)

For example:

Lowest Performing Outcomes towards the end of April

- _____
- _____

Lowest Performing Learning Outcomes towards the end of May

- _____
- _____

Lowest Performing Learning Outcomes towards the end of July

- _____
- _____

Lowest Performing Learning Outcomes towards the end of August

- _____
- _____

Lowest Performing Learning Outcomes towards the end of October

- _____
- _____

Lowest Performing Learning Outcomes towards the end of November

- _____
- _____

Lowest Performing Learning Outcomes towards the end of December

- _____
- _____

Lowest Performing Learning Outcomes towards the end of January

- _____
- _____

Lowest Performing Learning Outcomes towards the end of **Session**

- _____
- _____

INDEX FOR QUESTIONNAIRE/QUESTION BANK

CLASS 7

Sr. No	Learning Outcomes	Assessment Sheet No.	Page No.
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E 7.3	participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations;	10-14	16-26
E 7.4	engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. using appropriate vocabulary.	10-14	16-26
E 7.5	responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railway station.	10-14	16-26
E 7.6	speaks about excerpts, dialogues, skits, short films, news / debate on TV and radio, audio –video programmes on suggested websites.	10-14	16-26
E 7.7	asks and responds to questions based on texts (from books or other resources) and out of curiosity.	1-4	1-8
E 7.8	reads textual/non-textual materials in English/Braille with comprehension	1-4, 14	1-8, 25-27
E 7.9	identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material	1-4, 12	1-8, 21
E 7.10	thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life.	10-14, 15	16-26
E 7.11	reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc.	5	9

E 7.12	takes notes while teacher teaches /from books / from online materials.	10-13	16-24
E 7.13	infers the meaning of unfamiliar words by reading them in context.	1-4	1-8
E 7.14	refers dictionary, thesaurus and encyclopedia to find meanings /spelling of words while reading and writing.	1-4	1-8
E 7.15	reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue etc.	14	25-27
E 7.16	uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc	1-4	1-8
E 7.17	Organizes sentences coherently in English/in Braille with the help of verbal and visual clues and with a sense of audience	7	12
E 7.18	Writes formal letters, personal diary, list, email, SMS etc	9	14-15
E 7.19	Write descriptions/narratives showing sensitivity to gender, environment and appreciation of cultural diversity	6, 8	11, 13
E 7.20	Write dialogues from a story and story from dialogues	Task -1	28
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ASSESSMENT SHEET - 1

Learning Outcomes

The Learner

- answers questions in writing on variety of texts
- reads to seek information in print
- uses appropriate grammatical form in communication
- reads a variety of texts for pleasure

**Read the paragraph given below and choose the correct answer from the options given.
(PRE BASIC LEVEL)**

Ali Baba was a poor man. One day while he was cutting wood in the jungle, he found a cave in the rocks. It was closed by a strong door. He tried to open it. While he was doing this a gang of robbers came up. Ali Baba hid himself behind some bushes and watched. When the robbers chief came to the door, he said, “Open simsim.” The door opened. The robbers went inside. When they came out the leader said, “Shut simsim”, and the door closed. When the robbers were gone, Ali Baba came out of the hiding place and went to the door and uttered the same magic words, the robbers chief had used. The door opened. Ali Baba went in and found the cave full of gold, silver and jewels. He filled his sack with money, loaded it on his donkey and went home. His wife was pleased to see the money which her husband had brought. Ali Baba was now a rich man. He had heaps of gold coins and jewels and the people of the locality began to feel jealous of him.

1. Fill in the blanks and answer the questions given below :

(A) Ali Baba had gone to the jungle to bring

- (a) heaps of gold coins and jewels
- (b) gold, silver and jewels
- (c) some wood
- (d) his donkey back home

(B) Ali Baba found a _____ in the rocks.

- (a) flower
- (b) lake
- (c) mountain
- (d) cave

2. Complete the following sentences from the given passage :

- a. Ali Baba's wife was _____ to see the money.
- b. Ali Baba's neighbours began to feel _____ of him.

3. Find the antonyms of the following words from the passage:

- a. Closed _____
- b. Empty _____

4. Write the comparative and superlative degrees of the following adjectives:

- a. Strong _____ _____
- b. Rich _____ _____

5. Answer the following questions in 1-2 sentences:

- a. Where did Ali Baba hide himself?

- b. What did Ali Baba find in the cave?

- c. What magic words were spoken by the robber chief to open and close the door?

- d. Give a suitable title to this passage?

ASSESSMENT SHEET - 2

Learning outcomes

The Learner

- reads and answers non-textual material in English
- asks and respond to question based on text
- answers questions in writing on variety of texts
- reads to seek information in print
- uses appropriate grammatical form in communication

**Read the paragraph given below and choose the correct answer from the options given.
(BASIC LEVEL)**

Positive people are usually happy. They often have a lot of friends. When they have a problem, they try to change the problem into an opportunity. They believe things always work out. But can positive thinking really make someone's life better? Many scientists are studying positive thinking. They are finding out some very interesting information.

The Mayo Clinic is a famous medical organization in the United States. It studies many things, including positive thinking. Their research says that positive thinking has many benefits. Positive thinking supports good health. Positive people don't worry about the bad events in life, so they stay healthy. Also, positive people are likely to exercise and eat healthy foods. Because of this, they don't usually get sick and don't have many health problems.

Positive thinking helps in sports. Top athletes are positive thinkers. They never feel like failures. They never give up. They like to practice their sports and always want to get better. Also, before they do an action, they "see" themselves do it correctly. This is called *visualization*. These athletes believe they are going to win.

I. Which statement is true according to the given paragraph?

- Positive people create opportunities for themselves.
- There is no research on positive thinking.
- Positive thinking doesn't help in sports
- Top athletes are never positive thinkers.

☐

II. Complete the following sentence by choosing the correct option:

Positive people don't worry about _____.

- a. festivals in life
- b. bad events in life
- c. good events in life
- d. cultural events life

III. Identify the correct word from the scrambled letters:

F I C O N E N C D E

- a. confedence
- b. comfidence
- c. confidence
- d. confidance

IV. Positive people don't have _____ health problems.

- a) many
- b) some
- c) no
- d) both (a) and (b)

V. Positive thinking makes life _____

- a) worse
- b) better
- c) bad
- d) restless

VI. The antonym of unsuccessful is

- a) successful
- b) wise
- c) unhappy
- d) happy

ASSESSMENT SHEET - 3

Learning Outcomes

The Learner

- reads and answers non-textual material (poster) in English
- infers meaning of unfamiliar words
- uses appropriate grammatical forms (verbs)
- language arts- makes meaningful sentences
- refers to dictionary to find meanings while reading and writing

(PROFICIENT LEVEL)

Read the following poster and answer the questions.

LAUGHTER



Physical health benefits

- Boosts immunity
- Lowers stress hormones
- Decreases pain
- Relaxes your muscles
- Prevents heart diseases



Mental health benefits

- Adds joy and zest to life
- Eases anxiety & tension
- Relieves stress
- Improves mood
- Strengthens resilience



Social benefits

- Strengthens relationships
- Attracts others to us
- Enhances teamwork
- Helps defuse conflict
- Promotes group bonding

A. Write the correct option in the box provided :

1. Laughing boosts _____

- | | |
|-------------|-------------|
| a) hormones | c) immunity |
| b) disease | d) tension |

2. Laughing _____ our mood

- | | |
|-------------|-----------|
| a) pains | c) spoils |
| b) improves | d) works |



B. Match the following :

- | | |
|---------------------|------------------------|
| a. Physical benefit | helps diffuse conflict |
| b. Mental benefit | relaxes your muscles |
| c. Social benefit | decreases pain |

C. Arrange the following words in the correct sequence to form meaningful sentences:

1. relaxes/muscles/laughter/our

2. zest/adds/to/it/joy/and/life

D. Underline the verbs in the following sentences:

- Laughing prevents heart diseases.
- It promotes group bonding.

E. Gap filling:

- Laughing has many physical, _____ and _____ benefits.
- Laughing strengthens _____ and _____.

F. Rearrange the following words as they occur in the dictionary:

- | | |
|---------------|----------|
| 1. resilience | 1. _____ |
| 2. relieve | 2. _____ |
| 3. relax | 3. _____ |

ASSESSMENT SHEET - 4

Learning Outcomes

The Learner

- reads non-textual material in English
- answers the non-textual material in English
- infers meaning of unfamiliar words
- language arts- use of synonyms
reads variety of text for pleasure
- refers to dictionary to find meanings while reading and writing

**Read the paragraph given below and answer carefully.
(ADVANCED LEVEL)**

One day the old emperor Shahjahan became ill. His son Aurangzeb, who always wanted to be the emperor, put his father in a jail. Jahanara Begum, the eldest child of Shahjahan, did not leave her father and went to jail along with him. She said, “ I shall share the suffering of my father. He needs me in his old age, and I shall never leave him.” Shahjahan lived in the jail for seven years and then he died. During that period princess Jahanara stayed with him and took care of him. After the death of her father she returned to her own palace. She continued to live there and spent the rest of her life serving the needy and the poor. Before her death she gave away all her money to the poor and the needy. She was highly educated and well versed in Persian and Arabic, as well as a writer, painter and poet. Jahanara was Shahjahan’s preferred child. Jahanara died on September 5, 1681 , at the age of 67. Upon her death, Aurangzeb gave her the posthumous title: Sahibat-uz-Zamani (mistress of age).

1. On the basis of your reading the passage, answer the questions :

- a. What was Aurangzeb’s aim of life?

- b. Who was the eldest child of Shahjahan?

- c. What did Aurangzeb do when his father became ill?

- d. Jahanara was a kind lady. Explain in 1-2 lines.

e. What did Jahanara do before her death?

f. Find words in the passage which mean the same as:

i. king _____

ii. sick _____

g. Find the meanings of the following words from the dictionary and make sentences :

i. posthumous _____

ii. well- versed _____

iii. preferred _____

iv. returned _____

v. leave _____

h. Pick two verbs from the above passage:

i. _____

ii. _____

ASSESSMENT SHEET - 5

Learning Outcomes

The Learner

- completes a write up after seeking information from notice board
- writes notices

(PRE BASIC)

1. Notice Writing

You are **Isha Anand**, a student of Class 7 of **Delhi Public School, New Delhi**. You have **lost** your wrist watch in **school premises**. Complete the following notice by choosing the correct option.

(a) _____ New Delhi

NOTICE

January 15, 2018

(b) _____

A wrist watch of Sonata Company (c) _____ in school premises. It has a round shaped dial with straps of golden colour. Whoever finds the (d) _____ please return to the undersigned.

A gift hamper will be given to the one who finds it.

(e) _____
Class 7

1. Draft your notice by filling the gaps with suitable option given below:

(a) (i) Modern Public School

(ii) G.M.S.S. School

(iii) Delhi Public School

(iv) Tarun Public School

(b) (i) TIFFIN LOST

(ii) WRIST WATCH LOST

(iii) WRIST WATCH FOUND

(iv) PURSE FOUND

(c) (i) had been lost

(ii) has been lost

(iii) is been lost

(iv) was been lost

(d) (i) tiffin

(ii) purse

(iii) wrist watch

(iv) pencil box

(e) (i) Munish Anand

(ii) Priya Anand

(iii) Prachi Anand

(iv) Isha Anand

ASSESSMENT SHEET - 6

2. Complete the paragraph using the words given in the box :

diseases	disciplined	anxiety	beneficial
confidence	healthy	problems	makes

Advantages of Sports and Games

Sports and games are very(a)_____ to us as they teach us punctuality, patience, discipline, teamwork and dedication. Playing sports help us in building and improving our(b) _____level. If we practice sports on regular basis, we can be more active and(c)_____. Being involved in the sports activities help us in getting protection from numerous(d) _____such as arthritis, obesity, heart problems, diabetes, etc. It makes us more (e)_____, punctual and courteous in life. It teaches us to go ahead in life by removing all the weaknesses. It makes us bold and gives the feeling of happiness by reducing the occurrence of (f)_____and anger. It (g)_____us physically fit and mentally comfortable using which we can easily deal with all the (h)_____.

ASSESSMENT SHEET - 7

Learning Outcomes

The Learner

- organises sentences coherently in English
- uses appropriate grammatical forms while writing

BASIC

3. Given below is a table. Using the words and phrases given in the table make as many meaningful sentences as you can. Write your sentences in the notebook.

TABLE

Please	tell guide inform suggest	me him us them	how to	manage time in exams. play chess. write an application. be winner.
Write Read Listen carefully Discuss	the answers the summary		of remaining questions. at your home. in the class. with your friends.	

ASSESSMENT SHEET - 8

Learning Outcomes

The Learner

- organises sentences coherently in English
- uses appropriate grammatical forms while writing
- writes descriptions and narratives

PROFICIENT

4. Write a short paragraph describing your experience of watching the traditional sports of the country, with the help of hints given below:

First time observed traditional sports --- different events held---learnt about new games---most don't need special equipments---not expensive---anyone can participate---felt excited about watching---these events build stamina---helps in team-work. Commentators excited---all clapped and cheered

ASSESSMENT SHEET - 9

Learning Outcomes

The Learner

- organizes sentences coherently in english
- uses appropriate grammatical forms while writing
- writes letter (formal and informal)

ADVANCED

Format of Application

The Principal

_____ (Name of the School)

_____ (Name of the City)

Date: _____

Subject: _____

Salutation

Body of the Letter

Yours sincerely

Class :

Roll No:

Format of Informal Letter

Sender's Address

Date:

Salutation:

Body of Letter:

Yours lovingly/ sincerely

- 5. Write an application to the Principal of your school asking for three days leave to attend your brother's marriage at Delhi.**
- 6. Write a letter to your friend describing a cricket match that you witnessed in the stadium.**

ASSESSMENT SHEET - 10

Learning Outcomes

The Learner

- responds to questions based on text
- speaks about the game he/she plays (elocution)

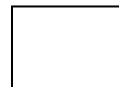
PRE BASIC

Transcript on Importance of health (conversation)

- A: "Hi Arun. What have you been up to?"
- B: "Not much. I started exercising."
- A: "Trying to get in shape?"
- B: "Yeah, and I need to start improving my health."
- A: "Me too. What are you doing besides exercising?"
- B: "That's all."
- A: "I think if you eat better, it will help tremendously."
- B: "Sleep is good too. I heard people who sleep an average of eight hours a day have less health problems."
- A: "Looks like there are a lot of things to do to stay healthy."
- B: "True. But I think it is worth it. When you get old, you want to be healthy and active."

Answer the following questions while listening to the transcript:

- 1. There are several topics in this short discussion, what is the main topic?**
 - a. exercising
 - b. eating
 - c. sleeping
 - d. health



2. How many hours is one person recommended to sleep?

- a) 7 hours
- b) 8 hours
- c) 10 hours
- d) 12 hours

3. Why did 'A' start exercising?

- a) to burn off fat
- b) a girl he likes joined the local gym
- c) because he was bored
- d) to improve his health

4. When you get old, 'A' recommends that you want to be what?

- a) handsome and tall
- b) smart and successful
- c) healthy and active
- d) rich and independent

Discussion in groups and one minute individual presentation

Which is your favourite game? Do you play it regularly? Why or why not?

ASSESSMENT SHEET – 11

Learning Outcomes

The Learner

- responds to questions based on text
- engages in conversation in English with people from different professions
- speaks about library and books
- participates in different activities in English such as debates, speech etc.,.
- take notes while teacher teaches

BASIC

Transcript for giving personal information

Leena: Hello.

School librarian: Hello, what's your name?

Leena: My name is Leena.

School librarian: And what's your surname, Leena?

Leena: Kapoor.

School librarian: Can you spell that?

Leena: K-A-P-O-O-R.

School librarian: Thank you. What class are you in?

Leena: Class 7B.

School librarian: Class 7B. And how old are you, Leena?

Leena: I'm 13.

School librarian: Have you got a photo?

Leena: Yes, here you are.

School librarian: Thank you ... OK, thank you, Leena. Here's your school library card.

Leena: Thanks. Bye.

School librarian: Goodbye.

A. Check your understanding: Do this exercise while you listen.

Circle the correct word to complete these sentences.

1. Leena's surname is Kapur/Kapoor/Kapor .
2. She's in class 7C/7B /4B .
3. Leena is 13/14/15 .
4. The librarian asks for Leena's address / photo/passport .

1. Discussion

Do you go to the library often? Why or why not? What type of books do you read?

2. Debate on "Can computers take place of books".

The students will be divided in four groups. Two groups will speak in favour and two groups will speak against. Time will be allotted to the groups to prepare their points and to carry on their discussions. One representative of each group after the stipulated time will come forward to share his views. The teacher will monitor and observe the class while discussions and help them in between. The students will be assessed on the basis of the content, vocabulary used, fluency and pronunciation.

ASSESSMENT SHEET - 12

Learning Outcomes

The Learner

- responds to different kinds of instructions, requests in a café
- speaks about his likes and dislikes
- engages in conversation in English using proper vocabulary
- participates in different activities in English such as debates, speech etc.,.
- identify details characters main idea and sequence of ideas and events in textual and non-textual material

PROFICIENT

Transcript for ordering food in a café

Café worker: Next, please! What would you like?

Andi: Can I have a burger, please?

Café worker: A cheese burger or double cheese burger?

Andi: Double cheese burger, please.

Café worker: Anything else?

Andi: Yeah, I'd like some banana cake.

Café worker: Would you like a drink?

Andi: Yes, can I have an apple juice, please?

Café worker: OK, so that's one double cheese burger, one banana cake and an apple juice.

What's your table number?

Andi: Table 3. How much is that?

Café worker: That's Rs.280.00, please.

Andi: Here you are.

Café worker: Thank you Next, please ...

A. Check your understanding: Do this exercise while you listen. Circle the correct word to complete these sentences.

1. For his main course, Andi chooses a normal cheese burger / a double cheese burger / a burger with chips.
2. For dessert, Andi chooses ice cream / chocolate cake / banana cake .
3. To drink, Andi chooses apple juice / fizzy water / still water

B. Check your understanding: ordering Write a number (1-5) to put the questions in the order you hear them.

..... Anything else?

..... A cheese burger or double cheese burger?

..... What would you like?

..... Would you like a drink?

..... What's your table number?

Discussion

- 1. Do you like fast food? Why or why not? What's your favourite restaurant? What food and drink do you like to have there?**
- 2. Speech on "Junk Food"**

The teacher will divide the students in groups to share and organize their ideas. The teacher will monitor and observe the class and help them in between. One of the representative of each group will come forward to deliver a speech after the stipulated time. The students will be assessed on the basis of the content, vocabulary used, fluency and pronunciation.

ASSESSMENT SHEET - 13

Learning Outcomes

The Learner

- speaks about his likes and dislikes
- engages in conversation in English using proper vocabulary
- speaks about dialogues, short films, etc.
- speaks about excerpts, dialogues, skills, short films, news and debate on tv and radio, audio-video programmes on suggested websites
- take notes while teacher teaches

ADVANCED

Transcript for Going to the cinema

Ajay: Hi, Samar. Do you want to go and watch a film?

Samar: Hi, Ajay. Sure, what's on?

Ajay: Well, there are two action films, *Mr and Mrs Jones* and *War Games*, and they're both in 3D.

Samar: I've already seen *Mr and Mrs Jones*. I haven't seen *War Games*, but I don't really want to see an action film. What else is on?

Ajay: There's that science fiction film, *Robot 2075*, but I've already seen it.

Samar: Is it good?

Ajay: Yes, it is, but I don't want to see it again. There's a romantic comedy called *Forever*.

Samar: Mmm, I'm not sure. Are there any horror films on?

Ajay: Yes, there's *Midnight Moon*. It's got vampires in it.

Samar: OK, sounds good. Let's go and watch *Midnight Moon*. What time is it on?

Ajay: It's on at 12 o'clock or at half past two?

Samar: Is it on this evening?

Ajay: Yes, at 7:30.

Samar: Perfect. Let's go at 7:30.

Ajay: OK, shall we meet at the cinema at 7:00?

Samar: Great! See you later.

Ajay: Bye.

A. Circle the correct answer while listening to the transcript :

1. Which film are Ajay and Samar going to see?

- a. Mr. and Mrs. Jones
- b. Robot 2075
- c. Forever
- d. Midnight Moon

2. At what time does the film start?

- a. 12:00 p.m.
- b. 2:30 p.m.
- c. 7:30 p.m.
- d. 5:20 p.m.

3. At what time are Samar and Ajay going to meet?

- a. 7:00 p.m.
- b. 2:30 p.m.
- c. 7:30 p.m.
- d. 5:20 p.m.

B. Do this exercise while you listen. Complete the gaps with the correct words.

- 1. **Ajay** : Hi, Samar. Do you want to go and watch a_____?
- 2. **Samar** : Hi, Ajay. Sure, what's_____?
- 3. **Ajay** : Well, there are two action films, *Mr and Mrs Jones* and *War Games*, and they're both in_____.
- 4. **Samar** : I've already seen *Mr and Mrs Jones*. I haven't seen *War*_____, but I don't really want to see an ____ film. What else is on?
- 5. **Ajay** : There's that science fiction film, *Robot 2075*, but I've already _____ it.
- 6. **Samar** : Is it_____?

7. **Ajay** : Yes, it is, but I don't want to see it _____. There's a _____ comedy called *Forever*.
8. **Samar** : Mmm, I'm not sure. Are there any _____ films on?
9. **Ajay** : Yes, there's *Midnight Moon*. It's got _____ in it.
10. **Samar** : OK, sounds good. Let's go and watch *Midnight Moon*. What _____ is it on?
11. **Ajay** : It's on at 12 o'clock or at half past _____?
12. **Samar** : Is it on this _____?
13. **Ajay** : Yes, at 7:30.
14. **Samar** : Perfect. Let's _____ at 7:30.
15. **Ajay** : OK, shall we _____ at the cinema at 7:00?
16. **Samar** : Great! See you _____.
17. **Ajay** : Bye.

Discussion

What type of films do you like? Which was the last film you saw at the cinema? Tell something about that movie.

ASSESSMENT SHEET - 14

Learning Outcomes

The Learner

- writes a book review
- read aloud stories
- reads variety of text for pleasure

A book review usually contains these points :

- Title of the book
- Type or genre of the book e.g. a novel mystery, adventure or romance), an autobiography, a collection of poems etc.
- Name of the author (including information on his/her claim to fame e.g. other well known books by him/her)
- Name of the publisher/published company
- Number of pages and price
- A brief synopsis of the contents/a brief summary of the story
- Reviewer's opinion on the contents (e.g. its size and looks, the quality of printing, illustrations and title cover etc.)

Carefully study the sample book review below and check how many of the above points it contains. Is it an effective book review in your opinion? Why/Why not? Read it loudly in the class.

Revenge of the noble spirit

In G.S. Dutt's latest 'Revenge of the Noble Spirit,' Nikki the heroine is back again with another hair-raising adventure. The story opens on a quiet scene in a beautiful beach house where Nikki and her best friend Esha are enjoying their holiday. The bond between the two girls is strong and just how strong will soon be tested when Esha mysteriously disappears and Nikki has to go in search of her.

As with most Nikki adventures, the start is the high point of the whole show.

The scenes in the kitchen are important. Notice the issues of illegal immigrants raised. Children and adults in many parts of the world have no country to call their own. It's a serious issue that you must read more about.

It's almost like watching a James Bond film except that the heroine here is no 007 spy but she is no ordinary young person either. Nikki is nothing if not resourceful. Read about the way she follows villainous characters around and you will know what I mean.

The story moves fast and at times a bit too fast. There is not time for the reader or Nikki to draw a breath. At times you wonder if Nikki might need to eat or may be have a change of clothes but obviously heroines even if they aren't super beings do not seem to need it either.

Now select a book and complete the following template

A BOOK REVIEW TEMPLATE

• Title of the book	
• Type or genre (Mystery, comedy, adventure etc.)	
• Name of the author	
• Publisher	
• Number of pages and price	
• The target readers it would appeal to or is meant for	
• A brief synopsis of the contents/story	
Reviewer's opinion on: <ul style="list-style-type: none">• Physical appearance of the book (size, looks, quality of printing, illustrations and title cover etc.)• Contents• Characters	

Task:

Using the information you have compiled, write an interesting review of the book that you have read recently in about 150 words. If possible, use one paragraph for each point you want to make about the book.

ANSWER KEY

Reading

(Pre Basic)

1. A) (c) some wood
B) (d) a cave
2. a) pleased
b) jealous
3. a) open
b) full
4. a) stronger strongest
b) richer richest
5. a) behind some bushes
b) gold, silver and jewels
6. “open simsim”, “shut simsim”
7. Ali Baba and the magical Cave

Basic

- I. a. positive people create opportunities for themselves.
- II. b. bad events in life
- III. c. confidence
- IV. a) many
- V. b) better
- VI. a) successful

Proficient

- A. 1. c) immunity
2. b) improves
- B)

Physical benefit	relaxes your muscles
Mental benefit	decreases pain
Social benefit	help diffuse conflict

- C) 1. Laughter relaxes our muscles.
2. It adds joy and zest to life.
- D) 1. prevents
2. promotes
- E) 1. mental and social
2. resilience and relationships
- F) 1. relax
2. relieve
3. resilience

ADVANCED

1. a) to be an emperor
b) Jahanara Begum
c) put him in jail
d) took care of her father; served the needy and the poor.
e) gave all her money to needy and poor
f) i) emperor
ii) ill

WRITING

Pre basic

1. a. (iii) Delhi Public School
b. (ii) WRIST WATCH LOST
a. (ii) has been lost
b. (iii) wrist watch
c. (iv) Isha Anand
2. (a) beneficial
(b) confidence
(c) healthy
(d) diseases
(e) disciplined
(f) anxiety
(g) makes
(h) problems

Listening and Speaking

Pre-Basic

1. (d) health
2. (b) 8 hours
3. (d) to improve his health
4. (c) healthy and active

Basic

1. Kapoor
2. 7B
3. 13
4. photo

Proficient

A

1. double cheese burger
2. banana cake
3. apple juice

B

1. What would you like?
2. A cheese burger or double cheese burger?
3. Anything else?
4. Would you like a drink?
5. What's your table number?

Advanced

- (A)
1. (d) Midnight Moon
 2. (c) 7.30 pm
 3. (a) 7.00 pm

- (B)
1. film
 2. on
 3. 3D
 4. Games, action
 5. seen,
 6. good
 7. again, romantic
 8. horror
 9. vampires
 10. time
 11. two
 12. evening
 13. –
 14. go
 15. meet
 16. later

ASSESSMENT THROUGH GROUP ACTIVITIES AND TASKS

SUGGESTED EXAMPLES OF DIFFERENT ASSESSMENT TASKS AND TECHNIQUES THROUGH GROUP ACTIVITIES

TASK-1

Group activity

Learning outcomes

The learner

- responds to oral messages, telephonic communication in English and communicates them in English or home language.
- responds to announcements and instructions made in class, school assembly, railway station and in other public places
- participation in group activities
- writes words/phrases/simple sentences and short paragraphs as dictated by the teacher
- uses meaningful sentences to describe/narrate factual/ imaginary situations in speech and writing.
- writes dialogue from story and story from dialogue.

Story completion

Instructions

The teacher will divide the class into two groups i.e. even and odd roll numbers. The students with odd roll number will take the story with the lines having odd numbers and the students with even roll numbers will take the same story with the lines having even numbers. The story will be incomplete in both the groups and they will dictate line by line story turn by turn to complete the story.

A Noble Inheritance

Group – I (odd roll numbers)	Group – II (even roll numbers)
1. Sunil was the only son of his mother.	1. -----
2. -----	2. He was born several years after her wedding, so she loved him very much.
3. He grew into a handsome and intelligent boy.	3. -----
4. -----	4. He was good at studies and his mother was proud of him.
5. She talked to everyone in the village about him and most of them were jealous of her.	5. -----
6. -----	6. When he finished his studies he got a job in a town nearby and his mother was said that she had to send him away.
7. He was not happy either but it was a good job so he left for the town.	

8. -----	7. -----
9. Soon his mother thought he should be married.	8. He stayed in a room with a friend and visited his mother at weekends
10. -----	9. -----
11. The mother went with them to the town in order to help them and they lived happily ever after.	10. She fixed up a rich girl in a nearby village for him and marriage was grant.
11. -----	

Note: Teacher can assess the activity involving a group of learners on the basis of following parameters. Also she/he can devise her own parameters as per her/his need and level of the learner :

Criteria	Excellent	Good	Satisfactory
Organization			
Fluency			
Pronunciation			
Language/Vocabulary			

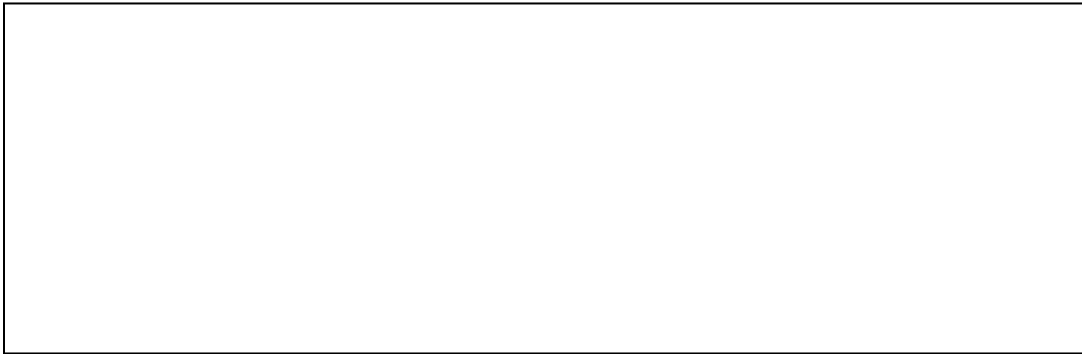
TASK-2

Learning Outcome:

- The learner visits a language lab

The teacher divides the class in pairs. The students Listen to the ted talk on you tube (<https://www.youtube.com/watch?v=lxLHp3k8dJw>) in their respective language labs.(in case the school does not have a language lab, an overhead projector or computers can also be used). The students are instructed to make notes as they listen.

NOTES:



They are asked to be as selective, brief and clear as possible while making notes. Then they compare their notes with their partners. The students write the main ideas discussed in the talk and list the ways in which the talk has motivated them.

Exemplary Lesson Plan For Teaching

Note : The Exemplary lesson plan is available in PDF-II.