

SAMPLE DRAFT
OF
TEACHER'S
HANDBOOK
ON
LEARNING
OUTCOMES

QUESTION BANK /ASSESSMENT TOOL

BASED ON LEARNING OUTCOMES

SUBJECT: ENGLISH

CLASS: VI

VENUE: RIE SEC 32, CHD.



**ASSESSMENT TOOLS/QUESTION BANK
BASED**

ON

LEARNING-OUTCOMES

SUBJECT-ENGLISH

CLASS-VI

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

**PREPARATION OF SUBJECT WISE ASSESSMENT TOOLS/SAMPLE QUESTION
BANK IN ENGLISH FOR PRIMARY AND UPPER PRIMARY CLASSES**

(VENUE – REGIONAL INSTITUTE OF ENGLISH, SECTOR-32C, CHANDIGARH)

10.09.2018 TO 19.09.2018

| | | |
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CLASS-VI

ENGLISH

Class VI (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"> • become familiar with songs/poems/prose in English through input-rich environment, interaction, classroom activities, discussion etc. • listen to English news(TV, Radio) as a resource to develop listening comprehension • watch/ listen to English movies, serials, educational channels with sub-titles, audio-video materials, talking books, teacher reading out from materials and to understand and respond • participate in individual talk viz. introducing oneself and other persons; participate in role play / make a speech, reproduce speeches of great speakers • summarise orally the stories, poems and events that he/she has read or heard • locate sequence of ideas, events and identify main idea of a story/poem through various types of comprehension questions • read different kinds of texts such as prose, poetry, play for understanding and appreciation and write answers for comprehension and inferential questions • raise questions based on their reading • interpret tables, charts, diagrams and maps and write a short paragraph • think critically and try to provide suggestion/ solutions to the problems raised • read/ discuss the ideas of the text for critical thinking • use dictionary as a reference book for finding multiple meanings of a word in a variety of contexts • take dictation of words, phrases, simple sentences and short paragraphs • understand the use of antonym (impolite/ polite) synonym (big/large) and homonym (tail/tale) | <p>The learner–</p> <ul style="list-style-type: none"> • participates in activities in English like role play, group discussion, debate, etc. • recites and shares poems, songs, jokes, riddles, tongue twisters, etc. • 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 • 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 • reads to seek information from notice board, newspaper, Internet, tables, charts, diagrams and maps etc. • responds to a variety of questions on familiar and unfamiliar texts verbally and in writing • uses synonyms, antonyms appropriately deduces word meanings from clues in context while reading a variety of texts • 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 • refers to dictionary to check meaning and spelling, and to suggested websites for information • writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc. • drafts, revises and writes short paragraphs based on verbal, print and visual clues • writes coherently with focus on appropriate beginning, middle and end in English / Braille • writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience |

- | | |
|--|--|
| <ul style="list-style-type: none">• understand the grammatical forms in context/ through reading e.g. Noun, pronoun, verb, adverb, determiners, etc.• understand the context for various types of writing such as messages, notices, letters, report, biography, diary entry, travelogue etc.• draft, revise and write in English / Braille with punctuation and with focus on appropriate beginning, middle and end• use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT etc.• look at cartoons/ pictures/comic strips with or without words, and talk/write about them• visit a language laboratory• write a Book Review. | <ul style="list-style-type: none">• visits a language laboratory• writes a Book Review. |
|--|--|

Contents

About the package

| Sr. No. | Content | Page No. |
|----------------|--|-----------------|
| 1. | Teachers logbook/rubrics | |
| 2. | Progress Sheet | |
| 3. | Index of Question Banks | |
| 4. | Assessment sheets according to learning outcome | |
| 5. | Tasks | |
| 6. | Answer key | |
| 7. | Exemplary Lesson Plan Who did Patrick's Homework (Source: Teacher's Handbook for Class VI by NCERT, 2015) | |

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

| MONTH | CHAPTER/UNIT/THEME | 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 | Chapter 1 Who did Patrick's Home work? : MAGICAL REALISM | 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 /Class exercise | <ul style="list-style-type: none"> • Responds to a variety of questions on familiar and unfamiliar text verbally and in writing. (E 6.7) • Responds to oral messages/Instructions made in the class and communicates them in English or home language. (E 6.3) • Reads of variety of texts in English. (E 6.9) • Write words /phrases / simple sentences and short paragraphs (drafts revises and writes short paragraphs based on verbal and print clues on events, personalities, personal habits, culture or as per the DEO bifurcation. • Refers to dictionary for vocabulary. (E 6.11) • Language arts -Uses nouns, pronoun,verb, adjective (E 6.12) |
| As per DEO bifurcation | A HOUSE,A HOME: (POEM1) | 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 /Class exercise | <ul style="list-style-type: none"> • Reads and recites for pleasure. (E 6.2) • Vocabulary in context. (E 6.8) • Attempts exercises and tasks related to the poem. (E 6.2) • Draws out the central idea. (E 6.10) |

| 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 | Chapter 2 How the dog found himself a new master? : FOLK TALE | Review of Previous Outcomes All processes will be task based and in accordance with the learning outcomes provided by NCERT. | Group Work/ Oral Presentation/Pap er Pencil Test towards the end of the chapter/Portfolio / | <ul style="list-style-type: none"> Participates in activities in English such as role play, group discussion. (E 6.1) Responds to a variety of questions on familiar and unfamiliar text (seen) verbally and in writing. (E 6.7) Responds to oral messages and communicates Instructions made in the class them in English or home language. (E 6.3) Write words /phrases / simple sentences and short paragraphs as dictated by the teacher. (E 6.9) Writes grammatically correct sentences for a variety of situations using nouns, pronouns, verbs, adverbs, determiners etc. (E 6.12) Refers to dictionary to check meaning, and spellings and to suggested websites for information.. (E 6.11) Language arts –collective noun, phrases. (E 6.12) |
| As per DEO bifurcation | The Kite: (POEM 2) | 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/Pap er Pencil Test towards the end of the chapter/Portfolio /Class exercise | <ul style="list-style-type: none"> Reads and recites for pleasure. (E 6.13) Vocabulary in context. (E 6.11) Attempts exercises and tasks related to the poem. (E 6.2) |

| MONTH | CHAPTER/UNIT/THEME | 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 | Chapter 3 Taro's Reward- ASIAN VALUES | 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 | <ul style="list-style-type: none"> Responds to oral messages/ Instructions made in the class and communicates them in English or home language. (E 6.3) Responds to a variety of questions on familiar and unfamiliar texts verbally and in writing. (E 6.7) Write words /phrases / simple sentences and short paragraphs as dictated by the teacher. (E 6.9) Writes grammatically correct sentences for a variety of situations using noun, pronoun, verb, adverb, determiners etc. (E 6.12) Uses synonyms/antonyms appropriately deduces word meanings from clues in context while reading a variety of texts. (E 6.8) Refers to dictionary. (E 6.11) Language arts –tongue twisters. (E 6.2) |
| As per DEO bifurcation | THE QUARREL: (POEM 3) | 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 /Class exercise | <ul style="list-style-type: none"> Reads and recites for pleasure. (E 6.2) Vocabulary in context. (E 6.11) Attempts exercises and tasks related to the poem. (E 6.2) Identifies the Rhyming Words (E 6.2) |

| MONTH | CHAPTER/UNIT/THEME | 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 | Chapter 4 An Indian American women in space :Kalpana Chawla INSPIRATIONAL PERSONALITY | 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"> Participates in activities in English such as role play, group discussion, debate on women empowerment. Responds to oral messages/ Instructions made in the class and communicates them in English or home language. (E 6.11) Responds to a variety of questions on familiar and unfamiliar texts verbally and in writing. (E 6.3) Reads of variety of texts in English. (E 6.5) Reads a variety of text in English and identifies main ideas/ characters/ sequence of ideas and events and relates with his/ her personal experience. (E 6.5) Write words /phrases / simple sentences and short paragraphs as dictated by the teacher. (E 6.9) Writes grammatically correct sentences for a variety of situations using noun, pronoun, verb, adverb, determiners etc. (E 6.12) Refers to dictionary. (E 6.11) Language arts –sequencing of events (E 6.14) |
| As per DEO bifurcation | BEAUTY: (POEM 4) | 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 /Class exercise | <ul style="list-style-type: none"> Reads and recites for pleasure. (E 6.2) Vocabulary in context. (E 6.11) Attempts exercises and tasks related to the poem. (E 6.2) Gains knowledge about aesthetic sense (E 6.2) |

| MONTH | CHAPTER/UNIT/THEME | 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 | Chapter 5 A different kind of a school: SENSITIZATION TOWARDS DIFFERENTLY ABLED | Review of Previous Outcomes All processes will be task based and in accordance with the learning outcomes provided by NCERT | Oral Presentation/Debates/Group discussion //Paper Pencil quiz/Test/Portfolio | <ul style="list-style-type: none"> Participates in activities in English such as role play, group discussion, debate on women empowerment. (E 6.1) Responds to oral messages/ Instructions made in the class and communicates them in English or home language. (E 6.3) Reads of variety of texts in English. (E 6.7) Responds to a variety of questions on familiar and unfamiliar texts verbally and in writing. (E 6.)16 Write words /phrases / simple sentences and short paragraphs as dictated by the teacher. (E 6.9) Writes formal and informal letters with the sense of audience. (E 6.15) Uses synonyms/antonyms appropriately deduces word meanings from clues in context while reading a variety of texts. (E 6.8) Language arts –rearrangement of sentences in the correct form (E 6.12) |
| As per DEO bifurcation | WHERE DO ALL THE TEACHERS GO? (POEM 5) | 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 /Class exercise | <ul style="list-style-type: none"> Engages in conversation in English with people from different walks of life and asks questions. (E 6.17) Reads and recites for pleasure (E 6.2) Vocabulary in context. (E 6.11) Gains knowledge about aesthetic sense (E 6.2) |

| MONTH | CHAPTER/UNIT/THEME | 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 | Chapter 6 Who I Am ? : PERSONALITY AND CONFIDENCE BUILDING | Review of Previous Outcomes All processes will be task based and in accordance with the learning outcomes provided by NCERT | Oral Presentation/Debates/Group discussion /Paper Pencil quiz/Test/Portfolio | <ul style="list-style-type: none"> Participates in activities in English such as self introduction (E 6.17) Responds to oral messages/ Instructions made in the class and communicates them in English or home language. (E 6.7) Responds to a variety of questions on familiar and unfamiliar texts verbally and in writing. (E 6.7) Reads of variety of texts in English. (E 6.5) Write words /phrases / simple sentences and short paragraphs on self (E 6.9) Writes grammatically correct sentences for a variety of situations using noun, pronoun, verb, adverb, determiners etc. (E 6.12) Uses meaningful sentences to describe narrate factual imaginary situation in speech and writing. (E 10.) Refers to dictionary. (E 6.1) Language arts –Adjectives (E 6.12) |
| As per DEO bifurcation | THE WONDERFUL WORDS (POEM 6) | 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 /Class exercise | <ul style="list-style-type: none"> Engages in conversation in English with people from different walks of life and asks questions. (E 6.4) Reads and recites for pleasure (E 6.2) Vocabulary in context. (E 6.11) |

| MONTH | CHAPTER/UNIT/THEME | 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 | Chapter :7 Fair Play: Human Relationships | Review of Previous Outcomes All processes will be task based and in accordance with the learning outcomes provided by NCERT | Oral Presentation/Debates/Group discussion /Paper Pencil quiz/Test/Portfolio | <ul style="list-style-type: none"> Responds to oral messages/ Instructions made in the class and communicates them in English or home language. (E 6.3) Reads of variety of texts in English. (E 6.7) Reads a variety of text in English and identifies main ideas/ characters/ sequence of ideas and events and relates with his/ her personal experience. (E 6.5) Writes grammatically correct sentences for a variety of situations using prepositions, conjunctions, adverbs, articles, antonyms etc. (E 6.12) Writes messages. (E 6.3) |
| As per DEO bifurcation | Chapter :8 A game of Chance: INDIAQN FESTIVALS: RATIONAL THINKING AND SCIENTIFIC TEMPER | Review of Previous Outcomes All processes will be task based and in accordance with the learning outcomes provided by NCERT | Oral Presentation/Debates/Group discussion /Paper Pencil quiz/Test/Portfolio | <ul style="list-style-type: none"> Reads of variety of texts in English. (E 6.5) Reads a variety of text in English and identifies main ideas/ characters/ sequence of ideas and events and relates with his/ her personal experience. (E 6.5) Write words /phrases / simple sentences and short paragraphs as dictated by the teacher. (E 6.9) Writes grammatically correct sentences for a variety of situations using noun, pronoun, verb, adverb, determiners etc. (E 6.12) Writes invitation. (E 6.15) Refers to dictionary. (E 6.11) |

| 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 | VOCATION (POEM 7) | 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/Pap er Pencil Test towards the end of the chapter/Portfolio /Class exercise | <ul style="list-style-type: none"> Reads and recites for pleasure (E 6.2) Vocabulary in context. (E 6.1) Gain knowledge about different Vocations. (E 6.16) |
| As per DEO bifurcation | Chapter 9 Desert Animals WILD LIFE : SURVIVAL UNDER HARSH CONDITIONS | Review of Previous Outcomes All processes will be task based and in accordance with the learning outcomes provided by NCERT | | <ul style="list-style-type: none"> Responds to oral messages /instructions made in the class and communicates them in English or home language. (E 6.3) Reads of variety of texts in English. (E 6.5) Reads a variety of text in English and identifies main ideas/ characters/ sequence of ideas and events and relates with his/ her personal experience. (E 6.5) Writes short paragraphs/factual description. (E 6.9) Uses synonyms/antonyms appropriately deduces word meanings from clues in context while reading a variety of texts. (E 6.8) Uses meaningful sentences to describe an actual or imaginary situation. (E 6.10) Language arts –modals (E 6.12) |

| MONTH | CHAPTER/UNIT/THE ME | 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 | What If ? (POEM 8) | 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 /Class exercise | <ul style="list-style-type: none"> Reads and recites for pleasure (E 6.2) Vocabulary in context. (E 6.1) Thinks critically (E 6.14) |
| As per DEO bifurcation | Chapter: 10 The banyan tree ADVENTURE | | | <ul style="list-style-type: none"> Responds to oral messages /instructions made in the class and communicates them in English or home language. (E 6.3) Reads of variety of texts in English. (E 6.5) Reads a variety of text in English and identifies main ideas/ characters/ sequence of ideas and events and relates with his/ her personal experience. (E 6.9) Writes grammatically correct sentences for a variety of situations using noun, pronoun, verb, adverb, determiners etc. (E 6.12) Writes picture composition. (E 6.13) Uses synonyms/antonyms appropriately deduces word meanings from clues in context while reading a variety of texts. (E 6.8) Language arts –arrange the sentences in sequence/phrases (E 6.12) |

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-6)

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

NAME OF THE STUDENT _____

[illegible]

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 VI**

| Code No. | Learning Outcomes | Assessment Sheet | Page No. |
|-----------------|---|-------------------------------|-----------------|
| E 6.1 | 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 | 1-7 | 1-13 |
| E 6.2 | Responds to a variety of questions on familiar and unfamiliar texts verbally and in writing | 1-7 | 1-13 |
| E 6.3 | Uses synonyms, antonyms appropriately deduces word meanings from clues in context while reading a variety of texts | 1-7 | 1-13 |
| E 6.4 | Writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc. | 1-15 | 1-24 |
| E 6.5 | Refers to dictionary to check meaning and spelling, and to suggested websites for information | 1-7 | 1-13 |
| E 6.6 | Writes words/phrases/simple sentences and short paragraphs as dictated by the teacher | 8-14 | 14-23 |
| E 6.7 | Reads to seek information from notice board, newspaper, Internet, tables, charts, diagrams and maps etc. | 8-14 | 14-23 |
| E 6.8 | Writes messages, invitations, short paragraphs and letters(formal and informal)and with a sense of audience | 8-14 | 14-23 |
| E 6.9 | Drafts, revises and writes short paragraphs based on verbal, print and visual clues | 14, Task 9 | 22, 39 |
| E 6.10 | Writes coherently with focus on appropriate beginning, middle and end in English/Braille | 8-14 | 14-23 |
| E 6.11 | Responds to announcements and instructions made in class, school assembly, railway station and in other public places | Group activities through task | 25-40 |
| E 6.12 | Responds to oral messages, telephonic communication in English and communicates them in English or home language. | Group activities through task | 25-40 |
| E 6.13 | Participates in activities in English like role play, group discussion, debate, etc. | Group activities through task | 25-40 |
| E 6.14 | Recites and shares poems, songs, jokes, riddles, tongue twisters, etc. | 16, Task 5 | 25-34 |
| E 6.15 | Uses meaningful sentences to describe/narrate factual/imaginary situations in speech and writing | Group activities through task | 25-40 |
| E 6.16 | Write a book review | Task 7 | 37 |
| E 6.17 | Visits language lab | Task 10 | 40 |

ASSESSMENT SHEET 1

Learning outcomes:

The learner

- Reads a variety of texts in English.
- Responds to a variety of questions on familiar and unfamiliar texts verbally and in writing

Language items:

- Uses opposites/synonyms appropriately.
- Writes grammatically correct sentences.

Pre Basic Level

I. Read the paragraph given below and choose the correct answer from the options given. (seen passage)

Patrick got his A's; his classmates were amazed; his teachers smiled and full of praise. And his parents? They wondered what had happened to Patrick. He was now the model kid. Cleaned his room, did his chores, was cheerful, never rude, like he had developed a whole new attitude. You see in the end, Patrick still thought he had made that tiny man do all his homework. But I'll share a secret, just between you and me. It wasn't the elf; Patrick had done it himself!

1. The teachers and parents were full of praise for Patrick because

- | | |
|--------------------------|----------------------|
| (a) he was a good player | (b) he got his A's |
| (c) he helped others | (d) all of the above |

2. Write any one thing which Patrick did as a model kid

- | | |
|-------------------------|-------------------------|
| (a) he played football | (b) she shared his toys |
| (c) he cleaned his room | (d) all of the above |

3. Identify the opposite of rude and fill in the blank from the options given below:

The boy was very _____ to his teacher.

- | | | |
|------------|-----------------------|----------------------|
| (a) angry | (b) polite | <input type="text"/> |
| (c) gentle | (d) none of the above | |

4. Tick the word which means the same as “chores”.

- (a) playing
- (b) eating
- (c) work
- (d) fun

☐

5. Rewrite the following letters into meaningful words.

- (i) I L D E M S - _____
- (ii) D E M A Z A - _____
- (iii) F L U C H E R E - _____
- (iv) C R E T S E - _____

6. Rewrite the set of words into meaningful sentences.

- (i) it himself/had done/ Patrick

- (ii) happened/to Patrick/wondered/they/what had

ASSESSMENT SHEET 2

Learning outcomes:

The learner

- Reads a variety of texts in English.
- Responds to a variety of questions on familiar and unfamiliar texts verbally and in writing

Language items:

- Uses opposites/synonyms appropriately.
- Writes grammatically correct sentences.

Read the passage below and answer the questions which follow:

Pre Basic Level

Baby Chickens

A mother hen sat on her nest. She was a big hen with yellow feathers. She was sitting on some eggs. One day the eggs cracked open. Then some little chicks popped out of the eggs. Now the hen had six chicks. The chickens were delighted to come out of the eggs and see the world around them. Mother hen cuddled her chickens and cared for them. They were a happy family now.

1. What did the mother hen sit on?

- (a) hay
(c) hut

- (b) eggs
(d) nest

2. What colour were her feathers?

- (a) red
(c) green

- (b) yellow
(d) blue

3. What is the young one of hen called?

- (a) chick
(c) fawn

- (b) calf
(d) none of the above.

4. What does the word 'popped out' in the passage means?

- (a) came out
(c) burst out

- (b) went away
(d) none of the above

5. State true or false?

- (a) The mother hen had eight chicks.

6. Write the opposites of the given words:

- (a) sit - _____
(b) happy - _____

ASSESSMENT SHEET SHEET 3

Learning outcomes:

The learner

- Reads a variety of texts in English.
- Responds to a variety of questions on familiar and unfamiliar texts verbally and in writing

Language items:

- Uses opposites/synonyms appropriately.
- Writes grammatically correct sentences.

Basic Level

Read the passage below and answer the questions which follow:
(seen passage)

Kalpana was born in Karnal, Haryana, but was a naturalized U.S. citizen, married to flight instructor Jean-Pierre Harrison. Besides being an astronaut, she was licensed to fly single and multiengine land airplanes, single engine seaplanes and gliders. She was also a certified flight instructor.

Choose the correct answers from the options given below:

1. Where was Kalpana born:

- | | |
|------------|-----------------------|
| (a) Delhi | (b) Goa |
| (c) Karnal | (d) None of the above |

2. Whom did Kalpana marry :

- | | |
|----------------------|---------------------------|
| (a) George Henderson | (b) Jean- Pierre Harrison |
| (c) Jack Peters | (d) Sameul John |

3. Pick out the word from the passage which means the same as

A person who travels in a space craft

- | | |
|------------|-----------------------|
| (a) Pilot | (b) Astronaut |
| (c) Driver | (d) None of the above |

4. Kalpana was also a naturalized citizen of?

- | | |
|------------|-------------|
| (a) Canada | (b) England |
| (c) Sweden | (d) U.S |

ASSESSMENT SHEET 4

Learning outcomes:

The learner

- Reads a variety of texts in English .
- Responds to a variety of questions on familiar and unfamiliar texts verbally and in writing

Language items:

- Uses opposites/synonyms appropriately.
- Writes grammatically correct sentences.

Proficient Level

Read the paragraph given below and choose the correct answer from the options given.

Once there was a dog in the jungle. He was very hungry. He went here and there for food but he could find nothing. At last he went to a butchers shop. He saw a bone with some meat. He stole the bone and ran away. But he was afraid of another dog. So, he ran towards the river. While crossing the bridge he saw his own reflection in the water. He mistook it for another dog with a bigger bone in his mouth. So he barked at him and lost his bone. He became very sad.

Answer the following questions:

1. The dog went here and there for _____

- | | |
|-------------|------------|
| (a) shelter | (b) food |
| (c) company | (d) master |

2. Where did the dog reach at last?

- | | |
|------------|---------------------|
| (a) jungle | (b) house |
| (c) road | (d) butchers's shop |

3. What did the dog find there?

- | | |
|------------|-------------------|
| (a) sweets | (b) bone and meat |
| (c) fruits | (d) vegetables |

4. What did the dog see while crossing the river?

- | | |
|------------------------|---------------|
| (a) shadow | (b) fish |
| (c) his own reflection | (d) crocodile |

5. What did the dog lose?

- | | |
|------------|-----------|
| (a) bone | (b) money |
| (c) friend | (d) fruit |

6. Give a suitable title for the passage and also write the moral of the story.

.....

ASSESSMENT SHEET 5

Learning outcomes:

The learner

- Reads a variety of texts in English .
- Responds to a variety of questions on familiar and unfamiliar texts verbally and in writing

Language items:

- Uses opposites/synonyms appropriately.
- Writes grammatically correct sentences.

Proficient Level

Read the paragraph given below and choose the correct answer from the options given.

Old people say that childhood is the best part of life. They look back at their childhood and remember all its happy days, the jolly games, the fun they had at school, the sweets and cakes they used to eat, jokes they used to play and endless discussions they had among friends about almost every topic. Perhaps these old folks are right. And yet they forget many things were not so pleasant in their childhood. There is a funny story that tells of a boy, who was crying because he had to go back to school after the holidays and the father scolded him and said, “ Why only wish I could be a boy and go to school again?” And all in a moment the father was little boy and his son was a grown-up man like his father. And the father, in the shape of a little boy. Had to go to school, and I can tell you he did not like it at all. A child’s troubles may seem small to grown ups but they are very big to him.

Choose the correct answers from the options given below:

1. What are the joys of childhood :

- | | |
|---|--------------------------------|
| (a) jolly games | (b) the fun they had at school |
| (c) the sweets and cakes they used to eat | (d) all of the above |

2. Old people have one-sided view of childhood because

- | |
|--|
| (a) they remember only the pleasant parts |
| (b) they have forgotten the unpleasant parts |
| (c) both (a) and (b) |
| (d) neither (a) or (b) |

3. Write the synonym for the word ‘difficulties’.

- | | |
|--------------|--------------|
| (a) jolly | (b) folks |
| (c) troubles | (d) pleasant |

4. Fill in the blanks with appropriate word from the passage-

(a) Old people say _____ is the best part of life.

(b) A child's trouble may seem small to _____ but they are very big to him.

6. Which word would occur first in the dictionary:

(a) perhaps

(b) pleasant

(c) problem

(d) praise

7. Rewrite the following set of words into a meaningful sentence.

(a) the best part of life/childhood is/old people/say that .

8. Do you think childhood is the best age why/why not?

[illegible]

ASSESSMENT SHEET 6

Learning outcomes:

The learner

- Reads a variety of texts in English .
- Responds to a variety of questions on familiar and unfamiliar texts verbally and in writing

Language items:

- Uses opposites/synonyms appropriately.
- Writes grammatically correct sentences.

Advanced Level

Read the paragraph given below and choose the correct answer from the options given.

The ability to make and use fire is one of the great advantages people have over animals. Primitive people found fire frightening, just as animals find it frightening. But once they learnt to make and control fire, it became a necessary part of life. It kept out cold, lit up the dark, cooked food, kept people warm and scared away animals. That is why fire has been worshipped worldwide in ancient cultures. In Greek mythology, Prometheus is said to have stolen fire from heaven. He brought it down to Earth for human use. Fire is the spirit of Sun. It is the purest of all elements on Earth. It clears darkness which is the region of the evil spirit. It is always moving upwards. It is compassionate when controlled, but it is merciless in destruction when out of control. Moreover, it is the most human of all elements- it is used in service of human beings. An animal has no use of fire. It is used in cooking, in forging ploughs and swords, in kilns, for building houses, etc. It has made human cultural evolution on Earth possible.

Choose the correct option to answer each question.

1. Where did Prometheus steal fire from?

(a) Sun

(b) Hell

(c) Stars

(d) Heaven

2. Whose spirit is fire?

(a) of heaven (b) of comets (c) of sun

(d) of lightening

3. Which of the following is the purest element?

(a) Air

(b) Fire

(c) Water

(d) Earth

4. Which is the region of the evil spirit?

- (a) ignorance (b) illiteracy (c) destruction (d) darkness

5. Write the synonym of the word 'gradual development'?

- (a) compassionate (b) evolution
(c) primitive (d) ancient

6. Give a suitable title to the passage.

7. Write the following jumbled words into meaningful sentence:-

- (a) rabbit/like/hamsters/I/dogs/and

- (b) roaring/lion/is/big/the/in/a/cage

8. Pick out the word which means the same as 'frightening'.

- (a) excited (b) sad (c) scary (d) none of these

9. Write any three uses of fire.

10. The following two sentences are in jumbled order. Identify the correct order in each sentence:

(i) How long/they/been living/delhi/have/in

- (a) They been living how long have in Delhi?
(b) How long have they been living in Delhi?
(c) In Delhi how long how long have they been living?
(d) Have they been living in Delhi how long?

(ii) Apple/day/a/doctor/keeps/an/the/away.

- (a) A doctor away an apple keeps the day.
- (b) Keep an apple a day the doctor away.
- (c) An apple a day keeps the doctor away.
- (d) The doctor away keeps an apple a day



ASSESSMENT SHEET 7

Read the paragraph given below and choose the correct answer from the options given.

Learning outcomes:

The learner

- Reads a variety of texts in English .
- Responds to a variety of questions on familiar and unfamiliar texts verbally and in writing
- writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners.
- drafts, revises and writes short paragraphs based on visual clues.

Language items:

- Uses opposites/synonyms appropriately.
- Writes grammatically correct sentences.

Advanced Level

Travelling is a pleasure. Particularly for the young, the desire to see new places and get the feel of a new environment makes travel a wonderful experience. But do we make it trouble-free for others? Don't start a conversation with the passenger without first knowing his willingness to converse with you. He/she might like to read or have a nap and not necessarily be in a mood to talk.

Place your baggage in the rack above your seat. Don't encroach upon another's space. Also wait till the plane/bus/train comes to a stop to pull your luggage out. Be eco-friendly; remember that the place where you stand had been visited and has to be visited by thousands more. Carry a plastic bag for waste on sightseeing trips; you can empty it later in a dustbin. 'Sustainable Tourism' is the only way to protect the resources and beauty of the earth. If you want to enjoy the hospitality of friends or relatives residing in the place you visit, inform them in advance. Don't drop in like a bolt from the blue. Be considerate towards your hosts. Help your host/hostess in domestic chores. Go on sightseeing trips without troubling them to come to your help. Use your own toiletries and towels. Use the telephone of your host sparingly and only when necessary. Don't interfere in their domestic affairs unless you are asked to join. Don't expect your host to attend to your needs all the time.

Choose the correct option to answer each question.

1. Travelling gives us happiness because it gives us an opportunity...

- (a) to see hills (b) to see oceans
(c) to see new places (d) to enjoy better weather conditions

2. We should not bother our fellow-passengers by-

- (a) talking needlessly (b) taking their ready material
(c) talking their sleeping space (d) not pulling their luggage out

3. Being eco-friendly in the passage implies-

- (a) planting trees (b) not wasting things
(c) not overstaying (d) not expecting too much

4. You can be considerate towards your hosts by-

- (a) not visiting them (b) carrying plastic bags
(c) not overstaying (d) not expecting too much

5. The antonym for 'sparingly' is-

- (b) liberally (b) carefully
(c) necessary (d) needful

6. Pick out the word which means the same as 'conversation'.

- (a) fight (b) talk
(c) friendship (d) none of the above

7. Put the jumbled set of words into a meaningful sentence structure.

- (i) above your seat/place your baggage/in the rack.

8. Write a paragraph on a visit to a hill station and why would you like to go there?



ASSESSMENT SHEET 8

Learning outcomes:

The learner

- writes messages, short paragraphs
- reads to seek information from the notice board
- drafts, revises and writes short paragraphs .

Basic Level

Read the incomplete paragraph given below and fill in the blanks. Also provide a suitable title to the paragraph.

Title : _____

My name is _____. I live in _____. I am very
punctual and _____. I love to eat _____. I am a
_____. I have many friends however _____ friend.

ASSESSMENT SHEET 9 (NOTICE WRITING)

Learning outcomes:

The learner

- writes messages, short paragraphs
- reads to seek information from the notice board
- drafts, revises and writes short paragraphs .

A notice is a public display written or printed information of something about to happen or that has happened. It is a piece of information for others to know and follow.

You are the school captain of your school. Your school is celebrating its Annual Day on the 28th of February. Draft a notice to be put on the notice board of your school informing the badge holders and house captains of a meeting you are conducting to take decisions on some important matters regarding the conduct of the programme.

Given below a jumble notice which you have to place in a proper format.

Follow the steps in an order of sequence.

1. Name of the school.
2. Date of writing the notice.
3. The word Notice.
4. The reason of writing the notice.
5. The body of the notice.
6. The signatures.
7. The designation.

| |
|--|
| <div style="display: flex; justify-content: space-between; align-items: center;"><div style="text-align: center;">NOTICE →</div><div>(3)</div></div> <div style="margin-top: 20px;"><div style="display: flex; align-items: center;"><div style="font-size: 4em; margin-right: 10px;">{</div><div style="flex-grow: 1; padding: 10px;">Our school is celebrating its Annual Day on the 28th February. A meeting of the badge holders and house captains will be held on the 15th of February in the school hall after the school hours to discuss important matters regarding the conduction of the programme of 4th February, 2018 (2). The Annual Day.</div><div style="margin-left: 10px; text-align: center;">5</div></div></div> <div style="margin-top: 20px; display: flex; align-items: center;"><div style="flex-grow: 1; padding: 10px;">XYZ →</div><div>(6)</div></div> <div style="margin-top: 10px; display: flex; align-items: center;"><div style="flex-grow: 1; padding: 10px;">Secretary Cultural Club →</div><div>(7)</div></div> <div style="margin-top: 20px; text-align: center;"><div style="display: flex; justify-content: space-around; align-items: center;"><div>NEW PUBLIC SCHOOL</div><div>→</div><div>(1)</div></div><div style="display: flex; justify-content: space-around; align-items: center;"><div>ANNUAL DAY CELEBRATIONS</div><div>→</div><div>(4)</div></div></div> <p>Note- (5) is body of the notice</p> |
|--|

(1) _____

(2) _____

(3) _____

(4) _____

(5)

(6) _____

(7) _____

ASSESSMENT SHEET 10

Learning outcomes:

The learner

- writes messages with the sense of audience

Language items:

- Writes grammatically correct sentences.

Read the conversation given below and compose a suitable message.

Rekha : Hi, can I talk to Madhu please?

Ankit: I am sorry, she is not here at the moment.

Rekha: I am Rekha, her friend from the yoga class. Please inform her that I can't accompany her for the class from tomorrow. I am going out of town.

Ankit: Sure, I will let her know.

Rekha: Also take down my local number in case she wants to contact me. It's 9711979752.

Imagine you are Ankit fill in the blanks to compose a message for Madhu taking clues from the options given below.

MESSAGE

16th October, 2018
4.50 P.M

(a) _____

Rekha called up to inform that (b) _____. She won't be able to accompany you

for (c) _____. She has also given her (d)

_____. In case you want to talk to her (e)

_____.

Choose the correct answer from the option given below:

- (a)
 - (i) Rekha
 - (ii) Ankit
 - (iii) Madhu
 - (iv) Aman
- (b)
 - (i) She has been leaving the town.
 - (ii) she is leaving the town.
 - (iii) she will be leaving the town.
 - (iv) She had been leaving the town.
- (c)
 - (i) the yoga class from tomorrow
 - (ii) the yoga classes held yesterday
 - (iii) the yoga classes to be held tomorrow
 - (iv) the yoga classes will be held tomorrow
- (d)
 - (i) landline number
 - (i) local number
 - (iii) friend's number
 - (i) all of the above
- (e)
 - (i) call on 9711979752
 - (ii) call in 9711979752.
 - (iii) call upon 9711979752
 - (iv) call over 9711979752.

ASSESSMENT SHEET 11

Learning outcomes:

The learner

- uses meaningful sentences to describe/narrate factual/imaginary situations in speech and writing.
- writes words/phrases/simple sentences and short paragraphs as dictated by the teacher.

GUIDED COMPOSITION

Read the hints below and form a paragraph on it.

A RAINY DAY

_____ Got up at six o'clock. _____ dark clouds _____ had my
bath _____ breakfast _____ came
out _____ raining _____ umbrella _____ reached
school _____ rained till _____ home after lunch _____ paper
boats _____ played with children _____ love rainy season.

Suggested paragraph

Yesterday I got up at six o'clock. I looked outside and saw dark clouds in the sky. I thought to myself that it might rain and time. I hurried and had a bath. Then I had my breakfast. I got ready for the school. I picked up my school bag and left my house only to find out that it was raining. I took my umbrella and reached the school. Only a few students had come to school. There was no teaching work at all. We enjoyed all the time. It rained till two o'clock. Finally, it stopped raining. I came back home and had my lunch. Then I made paper-boats. My friends and I played with the children on the streets. We gave them some paper boats to sail. They sailed them in the rain water. All the children love rainy season.

Note-

- The answer could vary according to the imagination of the students.
- The teacher can dictate and textual or non textual content and ask the students to write on that idea.
- The teacher can also provide hints on the text to facilitate independent thinking and expression.

ASSESSMENT SHEET 12 (APPLICATION)

Learning outcomes:

The learner

- writes coherently with focus on appropriate beginning middle and end in English.
- writes invitations, and letters formal/informal with a sense of audience.

Proficient Level

Write an application to your Principal requesting her/him to grant you sick leave for two days.

The Principal
Govt. _____,
Chandigarh.

16th October, 20____

Subject: **Application for** _____

Respected _____

This is to inform you that I _____ a student of grade _____ in your school. I am suffering from _____ since last few days. Due to which I am not in a condition to attend _____. Therefore, I request you to please grant me leave for _____. So, that I may recover and come back to school. I shall be thankful in this regard.

Yours sincerely

Class _____

ASSESSMENT SHEET 13. (LETTER WRITING)

Learning outcomes:**The learner**

- writes coherently with focus on appropriate beginning middle and end in English.
- writes invitations, and letters formal/informal with a sense of audience.

Write a letter to your friend inviting him/her to your birthday party

12 Street Lane
Malviya Nagar
New Delhi

13th January, 2016

Dear _____

I hope you are in best of your health. It has been long since we last met. How was your trip to _____? Hope you enjoyed it. I received all the postcards which you had sent me from there. Thanks a lot.

I hope you remember that my birthday is on _____ of this month. Me and my mom are organizing a party for the day at _____ timings _____. As you know very well that no party of mine is _____ without you, so please be there on _____ positively. Remember to bring your family with you. Don't be late. Give my regards to your mom and dad. I hope to see you soon.

Yours lovingly

ASSESSMENT SHEET 14

Learning outcomes:

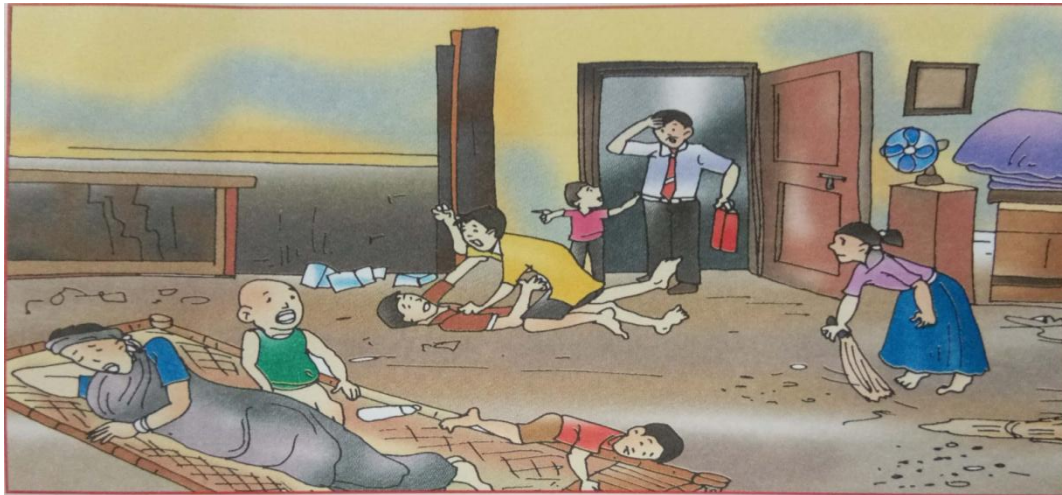
- reads to seek information from tables, charts, diagrams etc.
- writes grammatically correct sentences for a variety of situations using nouns, pronouns, adverbs, determiners.

Advanced Level

Look at the following picture carefully :

Now fill in the blanks in the paragraph given below. You may use word clues given in the box.

| | | | |
|-----------------|-------------------|----------------|--------------------|
| fighting (verb) | large (adjective) | sad(adjective) | near (preposition) |
| brooming (verb) | attention(noun) | shirt (noun) | office (noun) |



This is the picture of a (i)_____family. The father has just come from the (ii)_____. One of the daughters draws his (iii)_____ to her brothers who are (iv) _____. The father looks (v)_____. The eldest daughter is (vi)_____the room. The mother is sleeping. A small boy who is not wearing any (vi) _____ is sitting (vii)_____her. Another child is sleeping.

ASSESSMENT SHEET 15- (GRAMMAR)

Learning outcomes:

The learner

- writes grammatically correct sentences in context for a variety of situations using nouns, verbs, determiners etc.
- reads a variety of texts and sequences the ideas.

Q 1 Read the following poem underline the adjectives and put the nouns in brackets.

Example- (Chandigarh) is a bright and beautiful city

- a) All creatures great and small
- b) All things wise and wonderful
- c) The Lord God made them all.
- d) The cold wind in the winter
- e) The pleasant summer sun.
- f) The ripe fruits in the garden
- g) He made them everyone.

Q 2 Read the paragraph given below and fill in the blanks with a, an or the.

Once (a) _____ old hermit saw (b) _____ kite catch (c) _____ little mouse.

He felt sorry for (d) _____ mouse. He took (e) _____ orange and aimed at

(f) _____ kite, which dropped (g) _____ mouse and flew away.

Q 3 Fill in the blanks with the correct verb forms, choosing these from the choices given in the brackets :-

- (a) The guests _____ arrived. (has, have)
- (b) One of them _____ not known to me. (was, has)
- (c) Several of the boys _____ been successful from the class. (has, have)
- (d) A hundred kilometers _____ a long distance. (is, are)
- (e) There _____ three men in the room. (was, were)
- (f) There _____ a flower vase on the table. (was, were)

ASSESSMENT SHEET 16

Learning Outcomes:

- Recites and shares poems for pleasure

Basic Level

The two little kittens

Two little kittens, one Stormy night,
Began to quarrel, and then to fight;
One had a mouse, the other had none,
And that's the way the quarrel begun.
'I will have that mouse', said the biggest cat ;
'You will have the mouse? We will see about that!'
'I will have that mouse', said the eldest son;
'You shall not have the mouse,' said the little one.
I told you before that was a Stormy night
when these two little kittens began to fight
The old woman seized her weeping broom
And swept the two kittens right out of the room.
The ground was covered with Frost and snow;
And the two little kittens had no way to go;
So they laid them down on the mat at the door,
While the old woman finish sweeping the floor.

ASSESSMENT SHEET 17

Learning outcomes :

The learner

- Responds to announcements and instructions made in class
- identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences

Basic Level

Directions for the field Investigator:

1. *Read out the text very slowly. It should take around 60 seconds.*
2. *Pause for 2-3 seconds after each sentence.*
3. *Read the text twice.*

(The text given below is to be read by the field Investigator from a separate paper. The text should not be printed in the booklet distributed to the students.)

Listen to the following passage answer the questions below:

Directions for the learners:

You will hear a conversation about shopping for clothes, listen to the conversation carefully and answer the questions given below. You will hear the conversation twice.

Shop assistant: Can I help you?

Customer: Yes, have you got this T-shirt in other colors?

Shop assistant: We've got it in white, black, red and purple. What size do you want?

Customer: Medium

Shop assistant: OK, in medium we've got black and red.

Customer: And in purple?

Shop assistant: No, red. Can I try it on?

Shop assistant: Yes, of course. The changing rooms are over there.

Teacher's corner-

Skill – Reading for pleasure and understanding

The poems should be read with proper stress, rhythm and intonations. The teacher may choose any poem as per the level of their students. The concept of rhyming words may be made clear. The poem should be read for appreciation, aesthetics and deeper understanding. Any poem from the text may be taken up in the class for different levels.

Example from NCERT- The Quarrel, A House A Home, The Kite, Beauty, Where do All the Teachers Go? and so on.

1 Do this exercise before you listen. Write the correct word in the boxes below the picture.

| | | |
|----------|----------------|---------|
| Cash | credit card | receipt |
| Checkout | changing rooms | T-shirt |

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |

2 Do this exercise while you listen.

- What size T-shirt does the customer want?_____.
- Does the shop have a purple T-shirt?_____.
- What colour T-shirt does the customer try on?_____.
- Does the customer buy the red T-shirt?_____.
- How much does it cost?_____.
- Does the customer pay by credit card or with cash?_____.

3. What was the last item of clothing you bought?

a) Where did you buy it?

b) Are you happy with it?

3 Do this exercise while you listen. Circle shop assistant or Customer for these sentences.

| | | |
|----------------|--|----------|
| Shop assistant | Is it OK? | Customer |
| Shop assistant | And in purple? | Customer |
| Shop assistant | Would you like to pay with credit card or with cash? | Customer |
| Shop assistant | Can I help you? | Customer |
| Shop assistant | Yes, have you got this T-shirt in other colours? | Customer |
| Shop assistant | Can I try on? | Customer |
| Shop assistant | What size do you want? | Customer |

Teacher's corner-

Skill – Listening for understanding of the text.

The listening activities will help the students in production of english speech, for selecting appropriate word and sentences in front of the audience and organizing thoughts in meaningful and logical sequences.

Suggestions: Listening activities can be designed from any text or situations in their surroundings.

ASSESSMENT SHEET 18

Learning outcomes :

The learner

- Responds to announcements and instructions made in class
- identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences

Advanced Level

Directions for the field Investigator:

1. Read out the text very slowly. It should take around 60 seconds.
2. Pause for 2-3 seconds after each sentence.
3. Read the text twice.

(The text given below is to be read by the field Investigator from a separate paper. The text should not be printed in the booklet distributed to the students.)

Listen to the following passage answer the questions below:

Directions for the learners

You will hear a conversation between two students about their first day at school. Listen to the conversation carefully and answer the questions given below. You will hear the conversation twice.

- Tania : Hi. I'm Tania. What's your name?
- Tarun: Hello. My name's Tarun.
- Tania: Nice to meet you, Tarun. What class are you in?
- Tarun: I'm in class 6B. And you?
- Tania : Me too. I'm in Class 6B too.
- Tarun: Who's our teacher?
- Tania: Mrs. Sharma
- Tarun: and where's our classroom
- Tania: This way. Come with me.

Tarun: Ok. Great.

Listen to the conversation and do the exercises to practice and improve your listening skills.

Do this exercise **before you listen**. Write the words into the correct group.

| | | | |
|------------------|-----------------|----------------|----------------|
| classroom | family | bedroom | pets |
| dad | homework | class | teacher |

| School | Home |
|---------------|-------------|
| | |
| | |
| | |
| | |

| |
|--|
| |
|--|

Do this exercise **after listening to the conversation**. Circle *True* or *False* for these sentences.

| | | | |
|---|---------------------------------------|------|-------|
| 1 | Tarun and Tania are in the same class | True | False |
| 2 | Their teacher is a man. | True | False |
| 3 | Tarun knows where the classroom is. | True | False |

Do this exercise **after listening** to the conversation. Write a number (1-4) to put the conversation in order.

| | |
|-------|---|
| | Tania : Nice to meet you, Tarun. What class are you in? Tarun: I'm in class 6B. And you? |
| | Tania: I'm in class 6B too. Tarun: Who's our teacher? Tania: Mrs. Sharma |

| | |
|-------|---|
| | Tania: Hi. I'm Tania. What is your name? Tarun: Hello. My name's Tarun. |
| | Tarun: And where's our classroom? Tania: This way. Come with me. Tarun: OK. Great |

Discussion

Q. Do you like your school?

Teacher's corner-

Skill – Listening for understanding of the text.

This helps the students to respond to instructions appropriately. The students must be guided to not interrupt the teacher once the task begins.

The teacher will read the listening tasks with instructions clearly.

Suggestions: Listening activities can be designed from any text or situations in their surroundings.

ASSESSMENT THROUGH GROUP ACTIVITIES AND TASKS

GROUP ACTIVITIES THROUGH TASKS

Learning outcomes:

The learner

- Responds to oral messages
- Participates in activities in English like group discussion, debate, etc.
- Uses meaningful sentences to describe/narrate factual/ imaginary situations in speech.

Language items:

- Uses /repeats tongue twisters after the teacher

TASK 1

Divide the class into teams A, B and C. Ask one student at a time to come to the front of the class and read aloud a passage which the teacher has chosen. It can be a story, a portion from the text or newspaper. Asks the student to read it aloud. The team which points out the change in the portion by the teacher, each time while reading, gets a point. It will require students to listen carefully and encourage them to remember important information and details.

TASK 2

The teacher can dictate few lines from familiar/unfamiliar text. The students will listen to the teacher carefully and write the text. Now the students will be asked to rewrite the text in their own language and speak about it.

TASK 3 (A game on spelling)

Who's telling the truth?

- Make each student write two/three facts about themselves that nobody in the class knows on a piece of paper.
- Make sure each student includes his/her name on the top of the page.
- Collect the sheets of paper and bring three students to the front of the room.
- Read aloud one of the facts that is true for one of the students in an attempt to determine who is telling the truth, and who is lying.
- Each student is allowed to ask one question to one of the three students.
- After a round of questioning the students predict who is telling the truth.

TASK 4 (Story telling)

- A ghost story
- Mystery story
- Any story

Beginning- The class can be divided into learn to construct sentences to an invented story.

Each team can be asked to generate sentences to a chain story. Where each group/team participant adds a line/section to a tale.

Endings- The chain sentence exercise could generate a 'last sentence' this sentence is written on a piece of paper and place it in the middle of the story circle. The story gets over when the story is woven around the point where someone can say the "last sentence"

TASK 5 (Repeat these tongue twisters)

1. Peter Piper picked a peck of pickled peppers.

A peck of pickled peppers Peter Piper picked.

If Peter Piper picked a peck of pickled peppers,

Where's the peck of pickled peppers Peter Piper picked?

2. Denise sees the fleece,

Denise sees the fleas.

At least Denise could sneeze

and feed and freeze the fleas.

Teacher's corner-

Skill – Speaking based on understanding of the text.

Teachers' role- the teacher will be a facilitator during the story telling.

The speaking activities will help the students in production of english speech, for selecting appropriate word and sentences in front of the audience and organizing thoughts in meaningful and logical sequences.

Suggestions: Speaking activities can be designed from any text or situations in ones surroundings.

TASK 6

Learning outcome:

The learner

- Responds to oral messages, telephonic communication in English and communicates them in English or home language

Advanced Level

The following conversation can be used by the teacher to guide the students:

INTERVIEW CIRCLES

The students practice interviews, modes of communication, response to announcements and instructions in classrooms.

Procedure:

1. Give the handout to every student. Explain that they will form questions using statements on it. Then divide the class into groups of 12 to 14 and have each group form dyads (pairs) into two circles, with the same number in the inner and the outer circles. Make sure that the students in both the circles face each other to form pairs.
2. Explain that students are going to interview each other to learn about the other people in the class. The students ask and answer with the person in front of them. The members of each pair take turns asking and answering questions, one question at a time. The time given to each student to ask question may vary from 1 to 3 mins.

Example:

Q: Do you like outdoor activities?

A: Yes. I like Outdoor activities.

OR

No, I do not like outdoor activities.

Students may be encouraged to respond in full sentence for practicing . one type of conversation has been given in the handout as given below:

Asking for the person you need

Language practice

Q- Hello, this is _____ Can I speak to _____ please?

A- No, _____ is not at home.

Q- Could you tell me when he/she would be in/ back / available.

A- Yes, _____ will be back in an hour.

Q-I will call you back later.

A- Yes, I will inform _____ that you called.

Q- Could you ask him/her to call me?

- My number is _____

I will be there until _____

A- Yes, I will surely give your message to _____

Teachers corner

Skills- Conversation

Suggestions for the teacher: To enhance the conversations of our students in the class the teacher can provide different situations to the students such as leaving a message for your friend, ordering goods on phone, dealing with wrong numbers.

TASK 7

Learning outcome:

- **The learner writes a book review**

Advanced Level

[illegible]

Teacher's corner-

Skill – Writing text and review a book.

- **Teachers' role-** The teacher will be a facilitator during the book review. The teacher must guide the students regarding the different writing styles. The format for book review in the form of a worksheet will be given to the students along with the book so that the students are aware of the various aspects of the book that they need to be careful about while reading.

TASK 8

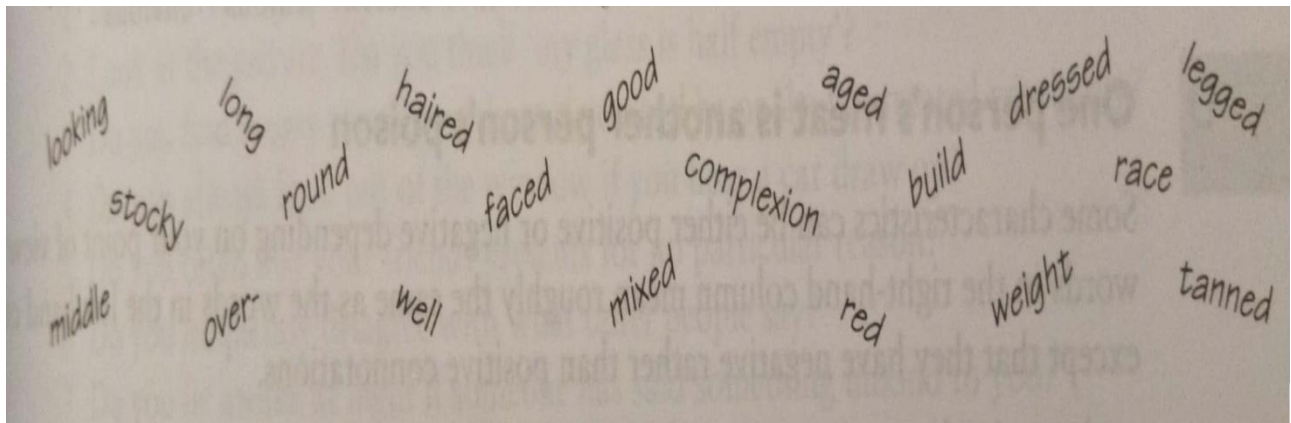
Learning outcome:

- refers to dictionary to check meaning and spelling and to suggested websites for information.

Advanced Level

From these jumbled words, find combinations of describing words as in the example. Some of the combinations are hyphenated. Use dictionary or visit the online dictionaries

<https://dictionary.cambridge.org/dictionary/English/English> or <https://www.collinsdictionary.com/dictionary/english/moonlight>



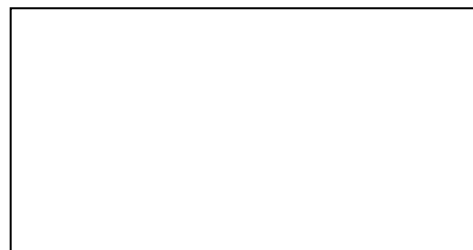
Example: Good-looking

Draw the picture of a **wanted person in Box A** and picture of a **missing person in Box B**, choose the words from the words given above and write the description of the persons in the blanks given below:



BOX A

_____ -faced
_____ hair
_____ -skin



BOX B

_____ -faced
_____ -hair
_____ -skin

TASK 9

Learning outcome:

- reads and seeks information from maps.
- writes grammatically correct sentences for a variety of situations.
- think critically and try to provide suggestions and solutions to problems.

Advanced Level

Given below is the map of India. India is a nation with rich cultural diversity. Some visual clues showing the rich diversity of our country is shown below. Write a paragraph on cultural diversity of India and critically suggest the solutions to the problems faced in our country due to this diversity.



TASK 10

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:

[illegible]

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.

[illegible]

References-

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Pennington, M. C. (1995). *New ways in teaching grammar*. Alexandria (Virginia: Teachers of English to Speakers of Other Languages.

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NCERT Learning outcomes at Elementary Level

EXEMPLARY LESSON PLAN FOR TEACHING

**Note : The scanned copy of the exemplary lesson plan is
available in PDF-2**