

SAMPLE DRAFT
OF
TEACHER'S
HANDBOOK
ON
LEARNING
OUTCOMES

QUESTION BANK /ASSESSMENT TOOL
BASED ON LEARNING OUTCOMES

SUBJECT: ENGLISH

CLASS: IV

VENUE: RIE SEC 32, CHD.



**ASSESSMENT TOOLS/QUESTION BANK
BASED**

ON

LEARNING-OUTCOMES

SUBJECT-ENGLISH

CLASS-IV

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-IV

ENGLISH

Class IV (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"> • participate in role play, enactment, dialogue and dramatisation of stories read and heard • listen to simple instructions, announcements in English made in class/school and act accordingly • participate in classroom discussions on questions based on the day to day life and texts he/she already read or heard • learn English through posters, charts, etc., in addition to books and children’s literature • read independently and silently in English/ Braille, adventure stories, travelogues, folk/ fairy tales etc. • understand different forms of writing (informal letters, lists, stories, diar entry etc.) • learn grammar in a contextual and integrated manner and frame grammatically correct sentences • notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities. • notice categories and word clines • enrich vocabulary in English mainly through telling and re-telling stories/folk tales • start using dictionary to find out spelling and meaning • practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing • infer the meaning of unfamiliar words from the context • take dictation of words/phrases/sentences/ short paragraphs from known and unknown texts • be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc. • look at cartoons/pictures/comic strips with or without words and interpret them 	<p>The learner–</p> <ul style="list-style-type: none"> • recites poems with appropriate expressions and intonation. • enacts different roles in short skits • responds to simple instructions, announcements in English made in class/ school • responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read • describes briefly, orally/in writing about events, places and/or personal experiences in English • reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements • shares riddles and tongue-twisters in English • solves simple crossword puzzles, builds word chains, etc. • infers the meaning of unfamiliar words by reading them in context • uses dictionary to find out spelling and meaning • writes/types dictation of short paragraphs (7-8 sentences) • uses punctuation marks appropriately in reading aloud with intonations and pauses such as question mark, comma, and full stop • uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters • writes informal letters or messages with a sense of audience • uses linkers to indicate connections between words and sentences such as ‘First’, ‘Next’, etc. • uses nouns, verbs, adjectives, and prepositions in speech and writing • reads printed script on the classroom walls, notice board, in posters and in advertisements

- enrich vocabulary through crossword puzzles, word chain, etc.
- appreciates verbally and in writing the variety in food, dresses and festivals as read/heard in his/her day to day life and story book, seen in videos, films, etc.

- speaks briefly on a familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to a *mela*
- presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc.

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

MONTH	CHAPTER/UNIT/ THEME	PROCESS TO BE DEVELOPED BY THE TEACHER (Focus on customizing lesson plan)	ASSESSMENT STRATEGY	LEARNING OUTCOMES (all skills are integrated) The Learner
As per DEO bifurcation	Review of classes 2 & 3 U-I ➤ Wake up ➤ Neha's alarm clock Themes : <ul style="list-style-type: none"> • Importance of time, • Appreciating nature 	Review of Previous Outcomes All processes will be task based and in accordance with the learning outcomes provided by NCERT Petals: practice sheets suggested	<ul style="list-style-type: none"> • Group work • Narration • Recitation • Drawings • Total physical response • Paper pencil test • observation 	<ul style="list-style-type: none"> • recites poems with appropriate expressions and intonation (E 4.1) • responds to simple instructions, announcements in English (E 4.3) • responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read. (E 4.4) • shares riddles and tongue-twisters in English. (E 4.7) • in a different roles in short skits. (E 4.2) • Uses dictionary to find out spelling and meaning. (E 4.10) • Uses linkers to indicate connections between words and sentences such as 'first' 'next'. (E 4.15)
As per DEO bifurcation	U-II ➤ Noses ➤ The Little Fir Tree Themes : <ul style="list-style-type: none"> • Self-esteem and satisfaction • Respecting individuality 	Review of Previous Outcomes All processes will be task based and in accordance with the learning outcomes provided by NCERT Petals: practice sheets suggested	<ul style="list-style-type: none"> • Group work • Narration • Recitation • Drawings • Total physical response • Paper pencil test • observation 	<ul style="list-style-type: none"> • recites poems with appropriate expressions and intonation. (E 4.1) • responds to simple instructions, announcements in English. (E 4.3) • responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read. (E 4.4) • uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters. (E 4.13) • presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc. (E 4.19)

				<ul style="list-style-type: none"> • in a different roles in short skits. (E 4.2) • Uses dictionary to find out spelling and meaning. (E 4.10)
As per DEO bifurcation	<p>U-III</p> <ul style="list-style-type: none"> ➤ Run ➤ Nasruddin's Aim <p>Themes :</p> <ul style="list-style-type: none"> • Importance of games and sports • Building concentration 	<p>Review of Previous Outcome</p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT.</p> <p>Petals: practice sheets suggested</p>	<ul style="list-style-type: none"> • Group work • Narration • Recitation • Drawings • Total physical response • Paper pencil test • observation 	<ul style="list-style-type: none"> • recites poems with appropriate expressions and intonation (E 4.1) • responds to simple instructions, announcements in English(E 4.3) • responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read (E 4.4) • uses nouns, verbs, adjectives, and prepositions in speech and writing. (E 4.16) • in a different roles in short skits. (E 4.2) • Uses dictionary to find out spelling and meaning. (E 4.10)
As per DEO bifurcation	<p>U-IV</p> <ul style="list-style-type: none"> ➤ Why? ➤ Alice In Wonderland <p>Themes :</p> <ul style="list-style-type: none"> • Curiosity • wonder developing creativity. 	<p>Review of Previous Outcomes</p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT.</p> <p>Petals: practice sheets suggested</p>	<ul style="list-style-type: none"> • Group work • Narration • Recitation • Drawings • Total physical response • Paper pencil test • observation 	<ul style="list-style-type: none"> • recites poems with appropriate expressions and intonation (E 4.1) • responds to simple instructions, announcements in English(E 4.3) • responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read (E 4.4) • enacts different roles in short skits (E 4.2) • reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements (E 4.6) • shares riddles and tongue-twisters in English. (E 4.7) • uses dictionary to find out spelling and meaning. (E 4.9)

<p>As per DEO bifurcation</p>	<p>U-V</p> <ul style="list-style-type: none"> ➤ Don't be afraid of the dark ➤ Hellen Keller <p>Themes :</p> <ul style="list-style-type: none"> • Respecting difference • people around us. 	<p>Review of Previous Outcomes</p> <p>All processes will be task based and in accordance with learning outcomes provided by NCERT.</p> <p>Petals: practice sheets suggested</p>	<ul style="list-style-type: none"> • Group work • Narration • Recitation • Drawings • Total physical response • Paper pencil test • observation 	<ul style="list-style-type: none"> • recites poems with appropriate expressions and intonation(E 4.1) • responds to simple instructions, announcements in English (E 4.3) • responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read (E 4.4) • enacts different roles in short skits (E 4.2) • infers the meaning of unfamiliar words by reading them in context. (E 4.9) • uses dictionary to find out spelling and meaning. (E 4.10) • writes / types dictation of short paragraphs (7-8 sentences). (E 4.11)
<p>As per DEO bifurcation</p>	<p>U-VI</p> <ul style="list-style-type: none"> ➤ The Donkey ➤ I had a little Pony <ul style="list-style-type: none"> • The Milkman's cow • Caring for animals 	<p>Review of Previous Outcomes</p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT</p> <p>Petals: practice sheets suggested</p>	<ul style="list-style-type: none"> • Group work • Narration • Recitation • Drawings • Total physical response • Paper pencil test • observation 	<ul style="list-style-type: none"> • recites poems with appropriate expressions and intonation(E 4.1) • responds to simple instructions, announcements in English (E 4.3) • responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read(E 4.4) • enacts different roles in short skits • writes informal letters/messages with a sense of audience. (E 4.14) • uses nouns, verbs, adjectives, and prepositions in speech and writing. (E 4.16) • reads printed script on the classroom walls, notice board, in posters and in advertisements (E 4.17)
<p>As per DEO bifurcation</p>	<p>U-VII</p> <ul style="list-style-type: none"> ➤ Hiawatha ➤ The Scholar's mother tongue 	<p>Review of Previous Outcomes</p> <p>All processes will be task based and in accordance with the learning outcomes</p>	<ul style="list-style-type: none"> • Group work • Narration • Recitation • Drawings • Total physical 	<ul style="list-style-type: none"> • recites poems with appropriate expressions and intonation(E 4.1) • responds to simple instructions, announcements in English(E 4.3) • responds verbally/in writing in English to questions based on day-to-day life experiences, an article,

	<p>Themes :</p> <ul style="list-style-type: none"> • Communication, mother tongue and multi lingualism 	<p>provided by NCERT</p> <p>Petals: practice sheets suggested</p>	<p>response</p> <ul style="list-style-type: none"> • Paper pencil test observation 	<p>story or poem heard or read (E 4.4)</p> <ul style="list-style-type: none"> • enacts different roles in short skits. (E 4.2) • presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc. (E 4.19) • uses punctuation marks appropriately in reading aloud with intonations & pauses such as question mark, comma, and full stop. (E 4.12) • solves simple crossword puzzles, builds word chains, etc. (E 4.8)
As per DEO bifurcation	<p>U-VIII</p> <ul style="list-style-type: none"> ➤ A Watering Rhyme ➤ Giving Tree <p>Themes :</p> <ul style="list-style-type: none"> • Caring for plants • trees 	<p>Review of Previous Outcomes</p> <p>All processes will be task based and in accordance with learning outcomes provided by NCERT</p> <p>As per DEO bifurcation: practice sheets suggested</p>	<ul style="list-style-type: none"> • Group work • Narration • Recitation • Drawings • Total physical response • Paper pencil test observation 	<ul style="list-style-type: none"> • recites poems with appropriate expressions and intonation (E 4.1) • responds to simple instructions, announcements in English (E 4.3) • responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read (E 4.4) • enacts different roles in short skits (E 4.2) • uses punctuation marks appropriately in reading aloud with intonations & pauses such as question mark, comma, and full stop. (E 4.12) • uses nouns, verbs, adjectives, and prepositions in speech and writing. (E 4.16) • uses dictionary to find out spellings and meanings. (E 4.10) • writes / types dictation of short paragraphs (7-8 sentences). (E 4.11)
As per DEO bifurcation	<p>U-IX</p> <ul style="list-style-type: none"> ➤ Books ➤ Going To buy a Book <p>Themes :</p>	<p>Review of Previous Outcomes</p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT</p>	<ul style="list-style-type: none"> • Group work • Narration • Recitation • Drawings • Total physical response 	<ul style="list-style-type: none"> • recites poems with appropriate expressions and intonation (E 4.1) • responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read(E 4.4) • describes briefly, orally/in writing about events, places and/or personal experiences in English. (E

	<ul style="list-style-type: none"> Books the Joy of reading 	Petals: practice sheets suggested	<ul style="list-style-type: none"> Paper pencil test observation 	4.5) <ul style="list-style-type: none"> speaks briefly on any familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to mela. (E 4.18) presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc. (E 4.19) enacts different roles in short skits. (E 4.2) Infers the meaning of unfamiliar words by reading them in context. (E 4.9)
As per DEO bifurcation	U-X <ul style="list-style-type: none"> The Naughty Boy Pinocchio Themes : <ul style="list-style-type: none"> Importance of Art Craft Creativity 	Review of Previous Outcomes All processes will be task based and in accordance with the learning outcomes provided by NCERT Petals: practice sheets suggested	<ul style="list-style-type: none"> Group work Narration Recitation Drawings Total physical response Paper pencil test observation 	<ul style="list-style-type: none"> describes briefly, orally/in writing about events, places and/or personal experiences in English. (E 4.7) shares riddles and tongue-twisters in English uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters. (E 4.12) recites poems with appropriate expressions and intonation (E 4.1) responds to simple instructions, announcements in English(E 4.3) responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read (E 4.4) enacts different roles in short skits (E 4.2) uses dictionary to find out the spelling and meaning. (E 4.9)

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.

Sr. No.	Learning Outcomes Description: The Learner	April	May	July	August	October	November	December	January	Final Performance Level
17	E 4. 17									
18	E 4. 18									
19	E 4. 19									

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 ASSESSMENT TOOL/QUESTION BANK

CLASS IV

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2.	E 4.2	enacts different roles in short skits	8, 23, 24
3.	E 4.3	responds to simple instructions, announcements in English made in class/school	1, 2
4.	E 4.4	responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read	5, 6
5.	E 4.5	describes briefly, orally/in writing about events, places and/or personal experiences in English.	21, 22, 23, 24
6.	E 4.6	reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements.	13, 14, 15
7.	E 4.7	shares riddles and tongue-twisters in English.	7
8.	E 4.8	solves simple crossword puzzles, builds word chains, etc.	7
9.	E 4.9	infer the meaning of unfamiliar words by reading them in context.	11, 12, 13
10.	E 4.10	uses dictionary to find out spelling and meaning.	11, 12
11.	E 4.11	writes / types dictation of short paragraphs (7-8 sentences).	18
12.	E 4.12	uses punctuation marks appropriately in reading aloud with intonations & pauses such as question mark, comma, and full stop.	11, 12
13.	E 4.13	uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters.	17
14.	E 4.14	writes informal letters/messages with a sense of audience	20
15.	E 4.15	uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc.	19
16.	E 4.16	uses nouns, verbs, adjectives, and prepositions in speech and writing.	19
17.	E 4.17	reads printed script on the classroom walls, notice board, in posters and in advertisements.	14, 15, 16
18.	E 4.18	speaks briefly on a familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to a mela	9, 10
19.	E 4.19	presents orally and in writing the highlights of a given written text/a short speech/narration/video, film, pictures, photograph etc.	9, 10, 21, 22, 26, 27

Learning Outcomes: -

The learner

- responds to simple instructions, announcements in English made in class/ school

Language items 1

Instructions

The teacher will give instructions to the students to do different activities.

- i) Jump like a horse
- ii) Spin around
- iii) Walk backwards
- iv) Mew like a cat
- v) Walk on tiptoes

☆ These are some examples. These can be a lot of activities and instructions.

Announcements

The Parent Teacher meeting (PTM) will be held on Saturday i.e. 29th September, 2018 between 8 am to 12 pm in the classroom. All parents must attend the meeting.

The children will respond to the following question on the basis of the announcement.

I. The announcement is about :

- (a) Poem recitation
- (b) Parent Teacher meeting
- (c) Dance competition
- (d) Holiday

II. At what time is the PTM?

- (a) 9:30am
- (b) 8.30 am
- (c) 9.00 am
- (d) 8.00am

III. On which date is the PTM?

- (a) 28th September, 2018
- (b) 30th September, 2018
- (c) 29th September, 20158
- (d) 27thSeptember, 2018

Cont...

IV. Where will be the meeting held?

- (a) Classroom
- (b) Computer lab
- (c) Playground
- (d) Library

V. On which day is the PTM?

- (a) Saturday
- (b) Monday
- (c) Friday
- d) Wednesday.

Learning Outcomes: -

The learner

- recites poems with appropriate expressions and intonation.

Language items 2

The learner will recite the poem with actions. The poem given in text book and from other sources as per his level can be taken up.

Poem 1 (Seen)

If I had a donkey
And he wouldn't go,
Would I wallop him?
No, no, no
I'd find a little hay
And give him some corn,
Then he'd be the best donkey
That ever was born.

Poem 2 (Seen)

Early in the morning
Or the evening hour
Are the times to water
Every kind of flower.
Watering at noonday
When the sun is high
Doesn't help the flowers,
Only makes them die.

Poem 3 (unseen)

When I was young
I used to think that water came from
The kitchen sink
But now I'm older
And I know
That water comes
From rain and snow
It stays there, waiting
In the sky
In clouds above
Our world so high
And when it falls,
It flows along
And splashes out
A watery song.

Cont...

Poem 4 (unseen)

Trees are the kindest things I know.
They do not harm , they simply grow
And spread a shade for sleepy cows,
and gather birds among the boughs
They are the first when day's begun
To touch the beams of morning sun
They are the last to hold the light
When evening changes into night
And when a moon floats on the sky
They hum a drowsy lullaby
Of sleepy children long ago
Trees are the kindest things I know

Poem 5 (unseen)

A little bird sat singing
So sweetly on a tree,
And a squirrel started listening
To the haunting melody.
A butterfly played hide and seek
With a daisy in the breeze
A pussy padded up to peek
Then raindrops fell to tease

Learning Outcomes:-

The learner

- responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read

Language Items3

The teacher will narrate the story to the students and they will respond orally to the questions related to the story.

Listen to the story and write 'YES' or 'NO' in the response sheet

PASSAGE I

Once a hunter came to the forest. While hunting he came near the tree in which lived the magic bird. He saw birds laying golden eggs. He caught the bird in his net and returned home. But he was afraid of keeping the bird in captivity. He thought that the magic bird would lay him golden eggs. Soon he would be rich by selling the golden eggs. But he was afraid that the king might think that he became rich by stealing money form others.

I. The hunter came to a pond.

II. The magic bird lived in the tree.

III. All the birds in the tree laid golden eggs.

IV. Hunter wanted to become rich by selling the golden eggs.

V. He was afraid of the king.

Cont...

PASSAGE II

The teacher will narrate the story to the students and they will respond orally to the questions related to the story.

A learned Pundit once visited the court of Akbar. He told the King and his courtiers that he had mastery over many different languages. The Pundit could speak many languages fluently. He was so fluent that no one could find out what his mother tongue was. He challenged everybody at the court to name his mother tongue. When everyone failed, the challenge was taken up by Birbal. That night, Birbal went quietly to the Pundit's room when he was asleep.

I. Who visited the court of Akbar?

- a) A King
- b) A Learned Pundit
- c) A Student
- d) A Woman

II. He told the King about his mastery over _____

- a) different languages
- b) mathematics
- c) different dishes
- d) science

III. The challenge he gave to everybody at the court was _____

- a) to name his village
- b) to name his mother tongue
- c) to name his
- d) to name his country

IV. One night Birbal quietly went _____

- a) to Pundit's room
- b) to King's room
- c) to the forest
- d) to the village

V. The word opposite to 'NIGHT' is _____

- a) Dawn
- b) Day
- c) Afternoon
- d) Dusk

Cont...

Learning Outcomes: -

The learner

- enacts different roles in short skit

Language items 5

Teacher will divide the class in a group of four. Each student will play a role.

Mason ←

I am a Mason
I lay bricks
I build houses

I am a carpenter
I make doors and windows
I make things with wood → Carpenter

Electrician ←

_____ → Plumber

Note : Students can enact different rolls based on the stories of 'Marigold'.

Learning Outcomes: -

The learner

- speaks briefly on a familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to a mela
- describes briefly, orally/in writing about events, places and/or personal experiences in English
- presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc.

Language Item 6

Students will be taken to the place or shown a picture and will be encouraged to speak few lines about it.

I. School Garden

Hints: -

- flowers
- trees
- swings
- birds
- benches
- children
- hide and seek



Cont...

II. Going to a *mela*

Hints:

- Many stalls
- Eating
- Games
- Clothes
- Joker
- Swings
- Merry go round
- Book stalls
- Magic show



III. Visit to a zoo

Hints:-

- Cages
- Animals
- Birds
- Crocodiles
- Children



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Learning Outcomes: -

The learner

- uses punctuation marks appropriately in reading aloud with intonations and pauses such as question mark, comma, and full stop
- infers the meaning of unfamiliar words by reading them in context
- uses dictionary to find out spelling and meaning

Language Item 7

Read the passage carefully and answer the questions given below (Unseen)

Once there was a lion cub called Lenny. He was a very tiny lion cub but he was sure that he was the bravest lion in all of Africa. When his mother taught her cubs how to follow animals for hunting. Lenny would follow his own mother and pounce on her. When she showed them how to wash themselves, Lenny would lick his sisters face. When the mother lioness led her cubs down to the watering hole to drink, he jumped into the water and created a huge splash.

I. Who was Lenny?

- (a) Cat
- (b) Dog
- (c) Lion
- (d) Cow

II. Pick the words in the passage which means the same :

Young one of a lion –

- (a) pounce
- (b) cub
- (c) bravest
- (d) splash

III. Pick the words in the passage which means the same :

Very small –

- (a) huge
- (b) showed
- (c) tiny
- (d) jumped

IV. Do as given in the example. eg: Father - mother

Lion - _____`

Cont...

V. Which word comes first in the dictionary

- (a) Mother
- (b) Lion
- (c) Animals
- (d) Hunting

Note :- The teacher will ask the students to bring dictionaries.

Read the passage carefully and answer the questions given below.

Anisha got up at 8 o'clock. While she was brushing her teeth, Mother shouted "Hurry up" your favorite dish is ready and new clothes are waiting for you. Anisha came to the drawing room and she saw a bowl on the table. "What is this Mother?" "This is kheer for you", replied mother. Anisha exclaimed "Wow!" Anisha loved the delicious dish. That evening Anisha's friends came to wish her "HAPPY BIRTHDAY".

I. At what time did Anisha get up?

- a) 9 o'clock
- b) 10 o'clock
- c) 8 o'clock
- d) 7 o'clock

II. What were the things which were waiting for Anisha?

- a. Doll
- b. Birthday
- c. Table
- d. New clothes

III. Find out a word from the passage which means 'very tasty'.

- a) favorite
- b) ready
- c) evening
- d) delicious

IV. Find out a word from the passage having letters 'rr' in between.

V. Find out the name of a Bird hidden in the word 'BOWL'

Learning Outcomes: -

The learner

- reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements
- reads printed script on the classroom walls, notice board, in posters and in advertisements

Language Item 8

Observe the pamphlet carefully and answer the following questions:-

WEDNESDAY BAZAAR
HAFTE KA SABSE SASTA DIN

₹29 Mango Safeda (1 kg)

₹119 Golden Harvest MP Wheat Atta (5 kg) MRP ₹200

₹189 Apple Washington, Apple Granny Smith (1 kg)	₹6 Tomato (1 kg)	₹9.9 Launkhi, Mulli, Kheera (1 kg)	₹19.9 Shimla Mirch, Brinjal Bharta, Pumpkin (1 kg)	₹24.9 Bhindi, Karela, Parwal, Torai, Tinda (1 kg)	₹299 Best Special Rice (5 kg) MRP ₹750	₹49 Fortune Basan (1 kg) MRP ₹80	₹99 Egg Grow/Peggs (Eco) 30 Count Egg Tray
₹76.9 Fresh & Pure Soyabean Oil (1 l) Pouch Pack MRP ₹700	₹81.9 Fresh & Pure Mustard Oil Bottle (1 l) MRP ₹180	₹15 off Roch Afza Sharbat (700ml/750ml) MRP ₹125	Buy 3 Get 1 Free ₹179 Tang - Orange/Lemon/Mango (500 g) MRP ₹105	Buy 3 Get 1 Free Dove Fresh Moisture Soap (75 g) MRP ₹44	Save ₹154 (Includes ₹79 Off On Pack) ₹81 off Rin Detergent Powder Advanced (6 kg) ₹528	₹81 off Stayfree All Night (28P + All Night 14P) MRP ₹380	

OVER 100 GREAT OFFERS, ONLY FOR TODAY!

Big Bazaar:- EDM Mall, Ghaziabad • Sahara & Ambience Mall, Gurgaon • Indorfok & Wazirpur • Noida • Vasant Kunj • Raja Garden • Mayur Vihar • Indrapuram • Faridabad • Sohna Road, Gurgaon • Choudhary Mall, Plot No.-19, GT Road, Ghaziabad • VSS Mall, Food Bazaar:- Metro Walk Rithala • Shipra Mall, Ghaziabad • Sector 3, Rohini • Rajendra Place Below Metro Station

Customer Helpline No.: 1800 200 2255

BIG BAZAAR
Making India Beautiful

Cont...

I. The pamphlet is about _____

- a) Sunday Bazaar
- b) Wednesday Bazaar
- c) Sale Bazaar
- d) Monthly Bazaar

II. The cost of 1kg apples is Rs. _____

- a) 299
- b) 81
- c) 189
- d) 154

III. In Rs 179 how many packs of TANG can you buy?

- a) 2
- b) 3
- c) 5
- d) 8

IV. How much off is given on Roohafza?

- a) Rs. 20
- b) Rs. 9
- c) Rs. 15
- d) Rs. 49

V. Which one is the cheapest item?

- a) mango
- b) fortune oil
- c) egg
- d) tomato

Observe the advertisement carefully and answer the following questions: -



Cont...

I. The advertisement is about _____

- a)Ice Cream
- b)Biscuit
- c)Chocolates
- d)Juice

II. The company of the product is _____

- a) Parle G
- b)Good Day
- c)Britannia
- d)Cadbury

III. The weight of the packet is _____

- a)500 gm
- b)300 gm
- c)800 gm
- d)400 gm

IV. The flavour of the biscuits is _____

- a)Chocolate
- b)Strawberry
- c)Vanilla
- d)Butter Scotch

V. The name of the product is _____

- a)Glucose
- b)Oreo
- c)Bourbon
- d) Tiger

Cont...

Read the notice put up on a wall and answer the questions that follow
SWAMI VIVEKANAND SCHOOL, FARIDABAD

NOTICE

BAL MELA

12.09.2018

Bal Mela will be held on 14th November, 2018. All the students who are interested to put up stalls at the mela can give their names to the class teachers today. You can set up a stall of games, food, books or best out of waste.

Arnav
School Captain

I. The notice is about _____.

- a) Holi Mela
- b) Diwali Mela
- c) Baisakhi Mela
- d) BalMela

II. The Bal Mela will be held on :

- a) 14th November
- b) 14th October
- c) 18th November
- d) 12th October

III. The students are called to put their _____.

- a) swings
- b) shoes
- c) Stalls
- d) Bottles
- e)

IV. The notice is from _____.

- a) Class teacher
- b) Sports teacher
- c) Class monitor
- d) School captain

Learning Outcomes: -

The learner

- uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters

Language items 9

Punctuate the following sentences-

I. my father will go to delhi on monday

II. it is hot in june but it is cold in january

III. the ganga is the longest river in india

IV. how far is agra from chandigarh

V. our prime minister visited england in october

Punctuate the following lines :-

one monday morning radha and her little sister rani went for a picnic to the rose garden. there they saw ducks water and their friend raj

Learning Outcomes: -

The learner

- uses nouns, verbs, adjectives, and prepositions in speech and writing
- uses linkers to indicate connections between words and sentences such as ‘First’, ‘Next’, etc

Language items 11

Underline the NOUNS in the following sentences-

- I. Bindu is the best singer in our school.
- II. Kamal and Anita went to Jaipur.
- III. The camel is the ship of the desert.
- IV. Mumbai is a big city.
- V. The Ramayana is a holy book.

Fill in the blanks with the right verb in brackets

- I. The train _____ late today. (is/are)
- II. It _____ very cold yesterday. (was/ were)
- III. I _____ nine years old. (is/am)
- IV. You _____ very hardworking. (is/are)
- V. They _____ a new car. (has/have)

Circle the ADJECTIVES in the following passage-

Suddenly, she saw a white rabbit scamper by .He had pink eyes and was wearing a blue coat .He took out a big watch from his pocket and as he hurried away , he said ,’’Oh dear , I will be too late !’’ Alice wondered, ‘’A talking rabbit? A rabbit who wears a waistcoat!’’

Fill in the blanks with suitable prepositions:

- I. He put the books _____the table. (at/on)
- II. He went _____the market. (to/on)
- III. He lives _____a small house. (on/in)
- IV. I live _____the sea. (in/near)
- V. Cat is _____the curtain. (behind/on)

Complete the sentence by using suitable ‘linkers’

- I. Madhu is slow_____ hardworking. (and/but)
- II. Sarla _____ Sunita are sisters. (but/and)
- III. He is ill _____ he cannot come. (so/or)
- IV. Is this story true _____ false? (so/or)
- V. I like Ashok _____ he helps everyone. (and/because)

Learning Outcomes: -

The learner

- writes informal letters or messages with a sense of audience

Language item 12

Your mother has gifted you a bicycle on your birthday. Write a letter to your friend telling him/her about your new bicycle.

Address

Date _____

Dear _____

How are you? _____

Regards to uncle and aunty

Your friend

Look at the following picture carefully. This picture describes a MARKET PLACE in which a woman is selling fruits.

Write 8-10 lines about the pictures using hints given in the box

Hints

fruit seller woman fruits shop
buying baskets healthy market

MARKET PLACE



**ASSESSMENT
THROUGH
GROUP
ACTIVITIES
AND
TASKS**

Learning outcome

The learner

- Enacts different rolls in short skits.
- Describes briefly, orally/in writing about events, places and/or personal experiences in English.

GROUP ACTIVITY-I

LANGUAGE: Leisure activities vocabulary area.

- Do you like _____?
- Yes, I love it.
- Not very much.
- No, I hate it.

TECHNIQUE: Role Play, Listening & Speaking

MATERIALS: ‘Half-dialogue’ posters (see below).

PREPARATION: Make the posters.

Setting up 1 Divide the class into pairs like this:

A- B A- B A- B
 A- B A- B A- B

Tell the Bs to turn round and face the back of the class. The As should remain facing the front. Put up half dialogue A at the front of the room and half dialogue B at the back.

Half Dialogue A Half Dialogue B

A: Do you like swimming?	A:
B:	B: Not very much- and it’s too cold today
A: Do you like cycling then?	A:
B:	B: It’s Ok, but I haven’t got a bicycle. Do you like table tennis?
A: No, I hate it!	A:
A:	B: Well, do you like going to the cinema then?
A: Yes, I love it!	A:
B:	B: Good, So do!!

2. Tell the learners that it’s Saturday afternoon and, in their pairs, they are deciding what to do. Read the complete dialogue with them, telling the **As** to repeat part A and the **Bs** to repeat part B after you.

.....

Role Play:

3. Get the whole class to read the dialogues in chorus, with all the As taking the role of A and all the Bs taking the role of B.
4. Then get them to practice the dialogue in their pairs
5. Take down the half-dialogues and replace them with these role-play posters:

Role-Play A

It's Saturday afternoon.

You want to do something with

Your friend. Ask them what they like doing

Role-Play B

It's Saturday afternoon

You want to do something with

Your friend. Ask them what
they like doing.

Feedback

6. Ask some of the pairs to tell the rest of the class what they decided to do. Review any common pronunciation problems the learners had.

Learning outcome**The learner**

- Review of learning outcome of Class -3.
- Write/type dictation of words.

GROUP ACTIVITY-2

LANGUAGE: Small words

TECHNIQUE: Completing a grid

MATERIALS: A list of the words from a chapter

PREPARATION: make a list of words

Setting up:

1. Tell learners to draw a grid like this:

2. Tell the learners to work alone and choose fifteen words from the text. They should write one word in each square of their grid.
3. Tell the learners that you are going to call out a list of words in random order. When they hear you call out a word that is in their grid, they should cross it out. The first learner to cross out all their words is the winner.
4. Divide the learners into groups of three or four. One person in each group should write down the letters of the word in random order, as you did. The other member of the group should draw new grids and fill them with letters.
5. The learners can then take turns in playing the game in their groups.

Feedback:

6. Review any problems the learners had in pronouncing the words.

EXEMPLARY LESSON PLAN FOR TEACHING

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