

# Self Access Package

A New Strategy for Learning

*Interact  
in English*

NIEPA DC



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## FOREWORD

CBSE has heralded a new era of teaching and learning English at Secondary level with the introduction of ELT Project from the current academic session in CBSE affiliated institutions.

The new series of Text books '**Interact in English**' calls for interactive approach to learning through a variety of exercises for developing of different language skills. Based on self-learning strategies, the new series encourages children to interact with their peers, teachers and others around them. The emphasis in the testing pattern too has been shifted from testing the content to testing of different language skills viz. listening, speaking, reading and writing for effective communication in formal and informal situations.

The CBSE believes that unless all the teachers are equipped with the required information and basic skills to handle the new materials, practise the suggested classroom strategies and design new test items, full potential of the new textual material may not be realized. Though the new materials and classroom strategies for its effective transaction have been exposed to a large section of practising teachers through the Mass Inservice Education Courses organised by the CBSE in 1992 and 1993, yet the teachers may need additional supportive measures.

This has prompted CBSE to prepare a **Self-Access Package (SAP)** for teachers in order to enable them to acquire greater selfconfidence in handling the new material. This is in addition to the detailed lesson-wise guidelines provided in the Teacher's Book which forms the part of the packages, both for classes IX & X. It is hoped that the **SAP** would provide further insight into the overall purpose and nature of the new course.

Our sincere thanks are due to the members of the ELT Project team who have designed the SAP under the guidance of Mr. Leslie Dickinson of Moray House College, (Scottish Centre for Education Overseas), Mr. K. Rajeevan of CIEFL and Mr. Prem Mathur ESO BCD. I would also like to record my appreciation for Mr. H. R. Sharma, Director Academics and Mr. S.K. Gangal (Education Officer and Project Officer of the ELT Project) coordinating this activity and editing the publication.

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DOC, No ..... **D-8028**

Date ..... **18-04-94**

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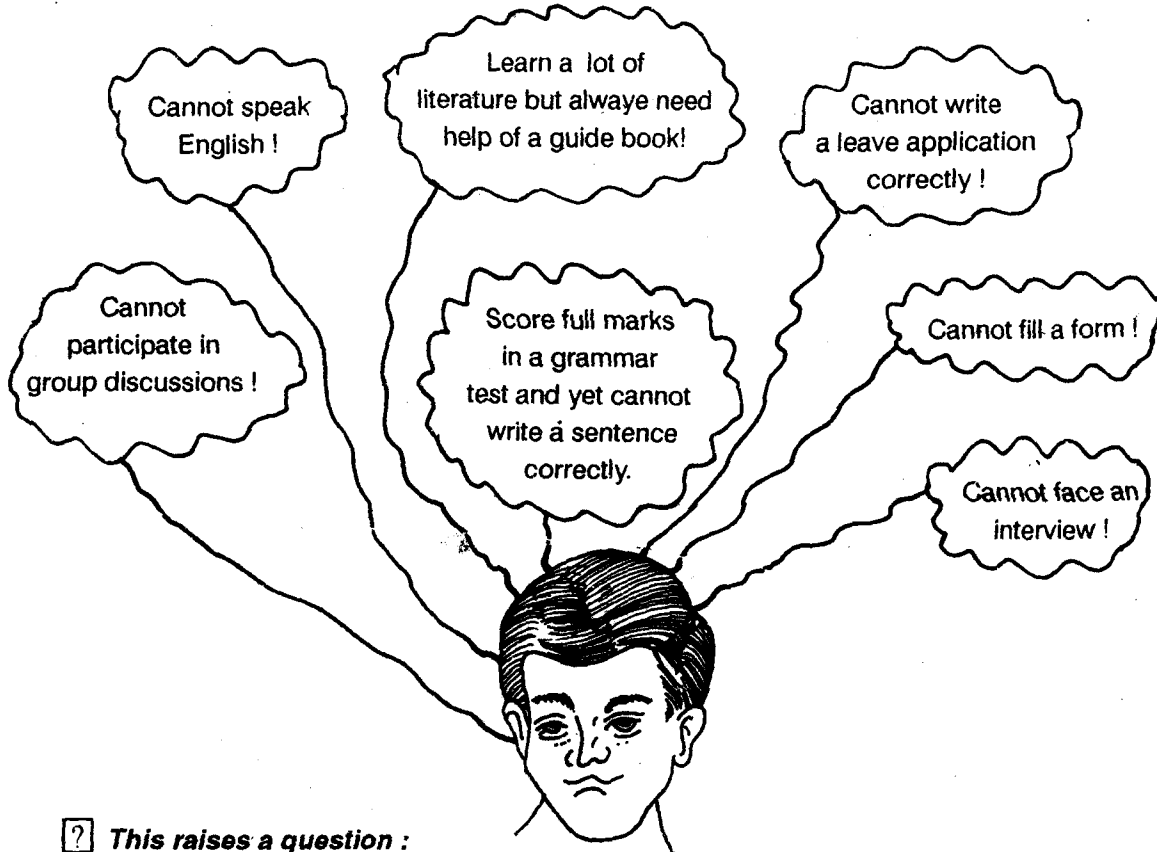
## I. INTRODUCTION

Dear Teacher

This is a Self-Access Package (SAP) to help you deal with the New Course in English-INTERACT IN ENGLISH, a new strategy for learning.

Here are some worries expressed by teachers of English about their students' ability to learn English.

### My Students



**?** *This raises a question :*

***"How have we been teaching English?"***

The following are some of the activities we may have been practising in the class rooms.

- \* teaching literature thoroughly.
- \* teaching structures.
- \* explaining everything.
- \* translating for understanding.
- \* drilling grammar rules.
- \* testing grammar through isolated sentences.

- \* making students listen to us.
- \* dictating answers to ensure correct responses.

These practices were based on certain beliefs about language teaching in vogue in different decades. In the past it was believed that one could learn the use of language by getting the knowledge of the structures and vocabulary. *Little attention was paid to the actual use of the language in the real world.* We all have experienced that, at its best, these techniques, drawn from various approaches, gave the learner the ability to produce grammatically accurate sentences but without the ability to use the language effectively for communication.

**? How is the New Course "INTERACT IN ENGLISH" different ?**

**IT :**

- \* is based on the *needs* of the students and develops their *language skills*.
- \* uses language and extracts from real life situations.
- \* is learner centred/learner active.
- \* provides a number of opportunities for students to speak English.
- \* helps the learner to become self-reliant.
- \* provides opportunities for students to interact in groups and pairs.
- \* promotes the students' ability to communicate.
- \* involves learners in more meaningful tasks.
- \* makes use of audio tapes to develop listening skills.
- \* sees the teacher as a manager of learning.

**? What is the communicative approach?**

The communicative approach is a way of teaching English in which students learn to communicate naturally and confidently. This means that they develop the skill to read, write, speak and listen to English in real life situations.

"INTERACT IN ENGLISH" is based on the 'Communicative Approach'. (for further elaboration please see the Teacher's Books class IX/X Section B.)

**The new role of the teacher :**

- \* does not dominate the class.
- \* sets up learning activities and tasks, thus provides opportunities for students' active involvement.
- \* acts as a guide and advisor wherever necessary but does not constantly interfere.
- \* acts as a facilitator – making learning possible and easy.

### **The new role of the student :**

- \* no longer a passive listener.
- \* takes an active part in class room activities.
- \* is encouraged to become self-reliant.
- \* finds learning meaningful since it is based on real needs.

### **The new role of Examinations :**

- \* do not test memory.
- \* test communication skills in English.

## **II. THE TEACHING MATERIALS**

*Interact in English* comprises **three** books for the students and **one** for the teachers.

- The **student's books** are :
1. Main Coursebook (MCB)
  2. The Literature Reader (LR)
  3. Work book Contains grammar practice and  
**Sample question papers (WB)**

The fourth book is the **Teacher's Book** which provides detailed guidance to the teacher for teaching these books and is therefore a **must**.

There is also an audio cassette that goes along with the MCB and LR.

### **II.1 The Main Coursebook**

Let's start with the **Main Coursebook (MCB)**

#### **? How is the MCB organised?**

Try and find out yourself.

Here is a small exercise that will help you to get to know your MCB. (Class IX)

- (a) The MCB has ..... Units. Each unit is based on a different theme.
- (b) The themes are.....
- (c) Unit 4 is a..... which is a project.
- (d) Each Unit is divided into different subsections. For example, in Unit1, there are 3 subsections.

These are : A (i) .....  
B (ii) .....  
C (iii) .....

Check your answers with those given at the bottom of this page.

Here are answers to some of the questions teachers have often raised or are likely to raise.

**? How is the MCB different from other textbooks?**

It is *not* a textbook in the traditional sense because the 'content' will not be tested.

**? What does MCB teach? What importance does it have for the students?**

It is meant to help develop the students' skills in reading for comprehension, listening, speaking and writing through various activities.

*Even though the 'content' of MCB will not be tested, 60 marks are allocated for reading and writing which are practised through this book. Also, MCB, will help develop listening and speaking which carry a 20% weightage in the continuous assessment (For details, refer to Testing section).*

**? If the 'content' of the MCB is not to be tested, why should all the units be covered?**

All the units must be covered because the examinations will draw on the thematic content of the MCB (Refer **Sample paper A**-Question B. 3. which draws on the theme of 'Environment' Unit 3 class IX). Moreover all the skills and subskills of *reading, writing, listening* and *speaking* are practised thoroughly in the MCB.

**? How are the skills practised through the units?**

The skills are practised through tasks and activities set in the MCB. Here is an example to show you how the skills have been integrated.

#### **In Unit 1 People (Class IX)**

B.1 is a *listening* activity (Children listen); B.2 is a *reading* activity (Children read news item); B.3 is an *oral* activity (Children play roles of people at a meeting); B.6 is a *writing* activity (Children write a formal letter to the newspaper); B.4 is an oral activity (Children discuss and report)

**? Should the tasks in each unit be done in the class?**

All the tasks should be attempted as either classwork or home work. *Remember* it is only by working through the tasks that the students can improve their language skills.

(a) Seven (b) People, Adventure, Environment, Mystery, Children, Sports and Games  
(c) Radio Show (d) (i) A- Deadman's path (ii) B- The Kidnapping of Preeti Duggal  
(iii) C- 'Canyou know people you have't met?'



## II.1.1 Reading

### ? **What are the different stages in the teaching of Reading?**

“Reading is a process whereby one looks at and understands what has been written.” The key word here is *understands*, Merely reading aloud without understanding does not count as reading” (Eddie Williams)

The MCB adopts a three stage approach to teaching reading.

a. A *pre-reading* activity is designed to arouse students' interest or to activate students' previous knowledge.

b. A *while-reading* activity helps in–  
comprehending the main points of a text  
or comprehending the organization of the text and  
inferring and evaluating the text.

c. A *post-reading activity* helps to  
interpret and consolidate the ideas  
take the students beyond the text.

### ? **How do I take up a reading text in class?**

You will find detailed instruction for each activity in the Teacher's Book.

### ? **If my students find a passage difficult, should I paraphrase or translate?**

\* Try *not to* paraphrase or translate.

Instead

try to identify the area of difficulty the student is facing: it could be ideas in the text, grammar, vocabulary etc.

– help solve the difficulty.

– generally encourage students to work things out for themselves.

\* Do not use the text for teaching pronunciation and grammar.

\* Use the text to develop students' ability to understand the reading materials.

*Do not aim at total comprehension. There is nothing like total comprehension. No body comprehends everything!*

## II.1.2 Listening

### ? **Is it necessary to teach listening as a skill?**

Yes. We do listen in our mother tongue in normal life. However, good listening skills in English can be developed through conscious practice.

? **Does the MCB provide opportunities for developing listening skills?**

Yes. Each unit contains a listening activity.

? **What is a listening task in the MCB?**

The students listen to a tape script. They use information from the tapescript to complete a specified task. eg Class IX Unit 3, *Environment* B.1, students listen to an interview and label the places on a given map.

? **Does every unit have a listening task?**

Yes. All the tasks are graded, moving from simple to difficult. eg Class IX Unit 1. Students fill in the description of the kidnapper. Class IX Unit 7. Students listen to a sports commentary and fill in a score board. In case the audio tape is not available/the tape recorder does not work, the tape script available in the Teacher's Book could be read in the class by a colleague/other students/yourself.

\* For guidance in the testing of listening refer to the *Conversation Skills Assessment Scale TB (Appendix 1)*

The teacher may use any listening task for testing.

\* *Listening forms part of the Continuous Assessment for class IX.*

### II.1.3 Speaking

? **Who has the maximum opportunity of speaking in the average English class?**

The teacher has the maximum talking time in an average English class room.

Assumed time schedule of 2 periods	90 minutes
Written work	30 minutes
Talking time	2/3rd of 90 minutes –60 minutes
Teacher's talking time	2/3rd of 60 minutes –40 minutes
Students' talking time	20 minutes

*In a class of 40, a student gets only 30 seconds of speaking time!*

Students develop their skills of speaking English only by speaking (Is there any other way?) Are you surprised then, that many students have poor spoken English?

**MCB provides a number of oral activities to improve spoken skills.**

? **What are the different types of oral activities in the MCB?**

Role-play, group discussions, debates, oral reports are some of the oral tasks in the MCB.

**? Will students find them interesting?**

Yes, they involve use of language in real life situations.

**? What do I do with students who do not use the language at all or converse in the mother tongue?**

This is a genuine problem. However, MCB has a number of enabling activities that help a child to take part in an oral activity eg in class IX Unit 6 'CHILDREN' section B.7 the students are asked to hold a debate after they have done B.1-B.6 which enables them to prepare for it. In Class X Unit 2 'EDUCATION' Section D.2 children take part in a role play but they are helped with special cue cards (*cards with ideas for speaking*) Refer TB (MCB U 3.5)

**? When do we test students oral skills?**

The oral activities do not form a part of the final examination but form a part of **continuous assessment**. These skills will be tested throughout the year.

**? How do we organise oral activities in the class room?**

Refer to the instructions given in the Teacher's Book (MCB IX and X)

## II.1.4. Writing

**? What is writing?**

Writing is a continuous process which intends to communicate something to a reader.

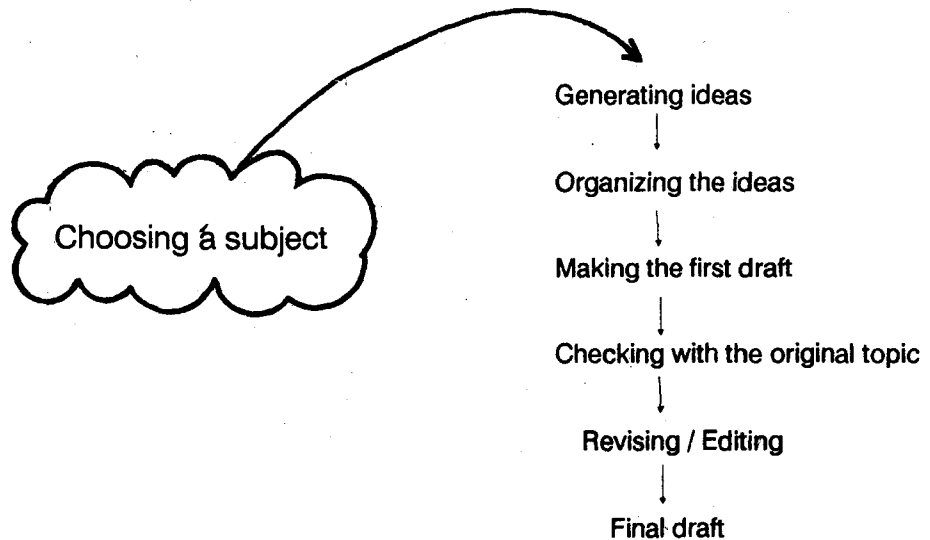
**? How does the MCB help to teach writing?**

The MCB provides ample opportunities for developing writing skills. The writing tasks are designed to take the students through the various stages of the process of writing.

*These are :-*

- \* Choosing a subject having a clear purpose for writing.
- \* Collecting ideas in the order in which they come through brainstorming, discussion etc.
- \* Organising the ideas, choosing the format
- \* Writing the first draft individually in groups or in pairs.
- \* Revising/editing the draft with the help of peers/teacher checking for grammar, style, spellings, relevance, choice of words, punctuation, handwriting etc.
- \* Going back to the original subject-checking for relevance and format
- \* Preparing a final draft-for submission to the reader.

# Writing Process



Here are a few writing activities from the MCB analysed for you.

Class	Unit /Ex. No.	Type of test/subject	Enabling tasks Activities that help the students	Purpose	Intended Recipient
IX	1 -Ex.C.6	Informal letter	C.3, C.4, C.5	Describe a farm house	Sister
	7 Ex A.7	Biography	A1, A6	Biography of famous sports star	general public
X	1 Ex B.5	Writing instructions	B.3, B.4	Instructions First Aid	Reader of a manual
	7 Ex C.3	Writing a report	C.1, C.2	Report of the tourist trade	Minister of Tourism.

Encourage self-correction and peer correction – children learn best when they are involved in correcting their own work.

For the Writing Assessment Scale refer to Teacher's Book Appendix-2

For further details on Teaching Writing Skills read Teacher's Book.

## II.2 The Literature Reader

### ? **What are the aims of the Literature Reader?**

The Literature Readers of Class IX and X aim at–

- \* promoting students' understanding, appreciation and enjoyment of literary texts. The texts have been selected from literature in English by Indian, British and other authors including translations.

- \* introducing certain basic elements of literary analysis and evaluation.

The selections in the Literature Reader (LR) represent different types of literature and they include selections from *poetry, fiction and drama*.

### ? **How does the Literature Reader help in achieving these aims?**

The above aims are achieved in LR through 'ACTIVITIES'.

All activities in the LR have been Designed to develop the literary skills of the students. (for a list of skills, please refer to Teacher's Book section A2, **Teaching/Testing objectives**). They require the students not only to answer a few comprehension questions but also to engage with and personally respond to literature.

### ? **What do The Questions in the Literature Reader aim at ?**

The questions at the end of each literary text in the LR aim to help the students to understand texts at different levels.

- \* Some questions demand the learner to lift words/ phrases/ sentences from the text and give them as the answer. Such questions are called *factual questions* or questions on local comprehension.

- \* Some questions require them to show an over-all understanding of the text. These are called *global questions*.

- \* Some questions require the students to infer ie to make reasonable guesses on the basis of the information in the text. Such questions require them to discover things which are not directly stated in the text. These are *inferential questions*.

- \* Some questions ask the learner to analyse the situation in the text and arrive at his or her own conclusion. These are *evaluative questions*.

- \* Some questions demand the learner to make a personal response on the basis of his understanding of life around him. Such questions are *extrapoiatory* in nature. For example look at the questions from Class IX LR Page 25 Question No. 8. (**The Woman on the Platform**) Class X LR page 28 Question No. 8 (**Games at Twilight**).

- \* You will also notice that exercises on listening, speaking, reading and writing have been built into the LR, thereby providing variety.

\* Detailed guidelines for teaching poetry, fiction and drama have been provided before each lesson in *the Teacher's Book*.

**?** *Why should we avoid explanations in the LR?*

..... because our objective is to encourage and involve students in the process of reading and appreciating literature.

**REMEMBER :**

Self-learning is the most effective learning.

## II.3 The Workbook

**?** *What is the role of grammar in the course as a whole?*

Grammar is an integral part of language. It is not a separate subject to be taught in isolation from the rest of the English course

All grammar work contributes to an improvement in the use of language focussed in the Main Coursebook : reading, writing, speaking and listening.

**?** *What grammar materials are there?*

Grammar activities are done in the workbook. These aim at teaching and testing grammar in context. Each unit has an interesting variety of activities based on bar-graphs, pie-charts, maps, diagrams & pictures. All these activities are contextualised which means the activities are related to a situation. This makes the activities realistic and workable.

**?** *How do the grammar activities link with the skills?*

The Grammar activities reinforce writing skills eg

**Class IX Workbook**

**Unit 1- B.6-** Students study a graph and write a report using words that indicate comparison eg *much less, far more, many more*.

**Class X Workbook**

**Unit 11 Exercise 4-** Students read through a horoscope page and write a letter making use of reported speech.

Similarly other grammar activities cover listening, speaking and reading.

After every two Units there is an Integrated Grammar Practice Exercise in the class IX workbook. These integrate grammar items and give practice to students for the examination.

In the class X Workbook in addition to Integrated Grammar Practice Exercises there are Revision Exercises.

**Two sample papers are included in the workbooks both for IX and X.**

**? How often should I teach grammar?**

It should be taught

A LITTLE AT A TIME AND MORE OFTEN

A maximum of 20 minutes every few days rather than 'A LOT AND SELDOM' ie a double period set aside at the end of the month.

## II.4. Time Allocation

**? How should I allocate time to the different sections?**

In line with the distribution of marks in the class IX/X examination, approximately 60% of class time should be spent on the Main Coursebook, 25% on the Literature Reader and 15% on the Workbook.

On this basis, calculate the following :

**? 1. How many periods are allotted to English 'A' per year, in your school?**

If the School works for 210 days in a year and 6 periods are allotted per week to English Course 'A' then the answer to this question will be : 210 periods.

2. Therefore, you may have the following distribution of periods for each book :

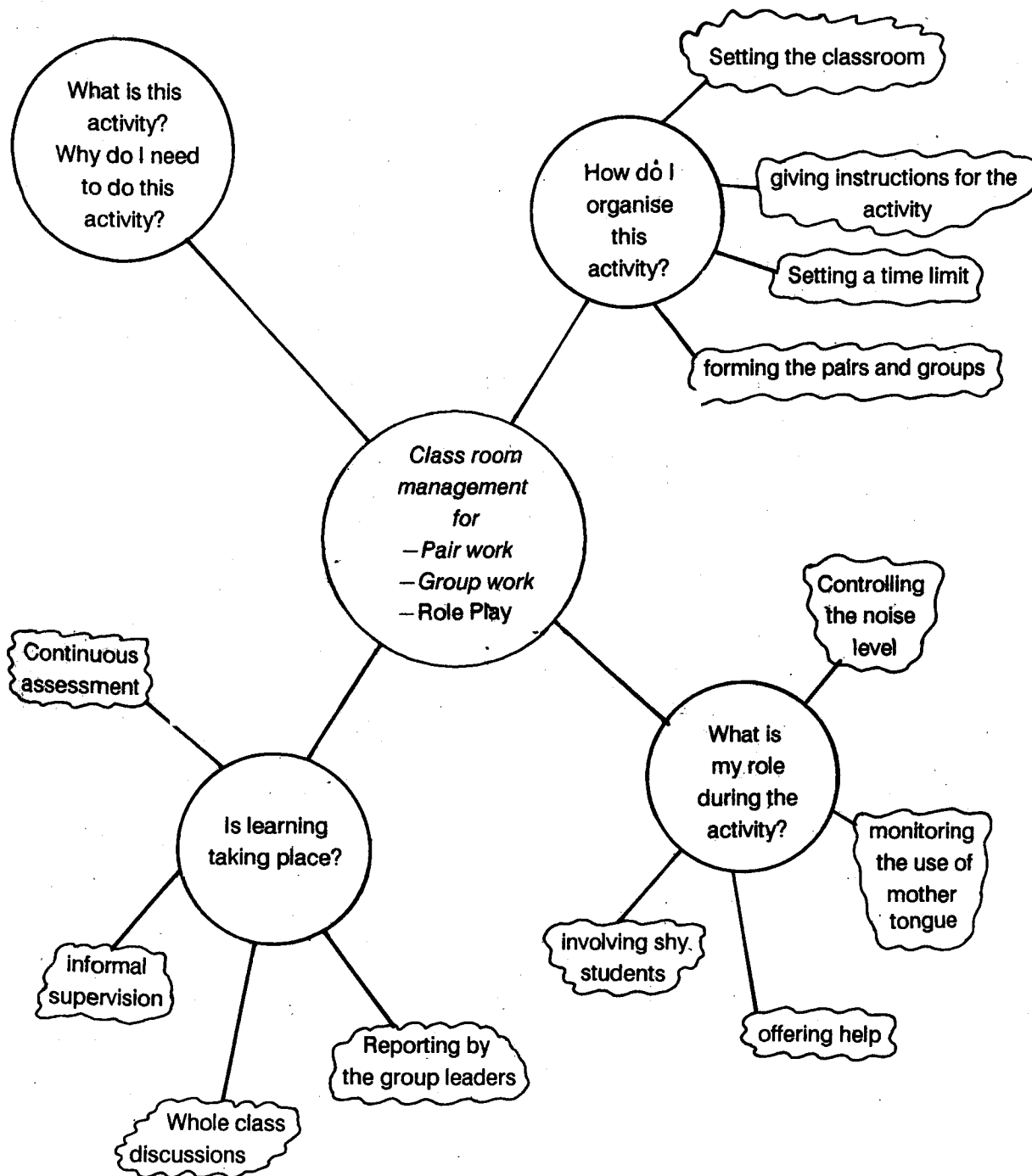
- \* The Main Coursebook .....122 periods
- \* The Literature Reader .....50 periods
- \* The Work book (Grammar activities,  
and sample papers) ..... 28 periods
- \* Unit tests and exams. .... 10 periods

### **Summary of advice from the Teacher's Book**

- \* At the beginning of the new school year, start with Unit 1 of the Main Coursebook, so as to familiarise students with pairwork, small groupwork etc.
- \* Having started a particular section of a Unit in the Main Coursebook (eg. Unit 2, Section C) complete it without interruption except if you wish to take up a grammar activity which is relevant to (say) a particular writing task in the Main Coursebook. The reason for non-interruption is that activities within a particular Main Coursebook section are closely inter-related.
- \* Teach grammar "a little and often" - preferably 15-20 minutes at a time.
- \* Start Literature Reader after you have completed Unit 1 of the MCB.
- \* Deal with the six poems in the Literature Reader in the order in which they are printed, since they are in the increasing order of difficulty. But the contents of fiction and plays may be taught in any order.
- \* Intermix fiction, poetry and drama. do not teach all the poems, then all the-fiction, then all the plays.

□ □

### III. An Overview Of Classroom Activities

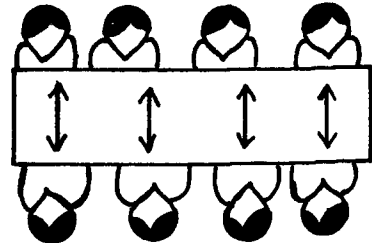
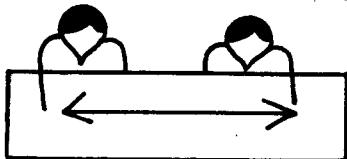




# Classroom Management

In Communication oriented teaching/ learning some of the following strategies are most useful for effective communication

## III. 1. Pair Work



*Why is it needed?*

- \* Provides a lot of oral practice
- \* Gives learners a chance to work independently
- \* Prepares learners for group work
- \* Provides an opportunity to talk face to face which reflects real situations

*How do I organise pair work?*

- \* Use the pair work situations given in the MCB
- \* Ensure that you have enough copies of the materials required for pair work
- \* Give clear instructions
- \* Make sure the students understand the task by asking a few questions.
- \* Use the recommended classroom arrangement as far as possible
- \* Help students to form pairs quickly.
- \* Set the time limit and keep to it.
- \* Keep the activity simple and short.

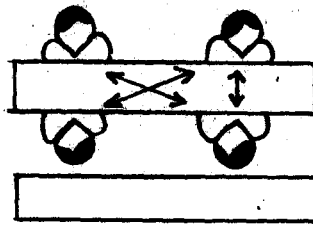
*What's my role during pair work?*

- \* Organise and observe.
- \* Move around the class and help whenever asked.
- \* Control the noise level.
- \* Accept occasional use of mother tongue.
- \* Encourage and involve shy students.
- \* Record grades for continuous assessment.

*How do I know if learning is taking place?*

- Ensure some follow-up activity through:
- \* reports by group leaders
  - \* class discussions
  - \* informal supervision
  - \* feed back to students by you. (both positive and negative)

## III. 2. Group Work



What is the difference between pairwork and group work?

Pair and group work differ in:

- \* time set
- \* nature of the group
- \* type of activity

	<i>Pair work</i>	<i>Group work</i>
Time	5 to 7 mins.	10 to 15 mins.
Size of the group	2 students	4 to 6 students
Type of activity	<ul style="list-style-type: none"> <li>● information gap</li> <li>● interview</li> <li>● completing tables</li> <li>● filling in maps</li> <li>● puzzling ou meanings</li> <li>● answering short Qs.</li> </ul>	<ul style="list-style-type: none"> <li>● meeting</li> <li>● panel discussions</li> <li>● drafting written work</li> </ul>

Why is group work needed?

*Students*

- \* are encouraged to participate
- \* experiment with language
- \* feel confident and free to communicate with peer group
- \* can pool their ideas
- \* correct each other (Refer Teacher's Book (IX) Page 2)

How do I organise group work?

*Forming groups*

- \* form mixed ability groups
- \* plan ahead in case of change in groups.
- \* keep the movement of the students to the minimum (Students turn and face each other) (Refer Teacher's Book (IX) Page 18)

What is my role during group work?

*Monitoring*

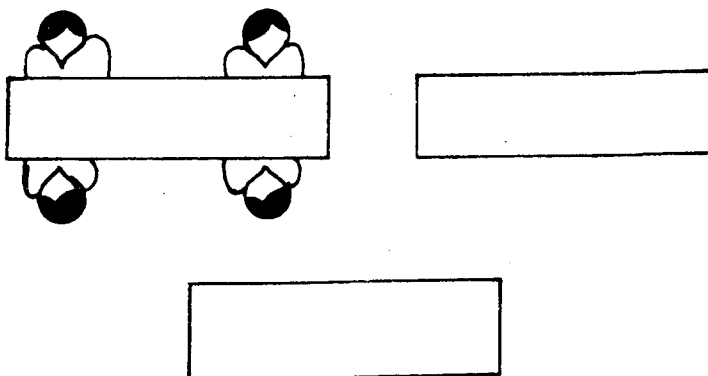
- \* allow groups to select their leader
- \* ensure that everyone gets a chance to speak
- \* help when asked and when you feel a group needs it
- \* control noise level
- \* accept occasional use of mother tongue
- \* involve shy students
- \* record grades for continuous assessment

How do I know if learning is taking place?

*Feed back is provided by*

- \* group reports.
- \* informal supervision.
- \* class discussions.

### III. 3. Role Play



What is it?  
Why is it needed?

- \* students play imaginary characters in given situations.
- Role play*
- \* brings a wide variety of language experiences into the classroom.
  - \* gives an opportunity to use language as used in real life situations.
  - \* helps better self expression (as it is full of fun and enjoyment)

How do I organise role play?

- \* use the role play situations given in the book
- \* prepare enough sets of cuecards' in advance (*cuecards are given to learners to tell them which role they are to play and what they have to do*)
- \* allot the roles to suitable students
- \* give clear instructions for the task
- \* make sure the students have understood the situation and the task
- \* set a time limit and keep to it

What's my role during role play?

- \* organise and observe.
- \* move around the class and help when asked for
- \* note the errors and deal with them later
- \* control noise level.
- \* accept occasional use of mother tongue
- \* encourage and involve shy students
- \* record grades for continuous assessment.

How do I know if learning is taking place?

- Ensure some follow-up activity through
- \* reports by group leaders
  - \* class discussions
  - \* informal supervision
  - \* feed back to students by you (both positive and negative)

## IV. Testing

How do my children prepare for reading? Should they learn all the answers from MCB?

Continuous assessment is too complicated. How do I maintain records?

Where do I get the verbal and visual from ?

What's so new about the Literature Course?

I'm hounded by students who want to get better marks. To top it all, parents are worried about how to help their children !

What do you mean by contextualised grammar? How do I frame grammar test items ?

Oh god!  
I have to set the class IX paper for the 1st term-100 marks that too, a booklet!  
I can't imagine doing it !



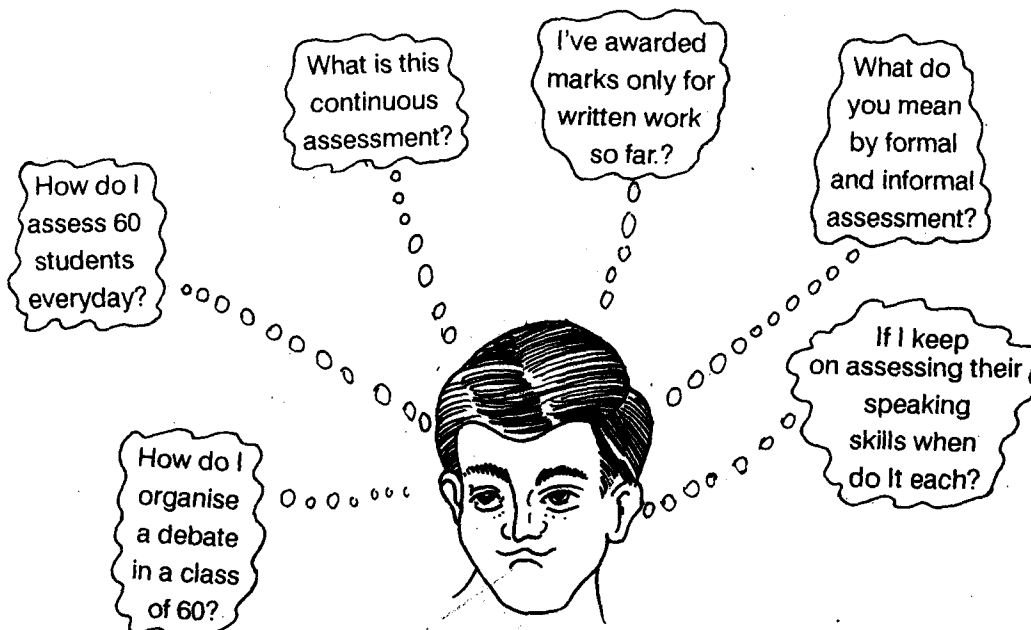
**? What Are The Changes In The Testing System?**

\* The most important change in the new system of test is that it is **not** a test of memory or endurance, but it is a test of the 4 skills of *Reading, Writing, Listening and Speaking* along with *Grammar and Literature*

\* Conversation and Listening skills will be tested over the year through CONTINUOUS ASSESSMENT in Class IX.

*Reading and Writing, Grammar and Literature* will be tested through written examinations (Unit tests, Terminal and Final Examination)

## IV. 1. CONTINUOUS ASSESSMENT



**? What is Continuous Assessment?**

- \* Continuous assessment is the process in which students are graded in the four skills, in Grammar and in Literature at regular intervals over the school year.
- \* Since the focus of teaching of English in the new course is on Skills which the students acquire over the year, it is only natural that there should be continuous assessment.

The MCB is designed in such a way that the students develop and practice their skills in reading, writing, listening and speaking.

Thus the students get many opportunities to improve and work towards becoming proficient in the language and improving their own grade.

Its Important to Remember that Continuous Assessment must be a Continuous Exercise ie Spread over the Year in the form of Marks Allotted for

- \* Assignments
- \* Conversational Skills.
- \* Unit /Weekly /Term Examination

## IV. 1.1 Record Keeping

### ? **How do I Keep a Record of Continuous Assessment??**

- \* Remember to keep a record of the marks awarded from time to time.
- \* Follow the format of the record sheet as given in Teacher's Book (class IX) pg 9 and 10.

**IMPORTANT: Get Photocopies of the Recordsheet and use one for Each Student.**

### ? **What Should I Base These Assignments On?**

- \* You can give these assignments from the MCB and Literature Reader. Remember 20% marks are allotted to assignments. You must mark at least one assignment per term each on Reading, Writing, Listening and Literature. Also record the marks in the Record Sheet. *It is a good idea to inform the student of the marks given so that they know where they stand and can improve their scores.*
- \* You may like to refer to the Teacher's Book of class IX (pg 9)

**LISTENING ASSIGNMENT:** You may find that guide books etc. have already provided students' with answers to the listening activities. Therefore you may *modify* the questions asked or the table given so that the students cannot use ready made answers.

### ? **How Do I Devise Oral Activities For The Students?**

- \* Don't worry, you will find that in the new course there are ample opportunities built into the MCB to help develop the students' conversation skills. You may, however, create a few similar activities.

### ? **How Do I Assess Them?**

- \* You can assess them in two ways, *informally* or *formally*. It is always better to begin with *INFORMAL* assessment of conversational skills which could be done while doing the MCB units and Literature Reader.  
*FORMAL* assessment could be based on Radio Show, panel discussions, debates, symposiums, role play, extempore, interviews, etc.

### ? **How Do I Maintain A Record?**

- \* Its very important to maintain a record of the marks that you give to each student.

\* **Informal Assessment**

First of all carry your marks register to the class each time you are conducting an oral activity. Remember not to mark your students at the very beg of the term. Decide which 5 or 10 students you are going to assess on a particular day. Do ensure that the same students do not get the key role of a reporter or presenter.

\* **Formal Assessment**

- \* You could conduct a formal debate spread over two days eg if you have a class of 45 students divide your class into two groups with about 20 students each. Give them only 2 minutes each.
- \* You could also request your colleague to assist you in the assessment.
- \* You could also organise such an activity in a double period.

**Remember** to Refer to the Conversation Skills Assessment [Appendix 1. TB class IX]

#### IV.1.2 Framing the Tests -

**[?] How Do I Frame The Unit Tests?**

- \* In order to make a balanced paper (even a unit test) it will be much better if you do a little of each book. eg Unit I MCB, Unit I & II Work Book and 1 Fiction and 1 poem from Literature Reader.
- \* Distribute the marks in such a way that they tally with the distribution of the final exam paper eg for a UNIT TEST of **25 MARKS/35 MARKS** the allotment could be as follows

READING -	7-8 Marks/10 marks
WRITING -	7-8 Marks/10 marks
GRAMMAR -	3-4 Marks/7 marks
LITERATURE -	5-6 Marks/8 marks
Total -	<u>25 marks/35 marks</u>

- \* Use *only one passage at a time* for the reading section. It could be either factual, literary or discursive. For the writing section give only one or two tasks.

**[?] How Should I Frame The Half Yearly Paper?**

- \* Your half yearly paper should strictly follow the same pattern as the final exam. (Ref. Sample Paper A and B Class IX or X).

**REMEMBER:** All unit tests and half-yearly papers will form 20% weight of continuous assessment.

## IV. 2. TESTING READING





**[?] How Do I Test Reading?**

- \* The main purpose of teaching Reading is for *UNDERSTANDING*. It is not a test of the students' Writing Skill or the skill of *READING ALOUD*.
- \* Through SECTION A ie the READING SECTION of the Examination paper you will be able to assess HOW MUCH a student has understood of the *UNSEEN PASSAGE*.
- \* If the student is able to write the *CORRECT ANSWER*, be it a word, a phrase or a sentence, it tells us that he has understood the given passage and thus deserves the mark.

**[?] How Do I Choose The Right Text?**

Read the texts given below. Decide whether the passage is suitable or unsuitable. Suggestions are given below in a box on next page.

**A. STATES OF MATTER**

Most people would describe water as a colourless liquid. They would know that in very cold conditions it becomes a solid called ice, and that when heated on a fire it becomes \_ \_ \_

**B. COLOUR PRINTING**

It is often said that making colour prints is just as easy as making prints in black and white. This simply is not true. What is true, now that methods have been simplified and materials improved, is that the basic sequence of steps involved in exposing and developing a colour print is very much the same as is used in black and white printing, with one big difference filtration of the printing light.

**C. SALMON**

Back in the ninth century AD the fierce marauding Norse and Icelandic invaders of our shores ensured that from early times their name for salmon - lax - was written into the country's history.

**D. MUTATIONS**

Mutations usually happen by chance but the chance of occurrence is increased by radioactivity and by certain chemicals. Mutations are usually harmful. In humans they usually cause defects which make a child mentally or physically handicapped.

- \* this is culturally difficult-our Indian students would find it difficult to understand. (C)
- \* this topic is very difficult for a class IX student. (C)
- \* this has too many difficult words. (C)
- \* this is a subject that my students' would have already read about in their science books. They would find it boring. (A)
- \* this seems to be interesting and of the right level for my students. (D)

### ? **What are The Kinds of Reading Texts?**

- \* Of the 3 kinds of Reading Texts one should be *Factual* (Instruction, descriptions, reports)
- One should be *Literary* (a poem, story or extract from a novel)
- One should be *Discursive* (that develops an idea/ opinion/argument)

### ? **Where Do I Get The Texts From?**

- \* Collect texts *over the year* from different sources. Label your file *Factual*, *Discursive* and *Literary*. You could look for them in the following places :
- \* *Factual*—encyclopaedia, brochures, reference books, magazines such as *Target*, *Natural Geographic*, *Business India*, *Newspapers* etc.
- \* *Discursive*—Newspapers and magazines, eg. *Femina*, *India Today*, *Science Digest*, *Reader's Digest*, *Business India*, *Newspapers* etc.
- \* *Literary*—Any suitable collection of short stories by leading writers like R. K. Narayan, Ruskin Bond, Saki, Maugham Anita Desai etc.

### ? **How do I Design Interesting and Varied Questions?**

The different *question types* are -

- \* Gap filling
- \* Completion/ Short answer.
- \* Diagram/ Table completion
- \* Information transfer
- \* Work attack questions
- \* Reference seeking

FOR MORE DETAILS REFER TO GL 8 - 13 in TB (Class IX)

### **Remember**

- \* Do not use Multiple Choice or True/ False questions as students can guess the answers or even cheat.
- \* Do not ask questions which lead to direct lifting of a word/ parts of sentence as an answer. To have a real test of students reading comprehension questions should not be the *WH* type but analytical and inferential.

**?** **How Do I Prepare Questions On Reading?**

While writing the *Reading Section* of the Question paper you will have to grapple with the following issues :

- \* Choosing texts :
- \* Getting the 3 kinds of Reading texts.
- \* Sources.
- \* Designing interesting and varied questions.
- \* Preparing the Marking Scheme.
- \* Marking the Reading Section.

**?** **How do I Mark The Reading Section Answers?**

- \* The Student deserves the mark for understanding even if there is a spelling/ punctuation error. After all *it is not a test of accuracy.*
- \* Allot half a mark for a one word answer and 1 mark for an answer that is in a phrase or sentence.



## IV. 3. Testing Writing



### ? **How Do I Test Writing?**

It is extremely important for the students to learn *how to write effectively*. Most of the time the students are not really given help on how to go about writing a piece. We also do not provide them a *reason for writing*.

Don't you think the students will be able to write better if their writing has a *purpose, a direction and an audience*? This is amply demonstrated through the writing activities in the Main Coursebook (MCB). Work through them carefully with your class. You will find that it would be of great help to the students as they become familiar with the kind of questions they will be tackling in the Unit/Term Examinations.

If the Units are taught carefully, the students will get valuable help in tackling the test papers better.

**REMEMBER** : B.3/ B.4, which is a 10 mark question, is based on one of the themes from the MCB.

E.G. The class IX sample papers A+B (Q B.3) ask students to use ideas from the units on Sports and Games and Environment respectively

Here are some questions asked by practising teachers about the framing of Writing Tasks and how they should mark them,

## **IV.3.1 Framing The Writing Tasks**

### ? **What is a Linguistically Controlled Task?**

A linguistically controlled task is one in which ample guidance is provided to students in order to build up a short composition. It is, in fact, the writing task meant to provide help (and build confidence) to the weaker students and comes first in the paper. (See B. 1 in S Q P)

### ? **How Should I Prepare It?**

To prepare B.1 the following tips would be useful –

- \* Take a well written passage which is not long, eg - a newspaper report, a diary extract, a biography, a description of a report or event etc.
- \* Make a summary of it in the form of notes, a list of events with dates, an itinerary etc. (Look at S Q P 'B' of the Class IX Workbook, pg 117)
- \* Blank out portions of the text which you would like students to fill up. (Remember not to have any blanks in the first sentence or two) The task carries 5 marks - So have 5 blanks.

**\* IMPORTANT** : Here You Are Testing The Ability of Constructing Grammatcally Accurate Sentences.

**? Why Does B. 2 Have A Word Limit?**

B.2 has a word limit because it tests the students' ability to express in *brief* in a short communication like a note, notice, telegram etc. A student may be asked to write it in a maximum of 50 words, depending upon the task and words required to complete it.

**? How Do I Frame B. 2?**

\* Provide a real life situation which will lead naturally to the writing task. The situation could be in the form of a note, a letter, etc. (See Sample Question Papers Class IX, X and Teacher's Book IX pgs GL 15-16)

\* Provide the real format of a telegram, postcard, note pad etc. as the case may be and make the task authentic.

*Authentic* means real, and a task becomes authentic when it is very much like a real life task.

\* Keep 5 marks for the question (One for each point, you expect your student to write)

\* Remember to write the answer yourself in the stipulated word limit to see if the students can actually write it within that limit.

**? What is a Verbal Stimulus?**

A verbal stimulus is one which *provides a situation in the written form* eg an advertisement, a notice or a dialogue which leads a student to the writing task

*A verbal stimulus is given for B.3 in Sample Question Paper.*

**IMPORTANT** Keep Collecting News Paper And Magazine Cuttings Which You Can Use to Frame Writing Task And Put Them in a File.

**? What is a Visual Stimulus?**

A visual stimulus is one in which a very simple picture, graph, diagram or map is used to set a writing task.

The student looks at the visual, reads the question carefully, then writes his response in the space provided.

You come across several maps, diagrams, cartoons etc in newspapers or magazines.

**KEEP COLLECTING THEM FOR LATER USE.**

You need not be an artist. You can even make stick drawings.

A visual stimulus is provided in B.4 of the Sample Question Paper.

**? How Do I Frame B.3 and B.4?**

Questions B.3 and B.4 require longer answers based on Verbal or Visual stimulus. *Remember.* One of the two *must* be based on a theme from the M.C.B.

A verbal or visual stimulus is provided in these 2 questions to give a real life situation. Very often, in real life, a student does read an advertisement, a notice, a road map, a diagram, a report etc., which leads him to write a letter, to express an opinion, to ask for information etc.

**? Why is There Space For Rough Work in The Paper?**

We are sure you realise that B.3 and B.4 require a longer writing task which goes through a process of collecting ideas, organising them editing and then preparing a final draft.

This process is taught through the M.C.B.

The rough space has been provided to assist the student to organise his thoughts for final presentation.

**? Why Are We Giving Them Lines And Not Giving A Word Limit?**

You'll appreciate that providing a word limit is an extremely artificial situation and does not leave any scope for flexibility on the part of the student.

On the other hand, a well organised piece of writing cannot go on endlessly. *The lines provide a kind of control.*

In fact, the rough space assists the student to organise his ideas neatly in the lines provided. The student who has a large hand writing will automatically write smaller to accommodate the content in the space provided.

**IMPORTANT : Ensure That The Lines Provided Are Adequate For The Task Set.  
(Work Out Yourself First!)**

**Check List For Framing B.3 And B.4.**

- \* Provide A Context.
  - \* Use visual Stimulus For B. 4 And Verbal Stimulus For B.3.
  - \* Relate One of The Two to A Theme From The MCB.
  - \* Give Rough Space.
  - \* Provide Format For Answer.
  - \* Award 10 Marks to Each Question.
  - \* Write C,F,A, At The End.
- (Details in Tips on marking in Teacher's Book)*  
**Write -(L) If You Are Testing Layout.**

### IV.3.2 Assessing The Task

**? How Do I Assess The Writing Tasks?**

**B.1.**

Remember that B.1 has been allotted 5 marks. There must be 5 blank spaces for the answers.

Each blank space *filled correctly* by the student should be awarded 1 mark.

However, half mark should be awarded for an answer which is *largely* correct but includes a *minor inaccuracy in grammar, punctuation or spelling*.

**B.2.**

B.2 is a short composition of not more than 50 words which is awarded 5 marks.

-W (see S Q P in TB) indicates that there is negative marking for exceeding the word limit: up to one mark may be deducted for exceeding the word limit.

**B.3 and B.4.**

You must use the Writing Assessment Scale (Refer T.B Appendix 2) for marking questions B.3 and B.4

The Writing Assessment Scale is designed to enable the teachers to mark the written work as objectively as possible. Award out of 4 marks for *content*, out of 3 for *fluency* and out of 3 for *accuracy*.

Write C,F and A in the booklet for these three.

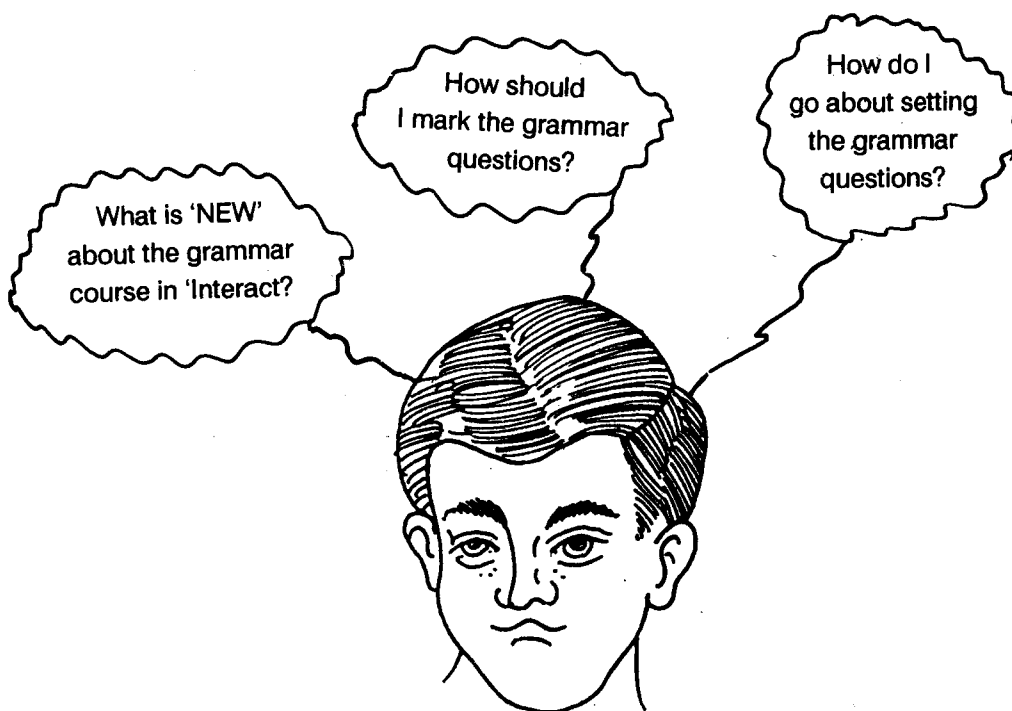
**IMPORTANT: If a Student is awarded Zero for content, Do Not award marks for fluency and accuracy.**

Where you want to test layout, write-L along with C,F and A.-L means that a mark will be deducted for not writing the layout correctly.





## IV. 4. Testing Grammar



### ? What is New About The 'New' Grammar Course?

The grammar section of the Examination paper tests the students' ability to produce accurate and appropriate language.

\* An important feature of grammar testing is that like the teaching, it is **CONTEXTUALISED GRAMMAR**.

\* Learning grammar is more meaningful and interesting for our students when there is a context or situation provided eg instead of transforming isolated sentences in Direct/ Indirect speech it would be better to give a dialogue taking place in a particular situation.

\* Testing of various grammar components should not be done in isolation.

The new course tests the *student's ability* in tenses, modals etc in an integrated way through a continuous passage.

#### **IMPORTANT**

- 1) Note that in the grammar section of the Sample Question Papers A/B there are 3 or 4 questions rather than 22.
- 2) At the end of 2 units in the work book there is an **INTEGRATIVE GRAMMAR PRACTICE UNIT** which provides the student with practice on topics learnt.

**? What Are The Different Kinds Of Questions on Grammar?**

The following is a list of test items covered under section 'C' for grammar.

- \* Editing
- \* Gap filling
- \* Sentence completion
- \* Sentence transformation.
- \* Sentence connection.
- \* Dialogue completion.
- \* Reordering of sentences.

**IMPORTANT**

Remember that **all** the topics of the grammar syllabus cannot be tested in each paper. You could **sample** or **select** some topics for each test.

### IV.4.1 Framing Tests

**? How Do I Frame A Grammar Test?**

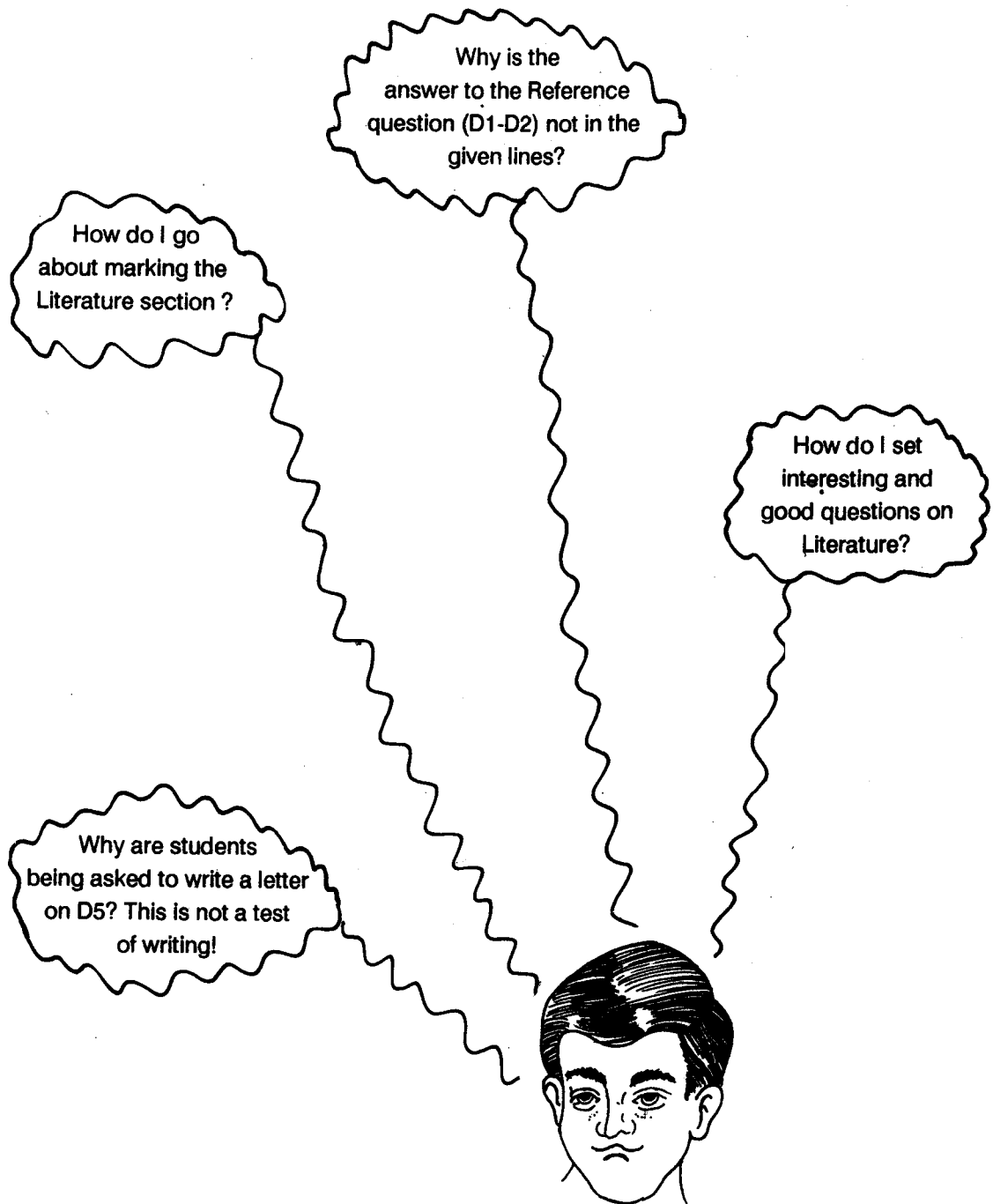
- \* Go through the grammar syllabus listed in TB (pg4)
- \* Design the grammar test very carefully
- \* If you plan to test tenses, preposition and articles in one question, first of all, *locate a suitable passage*. It should be well written and can be taken from magazines and newspapers.
- \* Next, *delete the items* that you wish to test.
- \* Remember to *allot proportionate marks to the areas that you are testing*. Do not test **Content** words eg "*It rained on Wednesday.*" You cannot delete **Wednesday** if you wish to test verb forms or prepositions.
- \* Remember to allot 1/2 a mark where a single word answer is required or where words have to be rearranged.
- \* Allocate 1 mark to a question which involves producing answers of more than 1 word eg dialogue completion/sentence transformation.

**IMPORTANT**

- \* Refer to Sample Question Papers A and B in the Workbook and look closely at the grammar questions.
- \* You will also find that the Getting Started Section of Teacher's Book (pg GL18-25) gives very useful advice on how to prepare these items.



## IV. 5. Testing Literature



**? What is SO New About The Literature Reader?**

- \* The Literature Reader familiarises students with the writings of important poets, short story writers and playwrights.

The writings of our own Indian writers form a part of the book.

- \* I am sure you agree that one of the major objectives of teaching literature is to develop an understanding and appreciation of literature. You would have noticed that the activities designed in LR *involve* the students and motivate them to *respond to the text*.

**? What Are The Kinds of Question To Be Set On Literature Reader?**

- \* 25% marks are allotted to the testing of literature in the Final Examination.
- \* D1 and D2 in the Sample Papers are called *Reference Questions* which focus on poetry and use an extract from the LR.
- \* D3 is based on the play and may use an extract.
- \* D4 and D5 are based on the Fiction stories in LR.
- \* D5 needs particular attention because it is an *extrapolative question*. Students will have to go beyond the text for the answer. Think of the story and try and highlight an interesting and different aspect other than what there is. Refer to Sample Question Papers A and B (Class IX)

**IMPORTANT**

- \* You may have noticed that the Reference Questions on poetry use a few lines as extracts. That is because it is not possible to test the students' understanding of the poem through isolated lines.

*It is not necessary that the answer to all the questions that follow lie within the lines.*

- \* You may grade the questions in such a way that they start with an easier one.
- \* Don't forget to refer to Sample Question Papers A and B in class IX Workbook.
- \* In D5 the student may be asked to answer the letter format or report etc. *It is not a test of the letter writing skill.*

It is merely a way of providing a context. That is why the first few lines of the answer are already provided.

**IV.5.1 Assessing The Answers**

**? How Do I Mark The Literature Answers?**

- \* Just as while teaching the Literature Reader, it would not do to be prescriptive i.e. have fixed, right or wrong answers. Similarly, while marking the student's literature answers their *own response* and *ideas* must be encouraged. For example, in D.5, the Extrapolative Question, there is no fixed answer so the student's creativity and interpretation should be given marks.
- \* Remember to prepare a MARKING SCHEME for this section too.

- \* Ask another Class IX/X English Teacher to work out the questions in order to be sure of the expected answers.
- \* Questions D.1-D.4 test the understanding of the text. There is no need to deduct marks unnecessarily for poor expression unless it really hampers understanding.
- \* While correcting D.5 remember to refer to the Writing Assessment Scale given in Appendix 2 of Teacher's Book. After awarding marks out of 8 mainly for Content, up to 2 marks may be deducted for poor expression. □□

### **CHECK LIST FOR PREPARING EXAMINATION PAPERS**

- \* Remember that paper setting is team work. All teachers teaching class IX/X should contribute to the paper. May be you could divide the sections of the paper amongst yourselves. It could also be a good idea to ask the teachers of the neighbouring schools to collaborate in making a joint paper.
- \* Remember to keep the Examination specifications in mind while setting the paper.
- \* You must keep the format of the Examination in mind while preparing the paper. Follow the same exercise types, rubrics, mark allocation and numbering. (Refer to the Sample Question Papers.)
- \* Keep the examination as objective as possible. Avoid too many alternative answers.
- \* Do ensure that there is a margin on the right hand for marking. This is strictly reserved for the examiner only.
- \* Remember that each question is numbered using the section number eg A.1, A.2, A.3, B.1, B.2, B.3 etc. (Refer to Sample Question Paper A Workbook Class IX pg.88)
- \* Remember to number the lines of the reading passage.
- \* Provide adequate space for the answers as well as for rough work.
- \* You must prepare a detailed marking scheme along with the objectives. (Refer to Sample Question Papers of work book class IX / X)
- \* Remember to proof read to avoid typing errors.
- \* Remember to give the paper to as many colleagues as possible, together with the marking scheme. Ask them to *actually* write the answers ( and all possible answers ) in the space provided. It will help in removing all possible discrepancies.

#### **IMPORTANT :**

- \* Draft your paper neatly so that the typist understands what is required, both in wording and in layout. Wherever writing space is required ask the typist to type in double space.
- \* Write your test paper the way you want it to be typed. Instruct the typist *NOT* to Tamper With The Length And Numbering Of The Lines.

## General Worries

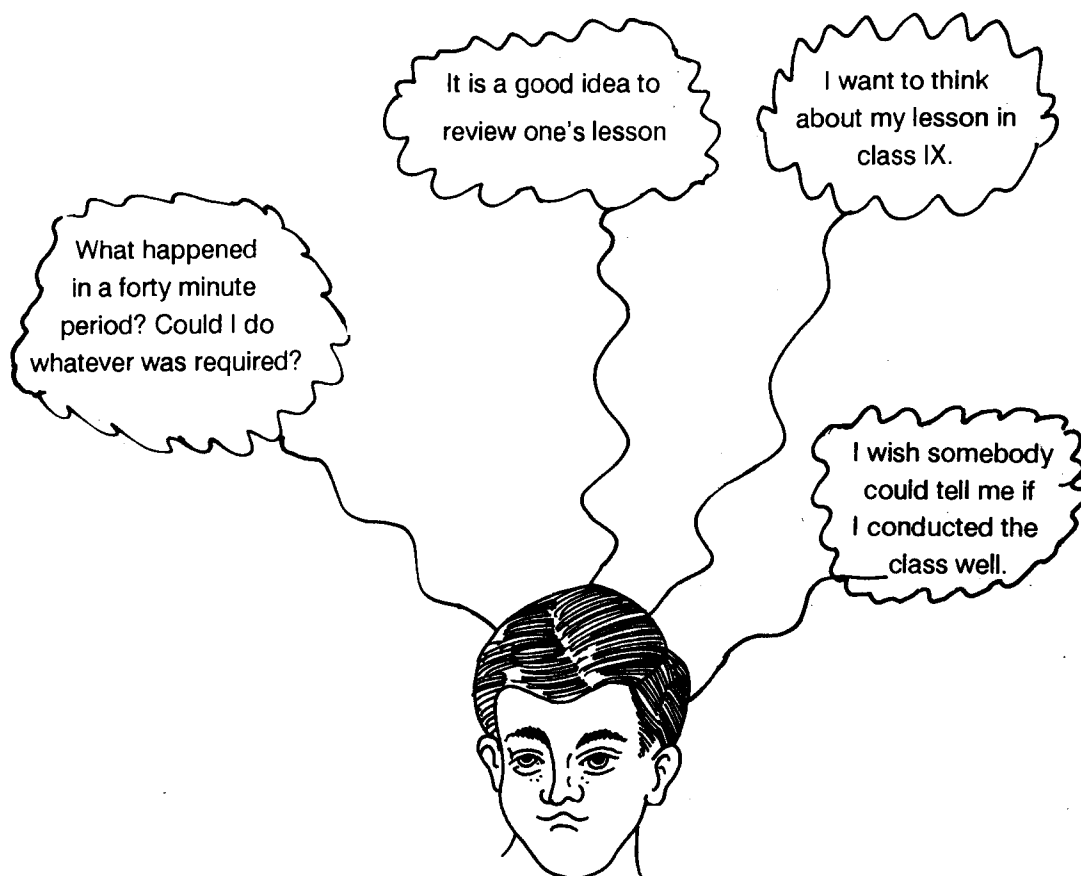
### **[?] How Do I Prepare My Students To Do Well At Exams?**

- \* Your students can do well at tests and exams if they are told about the format of the paper, weight to the different questions, the kind of questions they are likely to be asked, well in advance.
- \* Make them practise the writing tasks in the MCB (and more.) Similarly, inform them that they will develop good reading strategy if they do all the reading exercises in the MCB as they are meant to be done and do better at exams.
- \* Prepare them for contextualised grammar testing.
- \* Give them the kind of questions likely to be asked on LR. Especially remember to prepare them for extrapolative questions through practice.
- \* It would be a good idea to take parents in to your confidence through a news letter or PTA.
- \* You can give the students a lot of practice through the sample papers in the Work Book and sample questions given in the Teacher's Book.
- \* Why not get question papers set by other schools and ask your students to practise from them?

□□

## V. Self - Monitoring

### TIME FOR REVIEW (I)



When a teacher asks such questions and tries to find solutions, he/she is monitoring his/her own work.

This is **self-monitoring**.

Our work doesn't finish the moment we walk out of the classroom. We all think and reflect over what worked well and what didn't. We can do this more effectively if we have a checklist which is easy to refer to. Here is a checklist which you may find useful and helpful.

## REMEMBER

- \* You will need more than one copy of this checklist. Please make photocopies.
- \* You may file them in your diary.

## END OF A SECTION CHECKLIST

- \* You may need three to five periods to complete a section of a Unit.
- \* You need not use this checklist after each section.
- \* You may wish to use it for one section in each unit.

## SETTING THE TONE OF THE SECTION

- \* Was there a warm-up activity?
- \* Did I spend too much time on the warm up activity?
- \* Were most of the students involved?

## GETTING ON WITH THE LESSON

- \* Were my instructions to the students clear?
- \* Did the students carry out the instructions?
- \* Who talked most of the time?
  - I ?
  - my students?-----

\* *What activities did I set ?*

Put A in the Relevant Boxes

ACTIVITIES SKILLS	INDIVIDUAL WORK	GROUP WORK	WHOLE CLASS WORK
LISTENING			
SPEAKING			
READING			
WRITING			



## REMEMBER

- \* For each skill you may have to put a tick in more than one box eg in a listening lesson, a student may have done individual work and then followed it up with pair work.
- \* Your responses should be well distributed over the different activities and skills. You need to rethink of organising your activities in a different manner if your responses are concentrated in one column now.

### ***\* What did the students do during the activities?***

(Have a look at the list that follows.)

- \* listened quietly?
- \* listened and completed the task?
- \* took part in Role-play?
- \* took active part in pair/group work?
- \* discussed and wrote individually?
- \* the talkive ones dominated?
- \* some shy ones did not participate at all?
- \* most worked busily on the task set?
- \* most went through different stages for writing task.
- collected ideas
- discussed
- edited
- wrote the final draft.

### ***How did I correct the errors?***

- Did I use self correction?
- Peer correction
- \* whole class correction
- \* teacher correction

You may refer to Teacher's Book Pages MCB VI-VIII

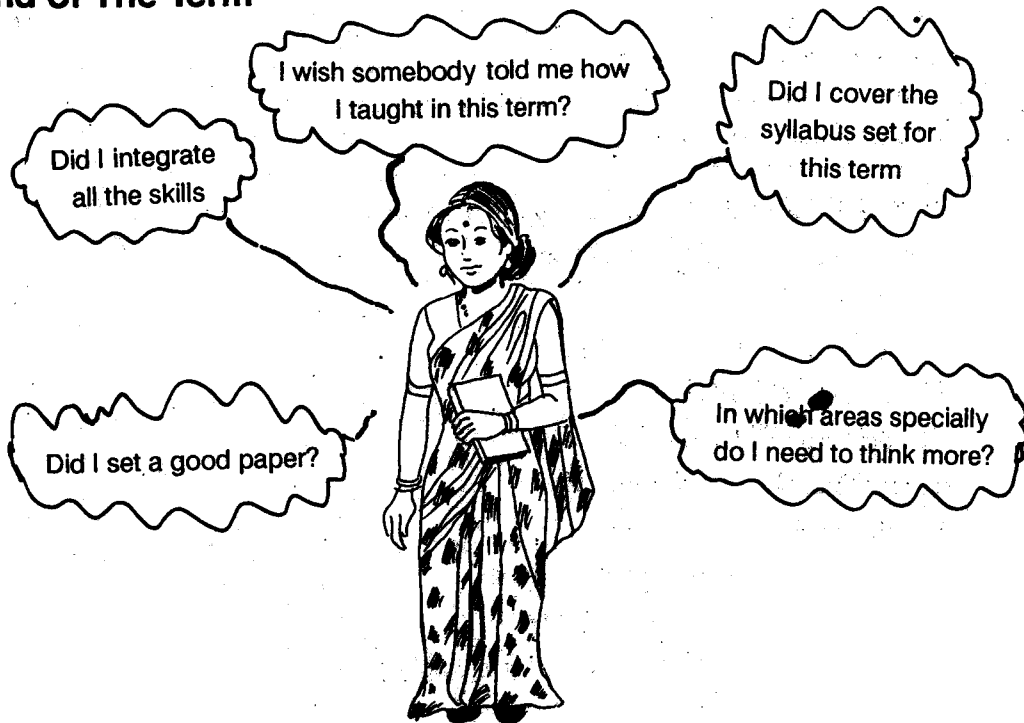
## END OF THE SECTION

What was the nature of the task I set at the end of the section?

- \* Oral
- Reading
- \*Writing

## Time For Review (ii)

### End of The Term



By now you must have used the 'End of the section checklist' a few times (more than once.)

Now that you have covered the syllabus set for a term, it is time to review your work on a wider and broader scale so that the same mistakes are not repeated in the next term.

#### \* Syllabus-completion

\* Have I been able to complete the syllabus satisfactorily

Yes / No

\* If not, what is / are the reasons?

(Mark with a tick ✓)

\* The syllabus for the term was too heavy

\* The allotted time was not available because of

- unexpected breaks.

- unscheduled activities.

\* Non-availability of required equipment.

\* Some activities took more time than expected. (Please specify) \_\_\_\_\_

## \* CLASSROOM ACTIVITIES

*Did I feel comfortable and confident about classroom activities?*

Yes / No.

## \* Classroom Management

*Did I*

- \* handle large classes effectively?
- \* organise pair work/group work well?
- \* control noise level in the class room?
- \* manage time properly?
- \* help students when they need it?
- \* handle difficult students?
- \* encourage shy students?

(If there is a problem, refer to the relevant sections in the Teacher's book)

## \* Developing language skills

*Did I Pay Adequate attention to-*

- Listening  (Teacher's Book MCB IX & X)
- Speaking  (Teacher's Book MCB IX & X)
- Reading  (Teacher's Book MCB IX & X)
- Writing  (Teacher's Book MCB IX & X)

\* *Was I able to use the activities successfully in an integrated manner as planned in the MCB?*  (Teacher's Book pages MCB IX & X)

## \* Error-Correction

\* *Was I able to use different techniques of error correction?*

Yes / No

*Did I use –*

- \* Self correction
- \* Peer correction
- \* Whole class correction
- \* Teacher correcting students

\* *What techniques did I use for correcting students' written assignments?*

- \* set of signals  (Teacher's Book. page MCB VI)
- \* comments on written work  (Teacher's Book, page MCB VIII)
- \* selective correction  (Tell students before hand which area you will look at eg tenses, punctuation etc. Errors in other areas are ignored)

**\* Continuous Assessment**

*Dis I Assess The Oral Skills?*

*Did I set an assignment in*

\* Reading

\* Listening

\* Writing

\* Literature

**\* Setting Question Papers**

*\* Was I able to set a good question paper ?* Yes / No.

*\* Did I*

\* Choose the texts for reading carefully?

\* Follow the pattern as given in the work book?

\* Frame good items for

Section A

Section B

Section C

Section D

**\* Maintaining Records**

\* Continuous assessment record

\* Report cards

**\* Innovative Techniques**

*Did I try out any new techniques this term ?* Yes / No.

\* A brief description

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**\* Follow up activities**

*Have I been able to take care of all the above sections we ?* Yes / No.

If not, then do I

\* discuss with a colleague?

\* read the Teacher's book ?

\* contact a resource person?

**\* In what other ways can I reflect about my work ?**

\* By maintaining a diary.

This could contain

- \* Notes on what I strongly feel about
- \* Classes that students enjoyed.

Reasons :

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\* Activities which students did not like.

Reasons :

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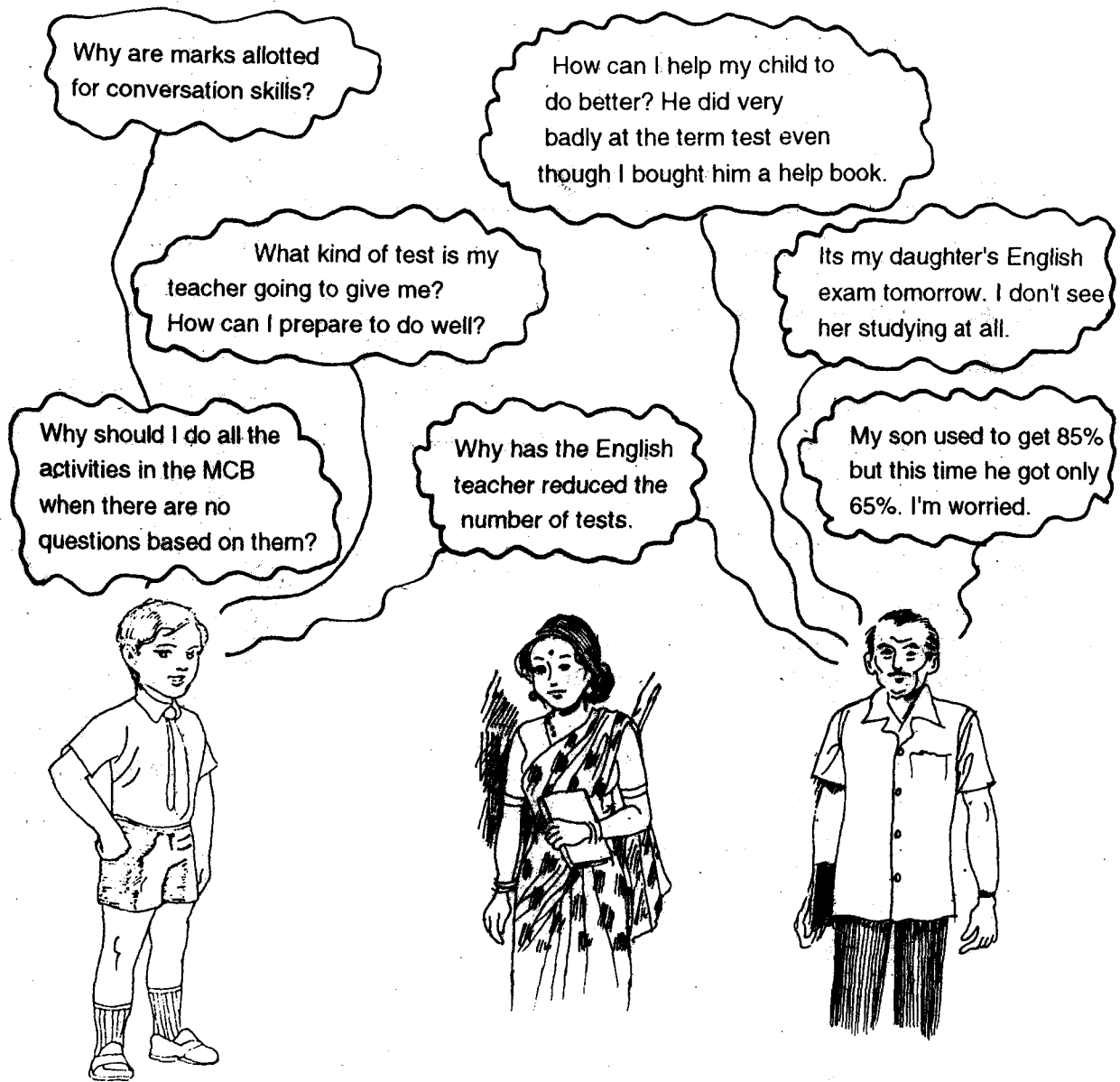
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**Do I**

- \* Try New techniques in the class?
- \* Share my experiences with my colleagues?
- \* Write about my experiences to CENBOSEC - ENGLISH MATTERS.

**? How Do I Handle Students And Parents Who Are Worried About The Unit Tests And Exams?**



- \* We are sure you will be able to answer all these questions confidently. Good luck! No amount of help books can help a student to do really well!
- \* If you're still doubtful please refer again to Teacher's Book.
- \* For further clarification or any doubts do feel free to contact:  
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