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## ACTIVITY-1

Take a few passages from different lessons of any class of your choice and critically examine

- a) To what extent the language clearly convey the meaning of the topic being discussed?
- b) Is the language learner-friendly?
- c) Is the language too technical in nature?

Once upon a time, in a very thick forest lived many animals, birds, snakes and insects. They all lived together happily. The peacocks were very proud of their dance. The elephants enjoyed watching the fish swimming in the pool. They Python that were blessed with long bodies spoke well of the fur of the flat-footed rabbits. The tiny ants, which are always busy, tickled the dark buffaloes.

This passage is taken from VI class lesson named peace and Harmony, which tells us about how tranquility can make the atmosphere. To describe this feature the author has taken the different characters as animals of diverse nature to bring unity and creates a friendly atmosphere.





- 1 a) the language has been very clear in the passage  
 b) It has been learner friendly, being pleasing.  
 c) No, the language was not too technical.

II] Kingdoms have vanished. Kings have gone. But one game they played remained with us and probably remains with us forever. CHESS. It has won the hearts of Indians, Egyptians, Persians, Chinese, Japanese and every thinking animal on earth.

This passage taken from VII class lesson named "The wonderful world of chess", to describe the benefits of playing chess.

- 2 a) The language has been very clear in passage. It conveyed the central idea of the importance of playing chess for cognitive development.  
 b) Yes the language has been learner friendly  
 c) The language has been technical enough expressively and accurately to develop the memory of the child.

III No other Indian can claim the kind of adulation and respect Dr. Dwarkanath Kotnis enjoys in China. Coming from a family of doctors, Dr. Kotnis had always dreamt of becoming a physician. And the war of resistance





Gave him the perfect opportunity to make himself useful in the battle field.

This passage is taken from VIII class lesson named Dr. Swarakanath Kotnis, to describe the contribution of Kotnis towards humanity.

3a) The language has been arranged according to the need of the lesson and the developing ability of the growing child. It conveyed the central idea of the importance of humanity. The language has been very clear in the passage.

3b) Yes, the language has been learner friendly, giving necessary information about humanity and service oriented nature of the doctors.

3c) Yes, the language has been technical enough for the standard of class VIII with sufficient enrichment to the students language skills. A meticulous transaction process has been worked out in tune with the current understanding of language and language learning, with sufficient enrichment.





## ACTIVITY-2

Select examples of grammar activities listed in English Readers of classes VI to X and analyze.

### I. "Adverb"

The tiny ants, which are always busy,

They often held a musical evening.

The underlined words are adverbs and are called adverbs of frequency.

### II. "Collective nouns"

It was the Newyears Day. It is celebrated by People all over the world. Sushma wanted to buy a bunch of flowers for her teacher. She rushed to the florist. But there was a huge crowd with great difficulty, she bought one and quickly reached her school. when she entered the class, there were a heap of greetings and bouquets. She, then distributed a packet of sweet

The above underlined words are referred to a group of people or things. Such words are called "collective nouns".

### III) Question mark (?) and Exclamation mark (!)

"Where's the champion of Israel? shouted  
let him come and fight with me?"





"Who is this man?" said David.

"How stupid you are!" Goliath explained.

You understand from the above sentences that a question ends with a question mark (?) and exclamatory sentence with an exclamatory (!).

#### IV. Direct and Indirect Speech.

"Children, it is time for lunch!" said Granny. When the actual words spoken by a person are placed within the inverted commas like this, it is called direct speech. When the words of a speaker as shown below, it is called indirect speech. Granny told the children that it was time for lunch.

Notice how the verb changes and connectors added.

Direct Speech: Ram said to Sita, "I like swimming and Gopal likes badminton."

Indirect speech: Ram told Sita that he liked swimming.

An exception to this past tense rule is when the verb between the quotes will also be in the past tense.

#### V. If clause:

1. An 'if clause' is also known as a conditional clause. It expresses a condition or cause.





whose result / effect is expressed or felt.

2. If the Verb in the 'if clause' is in the Present tense, the other clause normally will + Verb

### VI. The Passive Voice.

1. Everyone in the Village liked Rip van winkle.
2. Rip van winkle was liked by everyone in Village.

Compare two sentences. They convey the same meaning. 'Everyone in the Village' is the subject 'liked' is the Verb. and 'Rip van winkle' is the object. Here, the Verb 'liked' is said to be in 'active voice'.

In the second sentence, the subject and the object have exchanged their positions and "by" is added to the object. The Verb "liked" is changed into "was liked". Here, the Verb is said to be in passive voice.

III. Adjectives and their order in a phrase.  
 Usha was a tiny village girl. She was an extremely bright student.

The underlined words are adjectives. They describe Usha. we may use more than one adjective to describe a person, place or thing.

Quality: a pleasant day      Size: a small room  
 Temperature: a hot day      Age: a young man





Shape: a Square table colour: a black cat.

### VIII. use of 'must'

'Gatekeeper. I must obey the king's order. I will not let you in. In the above sentence, 'must' shows some obligation and compulsion. It expresses that the work is to be done without fail.  
example: you must stop at the traffic light.

### IX. Adjectives:

1. The elephant is bigger than the donkey
2. The donkey is not as big as the elephant

In the above sentences the elephant and the donkey are compared with respect to their size. The words 'big' and 'bigger' are adjectives that are used to compare their size.

X. Adverbs: Read the following passage about Rohini and circle the adverbs of manner. Then pick out the verbs of action that refer to.  
Rohini was seriously preparing for the state level dance competition. I went along with her mother to see the programme. we were comfortably seated in the first row. Rohini performed excellently, Rohini missed the first prize. The audience applauded her loudly.  
English grammar is defined as the body of rules.





## ACTIVITY-3

Take a topic of your choice and select 10 vocabulary items from lesson to teach in the relevant context. Give reasons for your selection.

I have taken the following 10 vocabulary items from the lesson "The Town Mouse And The Country Mouse", class VII. This activity helps the students to develop interest towards new vocabulary and its importance.

### Instructional objectives:

- \* To enable the pupils speak correct and simple English in the right context.
- \* To enable the pupils understand the reading material and grasp the meaning.
- \* To enrich their vocabulary and comprehension.

SPECIFICATIONS:

- 1) The pupils grasp the morphology and syntax to relate the meaning.
- 2) The pupil identify and recall the vocabulary terms to relate to the meaning.

### Passive Vocabulary:

1) Dreadful - Very bad

Sentence: They told us the dreadful news.





2) chug - To move making the sound of an engine  
Sentence: The train chugs down the track.

3) uncomfortable - unpleasant  
Sentence: The request for money made them feel uncomfortable.

4) Bright (Adj) - light  
Sentence: I have a bright red wallet.

### Active vocabulary:

1) Wish (n) - A wish is a desire or strong feeling  
Sentence: clearly she had no wish for conversation.

2) Feel (v) - A particular emotion  
Sentence: Tom feeling very depressed.

3) Train (v) - Learn or teach skills, coach.  
Sentence - The teacher trained the students to speak perfect English.

4) root (n) - origin, starting place.  
Sentence: It's difficult to root out certain prejudices.

5) Sleep (n) - to rest your mind and body by closing your eyes and becoming unconscious.

Sentence: I usually try to sleep for at least eight hours every night.





## ACTIVITY - 4

Activities for practicing pronunciation and spellings of 15 words from a lesson in any text book of classes VI to X.

I have been taken 15 words from VII class lesson named C.V. Raman, The pride of India for pronunciation and spellings. The words are given below.

| WORD           | PRONOUNCIATION    | PHONETIC        |
|----------------|-------------------|-----------------|
| Association    | as-so-cia-tion    | əsoʃiəʃən       |
| Excitement     | ex-cite-ment      | ɪksaɪtmənt      |
| Laboratories   | la-bora-tories    | læbrətɔːrɪz     |
| Equipment      | Equip-ment        | ɪkwɪpmənt       |
| modifications  | modi-fi-cations   | mɒdɪfəkeɪʃənz   |
| Brilliant      | Bril-li-ant       | brɪljənt        |
| Cultivation    | culti-vation      | kʌltɪveɪʃən     |
| Administrative | Ad-mini-stra-tive | ədmi-nɪ'strətɪv |
| Commemorate    | Com-memo-rate     | kəmeməreɪt      |
| Achievement    | Achi-eve-ment     | ətʃivmənt       |
| Performance    | Per-for-mance     | pəfɔːməns       |
| Attention      | At-ten-tion       | ətənʃən         |
| Instruments    | In-stru-ments     | ɪnstrəmənts     |
| Memories       | Memo-ries         | meməreɪz        |





### Activity 1 → Alpha-Time Spelling

Provide each student with 10 slips of paper. Have students practice writing words, one per slip. At the signal, students turn over the slips and arrange in alphabetical order.

### Activity 2 → Back-to-Back Spelling.

Students work in pairs. One member of each pair uses a finger to spell the words on the partner's back. Identify the word spelled, and spell loud.

### Activity 3 → cut and paste spelling.

Provide each student with a page from the local newspaper. Have them cut out letters from headlines, advertisements and text, and glue those letters to a sheet of paper to spell words.

### Activities for pronunciation practice.

1. Odd one out → prepare a list with sets of three to four words that have the same vowel sound, plus one somewhere in the middle that is different.
2. Letters vs. Sounds.
3. Tongue Twisting → They are fun and excellent for pronunciation practice. This is a great way to help practice the longer ones.





## ACTIVITY - 5

Develop a question paper for class VI to X to assess all the aspects of language learning. Weightage to objectives.

| SL NO | Content       | No. of questions | Marks | Percentage |
|-------|---------------|------------------|-------|------------|
| 1     | Knowledge     | 19               | 13    | 52         |
| 2     | Comprehension | 9                | 6     | 24         |
| 3     | Expression    | 6                | 6     | 24         |
|       | Total         | 34               | 25    | 100        |

Weightage of various elements of lang.

| SL NO | Content            | No. of questions | Marks | percentage |
|-------|--------------------|------------------|-------|------------|
| 1     | Make sentences     | 3                | 3     | 12         |
| 2     | Give the mean      | 4                | 4     | 16         |
| 3     | Fill in the blank  | 3                | 3     | 12         |
| 4     | Rewrite as direct  | 3                | 3     | 12         |
| 5     | Study skills       | 3                | 3     | 12         |
| 6     | True or false      | 4                | 2     | 8          |
| 7     | Antonyms           | 4                | 2     | 8          |
| 8     | Match following    | 6                | 3     | 12         |
| 9     | Choose the correct | 4                | 2     | 8          |
|       | Total              | 34               | 25    | 100        |





### Weightage to Type of questions

| SL. NO | Content            | NO. of Questions | Marks | percentage |
|--------|--------------------|------------------|-------|------------|
| 1      | Very short answers | 6                | 6     | 24         |
| 2      | Objective          | 28               | 19    | 76         |
| Total  |                    | 34               | 25    | 100        |

### Weightage to level of difficulty

| SL. NO | Content   | NO. of Questions | marks | percentage |
|--------|-----------|------------------|-------|------------|
| 1      | Difficult | 6                | 6     | 24         |
| 2      | Average   | 14               | 12    | 48         |
| 3      | Easy      | 14               | 7     | 28         |
| Total  |           | 34               | 25    | 100        |

### QUESTION PAPER

CLASS : VI

TIME : 45 min

SUBJECT : ENGLISH

MARKS : 25.

1. Meanings

Gymnastics = property = word =

2. Opposites

Big x

Dark x

Near x

open x

3. Fill in the blanks :

1. Prevention is better than \_\_\_\_\_

2. Prisoner \_\_\_\_\_ from jail.





4. Study the following results.

| Girls     | Percentage | Boys    | percentage |
|-----------|------------|---------|------------|
| Suetha    | 86         | Krishan | 85.6       |
| Rani      | 85         | Raju    | 82         |
| Ramani    | 82         | Sai     | 78         |
| Hemalatha | 85         | Haru    | 79.6       |
| Kumari    | 78         | Hari    | 69         |

Answer the following questions:

1. which two students scored equal percentage?
2. who got the lowest percentage?

5) Make sentences by given words

1. Bunch
2. strength
3. wise.

6) Tick the correct Answer.

1. Physician should have
  - a) Impatience
  - b) Arrogance
  - c) sense
  - d) patience
2. The first person to find out the cause of human sickness was
  - a) Susruta
  - b) Charaka
  - c) Dharmapada
3. Charaka was a great
  - a) Surgeon
  - b) philosopher
  - c) physician
  - d) Translator
4. The Charakasamhita was written.
  - a) Nearly twenty years ago
  - b) Nearly twenty decades ago
  - c) Nearly twenty centuries ago
  - d) Nearly twenty five years ago.