

APPENDIX -1
Texts for Listening

Unit 1

Attitude Is Everything

There was a farmer in Africa who was happy and content. He was happy because he was content. He was content because he was happy. One day a wise man came to him and told him about the glory of diamonds and the power that goes along with them. The wise man said, "If you had a diamond the size of your thumb, you could have your own city. If you had a diamond the size of your fist, you could probably own your own country." And then he went away. That night the farmer couldn't sleep.

He was unhappy and he was discontent. He was unhappy because he was discontent and discontent because he was unhappy. The next morning he made arrangements to sell off his farm, took care of his family and went in search of diamonds. He looked all over Africa and couldn't find any. He looked all through Europe and couldn't find any. When he got to Spain, he was emotionally, physically and financially broke. He got so disheartened that he threw himself into the Barcelona River and committed suicide.

Back home, the person who had bought his farm was watering the camels at a stream that ran through the farm. Across the stream, the rays of the morning sun hit stone and made it sparkle like a rainbow. He thought it would look good on the mantel piece. He picked up the stone and put it in the living room. That afternoon the wise man came and saw the stone sparkling. He asked, "Is Hafiz back?" The new owner said, "No, why do you ask?" The wise man said, "Because that is a diamond. I recognize one when I see one." The man said, no, that's just a stone I picked up from the stream. Come, I'll show you. There are many more." They went and picked some samples and sent them for analysis. Sure enough, the stones were diamonds. They found that the farm was indeed covered with acres and acres of diamonds.

Unit 2

Bus 65

A woman was visiting Hyderabad for the first time. She wanted to see the Charminar. Unfortunately, she couldn't find it, so she asked a police officer for directions.

"Excuse me, officer, how do I get to the Charminar?"

The officer replied, "Wait here at this bus stop for the number 65 bus. It'll take you right there." She thanked the officer and he drove off.

Three hours later the police officer returned to the same area and, sure enough, the woman was still waiting at the same bus stop. The officer got out of his car and said, "Excuse

me, but to get to the Charminar, I said to wait here for the number 65 bus. That was three hours ago. Why are you still waiting?"

The woman replied, "Don't worry, officer, it won't be long now. The 56th bus just went by!"

Unit 3

Once there was a very rich man. His name was Dhanaraju. He had two sons, Ganiraju and Pothuraju. Ganiraju was hard working and obedient. He always helped his father in the fields. But Pothuraju was lazy. He never went to fields. He was disobedient to his father. He always wanted to lead a free, lavish life, so one day he said to his father, "Father, give me my share of property." The father was heart-broken. He divided the property between his two sons. Pothuraju left home with his share. He went to a distant land, made a lot of friends and soon spent all his property lavishly on friends, food and drinks. All his friends left him.

At that time, there was a famine and Pothuraju had no work and food. None of his friends gave him food or money. He took up the job of feeding pigs. Sometimes, he had to eat the food kept for the pigs. He was very sad about his condition. He soon began to think of his father and his brother. He said to himself, "In my father's house, even the servants have enough food. They get good shelter too. But here, I am struggling for food and shelter. I will go back to my father. I will beg him to take me as his servant."

So decided, the dishonest son set out for his father's house. In the meantime, his father was always thinking of his second son. He would sit near the windows. He would look out at the road, expecting his son to return home.

One day Dhanaraju saw his son coming at a distance. He ran out of the house in great joy and hugged his son. His son knelt down. He said, "Father, I am not fit to be your son. Take me as your servant."

Unit 4

Jewels of India

This is All India Radio, Hyderabad.

Welcome to 'Jewels of India Programme' presented by Meenakshi.

In our programme today, we will know about the most famous Indian film maker.

We know that Bengal is a beehive of cultural activities. It has witnessed cultural reforms. It is the birth place of many writers and intellectuals.

To Continue this tradition, another great son of India took birth in Calcutta on 2nd May 1921. Who could that be? It is none other than Satyajit Ray, the son of a writer. . . a grandson of an amateur astronomer. His home provided him with an ambience to think and feel.

Graduating from Presidency College, Calcutta, Ray moved to the open air university, 'Shantiniketan'. A keen observer that he was, Ray imbibed the spirit of Shantiniketan. There he read extensively and developed interest in painting.

Back in Calcutta, Ray started working for a London-based advertising firm. Wasn't it a right place for a creative man like Ray? He worked there for some time and moved to London to work there.

There he watched films. Film after film. He liked the film 'Bicycle Thieves'. That kindled interest in Young Ray in film-making. Slowly his interest lead him to a world of creativity. That was the birth of a great film maker. And Ray became a film maker.

His films 'Pather Panchali', 'Aparajito', 'Agantuk' were some of his master pieces. His vision for Bengali films was matchless.

Along with the Oscar Award, he received the Bharata Ratna. The legendary film maker passed away in 1992. But the film world cherishes his memories forever.

Next week we will know about another great personality.

Till then, good bye to Meenakshi.

Unit 5

A Speech by Martin Luther King Jr.

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment. I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident; that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today

I have a dream that one day the state of Alabama, whose governor's lips are presently dripping with the words of interposition and nullification, will be transformed into a situation where little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plains and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith with which I return to the south. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

Unit 6

A Talk by an Environmentalist

As you all know, to the North of India we have snow-covered mountain ranges as boundaries to our country. They are the Himalayas. You know the Himalayas are also affected by the environmental pollution. You must be wondering as to how the Himalayas get affected. The Himalayas are huge, cool ice formations surrounded by beautiful habitation. Do you know what happens if the Himalayas die? The whole of India will turn into a desert. Can you guess what felling of trees lead to? It leads to deforestation. Specially in the Himalayan

region if the trees in the forest are cut down that will give way for warming of the atmosphere and with the result melting of Himalayas.

Do you know when the movement for the protection of Himalayas started? It started way back in 1970s and 1980s. The movement was for the resistance to the destruction of forests throughout India. Later it became organized and known as Chipko movement.

The architect of the movement to protect Himalayas is a renowned person - Sunderlal Bahuguna. He was the follower of Mahatma Gandhi in many ways. He started the movement to resist the destruction of forests in the Himalayan region.

Do you know how the movement got its name? The name (Chipko) came from a word meaning 'embrace'. In the movement, the villagers hugged the trees and thus saved them by putting their bodies in the way of the contractors' axes.

Unit 7

A Speech by A.P.J. Abdul Kalam

Dear friends,

“I have three visions for India. In 3000 years of our history, people from all over the world have come and invaded us, captured our lands, conquered our minds. From Alexander onwards, the Greeks, the Turks, the Moguls, the Portuguese, the British, the French, the Dutch, all of them came and looted us, took over what was ours. Yet we have not done this to any other nation. We have not conquered anyone. We have not grabbed their land, their culture, their history and tried to enforce our way of life on them. Why? Because we respect the freedom of others.

That is why my first vision is that of freedom. I believe that India got its first vision of this in 1857, when we started the war of independence. It is this freedom that we must protect and nurture and build on. If we are not free, no one will respect us. My second vision for India is development, for fifty years we have been a developing nation. It is time we saw ourselves as a developed nation. We are among top 5 nations of the world in terms of GDP. We have 10 percent growth rate in most areas. Our poverty levels are falling. Our achievements are being globally recognized today. Yet we lack the self confidence to see ourselves as a developed nation, self-reliant and self-assured. Isn't this incorrect?

I have a third vision. India must stand up to the world because I believe that unless India stands up to the world, no one will respect us. Only strength respects strength. We must be strong not only as a military power but also as an economic power. Both must go

hand-in-hand . My good fortune was to have worked with three great minds. Dr. Vikram Sarabhai of the Dept. of Space, Prof. Satish Dhawan, who succeeded him and Dr. Brahm Prakash, father of nuclear material. I was lucky to have worked with all three of them closely and consider this the great opportunity of my life...

Why is the media here so negative? Why are we in India so embarrassed to recognize our own strengths, our achievements? We are such a great nation. We have so many amazing success stories but we refuse to acknowledge them. Why? We are the first in milk production. We are number one in Remote sensing satellites. We are the second largest producer of wheat and rice. Look at Dr. Sudarshan, he has transferred the tribal village into a self-sustaining, self driving unit. There are millions of such achievements but our media is only obsessed in the bad failures and disasters...

Unit 8

Maya

My name is Maya. I was born 14 years ago in a poor peasant family. There were already many children, so when I was born no one was happy.

When I was still very little, I learned to help my mother and elder sisters with the domestic chores. I swept floors, washed clothes, and carried water and fire-wood. Some of my friends played outside, but I could not join them.

I was very happy when I was allowed to go to school. I made new friends there. I learned to read and write. But when I reached the fourth grade, my parents stopped my education. My father said there was no money to pay the fees. also, I was needed at home to help my mother and the others.

If I were a boy, my parents would have let me complete school. My elder brother finished school and now works in an office in the capital. Two of my younger brothers go to school. Maybe they, too, will finish.

I know I shall have to spend long hours working either at home or in the field. And then I'll be married. I have seen my mother working from early dawn to late at night. My life will not be much different.

If I were given the choice of being born again, I would prefer to be a boy.

Appendix II

A Note to the Teacher

‘Our World through English’ Class X has been prepared in accordance with the syllabus for a ten year course in English as a second / third language. We hope you would supplement or complement this textbook with some other material of your choice for effective classroom transaction.

The Goals

After the completion of the course, the students are expected;

- to attain the basic proficiency, such as is acquired in natural language learning i.e., the spontaneous and appropriate use of language for at least everyday purposes,
- to develop his/her linguistic competence into an instrument for abstract thought and knowledge acquisition and,
- to construct discourses (oral and written) such as narratives, descriptions, essays, conversations, diary and script writing, profile writing, dramas, posters, slogans, letters, etc.

Academic Standards

At the end of the academic year the children are expected to achieve certain academic standards. The everyday classroom transaction should ensure the achievement of the following academic standards among children.

1. Listening and Responding
2. Reading Comprehension
3. Vocabulary
4. Grammar
5. Conventions of Writing
6. Creative Expression (Oral and Written Discourses)

In order to achieve the above academic standards, the new textbooks are designed in the following systematic manner with eight units with different themes and genres.

Features of the Textbook:

You may have noticed that this textbook has a few features which make it different from the ones that we have used earlier.

- Units are thematically organized with passages meant for listening and reading and activities focusing on comprehension, expansion of vocabulary, grammar and study skills.

- Measures have been taken to help learners getting familiarised with different genre of authentic discourses such as narratives, essays, biographical sketches, dramas, poems, etc. and construct them in oral as well as written forms.
- Though the components in a unit have been organised as listening, speaking (oral activity), reading and writing, an integrated treatment of these skills has been worked out.
- Vocabulary and grammar exercises have been contextually embedded avoiding de-contextualised treatment of these.
- A few questions and activities, given under comprehension do not target any fixed responses; instead, they demand the learners to use language authentically by way of expressing themselves orally and in writing. These comprehension questions and the language activities are all stepping stones for the learners to gain proficiency in language and as such are not goals by themselves.

Components of a Unit:

Face Sheet / Trigger: Each unit starts with a picture / quotation / poem followed by some interactive questions. This is to warm-up the students and to generate genuine interest towards the theme and the reading texts in the unit. The teacher can put more number of questions that demand divergent responses from children in order to encourage them to interact more effectively.

Reading Texts: Every unit consists of three reading texts (Reading A, B and C). The reading texts include different genres such as stories, narratives, biographical sketches, short plays, speeches, monologue, letters, interview and essays related to the theme of the unit. All texts are followed by glossary, and a few comprehension questions. You will find the questions that help students think critically, reflect on what they have read, and interpret the text in their own words. Teachers should follow the suggested transaction process in the classroom.

Language Activities:

Vocabulary: This section contains some vocabulary tasks/activities/exercises. You will find matching questions, finding synonym / antonym tasks, phrasal verbs, multiple shades of meanings, collocations, homonyms, homophones and homographs, idioms, word-formation activities, etc.

Grammar: This section contains some grammar tasks/activities/exercises. You will find tasks that make the students explore language. You will also find activities that help students identify grammatical errors and correct them.

Writing: This section contains some written discourses that help students write conversation, description, narrative / story, a message, e-mail, SMS, a diary entry, a letter, a paragraph, an essay, a biographical sketch, songs / poems and some other discourses. You will also find some tasks that need group discussion, collation of information from various sources, and they write a piece collaboratively.

activities that follow. This can be done based on something (say a photograph, a visual clipping, a news report, etc.) that will work as a trigger for sensitizing the learners on the theme around which the entire classroom activities are woven. The facilitator can ask a few analytical questions that will elicit individual perceptions on the trigger.

2. The facilitator presents a narrative or initiates a discussion that will further sensitize the learners on the theme.
3. This is followed by a few more analytical questions eliciting free responses of the learners. These questions will help the learners make intelligent predictions on what they are going to read.

Reading

This involves a number of micro-processes:

1. Individual reading: Note that children have already made some intelligent predictions on the content of the passage. They will be making an earnest attempt to check whether their prediction is borne true. Reading in this sense is need-based and is an intrinsically motivated activity. Of course they will be confronted with a few barriers - barriers caused by the unfamiliar words or structural complexities.
2. Collaborative reading: Children sit in groups and share within the group their reading experience in terms of things like the following:
 - What they understood from the passage which they have read;
 - What they did not understand; and
 - The parts that they liked most in the passage.
3. This is followed by sharing of ideas with other groups with the facilitator's mediation. Sometimes a glossary or dictionary will be made use of.
4. When collaborative reading is over, the facilitator asks a few questions related to the passage. These are not meant for checking comprehension. Instead, they are questions of an analytical nature such as reflective questions, inferential questions, cause-consequence questions, and so on.

These questions help the learners assimilate the text by virtue of localising and personalising it.

5. The facilitator can read the passage aloud which will help the learners make better sense of the reading passage. Moreover, the teacher's reading will serve as a listening input for the learners in terms of some of the articulatory features.
6. A mind mapping activity may be carried out which will act as a tool for tracking the

Study Skills: This section contains some tasks/activities/exercises to improve study skills. You will find some verbal and nonverbal activities like pie charts, bar diagrams, tables, advertisements, dictionary entries, route maps, etc. These activities help children in interpreting, analyzing and transferring the data, and use the language appropriately.

Listening: This section contains a listening text (given in Appendix-I) and a few tasks/activities/exercises to improve speaking and listening competencies. You will find some listening comprehension questions, and questions that call for the students' reflection on what they have listened to.

Oral Activity: This section contains some oral discourses to improve speaking competencies. In this section you will find some oral activities that encourage the children to participate in the conversations, discussions, debates, compeering, presenting reports, and speeches etc.

Project: This section contains one or two projects related to the theme of the unit. They require students to find resources, to work out the task i.e. collection, analysis and interpretation of data, to prepare a report and to present their findings before the class.

Self Assessment Checklist: The checklist given at the end of each unit helps the learner to assess his / her own learning. The self-assessment tools reflect all the sections in a unit. This check list also helps the teacher to assess the learning levels of children.

Note: Teachers should promote interactive mode while transacting the above language activities. They should act as facilitators and encourage children in doing individual and group work, thus making them autonomous users of the language.

The Methods

Unless we clearly understand the concept of language and the process of language acquisition, we will not be able to identify the right kind of pedagogy for second languages. If we equate information to knowledge of language and assume that learners are destined to receive this information, we will focus on how the information given in the course books can be transmitted. On the other hand, if we believe that knowledge of language is different from information about the language, and that every child constructs this knowledge through interpreting the world around her/him, we will define this knowledge unambiguously and will identify the process by which it is constructed.

The Classroom Process

The general design of classroom transaction shall be as suggested below.

The Pre-Reading session

1. The teacher interacts with the learners in an informal way in order to instil in them a sort of communication expectancy so that they are psychologically tuned to involve in the

thinking process of the learners. They can describe the mind maps they have developed.

The Post Reading Session

The major activity of the post-reading session is construction of a discourse by the learners. By virtue of the inputs they have received through listening and reading, they are in a position to take up a task which demands them to construct a specific discourse (conversation, description, story, etc.). Each discourse calls for a specific process without which the learners will not be able to construct it. The micro-processes of discourse construction are:

- interaction to sensitize towards the features of a discourse;
- individual construction;
- presentation by a few individuals;
- constructive feedback by the facilitator and other learners
- sharing in group for refinement;
- presentation by the groups; and,
- presentation of the facilitator's version of the targeted discourse.

Editing

The discourses constructed by the learners (whether individually or in groups) may have certain errors in them. These errors may be related to syntax or morphology or cutting across both. In addition to these, there may be punctuation or spelling errors. These are to be rectified for which there is a meticulous process of editing. This is not a slot for teaching grammar. The learners are sensitized on these errors by evoking their *intuitive sense of well-formedness* which works as a guiding indicator. Note that this sense is to be acquired non-consciously and not by learning grammatical facts consciously.

After the process of editing, children will refine their individual products with the help of the inputs they received and the teacher's version of the discourse.

The post reading activities also include activities that make use of various study skills and those related to undertaking projects.

The Assessment

Language learning is a continuous process. Assessment is not an activity distinct from learning. Since learning is facilitated through group discussions, pair discussions and individually, assessment also operates at the individual level, in peers and in groups. This will help the learners to compare their strengths and weaknesses and make modifications in their learning. We propose Continuous and Comprehensive Assessment at all levels of language learning. The thrust is on formative assessment which can be interpreted as assessment for learning and assessment as learning which are distinct from summative as-

assessment of learning. It is important that the teacher does not judge the child's nature, instead notices the inherent potential of the child as a learner in the context of his / her nature.

CCE is an attempt to shift from rote-learning to constructing knowledge and applying it as and when required. CCE is an ongoing process and is an integral part of the lesson. At every point of classroom transaction, we will have to assess what the child has learnt for which the same activities that are used for teaching / learning are used. The questions in the examination paper shall not simply be based on information given in the textbooks but shall create slots for the learner to use language in a meaningful way applying what she has learnt. So 'mugging up' by the student will not be of any use to him or her.

NCF 2005, SCF 2011 and RTE 2009 have emphasized the importance of implementing CCE where all assessments have to take place in a non-threatening atmosphere without causing any burden on the learners. The thrust is on formative aspects of learning instead of relying on a single paper-pencil test at the end of the academic year. Assessment has to take care of developing all the innate potential of the learners to the fullest extent.

A truly professional teacher needs to be patient, innovative and assess his / her pupils' progress in every period in each class and give proper feedback to each and every pupil so that language acquisition takes place in a smooth, natural and non-conscious manner.

Guidelines for Formative Assessment

Formative assessment is done based on four tools that cover all the language competencies (academic standards). These are:

1. Observation (children's participation and responses during classroom transaction)
2. Written Works
3. Project Work
4. Slip Test

Teacher has to assess the performance of the learners for each term. This is not a single day activity; it is a cumulative account of what has happened in day- to-day class room transaction.

Criteria for awarding marks under each tool:

Observation: The oral performance of children related to classroom activities which cover the academic standards (listening and speaking, reading comprehension and oral discourses) and their indicators should be considered while awarding marks.

Written Works: The written performance of children related to conventions of writing, vocabulary, grammar and written discourses should be considered (including the exercises in the textbook). Marks should be awarded basing on the indicators.

Projects: The oral and written performance of children which cover all academic standards should be considered while awarding marks in various stages i.e., planning, execution, analysis and interpretation of data, report writing and presentation with feedback.

Slip Test: This test should be conducted without giving any prior notice to children. This test should cover the targeted discourses (by taking two / four targeted discourses in each formative assessment). This practice will help children in attempting the written discourses in Summative Tests successfully.

The following are the evidences for awarding marks in formative assessment:

- Teacher's unit cum period plan that reflect children's performance.
- Self - Assessment tools given in the TB for the use of learners.
- Student portfolio (Collection of the work done by the individual learner)
- Notebooks of children (written discourses and homework)
- Textual exercises carried out by children
- Products evolved in groups through collaboration
- Scripts of Slip Test

Summative Assessment

There will be a Summative Assessment after every term. The test is for 100 marks. Out of these, 20% of marks are allotted to oral test and 80% of marks are allotted for written test.

Under Oral test, 10% of marks are allotted to listening and speaking and remaining 10% of marks allotted to the targeted oral discourses under creative expression. The performance of children should be taken over a period of time but not on assessment day.

As CCE is a school based assessment, every school should prepare their own question papers for summative assessment.

The test items should not be in discrete components, but holistic. Hence narrative is the best tool to assess the children's performance in different domains of language. Narrative gaps should be provided where children can think and write a discourse under the given task. The chosen narrative should be in the comprehensive level of the children's knowledge domain. The narratives should be given in different genres i.e., stories, letters, tables, pictorials, dialogues, advertisements.

Conventions of writing and Grammar should be assessed through the task of editing a discourse with errors and marks should be awarded accordingly

Note: Teachers should refer to their handbooks for comprehensive information to prepare the question papers.

The Plan

I. Year Plan

Class:

Subject: English

No. of Periods required: 180 -190

Expected outcomes at the end of the year including Discourses targeted:

- 1.
- 2.

Unit No.	Theme of the Unit	No. of Periods Required	Month	Strategies and Acativities	TLM/ Resources Required	Remarks

II. Unit Cum Period Plan

Class:

Subject: English

1. Name of the unit:
2. No. of periods required: (this includes no. of periods required to transact all the reading passages and the activities given till the end of the unit)
3. Expected outcomes:
 - 1
 - 2
 - 3

Period	Description of content / discourses / acatiavities	Strategy	Resource /TLM	Remarks

4. Period wise notes and interactive questions:

5. Period wise reflections and notes on children performance:

In an academic year, we get at least 180- 190 periods for teaching English. Since there are 8 units, each unit can be taught in 20 to 25 periods. You can further distribute these periods among the components of the unit. Here is an approximate scheme of work.

Each reading passage should be divided into meaningful segments. Each segment should be taught in three periods i.e., reading, discourse construction and editing. The teacher may skip the discourse construction and editing activities in case of non-availability of periods and less scope for discourse construction. But the teacher should ensure that all the targeted discourses of the class should be practiced three or four times in an academic year. The number of periods for each section can be increased or decreased based on the length of the reading passage. All the reading passages should be treated with equal importance in transactional process.

The tasks, given under **oral activity** and **writing** sections, should be treated as discourses and covered during the transaction of reading segments contextually (discourse construction and editing periods). Hence there is no need of separate periods for such activities.

Note: The teacher should read the entire unit thoroughly and identify the possible discourses. He /she should prepare a detailed unit cum period plan as per the table given above. He /she should prepare period wise interactive questions and other teaching points in advance. After completion of teaching, he / she has to note the reflections in the plan. The reflections should include the performance of children. Teachers should follow the transactional process suggested.

The same period plan can be used for successive years by adding more information if necessary.

Class wise targeted discourses with indicators/ features

Conversations: contains dialogues with five to ten exchanges - proper sequence of exchanges - sustaining the conversation with social norms - discourse markers (well, precisely, etc.) - dialogues apt to the context - appropriate cohesive devices - voice modulation

Descriptions: description of objects/ things/persons creating vivid images - variety of sentence forms - proper sequence of the ideas - personal reflections on the event or person - appropriate cohesive devices.

Poems / Songs: suitable structural patterns. - rhyme scheme - specific patterns (rhythm / structure /metre / music / theme, etc.) - expressing emotions and reflections – use of

images, thoughts and feelings - use of figures of speech - assonance and alliteration - point of view.

Narrative/Story: sequence of events and dialogues – evoking of sensory perceptions and emotions - images, setting and other details - use characterization – coherence - point of view

Diary: expression of personal reflections, thoughts and feelings – use of variety of sentences - use of language appropriate to the mood - self criticism and future plans - point of view- coherence

Letter: appropriate language to the context - appropriate format, layout and conventions – expressing ideas sequentially - use of persuasive language - maintaining coherence

Messages/e-mail/SMS: relevant ideas to the context – maintaining brevity – use of conventions, layout and format – appropriate language to the content and context.

Notice /Poster / Ads / Invitation: occasions and purposes showing the context details of venue, date, time, salutation, invitation, programme - persuasive language - organisation, layout and design – maintaining brevity – design and graphics – rhythm in language (for ads)

Slogans/Placards: appropriate to the context - maintaining brevity and rhythm

Drama/Skit: dialogues relevant to the context with emotions and feelings - stage directions, movements and settings - dramatic conflict: beginning, rising actions and ending - reference to costumes and props – dramatisation - theatrical performance like dialogue delivery, actions, stage sense, costumes, etc..

Compeering: arrangement of the programme sequentially as required by the context – presenting the background - highlighting the persons and the events - reviews and reflections relevant to the context – use of polite and entertaining expressions - following the conventions of the stage - use of spontaneous language in a lively manner – modulation of voice in an appealing way.

Choreography: identification of the main theme and stanza wise themes - bringing out a single and multiple themes - identification and sequences of actions of the protagonists (main characters) – identification and sequence of actions of the chorus - maintaining proper layout of script – performance of the actions of the protagonist and the chorus.

Essay (All types): title, introduction, thesis statement, body and conclusion - appropriate paragraphing with main ideas - supporting details and examples –organization of ideas and use of cohesive devices - maintaining coherence - point of view.

News report / Report: appropriate headline - lead sentence (five W's) - body of the news - organisation and use of cohesive devices – coherence - reporting style (reported speech,

passivization, appropriate tense) - point of view

Speech: makes speeches /talks contextually - organisation of ideas – use of argumentative / persuasive / interactive language to substantiate views and ideas – use of discourse markers – citation of examples, quotations, etc - coherence, voice modulation and body language.

Review: states the context of the review (story/novel/drama/essay/film) - highlights and comments on certain features of the item reviewed (e.g. characters/theme/setting /events/ turning points etc.) – brevity - citation from the text to substantiate the point. (authenticity) - making personal impressions – maintaining coherence.

Debates and Discussions: expression of ideas as main points and sub points – presentation of arguments in a sequential order - citing suitable examples, quotations, and evidences – defending one’s own point of view and rebutting opponent’s point of view – use of discourse markers for agreeing, disagreeing, substantiating, enumerating, etc.. – use of polite expressions respecting other’s views – use of logical and emotional appeals.

Biographical sketch/Profile/Autobiography: Details of the person - presentation of relevant ideas and information - organization of the data – interpretation of data and drawing inference - reflections, thoughts and feelings - anecdotes, events, achievements - point of view - organisation and the use of cohesive devices – maintaining coherence and flow.

NOTE: Use Teacher’s Handbook for Effective Classroom Transaction and Continuing Professional Development.

Choose the Best Approach

A



- I'll tell you everything you need to know
- You need to memorize the information
- You will be required to reproduce the information

- I'll listen and copy your notes
- I'll memorize the information
- I'll reproduce the information

B



- I need to know what you know
- I need to understand how you learn
- I'll help you develop your own understanding

- I'll explain what I know
- I'll show you how I learn
- I'll enter into a dialogue with you to improve my understanding