

# TEACHERS' HANDBOOK CUM TRAINING MODULE

(Based on the Learning Outcomes of Middle stage)

*Subject: English*

Prepared by-

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## FOREWORD

The Learning Outcome-based Teachers' Handbook and Training Module in English for Middle stage has been prepared in accordance with the weak domains and learning outcomes identified through Gunotsav 2024. The teachers' handbook cum training module will serve a dual purpose:

As a training module, it will equip teachers with strategies for effective instruction. By emphasizing on learning outcomes, the handbook cum module ensures that it is directly linked to what students should achieve. It will help teachers prioritise content and activities to ensure measurable knowledge and skill development. The handbook cum module will provide teachers with practical guidance for designing lessons and utilizing teaching strategies aligned with specific L.O. The handbook cum module will also equip teachers with assessment tools, checklist and rubrics to measure students' progress towards the L.O. This will ensure adjustment in teaching methods and provide valuable feedback to students.

As a handbook, it will also create a sustainable resource for teachers. It will serve as a comprehensive reference for them providing support in their day-to-day classes. It will promote consistency in teachers' instructional aspect, ensuring all educators are uniformly working towards attaining the learning outcome for the students. The handbook will act as a valuable tool for the teachers' individual reflection alongwith professional growth.

The handbook has been prepared keeping it aligned with the prescribed textbooks. Five domains of language teaching has been incorporated, namely, Phonological awareness, Decoding and Oral fluency, Reading comprehension, Writing, Grammar and Vocabulary.

The concepts related to the domain has been explained and exemplar activities have been cited to achieve the learning outcome related to the domain.

Exemplar transaction plan alongwith a checklist to refer to, while planning for classroom transaction has also been provided in the handbook.

At the end of each domain, there is an exemplar assessment items with reference to the learning outcome and assessment rubric to keep record of the progress of students.

The L.O based Teachers' Handbook cum Training Module in English aims to bridge the gap between theory and practice, equipping teachers to work on the low performing L.O of Gunotsav, for a better performance of the students in the upcoming years.

## Note to the Resource Person

**Duration: 5 hours**

**Domain: Phonological Awareness, Decoding, Oral Reading Fluency, Digraph and Homophones**  
**No. of Session: 4**

**Session 1 : Building conceptual awareness on Phonological Awareness, Decoding, Oral Reading Fluency and Homophones**

**Time- 1 hour**

The objective of the session is to make the participants aware of the concepts related to 'Phonological awareness', 'Word drilling', 'Oral reading fluency', 'Digraph' and 'Homophones'.

The RP may start the session by doing a warm up activity on ear training by asking the participants to close their eyes and pay attention to the sounds that they can hear in their surroundings. Then, the RP may make a few sounds like whistling, clapping, knocking at door etc. Then the RP can ask the participants to share their experience. The RP can show picture of a clock, a telephone, a bell, a guitar, a bird, a snake, etc. and ask the participants to make the sounds of each object. The RP can do the activities to ensure that the participants are able to get a general idea about phonological awareness.

The RP will then clarify the concepts using the contents from this handbook. The RP may use discussion method to engage to participants, their opinions and summarised using the contents from the handbook. (Page no. 10, 11, 12, 13, 14, 15, 16, 17)

**Interval: 15 minutes**

**Session 2 : Designing activities for Phonological Awareness, Decoding, Oral Reading Fluency, Digraph and Homophones**

**Time- 1 hour**

The objectives of the session is to enable the participants to develop/design L.O based activities for the children on recognizing initial, middle and end sounds, word drilling etc.

The RP will showcase a few activities from the handbook and ask the participants to analyse those activities and will seek their views on appropriacy of the activities.

The RP will then discuss certain aspects that should be kept in mind while designing activities on the mentioned areas.

The RP will then divide the participants into groups and allot them topics for designing such activities will then be presented by the groups. (Page no. 18, 19, 20, 21, 22)

**Interval: 45 minutes**

**Session 3 : Developing Transactional plan on Phonological Awareness, Decoding, Oral Reading Fluency, Digraph and Homophones**

**Time- 1 hour**

The objectives of the session is to enable participants to develop transactional plan on phonological awareness, decoding, oral reading fluency, digraph and homophones.

The RP will showcase the transactional plan included in the teachers' handbook cum module. The plan will then be discussed.

The RP will then discuss a few aspects that should be kept in mind while developing such transactional plans.

The RP will then divide the participants into groups and allot them topic to develop transactional plan and present them in groups. (Page no. 22, 23, 24, 25)

**Interval: 15 minutes**

**Session 4 : Designing assessment items on Phonological Awareness, Decoding, Oral Reading Fluency, Digraph and Homophones**

**Time- 1 hour**

The objectives of this session is to enable the participants to design assessment items on phonological awareness, decoding, oral reading fluency, digraph and homophones.

The RP will showcase a few test items included in the training module cum handbook and discuss different aspects of these items and the rubrics to evaluate childrens responses.

The RP will then divide the participants into groups and allot them to develop test items and assessment rubric on phonological awareness, decoding and oral reading fluency.

(Page no. 25, 26, 27, 28, 29, 30)



## Note to the Resource Person

**Duration: 5 hours**

**Domain: Reading Comprehension**

**No. of Session: 4**

**Session 1 : Building conceptual awareness on Reading Comprehension**

**Time- 1 hour**

The objective of this session is to enable the participants understand the concept and process of transacting reading comprehension and reason behind every step initiated by the teachers while transacting.

The RP will divide the participants into groups and distribute the two case studies and complete the reflection tasks related to the case studies.

(Page no. 32, 33, 34, 35, 36, 37)

**Interval: 15 minutes**

**Session 2 : Designing activities for Reading Comprehension**

**Time- 1 hour**

The objective of this session is to enable the participants to design activities for enhancing students reading comprehension.

The RP will showcase the example activities included in the training module cum handbook.

The RP will seek participant's response on the exemplar activities on appropriacy and in terms of transaction, level and grade of the students.

The RP will then divide the participants into groups and allot areas for designing activities and present them. ( Page no. 37, 38, 39, 40, 41, 42)

**Interval: 45 minutes**

**Session 3 : Developing transactional plan on Reading Comprehension**

**Time- 1 hour**

The objective of this session is to enable the participants to develop transactional plan for reading comprehension.

The RP will showcase the transactional plan included in the teachers' handbook cum module. The plan will then be discussed.

The RP will then discuss a few aspects that should be kept in mind while developing such transactional plans.

The RP will then divide the participants into groups and allot them topic to develop transactional plan and present them in groups. ( Page no. 43, 44, 45, 46, 47, 48, 49)

**Interval: 15 minutes**

**Session 4 Designing assessment items on Reading Comprehension**

**Time- 1 hour**

The objectives of this session is to enable the participants to design assessment items on reading comprehension.

The RP will showcase a few test items included in the training module cum handbook and discuss different aspects of these items and the rubrics to evaluate childrens responses.

The RP will then divide the participants into groups and allot them to develop test items and assessment rubric on reading comprehension.

( Page no. 50, 51, 52)

## Note to the Resource Person

**Duration: 5 hours**

**Domain: Writing**

**No. of Session: 4**

**Session 1 : Building conceptual awareness on Writing**

**Time- 1 hour**

The objective of this session is to enable the participants understand the concept of writing.

The RP will initiate the discussion in the following head.

1. What is writing?
2. the mechanics of writing

After the discussion the RP will summarise the discussion with support of the contents included in the module cum handbook. (Page no. 54)

**Interval: 15 minutes**

**Session 2 : Designing activities for writing**

**Time- 1 hour**

The objective of this session is to enable the participants to design activities for enhancing students writing skills.

The RP will showcase the example activities included in the training module cum handbook.

The RP will seek participant's response on the exemplar activities on appropriacy and in terms of transaction, level and grade of the students.

The RP will then divide the participants into groups and allot areas for designing activities and present them. ( Page no. 55, 56, 57, 58)

**Interval: 45 minutes**

**Session 3 : Developing transactional plan for Writing**

**Time- 1 hour**

The objective of this session is to enable the participants to develop transactional plan for writing.

The RP will showcase the transactional plan included in the teachers' handbook cum module. The plan will then be discussed.

The RP will then discuss a few aspects that should be kept in mind while developing such transactional plans.

The RP will then divide the participants into groups and allot them topic to develop transactional plan and present them in groups. ( Page no. 59, 60, 61)

**Interval: 15 minutes**

**Session 4 Designing assessment items on Writing**

**Time- 1 hour**

The objectives of this session is to enable the participants to design assessment items on writing.

The RP will showcase a few test items included in the training module cum handbook and discuss different aspects of these items and the rubrics to evaluate childrens responses.

The RP will then divide the participants into groups and allot them to develop test items and assessment rubric on writing ( Page no. 61, 62)

## Note to the Resource Person

**Duration: 5 hours**

**Domain: Vocabulary**

**No. of Session: 4**

**Session 1 : Building conceptual awareness on Vocabulary**

**Time- 1 hour**

The objective of this session is to enable the participants understand the concept of vocabulary.

The RP will initiate the discussion in the following head.

1. the concept of vocabulary
2. selection and gradation of English vocabulary

After the discussion the RP will summarise the discussion with support of the contents included in the module cum handbook. (Page no. 64)

**Interval: 15 minutes**

**Session 2 : Designing activities for Vocabulary**

**Time- 1 hour**

The objective of this session is to enable the participants to design activities for enhancing students vocabulary.

The RP will showcase the example activities included in the training module cum handbook.

The RP will seek participant's response on the exemplar activities on appropriacy and in terms of transaction, level and grade of the students.

The RP will then divide the participants into groups and allot areas for designing activities and present them. ( Page no. 65, 66)

**Interval: 45 minutes**

**Session 3 : Developing transactional plan for Vocabulary**

**Time- 1 hour**

The objective of this session is to enable the participants to develop transactional plan for teaching vocabulary.

The RP will showcase the transactional plan included in the teachers' handbook cum module.

The plan will then be discussed.

The RP will then discuss a few aspects that should be kept in mind while developing such transactional plans.

The RP will then divide the participants into groups and allot them topic to develop transactional plan and present them in groups. ( Page no. 67, 68)

**Interval: 15 minutes**

**Session 4 Designing assessment items on Vocabulary**

**Time- 1 hour**

The objectives of this session is to enable the participants to design assessment items on vocabulary

The RP will showcase a few test items included in the training module cum handbook and discuss different aspects of these items and the rubrics to evaluate childrens responses.

The RP will then divide the participants into groups and allot them to develop test items and assessment rubric on vocabulary.

( Page no. 69, 70, 71)



## Note to the Resource Person

Duration: 5 hours

**Domain: Grammar**

**No. of Session: 4**

**Session 1 : Building conceptual awareness on Grammar**

**Time- 1 hour**

The objective of this session is to enable the participants understand the concept of grammar.

The RP will initiate the discussion in the following head.

1. What is grammar?
2. Techniques of teaching grammar
3. Methods of teaching grammar

After the discussion the RP will summarise the discussion with support of the contents included in the module cum handbook. (Page no. 73, 74)

**Interval: 15 minutes**

**Session 2 : Designing activities for Grammar**

**Time- 1 hour**

The objective of this session is to enable the participants to design activities for enhancing students grammatical competence.

The RP will showcase the example activities included in the training module cum handbook.

The RP will seek participant's response on the exemplar activities on appropriacy and in terms of transaction, level and grade of the students.

The RP will then divide the participants into groups and allot areas for designing activities and present them. ( Page no. 75, 76, 77, 78)

**Interval: 45 minutes**

**Session 3 : Developing transactional plan for Grammar**

**Time- 1 hour**

The objective of this session is to enable the participants to develop transactional plan for teaching grammar.

The RP will showcase the transactional plan included in the teachers' handbook cum module.

The plan will then be discussed.

The RP will then discuss a few aspects that should be kept in mind while developing such transactional plans.

The RP will then divide the participants into groups and allot them topic to develop transactional plan and present them in groups. ( Page no. 78, 79, 80, 81, 82)

**Interval: 15 minutes**

**Session 4 Designing assessment items on Grammar**

**Time- 1 hour**

The objectives of this session is to enable the participants to design assessment items on grammar.

The RP will showcase a few test items included in the training module cum handbook and discuss different aspects of these items and the rubrics to evaluate childrens responses.

The RP will then divide the participants into groups and allot them to develop test items and assessment rubric on grammar.

( Page no. 82, 83, 84)





## DOMAIN: PHONOLOGICAL AWARENESS DECODING, ORAL READING FLUENCY, DIGRAPH AND HOMOPHONES

### ❖ In this unit, teachers will be able to :

- understand the concepts related to English phonology, decoding, word drilling, oral reading fluency, digraph, homophones
- design activities for locating alliteration in a text, identify rhyming words in a text, breaking words into syllable, identify and locate words with digraph in context, decode sentences
- plan for transacting segmenting or blending of words in a long word, oral reading fluency
- assess students' reading fluency, rhyming ability, ability to break words into syllables

## Phonological awareness

Phonological awareness is the ability to hear, recognize, and play with the sounds in spoken language. It is the foundational skill that supports reading acquisition. Students who master this skill become proficient readers; those who do not may struggle with reading. Therefore, it is essential for the teachers to understand the importance of phonological awareness and how to teach it effectively.

The most important phonological skill is phonemic awareness, the awareness of the individual sounds in words and the ability to manipulate the sounds. Phonemes are distinct speech sounds that can change the meaning of words when they are substituted, added, or removed. For example, in the word “cat,” changing the 'c' sound to 'b' would result in the word "bat".

**Phonological awareness is a group of skills that include a child's ability to:**

- Identify words that rhyme, for example: bat cat hat
- Recognize alliteration (words with the same beginning sound), for example: Bold big brown bear
- Identify the syllables in a word count. For example: the number of syllables in a word, can/dle = 2 syllables  
ex-er-cise = 3 syllables
- Sentence segmentation  
I / see / the / dog = 4 words
- Phonemic Awareness Level  
/m/ /oo/ /n/ moon = 3 phonemes  
Phonemic awareness is the most advanced skill of phonological awareness.
- Onset & Rime Level  
Onset = map  
Rime = ap

## Decoding

To understand the world around us and to open up new avenues of learning we must develop the skill of reading. The first step of reading is decoding. It is one of the most important and critical aspects of learning to read. Decoding is the ability to use sound-symbol relationships to read words. Decoding in reading is the process of translating printed words into speech.

### **There are different skills involved in word decoding:**

- ◆ Alphabet knowledge is the first building block of literacy in the English language. Once students know individual letters and the sounds of letters, they can move on to more advanced concepts.
- ◆ Phonemic and phonological skills help students with word decoding since these skills give children the ability to recognize how different sounds make up words.
- ◆ Learning to sound out and blend letters and phonemes prepares children for independent reading

### ***How to develop decoding:***

Decoding strategies are essential for teaching early readers how to read. Phonics should be used early by using decodable text. Introducing phonics early by using decodable texts, teaching high-frequency words (words that appear frequently in written language) is an essential decoding strategy for early readers. These words cannot be sounded out using phonics skills, and children must memorize them. Start with simple high-frequency words such as “the” and “and” and gradually introduce more complex words, practising word families (groups of words that have the same ending sound and spelling pattern) is an effective decoding strategy for early readers. By recognizing the spelling pattern, children can read words that they have not encountered before. Word families also help children develop their spelling skills, using multi-sensory techniques it involves engaging multiple senses when teaching decoding skills. For example, a child can learn the letter “a” by seeing it, saying its sound, and tracing it with their finger. Multi-sensory techniques are effective for teaching children with different learning styles and providing ample practice opportunities. These are some of the best decoding reading strategies for early readers. For example: CVC words can be grouped together based on their ending-vc blend. This makes the Word Family. These words can be practiced one Family at a time. Start with vowel ‘a’ and then do all the families for the vowel ‘a’. Vowel ‘a’ has word families such as -ad, -ag, -am, -an, ap, -at etc. Likewise we have different word families for different Vowels. Then you can move onto the next vowel. In this way, you can practice one word family at a time.

### **Word drilling:**

Before going through the word cards make sure that your learners know the letter and each sound. Depending on the level of the learner make the word cards. Use VC, CVC, CVCE, and DIGRAPH at the beginning.

Have the learners read the shown word, then change only one letter at a time to practice reading the next word. The goal for learners is to be able to read the new word automatically without the need to re-decode the entire new word. However it may not happen automatically for many learners and they may need to practice decoding the entire word. Once it is done, the word can be changed.



## Oral reading fluency

Fluency is a key skill to become a good reader because it ultimately helps students strengthen their reading comprehension skills later. It is the ability to read out loud accurately, at a good pace – neither too slow nor too fast and with prosody(expression). An integral component of fluency is the ability to identify letters, letter patterns, and isolated words accurately and quickly. When an individual can read quickly and without making too many errors, he/she is called a ‘fluent reader’. A fluent reader can read smoothly at a good pace. He/she can easily read in chunks using proper reading fluency. Fluency is a combination of the ability to read with accuracy, speed, and proper expression and intonation in their voice when reading aloud.

Reading fluency skills:

- (i) *Accuracy* : It is the fundamental principle of fluent reading. In order to master reading fluency, the reader must be accurate in reading text. By accuracy, it means that the reader must be able to identify specific words accurately.
- (ii) *Speed/Rate* : It refers to the speed at which student can read the text, maintain a time limit. Often, it is believed that fast reading is better reading, but this is a misconception. Fast reading may not mean accurate reading at all times. Fast readers may still be reading inaccurately and inappropriately. It may not be regarded same as the fluent reading.
- (iii) *Expression*: It is an important part of being able to read orally. It includes components such as tone, pitch, emphasis, volume, and rhythm. Expression also signifies the reader’s ability to group words together into correct phrases.

### Why is it important?

Reading fluency is important because it develops comprehension and motivates readers. The early phases of reading fluency help learners to develop their oral language skills, as well as phonemic awareness. This phase helps the learners to become familiar with more words, which then helps to master significant number of words in future. A student’s ability to master reading fluency often depends on being able to identify a significant number of words by sight alone. Since words are not referred to as sight words until the student learns to read them correctly, minimal reading practices and inaccurate practices have shown to slow a student’s development of reading fluency.

Fluent reading is a foundation for good reading comprehension. Fluent readers do not have to concentrate on decoding words, they can focus their attention on the meaning of the text. They can make connections between the ideas in the text and their background knowledge.

Reading fluency also affects a child’s motivation to read. Children typically do not enjoy activities that are difficult. When a child reading is not fluent, they often don’t enjoy reading. Then they are less inclined to practice reading, which may further contribute to a decline in their reading skills. Learning to read fluently helps children become better prepared for the higher classes.

### How to improve Reading fluency skills?

Following are a few strategies to improve Reading fluency skills –



- Reading by the teacher with speed, accuracy and expression
- Practice sight words so that they can remember automatically
- Repeated reading – record, evaluate, and repeat
- Practice choral reading together
- Make use of variety of age – appropriate books and materials
- Create a stress – free environment

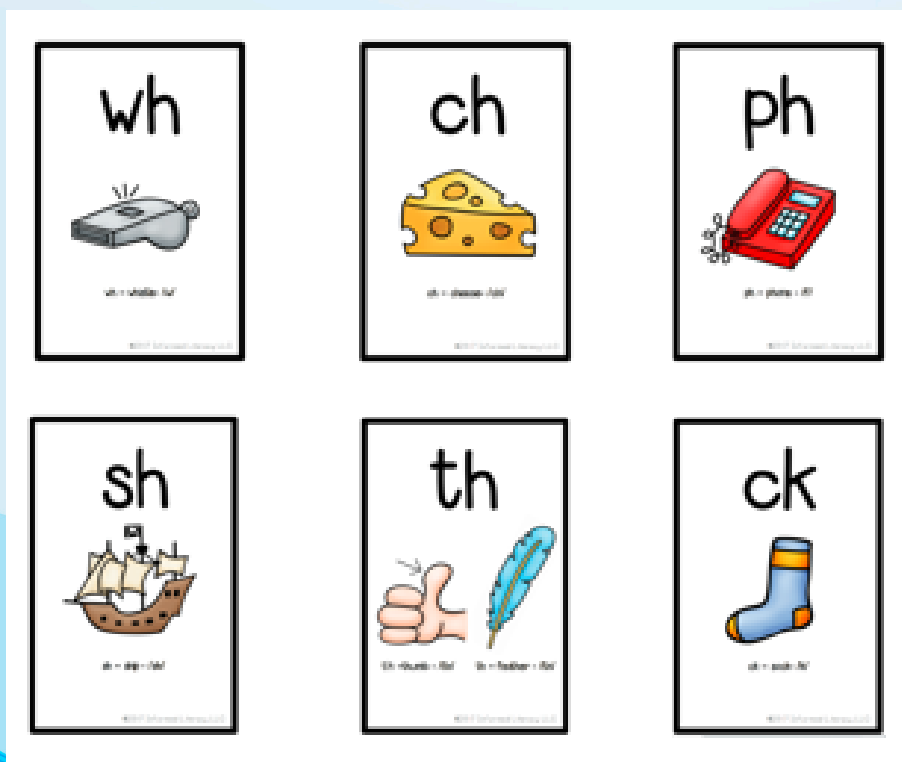
## Digraph:

A digraph is two letters combined to make a single sound in written or spoken English.

Consonant digraphs are two consonants next to each other that work together to spell one sound. The most common digraphs are wh, ch, sh, th, and ck. 'Ph' is a less common digraph.

The best way to teach digraphs is to begin with phonemic awareness. (Phonemic awareness is the awareness of the individual sounds in words and the ability to manipulate the sounds. Phonemes are distinct speech sounds that can change the meaning of words when they are substituted, added, or removed. For example, in the word “cat,” changing the 'c' sound to 'b' would result in the word “bat”).

When segmenting and blending words orally (without print attached), include words containing the sounds of the digraphs like chop, quick, wish. The next step is to help students match the sound to print. One way to do this is to show a flashcard with the two letters of a digraph and a picture that matches the digraph sound. Then teach the letter/sound drill. Show the card and say, “c..h, cheese, 'ch'”. The student(s) repeat the phrase. Go through the sequence of digraphs.



The best way to help students develop their ability to read words containing digraphs is to use decodable text. Decodable text refers to texts (words, sentences, and stories) in which the majority of the words students are expected to read contain digraph.

When applying the alphabetic principle to decodable texts, many students benefit from reading texts that focus on one particular digraph at a time. Once students can read the focus digraph in connected text, another digraph may then be introduced.

There are some considerations when teaching digraphs.....

1. The 'wh' digraph only appears at the beginning of a word (or syllable).
2. 'Ck' only comes at the end of a word or syllable.
3. 'ph' is a less common digraph, but it's typically easy for children to grasp.
4. Sometimes students have difficulty distinguishing between the consonant digraphs 'sh' and 'ch'. 'Sh' makes one continuous sound whereas 'ch' is a short burst of air. ( put your palms in front of your mouth when saying each sound to feel the difference.)

### **The benefits of teaching digraphs:**

- Mastering digraphs is key to helping children read more smoothly. Common digraphs like "sh," "ch," and "th" appear often in English words.
- When children spot these patterns easily, they spend less time sounding out each letter. Instead, they recognize the digraphs quickly and focus on understanding what they read. For example, a child who knows the 'th' digraph can read words like "this," "that," and "then" without pausing to decode the individual letters. This leads to more natural, fluent reading.
- Digraphs also play a big role in word recognition and decoding skills. As children learn these patterns, they learn to identify new words quickly. Let's say a child sees the word "chat" for the first time. Knowing the "ch" digraph makes a 'ch' sound, they can quickly work out the word.
- Recognizing digraphs in reading passages helps kids rapidly decode words, boosting reading speed and understanding.

## Homophones:

Homophones are words that sound similar to another word but have different spellings and meanings. Here are some examples of homophones.

Homophones	Examples
<ul style="list-style-type: none"><li>● Bear</li><li>● Bare</li></ul>	<ul style="list-style-type: none"><li>● Have you seen a <b>bear</b>?</li><li>● I am not able to <b>bear</b> the pain.</li><li>● We don't suggest you walk <b>barefoot</b> on the hike.</li></ul>
<ul style="list-style-type: none"><li>● Blew</li><li>● Blue</li></ul>	<ul style="list-style-type: none"><li>● The wind <b>blew</b> swiftly.</li><li>● I have a <b>blue</b> skirt.</li></ul>
<ul style="list-style-type: none"><li>● Sole</li><li>● Soul</li></ul>	<ul style="list-style-type: none"><li>● My shoes' <b>sole</b> tore after the game.</li><li>● His <b>sole</b> aim of appearing in competitive examinations was to get into a government job.</li><li>● She hoped his <b>soul</b> would rest in peace.</li></ul>
<ul style="list-style-type: none"><li>● Heir</li><li>● Hair</li></ul>	<ul style="list-style-type: none"><li>● Who is the next <b>heir</b> to the British throne?</li><li>● She has really long <b>hair</b>.</li></ul>
<ul style="list-style-type: none"><li>● Heal</li><li>● Heel</li></ul>	<ul style="list-style-type: none"><li>● Sitting near a water source <b>heals</b> my soul.</li><li>● My <b>heel</b> is paining badly since we had been walking all day.</li></ul>
<ul style="list-style-type: none"><li>● Ate</li><li>● Eight</li></ul>	<ul style="list-style-type: none"><li>● They <b>ate</b> rice and curry for lunch.</li><li>● We have <b>eight</b> rabbits at home.</li></ul>
<ul style="list-style-type: none"><li>● Dear</li><li>● Deer</li></ul>	<ul style="list-style-type: none"><li>● This is my <b>dear</b> brother.</li><li>● We saw a <b>deer</b> on the way to the Nilgiris.</li></ul>
<ul style="list-style-type: none"><li>● Browse</li><li>● Brows</li></ul>	<ul style="list-style-type: none"><li>● It is easier nowadays to find content on any topic. All you have to do is just <b>browse</b>.</li><li>● Your <b>brows</b> are really thick.</li></ul>
<ul style="list-style-type: none"><li>● Days</li><li>● Daze</li></ul>	<ul style="list-style-type: none"><li>● I still remember the <b>days</b> we spent together.</li><li>● Thomas <b>dazed</b> as the teacher raised questions about the signup sheets.</li></ul>
<ul style="list-style-type: none"><li>● Sell</li><li>● Cell</li></ul>	<ul style="list-style-type: none"><li>● Do you know the man who <b>sells</b> ice cream?</li><li>● He told me that he felt like every single <b>cell</b> in his body was in pain.</li></ul>
<ul style="list-style-type: none"><li>● Board</li><li>● Bored</li></ul>	<ul style="list-style-type: none"><li>● Children like it when you let them write on the <b>board</b>. They feel special.</li><li>● Danny felt so <b>bored</b> that he started irritating his sister.</li></ul>

<ul style="list-style-type: none"> <li>● Bred</li> <li>● Bread</li> </ul>	<ul style="list-style-type: none"> <li>● All the pets in this store are domestically <b>bred</b>.</li> <li>● The <b>bread</b> my mom bought was stale.</li> </ul>
<ul style="list-style-type: none"> <li>● Be</li> <li>● Bee</li> </ul>	<ul style="list-style-type: none"> <li>● They will <b>be</b> reaching Dindigul around 11:30 p.m.</li> <li>● A <b>bee</b> stung my father when he opened the letterbox.</li> </ul>
<ul style="list-style-type: none"> <li>● Principal</li> <li>● Principle</li> </ul>	<ul style="list-style-type: none"> <li>● The <b>Principal</b> announced that tomorrow will be a holiday on account of centum results.</li> <li>● The <b>principal</b> aim of this induction programme is to introduce the nature of the course and the discipline you have chosen.</li> <li>● My father lives by certain <b>principles</b>.</li> </ul>
<ul style="list-style-type: none"> <li>● Council</li> <li>● Counsel</li> </ul>	<ul style="list-style-type: none"> <li>● It was decided in the <b>council</b> that all members have to go through the screening process.</li> <li>● With proper <b>counsel</b>, you will be able to decide with no doubt which discipline you should take up for your higher studies.</li> </ul>
<ul style="list-style-type: none"> <li>● Hole</li> <li>● Whole</li> </ul>	<ul style="list-style-type: none"> <li>● He did not notice that there was a <b>hole</b> in the shirt he purchased yesterday.</li> <li>● The <b>whole</b> gang was staying at our house tonight.</li> </ul>
<ul style="list-style-type: none"> <li>● Write</li> <li>● Right</li> </ul>	<ul style="list-style-type: none"> <li>● The teacher asked the students to <b>write</b> an essay on friendship.</li> <li>● She sat on my <b>right</b> side.</li> </ul>
<ul style="list-style-type: none"> <li>● Seen</li> <li>● Scene</li> </ul>	<ul style="list-style-type: none"> <li>● Have you <b>seen</b> the newly built underwater museum?</li> <li>● Nobody could tell which <b>scene</b> in the movie was the most touching.</li> </ul>
<ul style="list-style-type: none"> <li>● Check</li> <li>● Cheque</li> </ul>	<ul style="list-style-type: none"> <li>● Can you please <b>check</b> if you have taken my notebook by mistake?</li> <li>● Nive made the payment by <b>cheque</b>.</li> </ul>
<ul style="list-style-type: none"> <li>● No</li> <li>● Know</li> </ul>	<ul style="list-style-type: none"> <li>● There was <b>no</b> way we would reach the hall in time.</li> <li>● I <b>know</b> who you are.</li> </ul>
<ul style="list-style-type: none"> <li>● New</li> <li>● Knew</li> </ul>	<ul style="list-style-type: none"> <li>● Harsha bought a <b>new</b> car.</li> <li>● Nobody <b>knew</b> anything about the red car parked in front of the apartments.</li> </ul>
<ul style="list-style-type: none"> <li>● Peace</li> <li>● Piece</li> </ul>	<ul style="list-style-type: none"> <li>● We have had no <b>peace</b> at all after we heard the news of the accident.</li> <li>● Do you want another <b>piece</b> of cake?</li> </ul>
<ul style="list-style-type: none"> <li>● Buy</li> <li>● By</li> </ul>	<ul style="list-style-type: none"> <li>● They are planning to <b>buy</b> a dinner set to gift them.</li> <li>● My friends were sitting <b>by</b> the see-saw.</li> </ul>



<ul style="list-style-type: none"> <li>● Pray</li> <li>● Prey</li> </ul>	<ul style="list-style-type: none"> <li>● All of us are <b>praying</b> for you.</li> <li>● The eagle found its <b>prey</b> in between the bushes.</li> </ul>
<ul style="list-style-type: none"> <li>● Sea</li> <li>● See</li> </ul>	<ul style="list-style-type: none"> <li>● The sea was filled with plastic waste.</li> <li>● Did you see my new dress?</li> </ul>
<ul style="list-style-type: none"> <li>● Ad</li> <li>● Add</li> </ul>	<ul style="list-style-type: none"> <li>● The newest ad on dog food is very funny.</li> <li>● I will add a few nuts and raisins to the payasam before serving.</li> </ul>
<ul style="list-style-type: none"> <li>● Allowed</li> <li>● Aloud</li> </ul>	<ul style="list-style-type: none"> <li>● We have been allowed to take one dress of our choice as a complimentary gift for our service.</li> <li>● My mom asked me to read aloud.</li> </ul>
<ul style="list-style-type: none"> <li>● Bean</li> <li>● Been</li> </ul>	<ul style="list-style-type: none"> <li>● I added boiled beans and potatoes to make the Russian salad.</li> <li>● She has been waiting to talk to you.</li> </ul>
<ul style="list-style-type: none"> <li>● Meat</li> <li>● Meet</li> </ul>	<ul style="list-style-type: none"> <li>● Do you eat meat?</li> <li>● I will meet my friends tomorrow.</li> </ul>
<ul style="list-style-type: none"> <li>● Berry</li> <li>● Bury</li> </ul>	<ul style="list-style-type: none"> <li>● What are the <b>berries</b> you like?</li> <li>● They <b>buried</b> their pet dog in their backyard.</li> </ul>
<ul style="list-style-type: none"> <li>● Flew</li> <li>● Flu</li> </ul>	<ul style="list-style-type: none"> <li>● The cocktail that my cousin had <b>flew</b> away.</li> <li>● The <b>flu</b> affected cattle and poultry.</li> </ul>
<ul style="list-style-type: none"> <li>● Steal</li> <li>● Steel</li> </ul>	<ul style="list-style-type: none"> <li>● The little girl was trying to <b>steal</b> food as she was too hungry and had not eaten anything for days.</li> <li>● My cupboard is made of <b>steel</b>.</li> </ul>
<ul style="list-style-type: none"> <li>● Throne</li> <li>● Thrown</li> </ul>	<ul style="list-style-type: none"> <li>● Elsa was the next heir to the throne.</li> <li>● The ball was thrown across the road.</li> </ul>
<ul style="list-style-type: none"> <li>● Cite</li> <li>● Sight</li> <li>● Site</li> </ul>	<ul style="list-style-type: none"> <li>● You have to cite the quotes if you want to use them in your writing in order to avoid plagiarism.</li> <li>● Nobody could bear to see the sight.</li> <li>● They felt that the site was big enough for them to build their dream house.</li> </ul>
<ul style="list-style-type: none"> <li>● Desert</li> <li>● Dessert</li> </ul>	<ul style="list-style-type: none"> <li>● We were in the middle of the desert and did not know where to go.</li> <li>● She was deserted by her friends.</li> <li>● We love to have some dessert after every meal.</li> </ul>

## Let's design activities

### Grade : Class 6

**Learning Outcome:** Locates alliteration in text.

**Note to the teacher:** The teacher will act as a facilitator while conducting the activity. She/he will manage the classroom to conduct the activity in a disciplined way. The children must be given ample opportunity to use their previous knowledge of vocabulary.

**TLM** – Blackboard, Textbook

#### Process:

- The teacher writes the following sentence on the black board:  
" Five flies flying over the fried fish."  
Then asks the students to observe the sentence on the blackboard and share their observation.
- The teacher will help the students to observe that the sentence contains repetition of the beginning consonant sound 'f'.
- The teacher will consolidate by adding that the repetition of beginning consonant sounds in a group of closely connected words is called alliteration.
- Then the teacher will ask the students to refer to the poem given in page 9 of Sunbeam English Reader-I.
- The teacher asks the students to observe the second line of the poem, "ships," "sails" and "seas", there is repetition of the beginning consonant sound. The 's' sound also mimics the sound of the water. There are six words, in the first four lines, that begin with 's'.
- Next, the teacher asks the students find further usage of alliteration in the poem and note down in their notebooks.

### Grade : Class 6

**Learning Outcome:** Identifies rhyming words in text.

**Note to the teacher:** The teacher will act as a facilitator while conducting the activity. She/he will manage the classroom to conduct the activity in a disciplined way. The children must be given ample opportunity to use their previous knowledge of vocabulary.

**TLM** – Blackboard, Textbook

**Process:**

- The teacher will write the following sentences on the blackboard.

i) Lump rhymes with jump	ii) Bun rhymes with run
iii) Chance rhymes with dance	iv) King rhymes with sing
v) Talk rhymes with walk	vi) Hip rhymes with skip
vii) Fit rhymes with sit	viii) Ply rhymes with fly

- Then she/he will ask the students to repeat the entire sentence serially and do the action in the last. It will be a whole class activity.
- Then the teacher asks students to observe that in each of the sentences, the first and the last words that have the same ending sound.
- Then she/he explains that, when two words have the same ending sound, even though they might have different spellings and meanings, they are called rhyming words.
- Then the teacher will ask the students to refer to the poem given in page 83 of Sunbeam English Reader-I.
- The teacher asks the students to observe the rhyming words squirrel – quarrel, prig – big, weather – together.
- Next, the teacher asks the students find further examples of rhyming words in the poem and note down in their notebooks.

**Grade : Class 6**

**Learning Outcome:** decoding skill of breaking words into syllables.

**Note to the teacher:** The teacher will act as a facilitator while conducting the activity. She/he will manage the classroom to conduct the activity in a disciplined way. The students must be given ample opportunity to use their previous knowledge of syllables.

**TLM** – Blackboard, Textbook

**Process:**

- The teacher writes the word ‘information’ on the blackboard taken from the lesson Uses of ICT (Sunbeam English Reader-I).
- The teacher asks the students to focus that the word can be broken into four different syllables. She/he says aloud the word and claps hands for each syllable, ‘in-for-ma-tion.’
- The teacher then asks the students to repeat the same to check their understanding.
- The teacher then writes another word, ‘beautiful’ on the blackboard and

further explains that this word can be broken down into three syllables by clapping hands for each syllable, 'beau-ti-ful.'

- Next, the teacher shows the list given in page no. 52 of Sunbeam English Reader-III and asks the students to make the four columns A, B, C and D in their notebooks, as shown in the chart.

A	B	C	D
information calculation projection communication internet	in-for-ma-tion	4 syllables	4 claps

- The teacher then asks the students to break down into syllables the word given in Column A and fill in the Column B, C and D, accordingly.

### Grade : Class 7

**Learning Outcome:** Identifies and locate word with diagraphs in context

**Note to the teacher:** The teacher will act as a facilitator while conducting the activity. She/he will manage the classroom to conduct the activity in a disciplined way. The students must be given ample opportunity to use their previous knowledge of syllables.

**TLM – Blackboard**

#### Process:

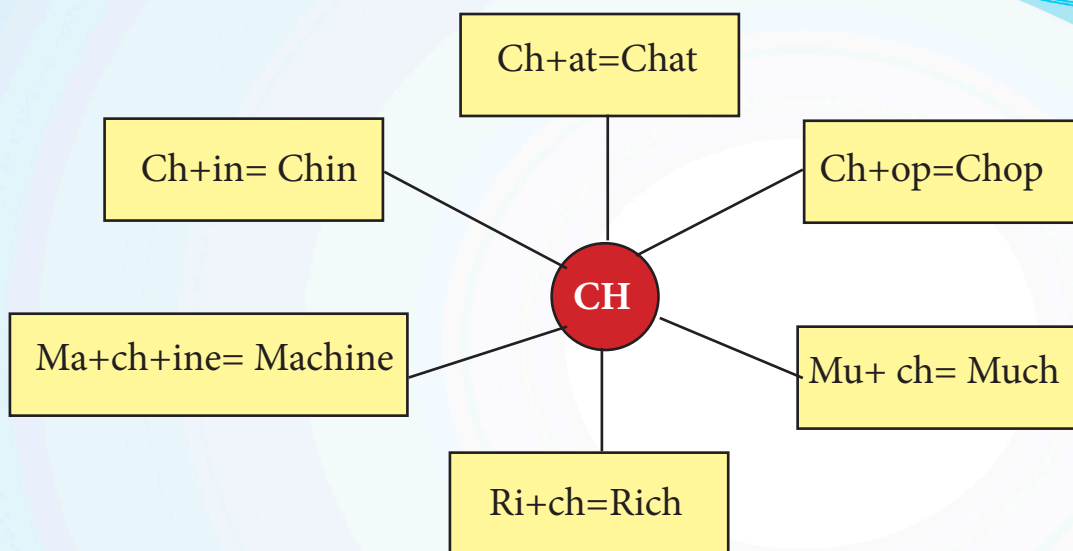
- The teacher will write the following words with the 'ch' diagraph at the beginning, middle and at the end and say the words aloud.

For example:

**chin      chat      chest      chip**  
**chop      machine      much      rich**

- Then the teacher will show the following diagram and explain how words with digraph are being formed and how they work together to spell one sound. Then circle the digraphs in the words showing its positions. Then ask the students to repeat the words after them.





- Further, the teacher may say aloud a few more words to assess their understanding. She/he may ask the participants to put their hand on their nose when they hear the digraph at the beginning of the word, touch their right ear when they hear the digraph at the end of a word and touch their left ears when they hear words with digraphs in the middle.
- Next, the teacher asks the students to turn to page no. 68 and 69 of Sunbeam English Reader-II and asks the students to find examples of digraphs and write them down in their notebooks.

### Grade : Class 7

**Learning Outcome:** Learners will be able to decode sentences.

**Note to the teacher:** The teacher will act as a facilitator while conducting the activity. She/he will manage the classroom to conduct the activity in a disciplined way. The students must be given ample opportunity to use their previous knowledge of syllables.

**TLM** – Blackboard, textbook

### Process-

- The teacher will write words such as adjectives, nouns and verbs on the blackboard.

For example:

Adjective: beautiful, happy, hot, sick, funny etc.

Nouns: boy, kid, hen, bed, table, mat, toys, clay etc.

Verbs: hop, run sit, cut, make, clap, dance

- Then the teacher will write a sentence omitting a few words.

For example:

The \_\_\_\_\_ can \_\_\_\_\_ from the \_\_\_\_\_.

- In a plenary, the teacher will ask the students to come to the the blackboard and complete the sentence by choosing appropriate words from the given list of words.
- The teacher may help the participants by saying which parts of speech will fit in the first blank- an adjective/a noun/or a verb .
- After completion, the teacher will ask the students to read aloud the sentence.
- He/she will remove the words and continue with more words.

### Let's make a transaction plan for classroom

Teachers will go through the suggestive transactional plan to be incorporated for developing phonological awareness, decoding and oral reading fluency of the students in English at the upper primary level.

**Grade : Class VI**

**Topic:** Segment/blend words in a long word

**Lesson:** A Holiday in Delhi

**Learning Outcome:** to enable students decode multi syllabic words.

- The teacher will write some words on the blackboard. The words written are as follows:

like kind want believe respect

- Then the teacher will ask the students to read aloud the words. She/ he will inform the students that we can make new words by adding two-three-four letter word at the beginning or towards the end of these words.
- The teacher cites example and says aloud the following words-

unlike kindly unwanted believable disrespect

- Then the teacher will show how to break a long word to read as a whole and make a long word from a small part.

The teacher writes the word on the blackboard: 'unlikely'.

She/he circles the word 'like' in the word 'unlikely' and says it aloud. Then, underlines the 'un' and 'ly' in the word and say the words aloud.

- Then the teacher explains that when we add 'un' to 'like' the new word is 'unlike'.

If we add 'ly' to the word 'unlike', the new word is 'unlikely'

- Then the teacher breaks down the word 'unlikely' into small parts, having one vowel sound each: Un/like/ly

She/he blends the word into a whole word and says the word as 'unlikely'.

- The teacher asks the students to observe that a long word can be broken into parts to read as a whole word. For example: Un-like-ly.

- She/he writes another word on the blackboard- 'disrespectful', then breaks down the word into four parts: 'dis/re/spct/ful'

Then blends the word 'dis' with the word 'respect' and says aloud 'disrespect'.

She/he then blends the word 'ful' with the word 'disrespect' and blends the word into a whole word:

/disrespectful/

The teacher will then ask the students to find out five words from the lesson "A Holiday in Delhi" and break them down into syllables and make a new word by blending.

**Grade : Class VII**

**Topic: Oral Reading Fluency**

**Lesson: Hobbies**

**Learning Outcome:** to enable students read at a selected target rate

- The teacher explains the students that fluent readers don't read a passage or book fast, they read with expression, pause at commas, read questions with curiosity in their tone, and their voice sound excited when they come across an exclamation point.

- Then the teacher asks the students to turn to page 12 of Sunbeam English Reader-II and asks the students to look at the passage and underline the new and unfamiliar words.
- Then she/he provides a brief definition of the words.
- After that, the teacher reads the passage aloud with proper pronunciation, speed and expression to the class, asking them to follow along as she/he reads. The teacher reads the passage of 150 words in one minute, as per the set target.
- Then the teacher asks the students to practice reading the passage two more times.
- After they read, the teacher sets a timer of one minute and asks the students to start reading when she/he asks starts the timer.
- Then the teacher will ask them to draw a line at the last word they read when the timer goes off and asks the students to count the number of words read correctly.
- Accordingly, the students record the number of words read correctly.
- Then the teacher asks them to sit in pairs and read the passage to each other, listen to each other carefully and rate their improvement and correct when required.
- Finally, the students have to do a second time reading of the passage and have to record their time taken.
- When the rate of improvement starts to increase, the teacher will again set timer for one minute and ask to read and record the progress individually. This process will continue, until the goal is accomplished.
- To assess, the teacher has to use the individual records maintained by the students while practising reading. Teacher has to assess with the same passage to evaluate students' progress of fluency in reading.

The teacher will then ask the students to read another paragraph of 150 words, from the lesson, within the specified time.



## Points to be noted while designing the transaction plan

Sl. No.	Components	Yes	No	Remarks
1.	Specify LO's/Sub-LO's			
2.	Column for discussion point, teacher's activity, students' activity TLM and expected outcome			
3.	Introduce the lesson through activity			
4.	Specify the objectives. Share with the students			
5.	Cite examples			
6.	Design activities to practice the LO			
7.	Continuous assessment			
8.	Engaging activities			

## Let's develop test items for assessment

In order to develop test items, the items must be based on the learning outcome of the concerned class.

**Here are some exemplar test items:**

1. The teacher will show the picture cards (bat, cat, fan, man, tub, cub etc.) one at a time and ask the students to say aloud the objects in each picture. (Class VI)

Then, the teacher will show two picture cards together and ask them say the words aloud and raise their hands if the two words rhyme.

(The teacher can design similar activities to assess phonological awareness of the students.)

2. The teacher will write the following questions on the blackboard and ask the students to write down the correct answers in their notebook. (Class VI)

Choose the correct option.

- I. What is the correct way to break the word 'donkey' into syllables?
- a) Do/nkey
  - b) Donk/ey
  - c) Don/key
  - d) D/onkey
- II. What is the correct way to break the word 'mountain' into syllables?
- a) Mou/ntain
  - b) Moun/tain
  - c) Mount/ain
  - d) Mo/un/tain
- III. What is the correct way to break the word 'helicopter' into syllables?
- a) He/li/cop/ter
  - b) hel-ic-opt-er
  - c) he-lic-opt-er
  - d) heli-cop-ter
- IV. What is the correct way to break the word 'broccoli' into syllables?
- a) Bro/cco/li
  - b) Br/occ/li
  - c) Broc/col/i
  - d) Br/occ/li

3. The teacher will ask the students to read the words, break the words into syllable and write it in their notebooks. (Class VI)

a)	Orange	laptop	butter	pillow
b)	Broccoli	family	bicycle	computer
c)	Helicopter	delivery	caterpillar	television

4. The teacher will ask the students to listen and identify the Digraphs used in the words (Class VII)

(She/he will prepare a list of words with different initial digraphs and a response sheet for the students as given below)

List of words:

Sheep	chin	phone	that	whale	Where
those	chick	ship	the	Clock	Shell
photo	chaste	shark	Phase	chop	what

Response sheet  
by the students

Sh			
Ch			
Ph			
Th			
Wh			
Cl			

- The teacher will read aloud the words to the students with correct pronunciation and ask them to listen to the words carefully. The teacher will repeat the words twice, if required.
- When the students hear a consonant diagraph they will put a tick in the corresponding box in their response sheet.

5. Choose the correct answer from the options given. (Class VII)

(i) Which word has the same sound for 'c' as the word magical?

- Musician
- Replace
- Optician
- Vacation

(ii) Which word has the same sound for 'c' as the word publicity?

- Topic
- Twice
- Toxic
- school

(iii) Which word has the same sound for 'c' as the word musician?

- Politician
- Ceiling
- Twice
- Discover

(iv) Which word has the same sound for 'c' as the word beautician?

- Advice
- Mathematician
- Toxic
- Publicity

## 6. To assess reading fluency (Class VII)

The teacher will ask each student to read the following passage. While reading, the teacher will observe the pace and pause, speed level, and fluency level of the learners. The teacher will observe the number of words read per minute.

	word count
Horses are fast animals.	4
Horses have four feet, two eyes, one nose, two ears and a long tail.	14
They have long and strong leg.	6
They gallop and run fast.	5
They love to eat grass and hay.	7
They carry people and goods on their back.	8
Horses are found in many colors-white, red, brown, black and grey.	12

Teachers will go through the given rubrics for keeping record of the progress of students regarding their competence in phonology, decoding and fluency.

### Assessment rubric for Phonology, Decoding and Fluency

		Level 3	Level 2	Level 1
Phonological	Phoneme blending	Segments beginning, medial and final phonemes in spoken words and blends phonemes to make words. Blends individual sounds to form a word claps out syllables independently.	Identifies some sounds in spoken words & phonemes to make words	Does not identify sounds in spoken words or blend spoken phonemes to words
	Onset and rimes		Claps out syllable most of the time. Blends onset and rimes part of the time.	Claps out syllables with teacher. Needs picture clues to blend sounds in a word.
	Phoneme production	Recognizes the concept of phonemes and can reproduce their sound. c/a/t /cat	Recognizes some concept of phonemes but, cannot reproduce the word.	Does not recognize phonemes and does not reproduce their sounds



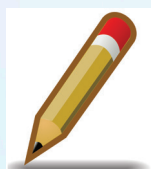
		Level 3	Level 2	Level 1
Decoding	Separation of sounds	Student is able to count number of phonemes in a word. Students is able to separate syllable in a word. Student is able to separate word in a sentence.	Student is able to count beginning and ending phonemes in a word. Separates beginning and ending sounds of a word.	Student is not able to count beginning and ending phonemes in a word.
	Phoneme Substitution	Has the ability to replace a phoneme in a word with another phoneme to form a new word.	Replaces some phonemes in a word to make a new word.	Does not have the ability to replace phonemes in a word to create new words.
	Rhyme	Independently rhymes word	Identifies words that rhyme almost all the time	Identifies two words heard as 'same' or 'not the same'
	Sight Words	Student is able to read all sight words correctly.	Student is able to read most sight words correctly, making 1-2 mistakes	Student struggles to decode unfamiliar words making most of the mistakes
	Decoding unfamiliar words	Student is able to decode all unfamiliar words	Student is able to decode most of the unfamiliar words missing one or two.	Student struggles to decode familiar words making most of the mistakes
	Decoding familiar words	Student is able to recognize familiar word parts to help pronounce a word. Student is able to separate the sounds/syllable in a word	Student is able to recognize most of the familiar words missing one or two.	Student is able to separate sound in only one syllabic word.
	Segmenting	Student is able to blend the sounds/syllable in a word	Student is able to separate most of the sounds and able to identify two or three syllables word	Student is able to blend sound in only one syllabic word.

		Level 3	Level 2	Level 1
Fluency	Blending	Student is able to blend the sounds/syllable in a word	Student is able to blend most of the sounds and able to blend two or three syllables word	Student is able to blend sound in only one syllabic word.
	Expression	Reads with varied volume and expression. The reader sounds natural while reading.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like natural	Reads in a quiet voice. The reading does not sound natural.
	Accuracy	Reads with good phrasing; adhering to punctuation, stress and intonation	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads word-by-word in a monotone voice.
	Pace	Reads at an appropriate conversational pace throughout the reading.	Reads generally at an appropriate rate throughout reading.	Reads slowly and laboriously.

### 7. to assess the decoding ability (Class VIII)

Fill in the blanks by choosing the right word from the word pairs given in brackets in the following sentences.

- We saw a \_\_\_\_\_ (bear/bare) in the zoo.
- This bottle is made of \_\_\_\_\_. (steal/steel)
- The \_\_\_\_\_ (soul/sole) purpose of this meeting was to take a decision on the existing problem.
- I \_\_\_\_\_ (sell/cell) vegetables for a living.
- We booked the upper \_\_\_\_\_ (berth/birth) for our visit to Guwahati.
- Did you \_\_\_\_\_ (caste/cast) your votes?
- Can you please give us a \_\_\_\_\_ (brake/break)?
- Do I get a smart \_\_\_\_\_ (bored/board) to use in my classroom?
- Do you have the \_\_\_\_\_ (flour/flower) to make garlands?
- Everyday, my sister wakes up at \_\_\_\_\_ (eight/ate) in the morning.



## DOMAIN : READING COMPREHENSION

❖ **In this unit, teachers will be able to :**

- understand the concepts of reading comprehension
- read case study and reflect upon own teaching practice to do the needful if necessary
- design activities on reading comprehension
- plan for transacting reading comprehension in classroom
- assess students' reading comprehension ability

**R**eading comprehension is understood as a collection of processes like predicting, inferring, synthesizing, generalising, monitoring, etc. which have been identified and labelled in various ways by different writers in the field (Collins, Brown, & Larkin, 1980; Fagan, 1987; Henry, 1974; Phillips, 1988; Smith, 1971). Reading Comprehension is more than knowing the correct pronunciation of words, knowing their individual meanings and being able to locate information in printed materials (Norris & Phillips, 1987; Phillips & Norris, 1987; Spiro, 1977; Tuinman, 1986). It is more or less construction of meaning by a reader integrating text information and background knowledge.

The teacher will read the following statements and the reasons listed against each statement.

Sl. No.	What teachers say	Reasons
1.	The teacher should always explain the text to the students.	The students should struggle to understand the text on their own. They should be taught the process of reading which involves exercising different sub skills of reading. Different types of activities should be designed targeting to develop different sub skills. The ultimate aim is to make our students independent reader.
2.	If the students find an unfamiliar word he/she should immediately look up the dictionary to find its meaning.	It is unrealistic to look up the meaning of each and every unfamiliar word in the dictionary. The students should learn to decide whether the meaning of the unfamiliar word is crucial in understanding the text or not. We should be able to decide whether it is enough to know the appropriate meaning or not.
3.	Whenever a student gets a new text to read he/she should read it carefully so that he/she does not miss any information or details	In real life it is not always necessary to read each and every text closely and carefully. It will be wastage of time and energy if we read all texts this way. Our purposes of reading will decide how we read a text. For example, we read a novel to get pleasure. Therefore, it is not necessary to pay close attention to every detail. Doing so may divert our purpose of reading i.e. getting pleasure. But if we are preparing for an examination we need to read the same



		<p>novel very closely and carefully so that we don't miss out any information. Therefore, it is necessary for the students to decide why he/she is going to read the text that he/she has got.</p>
4.	Depending on the purposes of reading we read in different ways adopting different strategies.	We read different materials for different purposes like to get the general idea, to get specific information, to get full information etc. The purposes decide how we will read i.e. should we read fast or slow, should we pay attention to each and every detail, etc.
5.	Students should be given only such type of texts which they enjoy reading. Doing so, they will be motivated enough to read.	In real life we read different types of texts like narrative texts, informative texts, descriptive texts, analytical texts etc. for different purposes and we know that purposes to a great extent decide the way we read. So, if the students read only stories he/she will learn how to read a narrative text only.

The teacher will reflect on his/her teaching practice and do needful if necessary.  
**The teacher will read the following case study.**

### Case study-I

Jonali teaches English in class VI. She noticed that her students found it interesting to read stories. But they did not read the lessons that contained information or were descriptive in nature. She shared her problems with her friends. One of her friends told her about an online course which she had herself attended. She said that Jonali might get some help from that course.

On her friend's suggestion Jonali enrolled for the course. She found the course very interesting and engaging. The participants were given a series of interesting and engaging activities which made them read and reread the same text for different purposes, with varying speed and with a focus on different aspects of the passage.

After attending the course Jonali realized that if she could make her students actively work with the text through a variety of activities they would probably read the other texts also with the same interest as they read the stories.

#### Reflection time :

Is it necessary to teach students how to read different kinds of texts?

Two matching activities are given below to show that we read different texts

for different purposes and sometimes we read a text for different purposes. The implication of these two activities for pedagogy is that we need to design different activities for reading different texts and for reading a text but for different purposes.

### 1. Match the type of text with the reason why we read it:

Kinds of texts	Reasons for reading
Newspapers	<ul style="list-style-type: none"> <li>to get specific information (scanning)</li> <li>to get overall idea (skimming)</li> <li>to get the main idea</li> <li>to get the details (intensive reading)</li> </ul>
Novels	
Labels on medicine bottles	
Official letters	
Directories	<ul style="list-style-type: none"> <li>to get pleasure (extensive reading)</li> </ul>
Timetable displays at airports	
Encyclopedia	
Poems	

### 2. Match the reading situation with the way we read a text:

Reading situation	The way we read
1. Reading the headlines in the day's newspaper	<ol style="list-style-type: none"> <li>Reading carefully for maximum information (intensive reading)</li> <li>Reading for pleasure (extensive reading)</li> <li>Reading to get overall information (skimming)</li> <li>Reading quickly to find specific information (scanning)</li> </ol>
2. Reading a short story for an examination	
3. Reading a short story before going to bed	
4. Finding the timings of a flight from a display board at an airport	
5. Reading the instructions on the packet of a Ready to cook food product	
6. Reading an advertisement to know about a product	
7. Reading an article on ELT	
8. Looking someone's address in a telephone directory	
9. Reading the instructions on a medicine bottle	
10. Reading the title, the contents page while selecting a book in a book fair	

In a reading comprehension class the teacher uses a lot of questions to check whether the students understand the text or not. But it is found in many research studies that the utility of the questions are not fully explored. A case study is given below which tries to address this issue of using the questions effectively in the class.

### **Case study II**

Sunita teaches English in Class VI, Class VII and Class VIII. She noticed an interesting phenomenon in her reading class. She used a lot of multiple choice questions, 'true' or 'false' questions in her reading class to check how much her students understood the text. She found that her students who chose the correct option once, chose the wrong option to the same question when it was asked later. She wondered why that was happening.

She talked with one of her friends who is doing an action research on 'How to Use Multiple Choice Questions in a Reading Comprehension Class'. He said, "The way questions are used in a reading class is very crucial. The focus should not be at getting the correct answers. Rather it should be on how the student arrives at the correct answer." He gave her a document titled 'Can questions help readers?' (from Nuttal, C. 1982. Teaching Reading Skills in a Foreign Language, Heineman Education Books. Pp: 125-126)

#### **Can questions help readers?**

Although we should try to find ways of improving on past performance, we ought not to make wholesale condemnation of well-tried methods. First, we ought to see whether traditional methods have anything to offer us. Probably you, like me, were trained by means of such methods, and have had this experience: you read a difficult text; you cannot understand it; you struggle to answer the question on it; finally you read the whole text again, and you find that now you more or less understand it.

Between the first reading and the last, what happened? Is there a connection between answering questions and developing (not just demonstrating) understanding? If so, what kind of connection is it? Perhaps the clue is in the word struggle. The questions that help you to understand are the ones that make you work at the text. They force you to contribute actively to the process of making sense of it, rather than expecting understanding just to happen. They make you realize which bits of the text you have not understood, so that



you can concentrate on those bits.

If the key word is struggle, then not just the type of questions, but the way they are used, is crucial. Even a challenging question is useless to most of the class if the teacher simply accepts the first correct answer and moves on to the next question. It can only help in understanding if every student actively tries to answer it. We have to make sure this happens.

This is one reason why multiple choice (MC) questions are often frowned on. It is so easy for an inexperienced teacher to accept the correct answer without even asking for the reasons why it is right, much less exploring the other answers to see why they are not appropriate. Yet in the reading class, the answer to a question is not half as important as the processes by which the student arrived at it. He may have given the right answer by accident: if so, it is valueless. Or he may give an answer you dismissed as wrong, but which he can defend, because he has interpreted the text validly, even though differently from you. Every teacher of reading

has to be prepared for the occasion when a student interprets the text more effectively than the teacher, it may not happen often, but we have to acknowledge it and indeed welcome it when it does.

Because of this, it is essential to have a favourable classroom climate. Neither you nor the students must be afraid to be wrong. You must help them to see questions not as attempts to expose their ignorance, but as aids to the successful exploration of the text.

One key way in which you can help to achieve this is to make sure that students always have their texts open when they answer questions on them. The sort of questions we are interested in are not tests of memory. On the contrary, we want students to refer to the text when they reply. Some of our questions will be too difficult to answer from memory.

Finally, our attitude to wrong answers is important. A perfect answer teaches nothing, but each wrong answer is an opportunity for learning. It must be investigated to see why it was wrong, and how far; often it may be only partly incorrect.

We should praise the student for what he has understood correctly, and encourage him to look for the other clues that will lead him to a completely satisfactory interpretation. If you can develop this attitude in yourself and your class, you are already half-way to success. (From Nuttall, C. 1982. *Teaching Reading Skills in a Foreign Language*, Heinemann Educational Books. pp: 125-126)



Sunita thanked her friend. She read the document thoroughly. It opened her eyes. She understood that it is not just the questions that is important, but the way they are used is also important. Giving the correct answers to questions is not enough. The students should be able to give evidences from the text to support their answers when the are asked to do so. She realized what she lacked in her teaching. Though she asked a lot of questions in the class, she did not ask the students to justify their answers by citing evidences from the text. Most probably, the students guessed the answers and many times got them correct by accident.

### **Reflection time:**

1. What should the teacher do when a wrong answer is given?
2. What should the teacher do when a correct answer is given?

## **Let's design activities on reading comprehension**

### **Finding the meaning of unfamiliar words in a text**

When we find an unfamiliar word while reading a text, we should be able to decide whether knowing the meaning of the word is crucial in understanding the text or not. If we decide that it is not crucial, then we can continue to read. But if we think knowing the dictionary/exact meaning of the word is necessary, then we must use a dictionary. But if we can decide that knowing the appropriate meaning is enough then we can follow the steps mentioned below to guess the appropriate meaning of the word.

- Consider the immediate context i.e. the sentence itself where the word has occurred.
- Consider the wider context i.e. the sentences that surround the sentence where that particular word has occurred.
- Consider the prefix (if any), the suffix (if any) and the root.

### **Activity 1 : Finding meaning of unfamiliar words in a text**

**Grade : Class VI**

#### **Learning Outcome :**

- Reads a variety of texts in English/Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences.
- Reads to seek information from notice board, newspaper, internet, tables, charts, diagrams and maps, etc.

### Process-

- The teacher asks the students to read the fifth paragraph from the lesson *Tom Sawyer* of SUNBEAM ENGLISH READER-I at page 22.
- Then the teacher asks the students to guess the meaning of the word '*collapsed*' by considering the *immediate context* where the word has occurred.
- The teacher asks them what parts of speech it is by looking at the structure of the word and its position in the sentence. The word 'collapsed' is a verb as the word is placed immediately after the subject and ends with – 'ed'.
- After that, the teacher asks the students to consider the words that have come before and after 'collapsed'.  
The words before 'collapsed' are 'Thankfully, the old stairs' and the words after 'collapsed' are 'Joe toppled to the ground'.
- The teacher asks the students what happens to old things. A good guess would be 'break'. She/he asks the students to replace 'collapsed' with the past form of 'break' i.e. 'broke' and read the sentence to see whether it makes sense.
- Then the teacher may ask the students to consider the *wider context* i.e. the sentences before and after the sentence where the word 'collapsed' has occurred. In the previous sentence it is stated that Tom and Huck were frightened because Joe and his companion were climbing the stairs to catch them. In the sentence that comes later, it is stated that the boys (Tom and Huck) felt relieved. It is obvious that in the sentence in between these two sentences there has to be a mention of such an action that will prevent Joe and his companion from reaching Tom and Huck.
- The teacher will tell the students that this is one way how we can guess the meaning of unfamiliar words in context.

### Looking for specific information

The reading skill used to find specific information is called scanning. The reader adopts certain strategies while reading or reads the text in such a way that it helps him/her to find the information quickly. Scanning is often used in combination with other skills like skimming or intensive reading. One needs to keep in mind the following points while trying to answer a question that asks for specific information.

- Read the question carefully to find the important keywords.
- Understand the meaning of the question
- Notice that the keywords are normally nouns, group of nouns, verbs, adverbs etc.
- Paraphrase the language of the questions and relate it to the text as antonyms or synonyms may be used in the questions instead of using the exact words from the text.
- Look for only one answer at a time.
- When you locate a keyword, read the surrounding text carefully to see if it is relevant.
- Re-read the question to determine if the answer you find answers the question.

**A few points are to be kept mind while practising scanning at a fast pace :**

- Preview the structure of the text in order to anticipate approximately where is the information.
- Note how the information is arranged in a page, (well headings, diagrams, boxed/highlighted information guide)
- Move your eyes vertically or diagonally down a page and see quickly from side to side keeping in mind information that you need.
- Look for closely related words that will guide you towards the information you are looking for.

### **Activity 2 : Looking for specific information**

**Grade : Class VII**

#### **Learning outcome:**

- Reads textual/non-textual material in English/Braille with comprehension
- Identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material.
- Infers the meaning of unfamiliar words by reading them in context.

#### **Process :**

- The teacher will ask the students to look at activity 2 from lesson 5 of Sunbeam English Reader-II
- The teacher will ask the students to underline the keywords in question-(a).
- The teacher will ask in which part of the poem the information lies.
- The teacher will ask which words are generally used while comparing (eg. as, like etc.)



- The teacher will ask the students to begin the search in the text by keeping the words 'poet' and the synonyms of 'compare' in mind.
- The teacher will ask the students to check all the options given in the question one by one and strike out the options which are not relevant.
- Once the answer to this question is found, the teacher will ask the students to do question (c) which is similar to question (a).
- The teacher will ask the students to look at question (b)
- The teacher will ask the students to underline the keywords in the question.
- The teacher will ask in which part of the poem the information lie.
- Keeping the keywords in mind, the teacher will ask the students to begin their search in the text.
- The teacher will ask what word/words have come after 'saw' in the poem.
- The teacher will make sure that the students understand that word 'crowd' does not only refer to people which we generally understand.
- The teacher will ask the students to check all the options one by one in order to find the correct one. The students will see all the options and strike out ones that are not relevant.
- This way the teacher will do the questions that ask for specific information.

## Making Inference

Inference is the process of drawing a conclusion based on the available evidence along with previous knowledge and experience. It is a complex skill that can be developed over time and with experience. The students need to be taught how they can put together the relevant clues from the text and their background knowledge to make an inference.



### Activity 3

Grade : Class VIII

#### Learning Outcomes:

- Reads textual/non-textual material in English/Braille with comprehension
- Identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material.
- Infers the meaning of unfamiliar words by reading them in context.

#### Process :

- The teacher will prepare some strips of paper like the ones shown below :

Strip 1			
Lesson	Inference	Evidence	Justification
1	During disaster many people don't wait for the government aid to arrive and they come forward to help the people of disaster affected area, many times risking their life.		

Strip 2			
Lesson	Inference	Evidence	Justification
4	Panchayat works for the welfare of the people of rural area		

Strip 3			
Lesson	Inference	Evidence	Justification
5	Rabies can be cured by injecting the same virus into the infected body.		

Strip 4			
Lesson	Inference	Evidence	Justification
8	Women were deprived of the opportunities that men enjoyed at the time of Chandraprabha Saikiani		

- The teacher will divide the class into four groups and give 1 strip of paper to each group
- The teacher will ask the groups to fill in the blank columns.
- The teacher will ask the groups to consult the textbook, discuss among the members and come into a consensus before filling the blank columns.
- The teacher will monitor when the activity is in progress and provide help if needed.
- In a plenary the teacher will discuss the answers. When one group presents their answers, the teacher will encourage the other group to listen and give feedback.
- The teacher will appreciate the efforts put by the students.

## Let's make a transaction plan for classroom

The teacher will go through the suggestive transaction plan with the aim to develop learners' in reading comprehension skill.

**Grade : Class VI**

**Duration: 45 minutes**

**Learning Outcome**

- Reads a variety of texts in English/Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences.
- Reads to seek information from noticeboard, newspaper, internet tables, charts, diagrams and maps, etc.

**In pre-reading tasks/activities for learning, the teacher does the following activities :**

- The teacher greets the students and begins the class with a game “What’s the question?”
- He/She will write the word ‘pollution’ on the board and ask the students to read the word.
- The teacher will make sure that all the students know the meaning of the word ‘Pollution’.
- Then the teacher asks the students to work in pairs and asks each pair to come up with a question which answer is ‘Pollution’
- The teacher encourages the students to ask questions and helps them to refine/modify their questions by way of offering suggestions/alternatives etc.

The teacher prompts if the students are unable to ask questions.

**In while reading tasks/activities for learning, the teacher does the following activities-**

- The teacher asks the students to read the title of the lesson given in SUNBEAM ENGLISH READER-I at page 70.
- Then the teacher asks the students to guess what the lesson is about and writes the responses on the blackboard.

- The teacher asks the students to read the first four paragraphs silently within a stipulated time. Then she/he asks the students to check whether their predictions have come true or not.
- Then the teacher asks the students to read the paragraphs again and find out how many times the word 'air' has occurred in these paragraphs.
- The teacher asks the students to read aloud the sentences that contain the word 'air'. If the teacher notices that the sentences are not read correctly he/she reads them with correct pronunciation and intonation.
- The teacher asks the students to read the paragraphs silently again and find the particles of polluted air.
- In a plenary the teacher will discuss the answer. The students have to give evidence from the text in support of their answer.
- The teacher divides the students into groups of convenient size.
- The teacher will give the following table to each group and ask them fill in the second column with clues from the text.

Conclusion drawn	Clues from the text
Human beings are greatly responsible for air pollution.	

- The teacher monitors the groups and ensures that they consult the text while answering this question. She/He provides help when needed and takes note if some points are to be taken up for discussion later.
- In a plenary, the teacher discusses the responses when one group presents their answers, the teacher asks other groups to give feedback.
- The teacher concludes by appreciating the efforts put by the students.

**In post-reading tasks/activities for learning, the teacher does the following activities-**

- The teacher asks the students to draw a picture depicting air pollution.



## Grade : Class VII

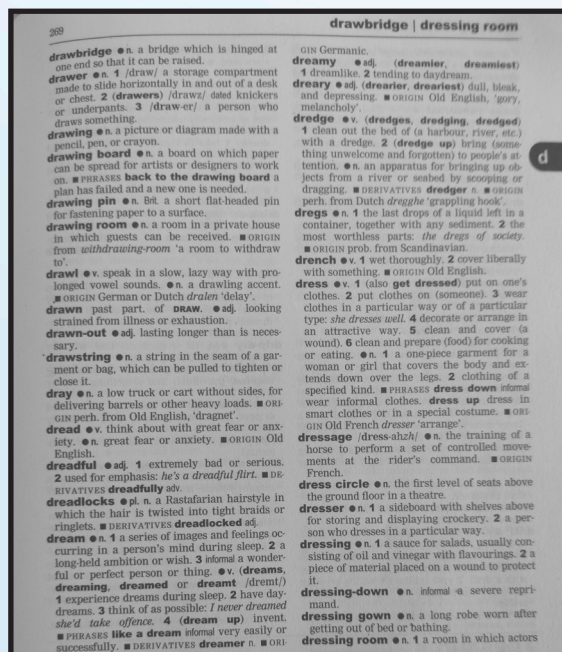
### Duration : 45 minutes

#### Learning outcome:

- Reads textual/non-textual material in English/Braille with comprehension
- Identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material.
- Infers the meaning of unfamiliar words by reading them in context.

In pre-reading tasks/activities for learning, the teacher does the following activities :

- The teacher will greet the students and begin the class.
- The teacher will write the word 'DREAM' on the board and ask the students to read it.
- The teacher asks the students what they understand by the word 'DREAM'
- The teacher will make the students understand that a word may have different meanings citing the example of the word 'DREAM'
- The teacher will ask the students to look at the following page from a dictionary and find the first two meanings of the word 'DREAM'.



- The teacher will help the students to find the meanings from the pages of the dictionary if they are unable to do so.
- The teacher will tell the students that the lesson they are going to read is related to 'dream'. The lesson is *Dhunu's Guitar* from Sunbeam English Reader-II
- The teacher will ask the students to read the lesson and see in what sense the word 'dream' is used in the lesson.

**In while reading tasks/activities for learning, the teacher does the following activities-**

- The teacher will ask the students to open their English textbook SUNBEAM ENGLISH READER-II and read the lesson silently. The teacher will encourage the students to guess the meaning of unfamiliar words in context.
- When the students finish reading, the teacher will ask them in what sense the word 'Dream' has been used in the text and support their answers with evidences from the text.
- After the discussion the teacher will divide the students into groups of convenient size. The teacher will give following table to each group and ask them to complete the sentences in the second column.

Clues from the text	Conclusions/ inferences drawn
Dhunu quietly tells him that if the embankment had been there a few years ago her father wouldn't have died.	The embankment was constructed _____ _____ _____
Deep inside they know they cannot afford the guitar.	A guitar is _____ and they _____ _____
She has been doing both a man's job as well as a woman's job.	A woman _____ _____
When Dunu's mother tells Dhunu that they would have to sell off Dhunu's goat. She is shocked and does not mention about buying a guitar again.	Dunu _____ _____ _____ her goat.

- The teacher will ask the students to put together the various information mentioned in the first column and make the inference. The teacher will encourage the students to use the textbook while doing this activity.
- The teacher will monitor the activity in progress. She/he gives necessary support to the students.

- The students will discuss and come into a consensus.
- In a plenary the teacher discusses the answers. When one group presents their answers, other groups will listen and respond.

**In post-reading tasks/activities for learning, the teacher does the following activities-**

- The teacher will ask the students to draw the guitar that Dhunu dreams of
- The teacher will ask the students to work in pairs.
- The teacher will ask each pair to say a quality of Dunu. If a quality is once mentioned, no other pair can say it again.
- The teacher will write the words on the board.
- When all the pairs share their responses the teacher will ask the students to write a paragraph about Dhunu using the words written on the board.

**Grade : Class-VIII**

**Duration: 45 minutes**

**Learning Outcomes:**

- Reads textual/non-textual material in English/Braille with comprehension
- Identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material.
- Infers the meaning of unfamiliar words by reading them in context.

**In pre-reading tasks/activities for learning, the teacher does the following activities.**

- The teacher greets the students and begins the class with a brainstorming activity to activate the background knowledge of the students about flood.
- The teacher writes the word 'Flood' on the board and asks each student to give one word related to flood.
- The teacher prompts if the students are unable to give any words.
- The teacher tries to elicit the vocabulary that are used in the text. For example, breach, embankment, swept away, livestock, rafts of bamboo trunks, marooned, rescued, evacuated, capsize, shelter, current, relief camp. etc.
- The teacher asks, the students to take notes of the new words they have come across while doing this activity.
- The teacher ensures that the students get the meaning of the above mentioned words.



**In while reading tasks/activities for learning, the teacher does the following activities-**

- The teacher asks the students to open their English textbook Sunbeam English Reader-III at page number 9 and read the title of the lesson.
- The teacher asks the students to predict what the lesson is about.
- The teacher writes the responses on the board.
- Now, the teacher asks the students to read the first three paragraphs silently within the given time and see if their predictions have come true or not.
- The teacher asks the students to read the paragraphs again and find out the names beginning with a capital letter.
- The teacher draws the following table with three columns with respective headings on the board.

Serial no.	Names	Information

- The teacher asks the students to draw the table in their copy and write 'Serial no.' in the first column, 'Names' in the second column and information in the third column.
- The teacher asks the students to read the text again and fill in the third column with the respective information against each name
- In a plenary the teacher discusses the answers. The teacher encourages the students to use their own words instead of quoting the exact words from the text
- The teacher divides the students into groups of convenient size the teacher writes the following statement on the board.

**People and animals suffer a lot in flood affected area.**

- The statement is a conclusion made from the clues of the text. The teacher ask the students to look for clues in the text.
- The students will discuss and come into a consensus about the clues.
- The teacher monitors the groups while the activity is in progress and gives support when needed.
- In a plenary the teachers discusses the answers. When one group presents their answers, the teacher asks the other groups to listen and respond.

**In post-reading tasks/activities for learning, the teacher does the following activities-**

- The teacher asks the students to draw a picture depicting flood affected area.
- The teacher asks the students to write a caption under the picture.



## Lesson evaluation checklist

The teacher will put a tick (✓) in the column under the heading 'Yes' if the criterion is met in the Transaction Plan and put a cross (×) in the column under the heading 'No' if the criterion is not met in the Transaction Plan. If the teacher wants to comment he/she can write it in the 'Remarks' column.

Sl. No.	Components	Yes	No	Remarks
1	Learning outcome/outcomes is/are clearly stated.			
2	The reading skill is central part of the lesson which is clearly reflected in the timings and activities assigned for reading.			
3	Enough space is provided for collaborative learning as a lot of group works and pair works have been planned.			
4	The activities require the students to read and re-read the text.			
5	Assessment of the process rather than the product is emphasized in the plan as the students have to justify their answers (both correct and wrong answers) by referring to the text.			
6	Art is integrated in the lesson at the post reading stage to reinforce their learning in the previous stages.			
7	Assessment is done by the self (when they check whether their predictions are true or not), by peers when they give their opinions whether an answer is wrong or correct and by the teacher.			
8	The teacher provides feedback in the form of suggestions, alternatives, or by using the correct form by himself/herself instead of pointing out the mistakes.			
9	The teacher praises the students for their efforts.			
10	Values are integrated in the plan as it is reflected in the classroom procedure, teacher's actions and in the mode of work/activities done.			
11	Critical thinking is encouraged especially the habit of questioning.			

## Let's develop test items for assessing reading comprehension

### Test item 1

**Objective :** To find out the ability to look for specific information.

**Read the text and answer the question :**

#### Sunday trip

Today is Sunday. Juhi, Pawan and their parents are going to the zoo. Juhi and Pawan are very excited as they have never been to the zoo. Their parents have packed bread and butter, boiled eggs and oranges to eat in the zoo. They have also taken one mat to spread on the ground to sit. The taxi that they booked has arrived. All four have boarded the taxi and headed to the zoo.

- Q1. On what day are Juhi, Pawan and their parents going to the zoo?
- Q2. How many times have Juhi and Pawan been to the zoo?
- Q3. What will they eat in the zoo?
- Q4. What have they taken to spread on the ground to sit?
- Q5. How are they going to the zoo?

### Test Item 2

**Objective:** To find out the ability to infer/draw conclusion

Read the passages. Choose the correct answer to the question of each passage by putting a tick (✓) in the box. Then write the justification for your answer by giving evidences from the text.

#### Passage 1:

Moni wished she had not watched the news on the television. The news made her take the umbrella with her though it was a bright sunny morning. She felt odd carrying the umbrella to her office on such a sunny morning.

**Q.Why did Moni take the umbrella with her?**

- a. Moni wanted to do something odd that morning. ☐
- b. Moni heard a weather forecast that predicted rain. ☐
- c. Moni wanted to give her umbrella to her friend. ☐

Justification:

**Passage 2:**

Pahi was not much of a writer. But what she could do with the brush and the canvas was amazing. If she was given a topic to write, her writing would be satisfactory. But if a scenery was described to her, she would do wonders with the brush on the canvas. The scenery would come to life in her hand. Everyone praised Pahi for this amazing quality.

**Q. For which amazing quality of Pahi did everyone praised her?**

- a. She was a good writer.
- b. She was both an amazing writer and amazing artist.
- c. She was amazing at her art work.
- d. She was a very bad writer.

☐  
☐  
☐  
☐

Justification:

**Test Item 3**

**Objective: To find out the ability to infer meaning of unfamiliar words in a text.**

Read the passages. Choose the correct meaning of the word from each passage by putting a tick (✓) in the box. Then write the justification for your answer by giving evidences from the text.

**Passage 1:**

The room is very clean. She has to maintain it or else it will get dirty.

**Q.The meaning of ‘maintain’ here is**

- a. To keep it closed
- b. To keep or continue
- c. To keep it open
- d. To get

☐  
☐  
☐  
☐

Justification:

Passage 2:

In the 1940s, fragments of a clay soldier were found in Northwest China. This finding was the first evidence of what turned out to be a real archaeological discovery in modern times. Thousands of such terracotta combatants were found buried near the tomb of a self-proclaimed Chinese Emperor. The emperor believed that these soldiers would fight and save him in after life.

**Q. The meaning of 'combatants' here is**

a. emperor

☐

b. archaeologist

☐

c. terracotta

☐

d. soldier/warrior

☐

Justification:

**Reading Rubrics for making inference**

Level 1	Level 2	Level 3
Unable to locate details.	Able to locate the detail like dates, names etc.	Able to locate details besides dates, names etc.

Level 1	Level 2	Level 3
Unable to infer meaning of unfamiliar words in context.	Able to infer meaning of unfamiliar words without giving evidence from the text.	Able to infer meaning of unfamiliar word by giving evidence from the text.

Level 1	Level 2	Level 3
Unable to make inference.	Able to make inference but is not able to give evidence	Able to make inference by giving evidences.





## DOMAIN: WRITING

❖ **In this unit, teachers will be able to :**

- understand the concept of writing
- design activities for developing writing skill of students at middle stage
- plan for transaction of writing in classroom
- develop test items and assessment rubric for students on writing skill

**W**riting is a medium of communication. It is the act of putting down signs and symbols on paper to represent the sounds that we speak. The written word is more permanent, tangible and visible. Writing makes the record permanent and is done with a purpose. Writing involves a number of subskills ranging from mechanical abilities like forming the letters of the alphabet correctly to think and plan mentally what to say and how best can say it be presented in the form of writing.

### **Developing writing skill :**

According to NCFSE 2023, “Writing activities require persistent, deliberate and methodical practice in the classroom for any significant growth or improvement. Writing activities that are limited to copying a given text, copying answers to questions and reproducing what is memorized do not help with the actual development of writing skills.”

### **Teaching writing :**

According to NCFSE 2023, “Writing can be taught effectively through purposive speaking first. Teachers should then expose students to different samples of writing forms and styles. They should teach students planning, drafting, and finally writing a piece based on audience and purpose. Teachers should also model good writing for them. Teachers’ feedback on draft plans is formative in developing a good piece of writing. They should help students progress from writing with their guidance to writing independently.”

### **Mechanics of writing :**

- Use of accurate /proper strokes while writing letters with proper hand movement
- Make letters of the right shape and size
- Make the right spacing between letters, words and lines
- Use capital letters and marks of punctuation correctly
- Write fluently and distinguish between the running and the print script.
- Use appropriate spellings

## Let's design activities to teach writing

### Grade : Class 6

**Learning Outcome:** Writes sentences in English using verbal or visual clues

**Note to the teacher:** The teacher will act as a facilitator while conducting the activity. He will manage the classroom to conduct the activity in a disciplined way. The children will be given ample opportunity to use their previous knowledge of vocabulary and grammar.

### Process-

- The teacher will show the following picture:



- The teacher will ask the students to write a few sentences with the above mentioned phrases.
- The teacher will ensure that the following phrases are included in the students' response.
  - playing in the swing
  - pushing the swing
  - walking in the park
  - flying
- The teacher will write the students' responses on the blackboard.
- The teacher will ensure that the following phrases are included in the students' response.

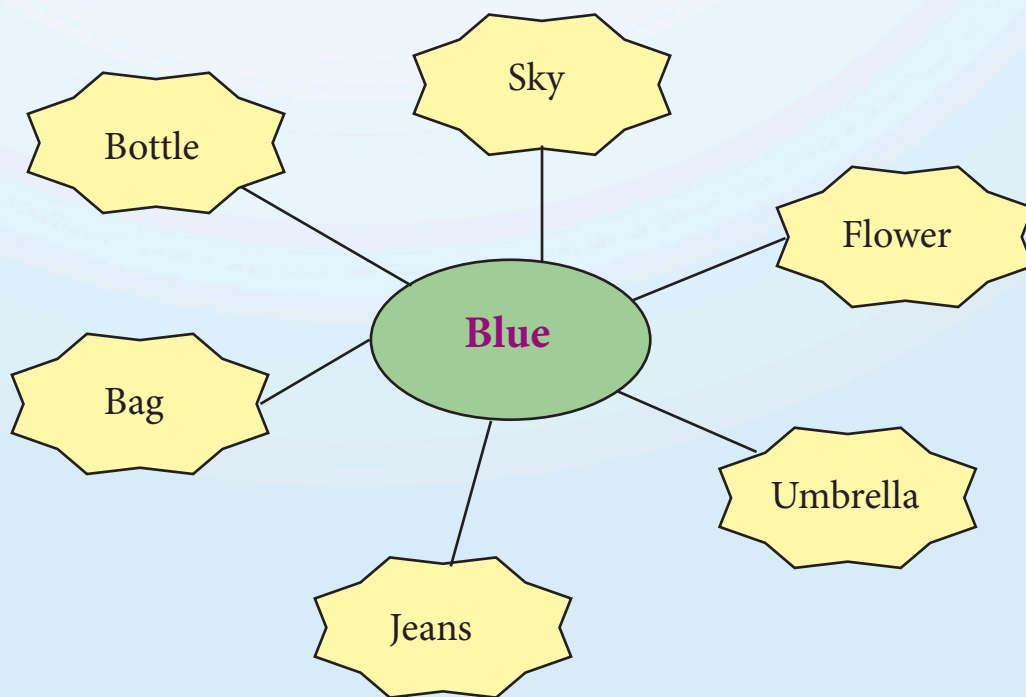
## Grade : Class 7

**Learning Outcome:** organises sentences coherently in English with the help of verbal and visual clues.

**Note to the teacher:** The teacher will act as a facilitator while conducting the activity. He will manage the classroom to conduct the activity in a disciplined way. The children will be given ample opportunity to use their previous knowledge of vocabulary and grammar.

### Process-

- The teacher will ask the students about their favourite colour.
- She/he will then take blue as an example and write the word 'Blue' within a oval.
- She/he will ask the students to tell some words related to the colour blue and will write the words around the oval, as shown below:

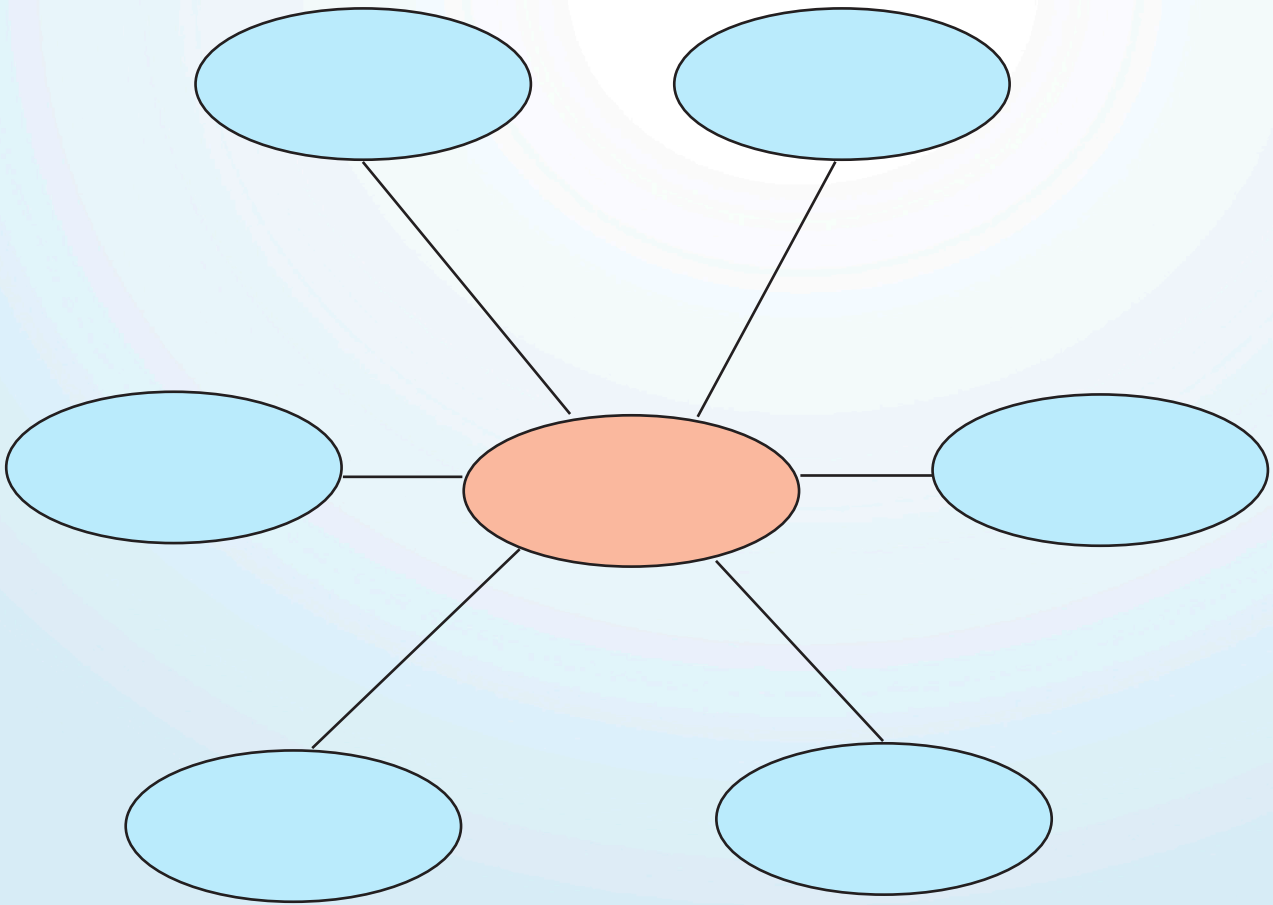


- She/he will then write the following sentences using the above words:

My favourite colour is blue. I have two pairs of blue jeans. My favourite flower is blue orchid. I also have a blue umbrella. I like to watch the blue sky. My school bag and water bottle are also blue in colour.



- The teacher will ask the students to draw the following figure in the copy.
- The teacher will ask the students to write the name of their favourite colours in the oval at the middle and words related to their favourite colours in the other ovals.



- The teacher will ask the students to write sentences using the words.

## Grade : Class 8

**Learning Outcome:** writes short paragraphs coherently in English with a proper beginning, middle and end.

### Process-

- The teacher will ask the students about their best friend.
- She/He will then draw a figure like the following on the blackboard:



- She/He will then write the following sentences on 'My Best Friend' below:  
My best friend is Nayan. He is my classmate. He is very intelligent. He always helps me in studies. He is an honest boy and I am proud of him.
- The teacher will discuss how sentences are linked with each other. The teacher will also talk about the importance of a proper beginning, middle and an end while writing a paragraph.
- The teacher will ask the students to draw a similar concept map about 'My favourite teacher'.
- She/he will ask the students to write five sentences on 'My Favourite teacher' using the words from the concept map.

## Let's make a transaction plan for classroom

Teachers will go through the suggestive transaction plan aiming to develop the writing skill of the students in English at the upper primary level.

**Grade : Class 6**

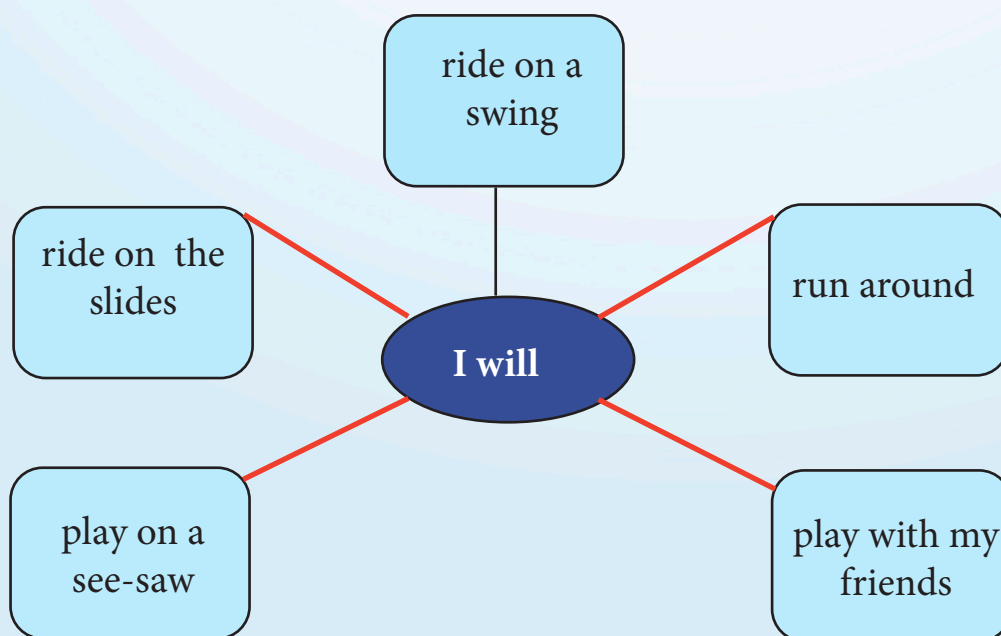
**Topic : Sentence Writing**

**Lesson : Tom Sawyer**

**Learning Outcome:** writes words/phrases/simple sentences and short paragraphs using verbal or visual clues

➤ The teacher will show the picture of a park to the students. Then he/she will ask the students, what will they do if they are taken to a park the day after.

After that he/she will draw the following concept map figure on the blackboard:



- The teacher will write two sentences such as 'I will run around' and 'I will play with my friends'.
- The teacher will ask them to write three sentences using the same sentence structure.
- Then the teacher will show the picture in page no. 20 of Sunbeam English Reader-I
- Students will be asked to write sentences on the picture.

**Grade : Class 7**

**Topic: Paragraph Writing**

**Lesson: Kindness**

**Learning Outcome:** organises sentences coherently in English with the help of verbal and visual clues

- The teacher will narrate the story of ‘The Fox and the Grapes’.
- She/he will then divide the class in groups of convenient size. She will distribute a set of ten jumbled sentence cards to each group and ask them to re-arrange the sentences. She/he will ask each student to write the sentences in their notebooks, in proper sequence.
- She/he will then discuss how each sentence is linked with the other sentences logically.
- Then the teacher will refer to the page no 15 of Class 7 textbook. She will show the itinerary of Raktim and will ask the students to write five sentences based on the itinerary and arrange them in sequence.

**Grade : Class 8**

**Topic: Paragraph Writing**

**Lesson: The Prince of Panidihiing**

**Learning Outcome:** Write short paragraphs coherently in English with a proper beginning, middle and end.

- The teacher will narrate the story ‘The Shepherd Boy and the Wolf’.
- Then, discuss how the story has begun and developed logically and how it has ended. She/he will discuss the importance of beginning, middle and end of a story as well as remind the students of the use of logical sequence of sentences that they have learnt in Class 7.
- The teacher will divide the class in groups of convenient size. She/he will then start narrating a story like “Bubu lived in a remote village. He loved fishing in the river that flowed near his village. One day.....”
- Then ask the groups to continue the story from the point where she had stopped. She/he will instruct the students to discuss in groups and add five to ten sentences to complete the story. Teacher will also ask to add new characters, events, descriptions etc. if needed.
- She/he will ask the students to arrange the sentences in sequence to compose a story with a proper beginning, middle and end.
- The group which can compose the story properly at the earliest will be the winner.

**Note to the teacher:** The above are exemplar transaction plans; teacher can design a transaction plan based on the exemplar provided.



## Points to be kept in mind while planning for classroom transaction

Sl. No.	Components	Yes	No	Remarks
1.	Accurate mention of LO's/Sub-LO's			
2.	Proper column for teaching point, teacher's activity, student activity, and TLM			
3.	Introduction to writing sentences through visual clues			
4.	Introduction to writing through questions			
5.	Oral activity before and after writing			
6.	Checking correctness of the sentences			
7.	Checking the appropriateness of the sentence according to given context			
8.	Continuous assessment			
9.	Joyful and child centred activities			

## Let's develop test items for assessing writing skills

**Exemplar test items:**

**Grade : Class 7**

**Q. Rearrange the following sentences into meaningful sentences and then compose a story with the sentences:**

1. easily all broke the they sticks
2. his for sent sons he
3. break failed to all it tried they but
4. a sticks bring asked them bundle to of he
5. ill he once seriously fell
6. them united farmer the to thus stay advised
7. much he them about worried was
8. three once farmer had old sons an
9. break stick farmer then each single a the asked of to them
10. bundle each of break he the of asked them to sticks

Teachers will go through the given rubrics for keeping record of the progress of students regarding their writing proficiency at the middle stage.

Parameters	Beginner	Progressive	Proficient
Capitalization	Frequently makes errors in capitalization.	Generally makes correct capitalization, with few errors.	Consistently uses correct capitalization.
Punctuation	Frequently makes errors in punctuation. Incorrect or missing punctuation marks affect readability.	Generally uses correct punctuation without much hindering the understanding of the text.	Consistently uses correct punctuation marks, enhancing the clarity and flow of the writing.
Spelling	Frequently makes spelling errors, making the sentences difficult to read and understand.	Generally spells words correctly, with occasional errors.	Consistently uses correct spelling.
Grammar	Frequently makes grammatical errors, hindering to understand the sentences.	Shows good command of grammar, with some errors .	Demonstrates strong command of grammar.



## DOMAIN : VOCABULARY

❖ **In this unit, teachers will be able to :**

- know about teaching vocabulary
- design activities for developing vocabulary of the students.
- plan lesson for enhancing vocabulary of the students in the classroom
- assess students vocabulary like synonym, antonym etc.

**V**ocabulary refers to the set of words known and used by an individual or a group. It is crucial for effective communication, comprehension, and expression. A person's vocabulary consists of those words which can be recalled immediately and used most of the time and in different forms. Teacher or a parent can devise strategies to guide learners in the right direction to improve their vocabulary to have better communication skills. Teaching of vocabulary is important because it is in words that concepts and ideas expressed. Without the use of meaningful words, no communication is possible.

### **Developing vocabulary :**

According to NCFSE 2023, "Learning new words and their uses must be integrated with other language skills and should be part of daily instruction. Some useful strategies for developing vocabulary are helping students predict the contextual meaning of words, engaging them in word games and word-building activities, teaching them to use a dictionary extensively, and encouraging them to use new words they acquire in speech and writing. Students can also develop their range of vocabulary by engaging with books from the library."

### **Teaching Vocabulary :**

- Different methods are to be employed at different stages of proficiency and at each stage an attempt should be made to facilitate the learning process on the part of the students
- The teaching of active vocabulary should be done by going through two distinct steps, i.e. Presentation and Practice
- Students should be encouraged to keep a vocabulary note-book and note down meaning of difficult words.

### **Selection and gradation of English vocabulary for teaching :**

- Usefulness
- Structural value
- Frequency of occurrence
- Teachability
- Universality
- Simplicity
- Different word games can be incorporated to develop and retain the interest of learners.



## Let's design activities on teaching vocabulary

### Grade : Class 6

**Learning Outcome:** Uses synonyms, antonyms appropriately and deduces word meanings from clues in context while reading a variety of texts

**Sub LO:** deduces word meanings from clues in context

**Note to the teacher:** The teacher will act as a facilitator while conducting the activity. She/he will manage the classroom to conduct the activity in a disciplined way. The children must be given ample opportunity to use their previous knowledge of vocabulary.

**TLM:** Blackboard

#### Process:

- The teacher will divide the class into 3 groups and ask the students to refer to the texts given in page 70 and page 72 of Sunbeam English Reader-I
- Then the teacher will take a few sentences from the lesson and rewrite them on the blackboard by replacing one word from each sentence with their meaning.

For example:

i) Industries **let go** waste material into the rivers and make them poisonous.

ii) People cannot continue to live or exist in an environment where water is **polluted**.

iii) Green plants **improve or enhance** the quality of the air with oxygen.

- The teacher will ask the students to replace the words in bold by choosing the words from the box given below-

enrich,	release,	survive,	toxic
---------	----------	----------	-------

- The teacher will ask one question to one group at a time. If the group cannot answer, they will pass over the question to the next group.
- The teacher will declare the group which can give the highest number of correct answers as the winner of the activity.

### Grade : Class 7

**Learning Outcome:** Uses synonyms, antonyms appropriately and deduces word meanings from clues in context while reading a variety of texts

**Note to the teacher:** The teacher will act as a facilitator while conducting the activity. She/he will manage the classroom to conduct the activity in a disciplined way. The children must be given ample opportunity to use their previous knowledge of vocabulary.

**TLM:** Textbook

### Process-

- The teacher will divide students into pairs or small groups. Then, the teacher will provide each group with a short reading passage from Sunbeam English Reader-II. These passages will contain several unfamiliar words.
- The teacher will write definitions for those underlined words on separate slips of paper and make one set for each passage. Then, the teacher will distribute the one set to each group as per the short passage assigned to them.
- Students work together to read the passage and match each underlined word with its most appropriate definition based on the context clues.
- Then, the teacher will discuss as a class, clarifying any confusion and highlighting the importance of context clues.

### Grade : Class 8

**Learning Outcome:** Uses synonyms, antonyms appropriately and deduces word meanings from clues in context while reading a variety of texts

**Note to the teacher:** The teacher will act as a facilitator while conducting the activity. She/he will manage the classroom to conduct the activity in a disciplined way. The children must be given ample opportunity to use their previous knowledge of vocabulary.

**TLM:** Textbook, dictionary

### Process :

- The teacher will divide students into pairs or small groups. Then, the teacher will provide each group with a short reading passage from Sunbeam English Reader-III. These passages will contain several unfamiliar words.
- On separate slips of paper, the teacher will write definitions for those underlined words and shuffle the definition slips. Then, distribute the definition slips to each group as per the short passage assigned to them.
- Students work together to read the passage and match each underlined word with its most appropriate definition based on the context clues.
- Then, the teacher will discuss as a class, clarifying any confusion and highlighting the importance of context clues.
- Alternatively, the teacher can collect newspaper clippings with headlines containing unfamiliar words relevant to the students' age group.
- Then, she/he can write the headlines on the board or distribute copies of the newspaper clippings.
- Students may work individually or in pairs to guess the meaning of the unfamiliar words based solely on the context of the headline.
- Then, the teacher can reveal the full articles or let the students refer to the dictionary to confirm their guess work.

## Let's make a transaction plan for classroom

Teachers will go through the suggestive transaction plan aiming to enhance vocabulary (synonym/antonym) of the students in English at the middle stage.

**Grade : Middle stage**

**Topic: Antonyms**

**Learning Outcome:** The learner demonstrate understanding of words by relating them to the opposites.

**Process :**

- The teachers greets the students and begins the class by asking them about their hobbies.
- Then the teacher will write some sentences from the lesson 'Hobbies' of Sunbeam English Reader- II on the blackboard and ask the students to read them aloud. The sentences given are as follows:
  1. We love to sing and dance, read books and travel. These activities give us *sorrow*.
  2. As people say, all work and no play can make our life *bright*.
  3. I *hate* to sing. Singing is my hobby.
  4. It gives me a sense of *misery* seeing the plants grow.
  5. We can keep ourselves *idle* and passive if we take up a hobby.
- In a plenary, the teacher will ask students to come to the blackboard and rewrite the antonym of the italicised word as per their inference, which will be more suitable in the context.
- After completion of all the sentences, the teacher will read aloud the sentences and will emphasize on the antonym words of the sentences: 'sorrow-pleasure', 'dull-bright', 'hate-love', 'misery-joy', 'idle-busy' and 'passive-active'.
- The students will re-write the sentences in the notebook

**Note to the teacher:** This is an exemplar transaction plan. The teacher can design a transaction plan based on the exemplar provided.

## Points to be kept in mind while planning for classroom transaction

Sl. No.	Components	Yes	No	Remarks
1.	Accurate mention of Los/ Sub-Los			
2.	Proper column for teacher's activity, students' activity and TLM			
3.	Introduction to vocabulary (synonyms/ antonyms) in context through sentences from the text			
4.	State clearly what the students will learn (obj. must focus on the identification, understanding and application of synonym and antonym)			
5.	Cite examples of synonyms and antonyms for common words			
6.	Variety of instructional strategies used to reinforce the concepts of synonyms and antonyms (e.g. games, songs, stories, role-play)			
7.	Are the strategies appealing and engaging for young learners.			
8.	Opportunity for students of all abilities to participate. Scaffolds and support provided for students who need extra help?			
9.	Continuous assessment			
10.	Joyful and child centred activities			



## Let's develop test items for Assessing vocabulary (synonyms /antonyms)

In order to develop test items for assessing vocabulary, the items must be based on the learning outcomes of the concerned class.

Here are some exemplar test items for assessing vocabulary at the upper primary level

**L.O. :** The learner refers dictionary, thesaurus and encyclopaedia to find meanings/spellings of words while reading/writing.

**Find out the antonyms of the words given in Column A, from the lesson 'From the diary of Anne Frank'. Now, fill the Column B below with the correct antonyms of the words. Then make sentences with any three pair of antonyms. One is done for you:**

A	B
started	ended
create	_____
important	_____
interested	_____
find	_____
allow	_____

Teachers will go through the given rubrics for keeping record of the progress of students regarding their proficiency in vocabulary (synonym/antonym)

Indicator/ Criteria	Emerging	Competent	Good
1. Use of vocabulary and synonym/antonym	The student is able to use vocabulary and synonym/antonym in simple sentences.	The student is able to use more than two-third vocabulary and synonym/antonym correctly in successive sentences.	The student is able to write all the sentence/paragraph with one or two minor errors or confusion.
2. Sentence structure	The student can write an error free simple sentence using vocabulary and synonym/antonym.	The student can write a simple sentence followed by a complex sentence by using appropriate vocabulary and synonym/antonym.	The student uses a variety of sentence structure and can write paragraphs by using appropriate vocabulary and synonym/antonym.
3. Spelling	The student spells less than 10 words wrong or spells words wrong due to confusion in phonics.	The student has minimum or less than 5 words that don not impede meaning and are otherwise unnoticeable.	The student uses new vocabulary and synonym/antonym words and spells them correctly. The spelling is consistently correct and error free throughout.
4. Punctuation	The student uses full stop to end a sentence and capital letter to start a sentence. The student also uses question mark to show an interrogative sentence.	The student uses comma to split up larger sentence, uses quotation mark to show quotations.	The student has no punctuation error and uses punctuation such as colons, semi colons to present lists and complex ideas.

**Note to the teacher:** The above rubric gives a general idea about assessment of vocabulary (synonym/antonym) items. This rubric can be modified as per the situation and ability of learners.

Teachers can design LO based test items for assessing vocabulary(synonym/antonym) as following:

Level 1	Level 2	Level 3
Can match antonym but not synonym	Can match both synonym and antonym, but can only complete sentences with most appropriate antonym but not synonym	Can match word with both its synonym and antonym also can complete sentences with most appropriate antonym and synonym

LO	Test/Observation	Level	Remark
Uses synonyms and antonyms accurately from clues in context	Test	Level 1/2/3	Level 1: Need support and guidance Level 2: Need more practice and guidance Level 3: Good should practice to continue



## DOMAIN : GRAMMAR

- ❖ **In this unit, teachers will be able to :**
- understand techniques of teaching grammar
  - know about methods of teaching grammar
  - design activities for teaching grammar elements
  - plan for transacting grammar elements in classroom
  - assess students' use of the language in terms of accuracy and appropriateness while writing or speaking



**G**rammar refers to the rules of use of a language. It provides the rules for the speaker or writer to organise structures of a language into meaningful sentences. It helps one to understand if a sentence is correct or not. For example ‘This is pen’ is not correct and ‘This is a pen’ is correct. When we use a correct sentence in a language we know the rules of the language. In most cases, we know the rules in the language unconsciously. We apply these rules even without active realization.

- According to Penny Ur, “Grammar is the way words are put together to make correct sentences.”
- “Grammar is a systematic description of a language as found in a sample of speech or writing.” - David Crystal

## **Techniques of Teaching Grammar:**

- New structures and language items are to be presented by giving correct attention to both form and meaning. The presentation must include language items, both in oral and written practice.
- Forms become meaningful and understandable to learners when they are put in a situation or in a context. Providing a language item in a context makes the item meaningful and interesting to the learner. Context may often be presented through a situation.
- The teaching of grammar should be integrated with that of the textbook. That is students must be able to deal with grammatical elements of the lessons in a textbook. The grammatical elements should be a part of the lesson.
- Inductive teaching involves presenting examples of language first followed by rules operating along these examples. In deductive teaching rules are presented first. Inductive method should be encouraged to teach grammar.
- The teaching of grammar should be seen as means to an end and not as an end itself. This means grammar teaching must be looked as a process not as a product. What matters is the process in which students learn English grammar is a systematic manner.

# Methods of Teaching Grammar:

## Deductive Method

The deductive method derives from deductive reasoning where the concept goes from general to specific. Rules, patterns, principles are presented first, then moves to the examples. Deductive method is also known as rule-driven teaching. The most favourable method for this deductive teaching is Grammar Translation Method where the grammar instruction is commonly initiated by an explanation (basically in learners' mother tongue) about the grammar rules. This is followed by practice activities involving translation to/from the target language. This practice involves only reading and writing, and little attention to speaking and pronunciation.

## Inductive Method

- \* An inductive method starts with some examples from which a rule is inferred. In grammar teaching, teacher presents the examples at the beginning, then generalize rules from the given samples. Inductive method is often correlated with Direct Method and Natural Approach in English teaching.
- \* According to Thornbury: "The rules of the language are supposedly acquired out of the experience of the understanding and repeating examples which have been systematically graded for difficulty and put into a clear context."

## Teaching Grammar in Context

- \* The teaching of grammar should be integrated with that of the textbook. Students must be able to deal with the grammatical elements of the lesson in a textbook, specially the one that has been focused.
- \* In order to make pupils understand the meaning of a grammatical element, it is necessary to present it through a situation or a meaningful context. Only then, understanding of grammar becomes meaningful.
- \* Language learning becomes interesting and meaningful only when the items are practised in context.
- \* The context/situation provides scope for extended usage of grammar.
- \* The use of mother tongue is minimised.
- \* Grammar is not an isolated part of a language. Teachers can use the lessons in their textbooks to help students understand how English language is structured and how the language is actually used in speech and writing.

## Let's design activities on teaching grammar

**Grade : Class VI**

**Activity 1: Comparison of Adjectives**

**Learning Outcome:**

- Uses meaningful short sentences in English, orally and in writing, uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class (Class III)
- Writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc. (Class VI)

**Sub LO:** Comparison of adjectives

**TLM:** Textbook, Blackboard and Flash card

**Method: Inductive**

**Activity 1**

**Process :**

- The teacher reads out the poem “The Rainbow” from the textbook - Sunbeam English Reader-I.
- The teacher asks the students to focus on the describing word (adjective) ‘pretty’.
- The teacher writes the word on the blackboard and adds another word from the poem ‘prettier’.
- To explain the comparability of adjectives, the teacher shows a flashcard of degrees of comparison as:

Pretty (Positive Degree)	Prettier (Comparative Degree)	Prettiest (Superlative Degree)
-----------------------------	----------------------------------	-----------------------------------

- The teacher explains the concept of positive degree, comparative degree and superlative degree with a few examples like the above mentioned one.
- The teacher then, tells that there are different ways to form the comparative and the superlative degrees of adjectives. The teacher writes the following adjectives in all the three forms on the blackboard.

Positive degree	comparative degree	superlative degree
good	better	best

(There is a complete change of words to show the degree of comparison)

tall   taller   tallest (adding ‘er’ and ‘est’ to the positive to make comparative



and superlative degree respectively)

heavy heavier heaviest (adding 'ier' and 'iest' to the positive to make comparative and superlative degree respectively).

beautiful more beautiful most beautiful (adding more and most to the positive to make comparative and superlative degree respectively).

- Next, the teacher asks the students to write the comparative and superlative degree of the following words:

**active simple famous small brave**

**Grade : Class VII**

**Learning Outcomes:**

- Uses meaningful short sentences in English, orally and in writing, uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class. (Class III)
- Uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjectives, adverbs, etc.) (Class VII)

**Sub LO:** Use of prepositions in context

**TLM:** Classroom objects, textbook

### **Activity 2: Take your positions!**

**Process-**

- The teacher places two desks in the classroom and calls upon two pairs of students to begin the activity.
- The teacher announces that at the mention of the command, the students will have to take their position. The teacher instructs the rest of the students to pay attention to the commands and the following activity.
- The teacher says the word 'under' and directs the participant students to take position under the desk.
- Next, the teacher says the word 'on' and directs the students to sit on the desk with the help of each other.
- In this way the teacher directs the students to take their positions according to the commands such as- 'in front of', 'behind' and 'beside'.
- After that the teacher explains that the words used as commands in the activity are prepositions and shows their usages through some more examples.
- The teacher asks the students to refer to activity 13 of the lesson 'The Daffodils' from the textbook Sunbeam English Reader-II for further practice.



## Grade : Class VIII

### Learning Outcomes:

- Participates in grammar games and kinaesthetic activities for language learning
- Communicates accurately using appropriate grammatical forms (e.g. clauses, comparison of adjectives, time and tense, active, passive voice, reported speech etc.)

**Sub LO:** Use of active and passive voice

**TLM:** Blackboard and chart

### Method: Inductive

#### Activity 3: Active and passive voice

##### Process :

- The teacher writes the following sentence on the blackboard taken from the lesson Louis Pasteur (Sunbeam English Reader-III).  
‘The incident disturbed him.’
- The teacher asks the students to focus on the doer of the action in the given sentence.
- The teacher then explains that when a sentence focuses on who did the action (doer), such a sentence is said to be in the active voice.
- The teacher then writes another sentence on the blackboard:  
‘He was disturbed by the incident.’
- The teacher further explains that the sentence changes to passive voice when the focus is on the action rather than who did it.
- Next, the teacher shows a chart containing different sentences in column A and column B:

A	B
Gita sang a song. The book was taken by Rohan. This poem was written by me.	I write poetry. She knows me. A book was given to him by me.

- The teacher asks the students to make two columns A and B in their notebooks, as shown in the chart.
- The teacher then asks the students to identify and write down the sentences that focus on the doer of the action (active voice) in column A and the sentences that focus on the action itself (passive voice) in column B.
- The teacher will reframe a few sentences in the active voice from the Lesson 'Louis Pasteur' and ask students to change it in the passive voice. He/she will refer to Activity 5 of the lesson.

**Note to the teacher:**

- The teacher participant will act as a facilitator while conducting the activities in class and students will be active participants in the learning process.
- The teacher participant will effectively manage the activity-based classrooms.
- The activities are exemplar in nature; teachers can bring innovations in the activities keeping in view the feasibility and availability of resources

## Let's make a transaction plan for classroom

Teachers will go through the suggestive transactional plan to be incorporated for enhancing grammatical competence of the students in English at the upper primary level.

**Grade : Class VI**

**Topic: Tense use of 'be' verb**

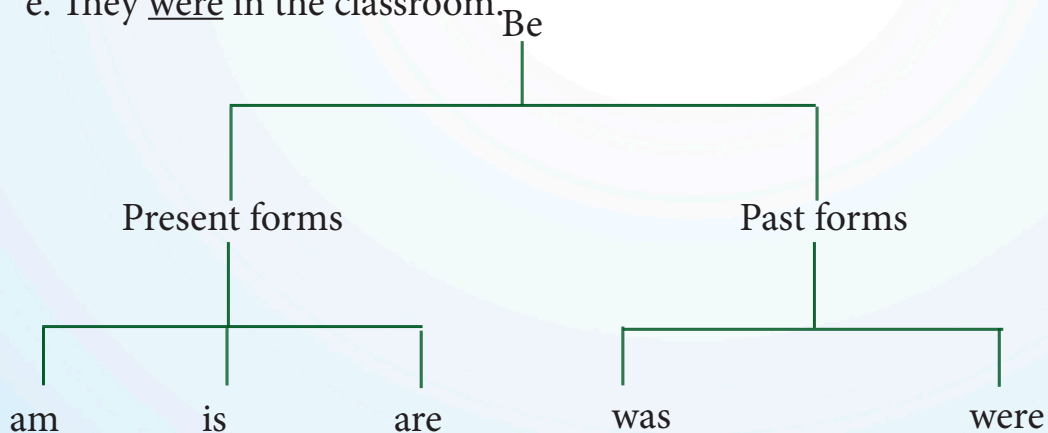
**Lesson: Dhyan Chand**

**Learning Outcome:** Writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.

- The teacher will write some sentences on the board and ask the students to read them. The sentences given are as follows:
  - a. We are celebrating Dhyan Chand's birthday.
  - b. I am reading a book on sports.
  - c. Dhyan Chand was playing football.
- The teacher will ask the students to identify the action words in the above sentences.
- The teacher will then ask the students to say the words aloud used before the action words in the given sentences.
- The teacher will explain that these words 'are', 'am', and 'was' are helping

the action words to convey complete meaning. These are called 'be' verbs.

- The teacher writes down some more sentences on the blackboard showing the use of 'be' verbs. Then asks the students to write down the sentences and underline the 'be' verbs.
  - a. I am a student of class VI.
  - b. She is my sister.
  - c. I was absent yesterday.
  - d. We are brothers.
  - e. They were in the classroom.



- The teacher will show a chart depicting the present and past forms of the verb 'be' along with some examples:
- The teacher will then ask the students to find out five sentences from the lesson "Dhyan Chand" which contain the verb 'be' forms and make 2 sentences each using the be verbs- 'is' and 'was'

### **Transaction Plan: Class VII**

**Topic: Use of adverbs**

**Lesson: Uruka Adventure**

**Learning Outcome:**

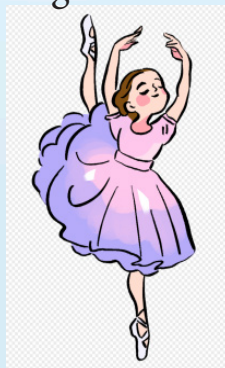
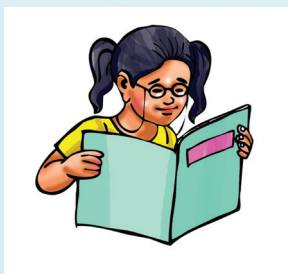
**The learner-**

- Uses appropriate grammatical forms in communication (e.g noun, pronoun, verb, determiners, time and tense, passivisation, adjectives, adverbs, etc.)

- The teacher will write some sentences from the lesson 'Uruka Adventure' on the blackboard and ask the students to read them aloud. The sentences are as follows:

1. They walked quietly into Shantiram's Garden.
2. Mahen jumped up excitedly.
3. Mahen stopped suddenly.
4. The nightjar was screeching eerily at regular intervals.
5. The boys ran frantically like antelopes

- Next, the teacher will randomly select five students from the class and asks each student to come to the blackboard and encircle the words that denote action (verbs) in the sentences given.
- The teacher will then ask the students to look at the words written next to the verbs which end with '-ly'. He/she will read aloud the sentences and will emphasize on the words: 'quietly', 'excitedly', 'suddenly', 'eerily' and 'frantically'.
- The teacher will explain that these words describe or modify the verb in the sentences. In the sentence- 'They walked quietly into Shantiram's garden', the word 'quietly' modifies the verb or the action 'walked'. In the next sentence, "Mahen jumped up excitedly", the word 'excitedly' modifies the verb 'jumped'. In this way, the teacher will explain the use of words ending with '-ly' in each sentence.
- The teacher will mention that these words are called 'adverbs' and most adverbs end with '-ly'.
- Then, the teacher will divide the students into 3 groups and distribute three flashcards showing action.



- The teacher will ask the students to describe the action by using an adverb and write a sentence based on the picture given on the flashcard. The teacher will guide the students to frame the sentences and will encourage them to construct more sentences using adverbs.



**Grade: Class VIII**

**Topic: Tense appropriate use of present continuous tense**

**Lesson: Louis Pasteur**

**Learning Outcome:**

**The learner –**

- Participates in grammar games and kinaesthetic activities for language learning
- Communicates accurately using appropriate grammatical forms (e.g. clauses, comparison of adjectives, time and tense, active, passive voice, reported speech etc.)

- The teacher will begin the day's lesson by announcing that students have already learnt about simple present tense in the previous class.
- Then the teacher will write some sentences on the blackboard and ask the students to read them. The sentences given are as follows:
  - a. He goes to school by bus.
  - b. Louis Pasteur plays with his friends.
  - c. He works in the institute.
- The teacher will then ask the students to state the time of the action and the tense form used in the above sentences.
- After getting the response from the students the teacher will call upon 3 students in the class and assign them an activity each. The first student is asked to write her name on the blackboard. The second student is asked to read a poem from the English textbook. The other student is asked to sing a song.
- After the activities, the teacher writes some sentences related to the activities on the blackboard. The sentences given are as follows:
  - 1. Priya is writing her name on the blackboard.
  - 2. Ravi is reading a poem.
  - 3. Anil is singing a song.
- The teacher will then ask the students to copy the sentences in their notebooks and read them.
- The teacher will then explain that by adding -ing to the verbs 'write', 'read' and 'sing', the verbs express that the action is presently going on or continuing in present time. When an action continues in present time then the tense form is called 'present continuous tense'.
- The teacher then asks the students to change the sentences given at the start of the day's lesson into present continuous tense. The sentences are as follows:
  - a. He goes to school by bus.
  - b. Louis Pasteur plays with his friends.
  - c. He works in the institute.
- The teacher will ask the students to underline the sentences in the present continuous tense from the lesson 'Louis Pasteur'.

## Points to be kept in mind while planning for classroom transaction

Sl. No.	Components	Yes	No	Remarks
1.	Specify LO's/Sub-LO's			
2.	Column for teacher's activity, students' activity and TLM			
3.	Introduce the lesson through activity			
4.	Specify the objectives. Share with the students			
5.	Cite examples			
6.	Follow inductive method to teach grammar at middle stage			
7.	Design activities to practice the grammar item			
8.	Continuous assessment			
9.	Engaging activities.			

### Let's develop test items for assessing grammatical competence

In order to develop test items for assessing grammatical competence, the items must be based on the learning outcomes of the concerned class.

Here are some exemplar test items for assessing grammatical competence at the middle stage.

1. (a) Let's practice using adjectives of degree.

Find out the adjectives from the lesson 'A Child's Beauty'. Now, fill the column below with the correct form of the adjectives. One is done for you:

Positive	Comparative	Superlative
angry	angrier	angriest
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(b) Now, in your notebook, make three sentences using an adjective from each of the three columns:

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2. (a) Here is a sentence in *Direct speech*. Write the sentence in *Indirect Speech* in the space below.

Mayuri said, "I have read about it on the internet."

.....

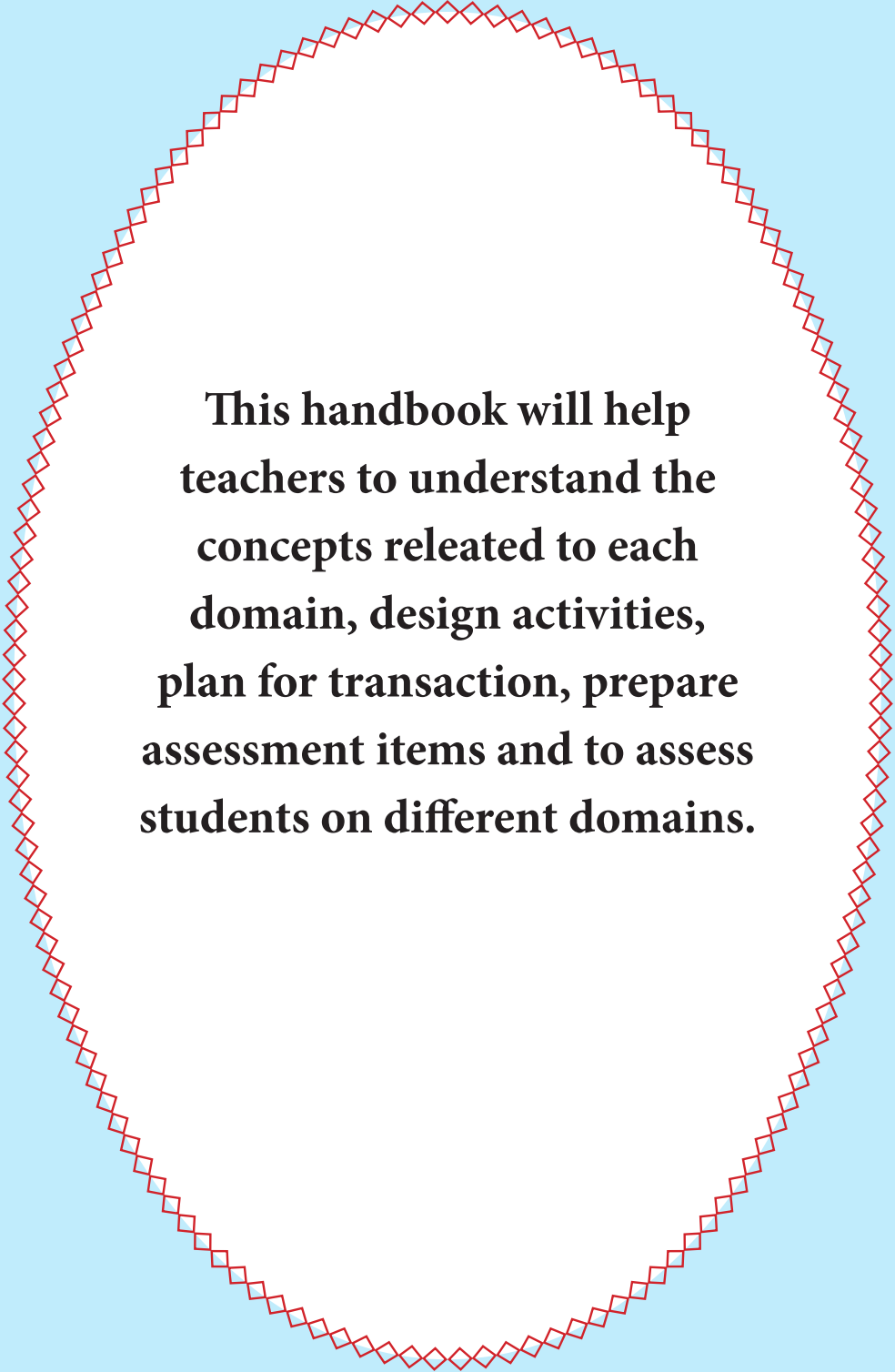
(b) In Column A, given below, there are two sentences in *Direct Speech*. In column B there are the matching sentences in *Indirect Speech*. Are the sentences in column B correct? If not, rewrite them correctly in Column C:

Column A	Column B	Column C
Mayuri said to Manas, "Do you know what NASA is?"	Mayuri said to Manas that does he know what NASA is?	
Manas said, "Our country will always remember her."	Manas said that "our country would always remember her."	

Teachers will go through the given rubrics for keeping record of the progress of students regarding their competency in Grammar.

Indicator/ Criteria	Emerging/Satisfactory	Competent/Good	Exemplary/Good
Sentence Structure	All sentences are well constructed with varied structures.	Most of the sentences are well constructed and there is some varied sentence structures.	Most sentences lack proper construction. There are frequent fragmented sentences.
Punctuation	Proper use of commas, semi-colons and end of sentence punctuation. No error in capitalization.	Occasional errors in the use of commas, semi-colons and end of sentence punctuation. Few errors in capitalization.	Repeated errors in the use of commas, semi-colons and end of sentence punctuation. Repeated errors in capitalization.
Spelling	Correct spelling, even in difficult words.	Spelling is usually correct especially on common words.	Frequent spelling errors significantly impairs/weakens readability.
Sentence parts	Parallelism in verb use, noun, pronoun agreement, proper use of adjectives, adverbs and prepositions.	Occasional errors in verb use, noun, pronoun agreement, proper use of adjectives, adverbs and prepositions.	Errors in verb use, noun, pronoun agreement, proper use of adjectives, adverbs and prepositions that distract and confuse in understanding.





**This handbook will help teachers to understand the concepts related to each domain, design activities, plan for transaction, prepare assessment items and to assess students on different domains.**

