

APPENDIX I

**BLUE PRINT OF THE ACHIEVEMENT TEST FOR LSRW SKILLS IN
ENGLISH FOR STANDARD IX CBSE**

Q. No	Components	Type of Question /Activity	No. of Questions	Marks for each Question/ Criterion	Total Marks	Testing Objectives
LISTENING					25	
1	Audio track 1 (Literary)	VSA	7	1	7	Understanding, interpreting and drawing inferences
2	Audio track 1 (Factual)	VSA	6	1	6	listening for specific details
3	Audio track 1 (Discursive)	VSA	12	1	12	identifying keywords while listening
SPEAKING					25	
1	One minute talk			2	10	Speaking with clarity and confidence with appropriate voice modulation, and nonverbal cues
2	Describe the picture			1	5	
3	Role play in pairs			2	10	
READING					25	
1	Factual passage	VSA	2	2	10	Vocabulary testing
		VSA	1	1		Comprehension
		LA	1	7		Comprehension & Organisation
2	Discursive passage	SA	5	1	5	Comprehension, drawing inference and extracting information
3	Literary passage	SA	4	1	5	Comprehending and drawing inferences
		VSA	1	1		Reading for specific details
4	Short poem	VSA	5	1	5	Understanding, comprehending and drawing

						inference
WRITING					25	
1	Notice Writing	SA	1	4	4	Providing factual details with appropriate expression, fluency accuracy and vocabulary
2	Speech Writing	LA	1	7	7	Expressing with fluency, accuracy and appropriate vocabulary
3	Formal Letter OR Informal Letter	LA	1	7	7	Expressing with fluency, accuracy and appropriate vocabulary
4	Developing a Story	LA	1	7	7	Expressing with fluency, accuracy and appropriate vocabulary

APPENDIX II

ACHIEVEMENT TEST FOR LISTENING SKILL

Class: IX
Duration: 60 Minutes

Subject: English
Marks: 25

Note: You will listen to three audios related to the set of questions given below. Each audio will be played twice. Some time will be given to answer the questions after each audio. Listen carefully to the audios as they are played and answer the following questions in the space provided.

Q1. Listen carefully to the passage on grandparents. As you listen; from the sentences given below, write 'T' in front of the sentences which are true.

7x1= 7 Marks

1. The narrator never had a liking for her grandparent's place.
2. Narrator's grandparents owned a small house.
3. The narrator was surprised on the troubled relationship between her friend's daughter and mother.
4. Children today seem to be closer to their friends than to their grandparents.
5. One of the reasons for the kids not being able to connect to the grandparents is that they don't stay together with their grandparents.
6. The deteriorating relationship between the grandparents and the kids is not commonly seen in American society.
7. Grandparents needs to be more techno savvy to connect to the younger generation
8. A healthy relationship between the kids and the grandparents benefits both.
9. Staying with grandchildren helps the grandparents to keep themselves fit.
10. Parents don't have any role in connecting the grandparents to their grandchildren.

Q2. Listen carefully to the passage on formula 1 driver 'Max Verstappen'. While listening, arrange the following sentences in the sequence in which they occur in the passage by putting the number in the bracket. 6x1= 6 Marks

1. Max will be 17 when he takes part in his first Grand Prix. ()
2. Verstappen's debut will be at the Australian Grand Prix. ()
3. Max's father was an F1 driver and he owed a lot of his success to him. ()
4. 16-year old Max Verstappen has just signed to drive for a Formula 1 racing team. ()
5. The current record for the youngest F1 driver is 19 years. ()
6. For Verstappen Formula 1 has been his career goal, since he was seven years old. ()

Q3. Listen carefully to the passage on 'news' and fill in the blanks with the missing words in the passage. 12x1=12Marks

A researcher from BreakingNewsEnglish.com says news is good for students. He asked teachers and _____ about their opinions on using news to learn English. Almost everyone said it was important. One student said he _____ using news because the story is real. He _____ many times when the teacher put a _____ on the whiteboard and he was surprised that it was that day's breaking news. Another student thought news was more interesting than other _____ in her lessons. She felt good when she understood English news, and learnt _____ "international vocabulary". Teachers _____ using news in their lessons. Some said students had problems with listening, so they made it slower to help their students. Teachers thought _____ were good for practicing speaking. Teachers said _____ non-stop about news of their own country or city. Teachers said news was useful because students had a lot of _____ from listening to or reading about it in their own language. Teachers also liked _____ that they could do many kinds of activities, such as role plays and games. One teacher said news was "_____".

APPENDIX III**ACHIEVEMENT TEST FOR SPEAKING SKILL****TEST 1: CHOOSE THE TOPIC**

Class: IX
Duration: One Minute

Subject: English
Marks: 10

Students will select a topic of their choice from the following topics (one topic can be chosen maximum by two students). They will be required to prepare a speech of one minute on a sub topic of the main topic which they have selected. The students are free to select any suitable subtopic under the main topics given below:

- 1) People
- 2) Adventure
- 3) Environment
- 4) Sports and Games
- 5) Children
- 6) Education
- 7) Family
- 8) Travelling
- 9) Social Issues
- 10) Media
- 11) Friends
- 12) Morals
- 13) Success
- 14) Environment
- 15) Health
- 16) Career
- 17) Culture
- 18) Hobbies
- 19) Global world

20) Cleanliness

TEST 2: DESCRIBE THE PICTURE

Class: IX
Duration: Three Minute

Subject: English
Marks: 05

Each student will be shown a picture and he/she will have to express his/her thoughts pertaining to the picture. Each student will be given two minutes to think and a minute to speak thereafter. Following is the pictures which will be shown to the students. One picture can be shown to more than one student.







TEST 3: LET'S ROLE-PLAY

Class: IX
Duration: Three Minute

Subject: English
Marks: 10

Following are some of the situations the students may often find themselves into. The teacher will divide the class into pairs. Each pair will be assigned a situation from the below listed situations. Each situation can be assigned to more than one pair of students. Each pair will get one minute to think over it and two minutes for the role-play. Students will be assessed on the basis of criteria of assessment.

1. You have a friend in your class who wants to learn swimming but also confesses that he/she is scared of water. With your partner, role-play how his/her fear can be overcome.
2. You copied your English assignment from one of your friend without changing a word. Your teacher suspects you have done this and accuses you. Role-play how you deal with the situation.
3. You find one of your classmates being addicted to social networking. This is also adversely affecting his/her grades. In pairs role-play the conversation wherein you help her/him overcome the addiction.
4. A good friend of yours has somehow got a copy of the English test you are going to have the next day at school and you have the opportunity to look at the test. Role-play how you deal with the situation.
5. You go out with your friends rather than do your assignment. Next day the teacher asks to explain why the assignment was not done. Role-play the whole situation.
6. You find one of your friends littering in the school campus. On stopping, the person seems to be careless about it. Role-play the situation wherein you bring about a change in the perception of your friend regarding cleanliness.

7. There is only one place left on a school trip that you want to go on. And so does a friend of yours. How do you convince each other that you should be given a chance to go? Role-play the situation.
8. You took the last four biscuits from the packet in the kitchen when no one was looking. They are your mother's favorite biscuits and she is furious to find out all the biscuits have gone. Your younger brother is well known for eating everything he can, so he is naturally blamed for eating the biscuits. Role-play how you will handle the situation.
9. A woman is taking some money out of an ATM machine. She mistakenly walks away from the machine without taking her money. You take a note of it. Role-play, how you deal with the situation.
10. A student of your school recently met with an accident while rashly riding a two wheeler. With your partner converse on the problem and the ways to encourage them to follow road safety rules.
11. Your teacher has left her folder on her desk while she goes out of the classroom for ten minutes. It is open. You and your friend see that the answers for the next English test are in the folder. Role-play the situation and your reaction.
12. You are in a supermarket and the girl at the cash desk gives you change for 100 rupees instead of the 50 rupees you actually gave her. You however realise this. Role-play the situation and your reaction.

APPENDIX IV

ACHIEVEMENT TEST FOR READING SKILL

Class: IX
Duration: 60 Minutes

Subject: English
Marks: 25

Q 1. Read the passage given below, carefully
Marks

10 x 1 =10

It weighed about 10,000 tons, entered the atmosphere at a speed of 4,000 km/h and exploded over a city with a blast of 500 kilotons. But on 15 February 2013, we were lucky. The meteorite that showered pieces of rock over Chelyabinsk, Russia, was relatively small, at only about 17 meters wide. Although many people were injured by falling glass, the damage was nothing compared to what had happened in Siberia nearly one hundred years ago. Another relatively small object (approximately 50 meters in diameter) exploded in mid-air over a city such as Moscow or London, millions of people would have been killed.

By a strange coincidence, the same day that meteorite terrified the people of Chelyabinsk, another 50m-wide asteroid passed relatively close to Earth. Scientists were expecting that visit and know that asteroid will return to fly close by us in 2046, but the Russian meteorite earlier in the day had been too small for anyone to spot.

Most scientists agree that comets and asteroids pose the biggest natural threat to human existence. It was probably a large asteroid or comet colliding with Earth which wiped out the dinosaurs about 65 million years ago. An enormous object, 10 to 16 km in diameter, struck the Yucatan region of Mexico with the force of 100 megatons. That is the equivalent of one Hiroshima bomb for every person alive on Earth today.

Many scientists, including Stephen Hawking, say that any comet or asteroid greater than 20 km in diameter that hits Earth will result in the complete destruction of complex life, including all animals and most plants. As we have seen, even a much smaller asteroid can cause great damage.

The earth has been kept fairly safe for the last 65 million years by good fortune and the massive gravitational field of the planet Jupiter. Our cosmic guardian, with its stable circular orbit far from the sun, sweeps up and scatters away most of the dangerous comets and asteroids which might cross Earth's orbit. After the Chelyabinsk meteorite, scientists are now monitoring potential hazards even more carefully but, as far as they know, there is no danger in the foreseeable future.

1. Fill in the blanks with an appropriate word from the passage. Use the clue given in the bracket. 2x1=2

a. When the meteorite exploded on 15 February 2013, many people were _____ (*hurt*) by falling glass.

b. Scientists weren't expecting the Russian meteorite because it had been too small for

anyone to _____ (*see or notice*).

2. Give an appropriate heading to the above passage. 1x1=1

3. Summarize the above passage in 80 words. 7x1=7

Q2. Read the following passage carefully:

5 x 1 = 5 Marks

Have you heard people saying that the 'rupiah makes the world go round? Do you know the story of the rupee?

The word rupee comes from the Sanskrit term 'Rupya' or 'Rupa' which means silver. The very early coins before the second century BC, were all made of silver but the coins were neither of any standard weight nor had any face or value printed on them. It was Sher Shah Suri who first gave the name "rupia" to the 68 silver coins. The last silver coins were minted in 1940 with the face of King George VI on them. In 1942 the silver coin was replaced by a cupro-nickel coin for the first time.

Money was invented by man to get power but now money has become more powerful than man. All over the world, money and power go together. The more money a person has, the more successful he is judged to be. A rich man is accepted by society even if he is corrupt or evil.

Man works hard to earn more and more money and saves a lot of it. He thinks that money will give him more freedom to enjoy and to have lots of fun. He thinks he will not be anyone's slave but be his own master. But soon he becomes the slave of money. The more he has, the more he wants. He is never satisfied with what he has got but always wants something more even though he knows that in the end, he cannot carry anything with him. Money can buy everything but it cannot buy peace or happiness or a ticket to heaven.

Based on the reading of the passage, answer the questions given below.

1. What were the early coins made up of?
2. When did the cupro-nickel coins come into existence?
3. What is the significance of money today?
4. Why is man never satisfied?
5. Which word from the above passage means same as contended

Q3. Read the following passage carefully:

5 x 1 = 5 Marks

We live in a wonderful world that is full of beauty, charm and adventure. There is no end to the adventures that we can have if only we seek them with our eyes open. Our own country is a little world in itself with an infinite variety and places for us to discover. I have travelled a great deal in this country and I have grown in years. And yet I have not seen many parts of the country, we love so much and seek to serve I wish I had more time so that I could visit the nooks and corners of India. I would like to go there in the company of bright young children whose minds are opening out with wonder and curiosity as they make new discoveries. I shall like to go with them, not so much to the great cities of India as to the mountains and the forest, and the great rivers and the old monuments, all of which tell us something of India's story. I would like them to discover for themselves that they can play about in the snow in some parts of India and also see other places where tropical forests flourish. Such a trip with children would be a voyage of discovery of the beautiful trees of our forests and hill sides and the flowers that grace the changing seasons and bring life and colour to us. We would watch the birds and try to recognize them and make friends with them. But the most exciting adventure would be to go to forests and see the wild animals, both the little ones and the big. Foolish people go there with a gun and kill them and thus put an end to something that was beautiful. It is far more interesting and amusing to wander about without a gun or any other weapon and to find that wild animals are not afraid and can be approached. Animals have keener instincts than man. If a man goes to them with murder in his heart, they are afraid of him and run away. But if he has any love for animals, they realise that he is a friend and don't mind him. If you are full of fear yourself, then the animals are afraid too and might attack you in self defense.

-- Jawaharlal Nehru

Based on the reading of the passage, answer the questions given below.

1. What does Nehru wish to have more time for? 1
2. Why does Nehru want to visit the mountains, rivers and monuments of India? 1
3. What is the most exciting adventure for him? 1
4. What is far more interesting? 1
 - (i) carrying the gun to the forest and killing the animals or
 - (ii) roaming without a gun and loving animals?
5. When do animals tend to attack? 1

Q4. Read the following poem carefully:

5 x 1 = 5 Marks

The Leader

Patient and steady with all he must bear,
Ready to meet every challenge with care,
Easy in manner, yet solid as steel,
Strong in his faith, refreshingly real,
Isn't afraid to propose what is bold,
Doesn't conform to the usual mould,
Eyes that have foresight, for hindsight won't do,
Never backs down when he sees what is true,
Tells it all straight, and means it all too.
Going forward and knowing he's right,
Even when doubted for why he would fight,
Over and over he makes his case clear
Reaching to touch the ones who won't hear.
Growing in strength, he won't be unnerved,
Ever assuring he'll stand by his word.
Wanting the world to join his firm stand,
Bracing for war, but praying for peace,
Using his power so evil will cease:
So much a leader and worthy of trust,
Here stands a man who will do what he must.

-Anonymous

Based on the reading of the poem, complete the following sentences by choosing the best option from those given below.

1. This poem is about

- a. the qualities a leader should possess
- b. a person who has been a good leader
- c. what leaders used to be like
- d. a present day leader

2. 'Doesn't conform to the usual mould' suggests the person being described

- a. doesn't look like others
- b. has qualities that are different
- c. doesn't mix up with people
- d. breaks rules laid down by society

3. The leader would fight war bravely,

- a. because he wants to prove his valour
- b. because he wants to kill his enemy

- c. and turn out victorious
- d. but want peace

4. 'Using his power so evil will cease':. Here 'cease' means.....

- a. begin
- b. become strong
- c. come to an end
- d. rule over everyone

5. A true leader is a man who possesses.....

- a. physical strength and daredevilry
- b. courage and conviction
- c. religious beliefs and faith
- d. strength and faith

APPENDIX V**ACHIEVEMENT TEST FOR WRITING SKILL**

Class: IX
Duration: 60 Minutes

Subject: English
Marks: 25

Note: All the questions are compulsory. Internal choice is given in question 2 and 3.

Q1. You are Udit, Secretary of the Adventure club of your school. Write a notice to inform the students about a trekking programme the club is organizing in December at Manali. Give all necessary details. (80 words) **4 marks**

Q2. Write a speech, to be delivered in the morning assembly on a suitable topic of your choice, in about 150 words **7 marks**

Q3. You are Smith/Smitha. You stay in the hostel of your school. Recently your school organised a cleanliness drive wherein, the students participated enthusiastically. You want to share your experience of being a part of the drive with your mother. Write a letter to your mother giving details of the programme emphasizing on how important it is to have cleanliness in and around. (150 words)

OR

You are Sheetal/Sirish, the secretary of Anand Niketan Society. Recently your colony has witnessed and suffered acute water shortage. Write a letter to the Chairman of Municipal Corporation, highlighting the problem and suggesting ways to solve the issue. (150 words) **7 marks**

Q4. Complete the following story to be published in the school magazine in about 150 words. **7 marks**

Pooja was coming out of her history class. She saw Ms. Sharma, her teacher, walking in the corridor. Suddenly two boys came running and pushed Ms. Sharma and.....

APPENDIX VI

CRITERIA FOR ASSESSMENT OF LSRW TESTS

Criteria for Assessment of Listening Test:

Marks allotted for each correct response is indicated along with the questions in the worksheet. Each correct response indicates that the student is able to listen, understand and interpret the audio track.

Criteria for Assessment of Speaking Test:

Following criteria are based on the teaching-testing objectives drafted by CBSE for standard IX. Each Speaking activity was assessed on the basis of following criteria appropriate to that particular activity. The following criteria of assessment are therefore purely contextual. Weightage of each criterion is written in front of it.

- 1. Voice Modulation (1 Mark)** – Usage of proper pronunciation, pace, rhythm, modulation, intonation, appropriate stress
- 2. Clarity (1.5 Marks)** – Systematic organization of ideas and thoughts in a logical sequence. Speaking intelligibly in a logical sequence by introducing the topic, comparing and contrasting ideas and concluding
- 3. Confidence (0.5 Mark)** – Conveying thoughts and ideas confidently according to purpose, topic and audience.
- 4. Vocabulary (1.5 Marks)** – Usage of appropriate words to convey thoughts and ideas according to purpose, topic and audience, Usage of articulated words for effective speaking
- 5. Non-verbal cues (0.5 Mark)** – Usage of non-verbal communication such as facial expression, gestures, posture

Criteria for Assessment of Reading Test:

Each correct response indicates that the student is able to read silently, analyse and interpret the ideas in the text. Correct response to the vocabulary items indicates that the student is able to deduce the meaning of those items in a given context. The question paper indicates the marks allotted to each question.

Criteria for Assessment of Writing Test:

Following criteria of assessment was used to assess students' writing activity. It is based on the teaching – testing objectives drafted by CBSE for standard IX.

1. **Content (1 Mark)** – Writing relevant text related to the topic, Clarity in description with proper introduction, description and conclusion
2. **Expression (0.5 Mark)** – expressing an opinion, reasoning, justifying, illustrating according to the topic.
3. **Fluency (2 Marks)** -- Organization and presentation of ideas coherently, writing intelligibly in sequential and logical order, linking sentences and paragraphs using appropriate cohesion devices
4. **Accuracy (0.5 Mark)** – Usage of clear and grammatically correct English, Usage of appropriate punctuation devices and correct spelling and appropriate style and format.
5. **Vocabulary (1 Mark)** – Usage of articulated language and appropriate words to convey thoughts and ideas

APPENDIX VII
REACTION SCALE

Dear Students,

This is a reaction scale about the package of LSRW activities of English Language through which you were taught English language skills. Following few statements are given here related to the package. You are requested to reflect your response by putting a tick mark (✓) against the suitable alternative out of the five rating points, for each statement. Please give your responses as frankly as possible for the improvement of the programme in the future. Your information will be used for research purpose only and will be kept confidential. Abbreviations Use: SA- Strongly Agree, A-Agree, U-Undecided, D-Disagree, SDA-Strongly Disagree

No.	Statement	SA	A	CS	D	SDA
1.	The package provided a wide range of LSRW activities.					
2.	The LSRW activities were related to the units of English Literature Reader.					
3.	The activities in the package motivated me to develop communicative competence in English.					
4.	I developed knowledge of LSRW skills in English.					
5.	The language used in the LSRW activities was according to my standard.					
6.	The instructions for each LSRW activity were clear to me.					
7.	The LSRW activities gave me practise to develop communicative competence in English language.					
8.	The LSRW activities encouraged me to participate during the teaching learning process.					
9.	It created an English language learning environment for skill practise.					
10.	The feedback provided by the teacher after each activity helped to enhance my language skills.					
11.	I am now able to understand better while I listen to English.					
12.	I am now able to interpret better while I listen to English.					

13.	The listening activities helped me to enhance my listening skills.					
No.	Statement	SA	A	CS	D	SDA
14.	The speaking activities helped to reduce stage fear in me.					
15.	I have developed confidence to use English language for conversation.					
16.	The speaking activities helped me to enhance my speaking skills.					
17.	The reading activities helped me to enhance my reading skills.					
18.	The reading activities developed my interest towards reading.					
19.	The writing activities provided intense writing practise.					
20.	Varied writing activities exposed me to various formats of writing.					
21.	The writing activities helped me to enhance my writing skill.					
22.	The content of the LSRW activities were related to real life.					
23.	The LSRW activities have instilled enough confidence in me to use the English language.					
24.	I liked integration of LSRW activities with regular teaching of English.					
25.	I had adequate time to complete each LSRW activity.					
26.	Enough time was provided for practicing speaking activities wherein prior preparation was required.					
27.	Implementation of LSRW activities at regular interval helped me to improve LSRW skills at a consistent rate.					
28.	I liked the discussion of assessment criteria before implementation of each activity.					
29.	English teachers should use these types of LSRW activities while teaching the subject.					
30.	I liked the package through which LSRW activities were conducted in the classroom.					

APPENDIX VIII

ACTIVITIES FOR ENHANCING LISTENING SKILL IN ENGLISH LANGUAGE (SEM I)

Lesson: Fiction - 1 How I Taught My Grandmother To Read

Name:
Class:
Roll No.

Marks: 5

Time: 01 Period

You will hear about Learning. While you listen; complete the following sentences by filling in the blanks. You will hear the recording twice. (5 x 1= 5)

1. Learning of a language starts with listening to _____
2. According to the speaker, a lot of learning occurs _____
3. The speaker believes that we learn less from books and more from _____
4. From industrial age we are now moving towards _____
5. The key of success in future is _____

Lesson: Fiction - 2 A Dog Named Duke

Name:
Class:
Roll No.

Marks: 5

Time: 01 Period

Read the following statements carefully. You will hear true story. As you listen to the extract, arrange the statements in the correct sequence as they occur in the extract. You will hear the recording twice. (5 x 1= 5)

1. The remains of the dog are kept at a museum of Japan. ()
2. The dog became an inspiration to develop a spirit of loyalty. ()
3. The popularity of the dog inspired a Hollywood movie named "Hachi: A Dog's Tale." ()
4. The dog used to greet his master at the end of each day at Shibuga Station. ()
5. Hachiko died waiting for his master at Shibuga Station even after his master's death. ()

Lesson: Poem-1 The Brook

Name:
Class:
Roll No.

Marks: 5**Time: 01 Period**

Read the following statements carefully. You will hear an audio related to the given set of questions. The audio will be played twice. Listen carefully to the audio as it is played and state which of the following statements are true. Only five of the following seven statements are true. (5 x 1= 5)

1. The river is the only source of water on earth. ()
2. According to the author the rivers originate from places on mountains ()
3. The author believes that rivers have helped civilizations to establish and grow. ()
4. The importance of rivers has been ignored in the passage. ()
5. The passage indicates that economic growth and prosperity is dependent on rivers. ()
6. The author emphasizes on the motherly respect given to rivers. ()
7. Life cycle of a river and human beings is similar in all aspects according to the author. ()

Lesson: Poem-2 The Road Not Taken

Name:
Class:
Roll No.

Marks: 5**Time: 01 Period**

Read the statements below before you listen to the job descriptions. As you listen, answer the following set of questions by choosing the most appropriate option from the options given below. You will hear the audio twice. (5 x 1= 5)

1. Does speaker A enjoy his job?
(a) Yes (b) Sometimes (c) No
2. When does speaker B work?
(a) weekdays (b) weekends and holidays (c) summer holidays
3. Does speaker C like his job?
(a) yes (b) sometimes (c) no
4. What does speaker D say is the best thing about his job?
(a) visiting different places (b) meeting different people (c) the different weather.
5. What does speaker E not like about her job?
(a) the doctors (b) the sick people (c) the uniform.

Lesson: Poem-3 The Solitary Reaper

Name:

Class:

Roll No.

Marks: 5**Time: 01 Period**

Carefully read the following passage on 'Music'. As you listen to the extract, fill up the gaps to complete the passage. You will hear the recording twice.

$\frac{1}{2} \times 10 = 5$ Marks

The diverse merits of music cannot be expressed in (1)_____. Sometimes I wonder what life would be like (2)_____. It is an important part of every culture on Earth and has no boundaries as it connects people from different (3)_____ and places. Music connects hearts, opens horizons of our mind and gives us (4)_____. I wonder when we first become interested in music. Is it when we are a baby? Some people think our interest in music starts before we are born. Music is an (5) _____ of my day. It changes my feeling and puts me in a (6)_____. It adds charm in life which would otherwise be (7)_____ in its absence. Singer Pammi Baia opines that "Even patients suffering from (8)_____ health problems or any disease can, sometimes, recover with the help of musical therapies as it directly touches to our (9)_____." American pianist Billy Joel once said: I think music in itself is healing. It's an (10)_____ of humanity. It's something we are all touched by.

Lesson: Drama – 1 Villa For Sale

Name:

Class:

Roll No.

Read the statements below before you begin to listen. Listen carefully for following details. As you listen put a tick in the second and third columns which agrees to the specifications given in the first column. You may or may not need to put a tick in both the columns. You will hear the recording twice. (10 x ½ = 5)

Specifications	The Old Flat	The New Flat
Is more modern.		
Is older.		
Has two bedrooms.		
Has a balcony.		
Has a garden?		
Has a bigger kitchen.		
Has a dishwasher.		
Is far from work.		
Has a friend who lives upstairs.		
Is near good shops.		

**ACTIVITIES FOR ENHANCING LISTENING SKILL IN ENGLISH
LANGUAGE (SEM II)**

Lesson: Fiction-3 The Man Who Knew Too Much

Name:

Class:

Roll No.

Marks: 5

Time: 01 Period

You will hear a speech about ‘Powers of Concentration & Retention’. Read the statements below, as you listen to the extract, arrange the statements in the correct sequence as they occur in the extract. You will hear the recording twice.

(10 x ½ = 5)

1. Improved blood circulation helps in increasing the power of concentration.
2. Concentration brings power to one point.
3. Sirshasana helps in sharpening of memory and concentration power.
4. A person with good concentration can read faster.
5. Swami Vivekananda borrowed books from Chicago library.
6. At examinations, students are not able to recollect what they studied.
7. Meditating with mantras helps to improve blood circulation in body.
8. The librarian was astonished at swamiji’s power of concentration and retention.
9. The librarian could not believe swamiji’s pace of reading.
10. Visualization does wonders to power of concentration.

Lesson: Fiction-4 Keeping It From Harold

Name:

Class:

Roll No.

Marks: 5**Time: 01 Period****Note: You will hear a passage on 'Childhood'. The audio will be played twice****A. Read the questions below, and then listen to the passage and state whether the following statements are true or false. Also correct the false statements.****(10 x ½ = 5)**

- 1) Sasha was writer's friend.
- 2) Sasha refused to go to school later because he was teased for sleeping in the class once.
- 3) Sasha had got a reason for not going to school, the following day as his books were stolen.
- 4) It was on the fourth day that the writer's grandfather found out about Sasha's absence in school.
- 5) When enquired about his absence from school Sasha very boldly replied that he forgot where the school was.
- 6) He also said that it was me who could not find Sasha and therefor he could not reach the school.
- 7) Sasha started going straight to school after the retired fireman was hired to accompany them to school.

B. Complete the following statements as you listen to the passage:

- 8) Everyone laughed because _____
- 9) Sasha spoke slowly and hopelessly and the writer felt _____
- 10) The retired fireman's job was to see _____

Lesson: Fiction-5 Best Seller

Name:

Class:

Roll No.

Marks: 5**Time: 01 Period**

Note: You will listen to an audio on ‘Wings of Fire’. The audio will be played twice. Listen carefully to the audio as it is played and complete the following:

(10 x ½ = 5)

1. The writer bathed in the Ganga and reveled in the _____ of its water.
2. He then walked to the _____ up on the hill.
3. The writer was going to the place up the hill, as _____
4. The writer was struck by Swami Sivananda’s _____
5. The swami asked the writer _____
6. The reason for the writer’s dejected mood was that he had failed in his attempt _____
7. .Swami Sivananda spoke in a powerful loud voice and told _____
8. Swami Sivananda told the writer to forget his failure and instead search for _____
9. “When the student is ready, the teacher will appear”, signifies _____
10. The outcome of this meeting between the writer and Swami Vivekananda was _____

Lesson: Poem- 4 Lord Ullin's Daughter

Name:

Class:

Roll No.

Marks: 5**Time: 01 Period**

Note: You will hear a passage on 'Tools of Persuasion'. The audio will be played twice.

A. Read the questions below and then listen to the passage and state whether the following statements are true or false. Write your answers in the space provided.

(5 x 1= 5)

1. Through ethos a person can be convinced about one's reliability sincerity, and trustworthiness. ()
2. To persuade an individual, creating trust in you is of no importance. ()
3. Pathos helps an individual to convince her trustworthiness by presenting facts and evidences. ()
4. According to the passage, ethos can build logos because an audience is more likely to trust a speaker who uses evidence to support his argument ()
5. According to the passage, the most effective tool of persuasion is pathos, because human beings are most easily persuaded by emotion ()

Lesson: Poem-5 The Seven Ages

Name:

Class:

Roll No.

Marks: 5**Time: 01 Period**

Note: You will hear a passage on ‘The Dash Between Those Years’. The audio will be played twice.

A. Read the questions below, then listen to the passage and choose the most appropriate option from the options given below: (10 x ½ = 5)

1. Funeral means
 - a) burial
 - b) cremation
 - c) ceremony performed after one is dead
 - d) cremation of a dead person

2. The man who spoke at the funeral first mentioned
 - a) the man’s name and his birth date
 - b) the day of the man’s death
 - c) the events in the dead man’s life
 - d) he first referred to the dates written on the tombstone which gave the years of birth and death

3. According to the speaker
 - a) the dates were not important
 - b) what happened between the two dates was important
 - c) the date when the man passed away was most important
 - d) what happened between his birth and death, was important

4. The dash represents
 - a) the memories of man after death
 - b) all the time that was spent alive on earth
 - c) the date of man’s birth
 - d) the time left for a man to live on earth

5. The worth of the little line is known only to
 - a) those who hated him
 - b) those who loved him
 - c) those whom he loved most
 - d) those who did not know him

6. According to the speaker, what matters most in the world is
 - a) our wealth
 - b) how many people know us
 - c) our friends and acquaintances
 - d) how we live and love

B. Complete the following statements as you listen to the passage :

7. The poet wants us to think hard about

8. “For you never know how much time is left” means

9. It is important for us to know, “how much time is left, because

10. The question, the poet wants us to ask ourselves, is “would you be proud

Lesson: Poem-6 Oh! I Wish I'd Looked After Me Teeth

Name:

Class:

Roll No.

Marks: 5**Time: 01 Period****Note: You will hear a passage on 'We clean our teeth the wrong way'. The audio will be played twice****Read the questions below, then listen to the passage and answer the following questions by choosing the most appropriate option from the options given:****(10 x ½ = 5)**

1. How many basic ways to tooth brushing did the research find?
 - a) 8
 - b) 7
 - c) 6
 - d) 5

2. What did the lead author say the public needs?
 - a) information
 - b) better toothpaste
 - c) more dentists
 - d) cheaper dental care

3. What part of the tooth gets damaged if we brush our teeth too often?
 - a) the back
 - b) the root
 - c) the crown
 - d) the enamel

4. What kind of movements does the research say we shouldn't do?
 - a) 45-degree movements
 - b) circular movements
 - c) up and down movements
 - d) in and out movements

5. What does the research say about the advice dentists give us?
 - a) it's great
 - b) we should listen to it
 - c) it's all different
 - d) it's strange

6. What university are the researchers from?
 - a) Tokyo University
 - b) University College, London
 - c) Massachusetts Institute of Technology
 - d) Sorbonne, Paris

7. What is the maximum length of tooth-brushing time?
 - a) 4 minutes
 - b) 3 minutes and 26 seconds
 - c) 3 minutes
 - d) no maximum

8. What kind of toothbrush movement does the research suggest?
 - a) back-and-forth movements
 - b) fast and slow movements
 - c) spiral movements
 - d) left and right movements

9. What is also on the tongue that needs cleaning?
 - a) saliva
 - b) bacteria
 - c) old toothpaste
 - d) food

10. When does the research say we shouldn't clean our teeth?
 - a) at midnight
 - b) after having a filling
 - c) before lunch
 - d) after eating

Lesson: Poem-7 Song Of The Rain

Name:
Class:
Roll No.

Marks: 5**Time: 01 Period****Note: You will hear a weather report. The audio will be played twice**

1. Read the questions below and then listen to the passage; while you listen, match the two halves of the sentence and write a – d next to the number 1 – 4, in the space provided. **4 x ½ = 2**

- | | | |
|---------|------------------------------------|---------------------|
| 1 | The weather in the north is mostly | a. rainy |
| 2 | The weather in the east is mostly | b. Cloudy and sunny |
| 3 | The weather in the west is mostly | c. dry and cloudy |
| 4 | The weather in the south is mostly | d. windy |

2. Fill in the gaps with the appropriate words while you listen. **6 x ½ = 3**

- Welcome to the weather forecast. Now, let's see what the weather is _____ today.
- In the north of the country it's very windy and cold. There is a _____ of some rain, too.
- The temperature is around 10 _____ centigrade.
- In the east its rainy all day today, I'm afraid. There may be a thunderstorm in the afternoon. The _____ is a bit higher, at around 13 degrees.
- In the west and middle of the country the weather is dry _____ cloudy.
- The south of the country has the _____ weather today. It's cloudy most of the time but sunny this afternoon.

Lesson: Drama-2 The Bishop's Candlesticks

Name:
Class:
Roll No.

Marks: 5**Time: 01 Period**

Note: You will hear a passage on 'Mother Teresa'. The audio will be played twice

A. Read the questions below, then listen to the passage and answer the following questions:

- | | |
|---|-----|
| 1. What was Mother Teresa famous for? | 1/2 |
| 2. What did Mother Teresa made sure? | 1/2 |
| 3. What was her method of working? | 1/2 |
| 4. What are 'Terminal diseases'? | 1/2 |
| 5. What were the two things which Mother Teresa did for the poor? | 1 |
| 6. Are Mother Teresa's homes only for the poor and the sick? Justify your response. | 1/2 |

B. Complete the following statements as you listen to the passage:

7. The places which were familiar with her kind and loving face, according to the writer were 1/2

8. Many people felt that she was like an _____ 1/2

9. The other homes were not so dedicated to helping the poor and the sick as Mother Teresa because 1/2

APPENDIX IX**ACTIVITIES FOR ENHANCING SPEAKING SKILL IN ENGLISH
LANGUAGE (SEM I)****Lesson: Fiction-1 How I Taught My Grandmother to Read****Marks- 5****Time: 03 Periods****Title:** Speech

Instructions: Prepare a speech of about 2 minutes on the importance of adult education and ways to implement it.

Pre Speaking Task: A discussion on the activity and assessment criteria will be held in the class before the students proceeded with the activity.

Lesson: Fiction-2 A Dog Named Duke**Marks- 5****Time: 03 Periods****Title:** Describe an animal

Instructions: Each student will describe an animal of their choice on the basis of following dimensions for duration of two minutes

1. animal's external features and its habitat.
2. the reason why you like it and what do you feel about it.
3. what are its uses.
4. an incident associated with the animal which you can share with the class

Pre Speaking Task: Brainstorming on the topic will be done and assessment criteria will be discussed before the students proceed with the activity.

Lesson: Poem-1 The Brook**Marks: 5****Time: 03 Periods****Title:** Debate

Instructions: Water is inevitable for human life. Existence of life on earth is possible due to various factors; presence of water being the most important of them. However, it cannot be negated that the infuriated mood of water can bring an end to life on

earth. Prepare a debate for/against on the topic 'Water-Life Saving or Life Taking' in about 150 words.

Pre Speaking Task: The activity will be discussed in the class before the students proceeded with it. Through discussion various ideas will be brought out and an outline of how to speak 'For' and 'Against' the motion, keeping in mind the criteria of assessment will be discussed before the activity progressed.

Lesson: Poem -2 The Road Not Taken

Marks: 5

Time: 03 Periods

Title: Speak your choice

Instructions: Career choice is a crucial decision taken by an individual. Many a times a child is forced into a career due to various factors such as parental pressure, peer pressure, societal pressure or lack of knowledge etc. If given a chance to select a career for yourself, which career would you choose? Share your choice with the class based on the following aspects:

- The career of your choice
- Reason behind taking it up
- Qualification required for it

Each student will be allowed to speak for one min.

Pre Speaking Task: The activity and criteria of assessment will be discussed before beginning the activity. Topic will be given a day in advance to the students so that they can prepare themselves to speak on it.

Lesson: Poem -3 The Solitary Reaper

Marks: 5

Time: 03 Periods

Title: Report form a Newspaper or a Magazine

Instructions: The students will be asked to read a news story or an article of their interest. It could be of any language. Each student will be given 2 minutes to report the news or the article they have read, next day in the class. Students will report in English language taking care of assessment criteria.

Pre Speaking Task: The activity and the criteria of assessment will be discussed with the class beforehand.

Lesson: Poem -4 Lord Ullin's Daughter**Marks: 5****Time: 03 Periods****Title:** Weave a Yarn

Instructions: The class will be divided into groups of five. Each group will see a picture. On the basis of the pictures the groups will have to weave a story with a proper title, introduction and conclusion. Students will be given some time to prepare for the story. They will be given three minutes to tell the story wherein participation of each student of the group will be must.

Pre Speaking Task: Criteria of assessment will be discussed with the class beforehand.

Lesson: Drama-1 Villa for Sale**Marks: 5****Time: 03 Periods****Title:** Role Play

Instructions: The students will Role play the advertisement of a product for 1-2 minutes in pairs. Each pair will be free to choose a product which they want to sell. The students will be given the criteria of assessment before they proceed with the Role play. eg. a toothpaste, a car etc.

Pre Speaking Task: Before the students proceed with the activity, a brief explanation on role playing will be given by the teacher. The activity and the criteria of assessment will be discussed before the students proceed with the activity.

**ACTIVITIES FOR ENHANCING SPEAKING SKILL IN ENGLISH
LANGUAGE (SEM II)**

Lesson: Fiction 3 -The Man Who Knew Too Much

Marks- 5

Time: 03 Periods

Title: Give- your-Voice

Instructions: You will see a mute video. You will be divided into groups and each group will have as many members as number of characters the video has. Use your imagination to interpret the video and enact it. Students will discuss the video in groups and bring out their ideas in the form of an act. The time limit of the act will be same as the duration of the video.

Pre Speaking Task: A discussion on the activity and assessment criteria will be held in the class before the students proceed with the activity.

Lesson: Fiction-4-Keeping It From Harold

Marks: 5

Time: 03 Periods

Title: Just-a-Minute

Instructions: Each student will pick up a chit and speak on the topic written on the chit for a minute. Each student will be given a minute to think on the topic before he/she begins to speak.

Pre Speaking Task: Discussion on the topic will be done. Assessment criteria such as content, fluency, pronunciation, accuracy and gestures, will be discussed before the students proceed with the activity.

Lesson: Fiction-5-Best Seller**Marks: 5****Time: 03 Periods****Title:** Describe a Journey

Instructions: Make conversation with a partner about a journey. Share your experiences with each other, giving details of the following –

- The journey
- The destination visited
- What has made it memorable
- What kind of learning experience it provided?

Pre Speaking Task: The activity will be discussed in the class before the students proceed with it. Through discussion various ideas will be brought out. Assessment criteria such as content, fluency, pronunciation, conversational skill, Nonverbal, will be discussed before the students proceed with the activity.

Lesson: Poem -5-The Seven Ages**Marks: 5****Time: 03 Periods****Title:** Express Yourself

Instructions: Every individual plays a variety of roles in his/her lifetime. The roles become more specific when one is in certain profession. Select a profession of your choice and try to find the answer to the following questions and express your response in a minute.

1. How do these professionals contribute to the society?
2. What will be the consequence, if they don't perform their roles effectively?
3. How can they perform their roles effectively so as to make a difference in the society?

Pre Speaking Task: The activity will be discussed in the class before the students proceed with it. Through discussion various ideas will be brought out. Assessment criteria such as content, fluency, pronunciation, conversational skill, gestures, will be discussed before the students proceed with the activity.

Lesson: Poem-6-Oh! I Wish I'd Looked After Me Teeth**Marks: 5****Time: 03 Periods****Title:** Role Play

Instructions: Form groups of four. Select a topic from the following listed topics. Prepare an act on the selected topic for five minutes. The act should convey the message which the topics reflect.

1. Consequences of-
 - Eating Junk Food
 - No Outdoor Activities
 - Ignoring Dental Hygiene
 - Indiscriminate Use of Electronics
 - Improper Daily Routine
2. Consequences of-
 - Healthy Eating Habits
 - Good Physical Activities
 - Practicing Dental Hygiene
 - Cautious Use of Electronics
 - Disciplined Lifestyle
 -

Pre Speaking Task: Each topic will be discussed in the class. Through discussion various ideas will be brought out which will help students to perform better. Criteria of assessment such as, clarity in speech, relevance to the topic, expression and gesture, imagination and creativity and presentation of character, will be discussed before the students proceed with the activity.

Lesson: Poem -7-Song of the Rain**Marks: 5****Time: 03 Periods****Title:** Speech

Instructions: Rain is inevitable for existence. It is an important factor for life on earth. However, one form of pollution is acid rain. Acid rain is a form of rain that is more acidic than normal. Using the information from the following picture and ideas of your own, deliver a speech in a group of four, considering the following

- Introduction of the topic - Acid Rain
- Its Causes
- Its effects or consequences
- Remedies and conclusion



Pre Speaking Task: A brainstorming session on the topic will be held in the class which will make the concept of Acid Rain clear to students so as to enable them to put in their knowledge and ideas in the speech. The criteria such as content, fluency, pronunciation non-verbal cues, accuracy, will be taken into consideration for assessment.

Lesson Drama-2 The Bishop's Candlesticks

Marks: 5

Time: 03 Periods

Title: Weave a Yarn

Instructions: Develop a story on the theme of Kindness and Benevolence in a group of five. The first person from the group will begin the story and other group members will continue it one after the other. The last person from the group will give an appropriate ending and the moral to the story. The group will also assign suitable title the story. Each group will be given two minutes to discuss the story and three minutes to narrate it.

Pre Speaking Task: Before the students proceed with the activity, a brief explanation on developing a story will be given by the teacher. The criteria of assessment such as content, cohesion, fluency, pronunciation, and gestures, will be discussed before the students proceed with the activity.

APPENDIX X**ACTIVITIES FOR ENHANCING READING SKILL IN ENGLISH
LANGUAGE (SEM I)****Lesson: Fiction-1 –How I Taught My Grandmother To Read**

Name:

Class:

Roll No.

Marks: 5**Time: 01 Period****Read the following passage carefully****The Portrait of A Lady By Khushwant Singh**

My grandmother and I were good friends. My parents left me with her when they went to live in the city and we were constantly together. She used to wake me up in the morning and get me ready for school. She said her morning prayer in a monotonous sing-song while she bathed and dressed me in the hope that I would listen and get to know it by heart; I listened because I loved her voice but never bothered to learn it. Then she would fetch my wooden slate which she had already washed and plastered with yellow chalk, a tiny earthen ink-pot and a red pen; tie them all in a bundle and hand it to me. After a breakfast of a thick, stale chapatti with a little butter and sugar spread on it, we went to school. She carried several stale chapattis with her for the village dogs.

My grandmother always went to school with me because the school was attached to the temple. The priest taught us the alphabet and the Morning Prayer. While the children sat in rows on either side of the verandah singing the alphabet or the prayer in a chorus, my grandmother sat inside reading the scriptures. When we had both finished, we would walk back together. This time the village dogs would meet us at the temple door. They followed us to our home growling and fighting with each other for the chapattis we threw to them.

When my parents were comfortably settled in the city, they sent for us. That was a turning-point in our friendship. Although we shared the same room, my grandmother no longer came to school with me. I used to go to an English school in a motor bus. There were no dogs in the streets and she took to feeding sparrows in the courtyard of our city house.

As the years rolled by, we saw less of each other. For some time she continued to wake me up and get me ready for school. When I came back she would ask me what

the teacher had taught me. I would tell her English words and little things of western science and learning, the law of gravity, Archimedes' Principle, the world being round, etc. This made her unhappy. She could not help me with my lessons. She did not believe in the things they taught at the English school and was distressed that there was no teaching about God and the scriptures.

One day I announced that we were being given music lessons. She was very disturbed. To her, music had lewd associations. It was the monopoly of harlots and beggars and not meant for gentlefolk. She said nothing but her silence meant disapproval. She rarely talked to me after that. When I went up to University, I was given a room of my own. The common link of friendship was snapped.

Given below is the summary of the story you just read. Fill in the blanks from the words given to complete the passage summarizing the story. (1 x 5 = 5) (snapped, attached, diminished, proximity, reallocation)

The narrator and his grandmother were very close to each other as he lived with her when his parents moved to the city in search of better opportunities. The _____ between them grew as the grandmother was there by his side all through day and night. She even went to school with the narrator as the school was _____ to the temple. Along with the lessons in the school the students were given lessons in the temple too. However this proximity did not last long due to their _____ to the city. Not only had the change in the environment and lifestyle but also the medium of study in the school gradually _____ the bond of friendship between them. With the passing years this even worsened. Eventually the bond was _____.

Lesson: Fiction-2 A Dog Named Duke

Name:

Class:

Roll No.

Marks: 5**Time: 01 Period****Read the passage carefully**

1. To feel for others and to do righteous acts of help to living creatures is indeed real kindness. If one can stop a heart from breaking, if one can ease the aching in one's life or cool one's pain, he has not lived in vain.

2. To some, helping others is matter of faith. An elderly stranger went to a hospital in Peter Brough, New Hampshire and performed countless tasks: sweeping, dusting building ramps, removing lint from the place where clothes are washed, etc for four months. He never revealed his identity. Only after he had left the place, the hospital staff realized that he was former Vice President of the Peninsular Railroad, a private railway company in the USA.

3. All along the route of the funeral procession of Lord Shaftesbury, a well-known social reformer of England, stood groups of people (whom he had helped in one way or the other) to pay homage to him. Thousands of people hailing from all classes of society held aloft banners with the words that he had helped them in their hour of suffering. Instances of this type are many.

4. In India, Saints and sages throughout the ages have preached the gospel of service to the sick and the suffering, the distressed and the downtrodden. In every town in India, there are a few sympathisers to the suffering who pay the tuition fees of poor students, give them books and stationary, pay substance allowances to needy widows and arrange their daughter's marriages, give blankets in winter and umbrellas in monsoons. Added to them are many persons who have given up their everything for the service of humanity and joined service organization.

On the basis of the above passage answer the questions**(1x5=5)**

1. What according to the author is real kindness?
2. When can the life of a person be considered not in vain?
3. Why did the groups of people pay their homage to Lord Shaftesbury?
4. To whom have saints and sages in India rendered their services?
5. Write two ways in which people in India help the poor and needy?

Lesson: Poem-1 The Brook

Name:

Class:

Roll No.

Marks: 5**Time: 01 Period****Read the Passage carefully:**

My name is Kate Connor. I am a river guide. I live by the river Colorado. My job is to take groups of people along the river. Usually we use small boats or rafts. This year, the river has dried up. There is no water. There wasn't enough rain this spring, and it has been a hot summer. This resulted in a dried up river with just stones and dust at the bottom of where the river used to be. I have always wanted to be by rivers. I grew up next to the river, where my father worked. When I was a child and other children wanted to be astronauts or football stars or supermodels, all I wanted to do was work on the river. I wanted to catch fish in the Loire or the Volga or the Rhine. I wanted to swim in the Ganges or the Amazon or the Mississippi. I wanted to take rafts across the wild white waters of the long, strong Colorado River.

Today, a man came to my house. I didn't recognise him at first, until he reminded me who he was. "I'm Joel", he said. "Don't you remember me?" I didn't remember his face, though I remembered his name. He had changed a lot. I guess he changed because of what happened last summer. Last summer Joel was one of a group of people who came to Colorado from Pennsylvania. The people were all colleagues from work. They came to the river to go rafting because they thought it would be a good idea. "It's good to see you again!" said Joel. "You look different" I said to Joel. He smiled. "Better or worse?" "Not better or worse. Just different." Last summer I took Joel and his colleagues down to the river for five days of whitewater rafting. "What have you come back for?" I said to Joel. "I came back to see the river" he said. I pointed to where the river used to be and smiled. "It's gone" I said. "There's nothing to see." He shrugged. "The river wasn't the only thing I wanted to see again" he said. There is no sound at night anymore. For all my life I have gone to sleep and woken up with the rushing sound of the water in my ears. Now I just hear silence.

Last night I lay awake listening to the silence. It was then that the wind grew louder. I heard the sound of rain falling. The sound grew louder and with it the picture of last year's disaster came fresh in front of me. The first day with Joel and his colleagues was good. The weather was clear and warm, the river gentle. I told the people all about the safety precautions they had to take. Though everything was fine, it was a stormy night. The next morning, the sun was shining again, and everything looked fine. They all wanted to go out on the river again. I told them that this was not a good idea. I told them that even though the weather looked fine, a storm in the night meant that the water in the river would be stronger and faster. However, on their persistence

I was helpless At first it was exciting – everyone was laughing and shouting because the water was much louder and faster than the day before., I couldn't tell when the laughter became screaming. Joel had fallen off the raft. Usually, people come back up immediately, but not Joel. It was possible to see his body being pushed about by the wild angry river. His body moved from one side of the river to the other. There was only one thing to do. I jumped into the water and pulled Joel onto the raft, then moved the raft to the solid bank of the river. I pulled him off the raft and on to the solid land. Joel was not breathing. I thought he was dead. I opened his mouth and gave him artificial respiration. He still did not breathe. I pushed on his heart and he breathed in and opened his eyes. He looked surprised to be alive.

This morning Joel came into my room. "I came back here to see you" he said. "I came back here because you saved my life. I was dead, and then I was alive again." Outside the rain was pouring down. I could already hear the river. The river was alive again.

(adapted from: <http://britishcouncil.org>)

On the basis of the above passage answer the following questions briefly:

(1 x 3 = 3)

1. What is the profession of the author mentioned in the passage?
2. What was the reason for the author's attachment to the river?
3. Why had Joel and his friends come to Colorado?

Find the words in the passage that has the following contextual meaning:

(4 x ½ = 2)

1. calamity
2. safety measures
3. thrilling
4. astonished

Lesson: Poem-2 The Road Not Taken

Name:

Class:

Roll No.

Marks: 5**Time: 01 Period****Read the following passage carefully**

1. If you're faced with choosing a career you are certainly not alone. Although "career confusion" is a common phenomenon it is no longer difficult to make effective career decisions.
2. To select the right career path it's important to first assess one's skills and interests, keeping in mind what you enjoy, what you are good at, what kind of personality you are, and the values you hold.
3. After taking a good look at yourself it becomes easier for you to decide on the direction you wish to take. Finding out what kinds of occupations are there would be the natural next step. The world offers a plethora of opportunities.
4. Once the decision is made regarding one's choice of career, it is important to develop a career plan. Information about the kind of training, education, and skills needed to achieve the career goal can be easily gathered with some assistance.
5. Speaking to career advisors and recruitment specialists and employers are all ways to find out job market information. It would also do well to check out resources on the internet and in career centers.
6. There are plenty of books that can provide useful information on choosing a career. These often help to get one thinking about the issues one needs to consider.
7. For those who are unsure about the kind of career they want, and yet want a qualification, it is best to learn skills that will be useful for the job.

Answer the following questions by selecting the most appropriate options from the ones given below: (5 x 1= 5)

1. 'Career confusion' is a common phenomenon which makes it difficult to
 - (a) make effective career decisions
 - (b) get a good job
 - (c) concentrate on a job
 - (d) work sincerely

2. A career plan helps in
 - (a) achieving the career goal
 - (b) achieving your dreams
 - (c) achieving better results
 - (d) achieving more than your rivals

3. If you want a qualification then the best thing is to learn
 - (a) all technical aspects
 - (b) skills that will be useful for your job
 - (c) extracurricular activities
 - (d) leadership qualities

4. The contextual meaning of 'Plethora of opportunities' is
 - (a) different jobs
 - (b) different professions
 - (c) many opportunities and avenues for jobs
 - (d) limited opportunities for jobs

5. Synonym for 'help' is
 - (a) cooperate
 - (b) assistance
 - (c) lend
 - (d) exchange

Lesson: Poem-3 The Solitary Reaper

Name:

Class:

Roll No.

Marks: 5**Time: 01 Period****Read the following passage carefully**

We had just left the dinner table, when I heard music coming from my daughter's computer. It surprised me that my daughter Ida was listening to music from a time she referred to as the very old days. "What are you playing?" I asked. "Its Phil Collins," she replied in her prompt reply, while she showed how, with a few strokes, she could download almost any song from the internet. Times had certainly been changing since I purchased my first Beatles record. I didn't mention that I had bought the record she's listening to before she was born. The concept of a gramophone record belonged to the past and I didn't want to spoil the pleasure she would get from discovering her "own" new favourite musician.

The music brought memories flooding back. I had a sudden urge to bring back my record collection from the attic, where it had moldered for almost a decade. Only one thing stopped me: my gramophone could not last the damp air in a cellar where I stored it for a good ten years. I didn't care if gramophones were ancient technology, I wanted to find one. And I would restore my long lost record collection- which took up a good amount of shelf space-to its former glory. Buying something as uncool as a gramophone takes courage and planning. I found a promising TV and radio store in the phone book and I wanted to go there immediately.

I could manage to get a new gramophone for my records collection and an hour later my new acquisition was in the living room. From the piles of records on the floor I found the Beatles album.

Behind the wonderful music now flowing through the loud-speaker, was the unmistakable sound of the record. It didn't take long for my twelve year old son's eagle eye to spot the gramophone and he had to try it out. John was technically minded, he was a child of the computer age, yet I found a certain reverence as he picked the tone arm and tried to place it in the middle of the record. Brought up in the CD age how could he know what's wrong? I said in a soothing voice, "The starting groove is on the edge of the record." "Does it matter which side is up?" queried my daughter. "It does matter," I replied. Soon we were listening to the Phil Collins number we both liked. The generation gap vanished as the music took over.

Complete the summary given below by using only one word for each blank:

(1 x 3 =3)

The author was surprised to _____ his daughter having the same _____ for music as he had. This brought back his memories he wanted to bring out his collection of _____.

Find the words in the passage that has the following contextual meaning:

(4 x ½ =2)

1. quick (para 1)
2. underground room (para 2)
- 3 Possession (para 3)
4. Nowhere to be found (para 4)

Lesson: Poem 4- Lord Ullin's Daughter

Name:

Class:

Roll No.

Marks: 5**Time: 01 Period****Read the following poem carefully****Remember Me**

by Christina Rossetti

Remember me when I am gone away,
Gone far away into the silent land;
When you can no more hold me by the hand,
Nor I half turn to go yet turning stay.
Remember me when no more day by day
You tell me of our future that you plann'd:
Only remember me; you understand
It will be late to counsel then or pray.
Yet if you should forget me for a while
And afterwards remember, do not grieve:
For if the darkness and corruption leave
A vestige of the thoughts that once I had,
Better by far you should forget and smile
Than that you should remember and be sad.

On the basis of the poem answer the following questions by selecting the most appropriate option from the options given below. (1 x 5 = 5)

1. What is the poem all about?

- (a) Friends and foes.
- (b) Life and death.
- (c) death and life after death

2. In the beginning of the poem, the poet wants to convey to her beloved to

- (a) protect her from death
- (b) forget her after her death.
- (c) remember her after her death.

3. However, the poet changes her mind and later asks her beloved

- (a) not to cry when she dies
- (b) to save her from death..
- (c) to pray for her life

4. As the poem moves on the poet makes a request that she should be remembered

- (a) for the things which they could not do together
- (b) for things which they could never do.
- (c) for the things they did together

5. Towards the end the poet wants her beloved not to

- (a) cry for her
- (b) carry on with life
- (c) forget her and be happy

Lesson: Drama-1 Villa For Sale

Name:

Class:

Roll No.

Marks: 5**Time: 01 Period****Read the following poem carefully****My Home by Ella Wheeler Wilcox**

This is the place that I love the best,
A little brown house, like a ground-
bird's nest, Hid among grasses, and
vines, and trees, Summer retreat of the
birds and bees.

The tenderest light that ever was seen
Sifts through the vine-made window
screen--
Sifts and quivers, and flits and falls
On home-made carpets and gray-hung
walls.

All through June the west wind free
The breath of clover brings to me.
All through the languid July day
I catch the scent of new-mown hay.

The morning-glories and scarlet vine
Over the doorway twist and twine;
And every day, when the house is still,
The humming-bird comes to the

window-sill.

In the cunningest chamber under the
sun
I sink to sleep when the day is done;
And am waked at morn, in my snow-
white bed, By a singing bird on the
roof o'erhead.

Better than treasures brought from
Rome,
Are the living pictures I see at home--
My aged father, with frosted hair,
And mother's face, like a painting rare.

Far from the city's dust and heat,
I get but sounds and odors sweet.
Who can wonder I love to stay,
Week after week, here hidden away,
In this sly nook that I love the best--
This little brown house like a ground-
bird's nest?

Given below is the analysis of the poem you just read. Arrange the statements in the correct sequence in which they occur in the poem. (1 x 5 = 5)

- a) The house which comforts him has his parents which are more precious than anything else in the world.
- b) The poet makes a mention that his house is surrounded with various plants and flowers.
- c) Ella Wheeler Wilcox makes a mention of his house where he loves to stay forever.
- d) The house is full of nature's fragrance away from the pollution of the city
- e) It is the natural beauty around the house that attracts birds to the house.

**ACTIVITIES FOR ENHANCING READING SKILL IN ENGLISH
LANGUAGE (SEM II)**

Lesson: Fiction-3 The Man Who Knew Too Much

Name:

Class:

Roll No.

Marks: 5

Time: 01 Period

Read the following passage carefully and answer the question that follows.

Knowledge simply refers to the condition of knowing something. It is the information, facts, principles, skills and understanding, etc. that is acquired through education and experience.

Knowledge is powerful and important part of Life. Knowledge is a powerful acquisition in life which, when given to someone, does not decrease. Our knowledge is the collective thought and experience of our forefathers, wise men who left behind a rich heritage and wealth of information.

Someone once remarked that while ignorance was the curse of God, knowledge was the important power of wings which carried one to heaven. A famous Sanskrit verse says that an educated person is honored everywhere. The importance of a knowledgeable person is immense. Where-ever he goes he is offered a place of reverence, a seat of authority, and he commands the hearing of everyone present. The power of knowledge lends him such distinction.

It is knowledge that has equipped man with the limitless power with which man dominates over all beings who are physically much stronger than him. Knowledge has significantly helped him to conquer the nature and this conquest has prompted human progress and civilization.

Books and Newspaper being the greatest sources of human knowledge, promote in us the feeling of one world. Literature, philosophy, and history are also great sources of knowledge as they enrich us with the realization of what we actually are.

Man never gets tired of continuing the quest for greater knowledge. His thirst for knowledge is never satisfied. This thirst for knowledge has resulted in many scientific, medical and geographical discoveries. Many people have become scientists. They have invented many scientific apparatus.

Doctors and scientists have contributed a lot for the service of humanity. Doctors have the knowledge of various organs of the body. Many deadly diseases have become

curable. A lot of research work is still going in the field of medical science to improve the health of people.

Geographical discoveries have made the world a small place. Man acquired the knowledge of directions and then began their journey to discover new places. Sea routes were discovered between Asia and Europe.

A person who studies history acquires the knowledge of the events of the past. We get information about ancient people, society and kingdoms. Knowledge of history gives us the opportunity to learn from the mistakes of the past.

Every human being has a thrust for knowledge. Knowledge brings power to life. Those who have knowledge are capable of commanding others and ruling the world. But the power that comes from knowledge should be used for the progress of mankind and not be misused. They truly realize that humanity comes with knowledge even as power flows from it. Knowledge plays an important role in life. Unfortunately in today's world of strife and unending warfare, the power that is enforced at gun-point is a liability and not an asset.

Unfortunately, however, the power of knowledge is being used by many more and more for destructive purposes. This is undesirable. Let us hope that all human being will understand the power and importance of knowledge in life. Knowledge will promote our zest for life only.

Retrieved from <https://www.quora.com>

Read the statements given below and arrange them in the correct sequence as they occur in the extract. (10 x 1/2 = 5)

1. Knowledge of medicine has made it possible to find cure for many incurable diseases.
2. A person with knowledge gets profound respect.
3. It is sad that knowledge is being misused today.
4. Knowledge about the physical features of earth has helped us to explore world.
5. Craving for knowledge has paved way for various discoveries.
6. Various sources of knowledge help us to know ourselves.
7. It's the power of knowledge which has helped human kind to progress.
8. Knowledge of the past helps us to learn from our faults.
9. Lending knowledge to others never reduces it.
10. Education and experience helps to acquire knowledge.

Lesson: Fiction-4 Keeping It From Harold

Name:

Class:

Roll No.

Marks: 5

Time: 01 Period

Read the following passage carefully and answer the question that follows.

1. Justin, a High school guy was a very good basketball player. He was so very good at all the moves of the game that nobody in the neighbourhood could stand Justin out. Even the older guys could not compete with Justin. Justin was very serious about the game and intended to persue a career in basketball. But the world has a funny way of changing right when you think you've got things figured out, and that's just what happened to Justin.
2. One day when Justin was at the local court, some guys from another block ran up and asked to play. The big one in the middle said that he had heard that Justin was the best and he wanted to see if it was true. Justin was not in a mood to play at that point of time but the big guy was insistent, and Justin's cousin was bugging, "C'mon, Justin, drop this guy." So Justin figured that he'd just do what everyone wanted and play.
3. Justin as usual was doing well and the big guy could not stand Justin. But just as the outcome of the game seemed certain, the big guy shoved Justin as he went for a layup. Justin went flying in just such a way that his right knee got injured. The doctor said Justin might never play again, and if he did play, he wouldn't play the same. Justin was devastated.
4. The first six weeks, Justin just laid in bed with his leg in a long cast feeling like a broomstick. He watched his favourite game on television every day and ate potato chips until the bag was empty. Justin blew up like a balloon as watched his once bright future fade way. Right when he reached the bottom of the pit of despair, Justin's sister, Kiki came home from the university
5. She came in the house like a whirl of sunshine, bringing exciting tales of a faraway land called college. Justin was amazed by the campus craziness that Kiki told, but he could hardly believe any of it. It was as if she were telling him about some fantasy land high above the clouds. Justin gazed off dreamily as she spoke.
6. When Kiki asked for Justin's progress report, Justin felt ashamed. His grades had really gone down since his injury. "Oh no, this won't do, J," she said. "We're going to have to get these up." Well, Justin was a pretty stubborn guy, but his older sister had a way of getting him to do things that nobody else could. So, while she was home on break, they studied together, and they talked, and they worked, and Justin felt better than he ever had before.
7. After spending those weeks with his sister, Justin realized that he didn't want to feel bad for himself any more, and he didn't want to quit. Basketball used to be his thing, and he was good at it, but now there was only school, so he had to get good at that. Justin passed through all his classes with good grades. By the time he got to senior year in high school, his grades improved. The last thing that Justin had to do to get into the college of his choice was score well in the

competition exams. Using the study skills Justin had acquired from his sister, Justin did well in exams. The scores which he gained were high enough for him to get into a college of his choice

8. Though the recruiters never came to Justin's door, every university that he applied to accepted him; and when the fall came, Justin had his choice in colleges. Though he'd miss his family, Justin was determined to make a mark in academics too.

Retrieved from <http://www.lesbg.com/>

On the basis of the passage answer the following: **(5 marks)**

I Complete the following **2x1/2 =1**

1. Justin's aspiration in life was

2. Due to some mishappening he got his knee inured and the doctors declared that

II Answer in brief **5x1/2 =2.5**

1. What was it which took away Justin's interest from life?
2. How did Kiki help Justin to excel in studies?
3. What realization helped Justin to do well at school?
4. What was the criterion to get a collage of his choice?
5. Give a suitable title to the above passage.

III Which word in the above passage means: **3x1/2 =1.5**

(Passage 1-4)

1. Shattered _____
2. Hopelessness _____

(Passage 5-8)

3. Astonished _____

Lesson: Fiction-5 Best Seller

Name:

Class:

Roll No.

Marks: 5**Time: 01 Period****Read the following passage carefully:****BOOK SHOPS and LITERARY FESTIVALS**

All over the country, bookshops are closing down. However, there is an increase in number of literary festivals. Isn't it a paradox? Then, what can be the reason for dipping numbers of bookshops. The reason behind it probably is the online purchase of books because of the discounts offered there. Also many people don't like to venture out of their homes as much as they used to-except, of course, for the purpose of eating out. But true booklovers will always prefer a bookshop, even a small one, to the impersonal advantages of online shopping.

Booklovers like to browse, they like to roam around a well-stocked bookshop; they like to discover new authors, rediscover old authors; they like to fondle books, examine their shape and texture, appreciate a good cover or dust jacket, dwell upon a book, put it back on the shelf, and end up by buying something quite different from what they had come looking for. In the bookshop, you might meet a fellow booklover, or even an old friend; or if the bookseller is a friendly sort, you can have a chat about the new boys on the block-who's selling or who isn't-and who's got writers blog-and why, today, there are far more writers than there are readers. In other words, all the latest gossip! You can gossip at literary festivals, but literary festivals last for three or four days at the most, whereas a bookshop is fairly permanent-until it is forced to close down. In literary festivals there are sprinkling of well-known authors, and larger gathering of would-be authors. There are thin numbers of genuine booklovers and a huge gathering of public all heading for the refreshment stalls. Somewhere in the crowd, if you hunt for it, you may find a stall selling books.

In spite of what people say, there are far more young readers today than there were thirty or forty years ago. They are a small minority, true, but then reading has always been a minority pastime. At a time when there was no TV, no Internet, no video games, only a few of us read books. Everyone read comics. Who read books are the lucky ones. Their favourite authors are their companion for the life. It is not that there is a slump in the book trade in today's time. But there was always a slump in the book trade. Selling literature has always been a risky business. To write a good book is difficult enough; to sell it is another kind of challenge. There are people who still sell books and that will keep the love of book-reading alive. Good luck to all those book-lovers who are doing their best to keep the reading habit alive.

Adapted from an article by Ruskin Bond (Times of India)

I On the basis of the passage complete the following:

1. The reason the writer gives for declining bookshop is 1/2

2. The writer feels that a true booklover prefers a bookshop rather than buying books from elsewhere because 1/2

3. The two advantages the writer sees a bookshop has over the literary festival are 1

4. The writer thinks that there has been no decline in book readers over the time because 1/2

5. The writer is optimistic that book reading will be alive because 1/2

II. Find the word from the passage which means the same as : (2 x 1/2 =1)

a. The act of inclining downward _____ (Para 1)

b. Lasting for an indefinitely long time _____(Para 2)

III. Find the words from the passage which means opposite to the following :**(2 x 1/2 = 1)**

a. Similar _____ (Para 2)

b. Decline _____ (Para 3)

Lesson: Poem-5 The Seven Ages

Name:

Class:

Roll No.

Marks: 5**Time: 01 Period****Read the Passage carefully:**

Today we know about each and every part of the world. There is no land or sea that is not known to us. Man has explored every corner of the world, and he knows all the ways and routes from anywhere to everywhere in the world. He can reach from one place to the other as safely, easily and quickly as he likes. He has maps to guide him and fastest means of transport to carry him.

But for ages, most of the world was unknown to man. To begin with, he lived in caves. Then he came out of caves and started making homes in little corners of forests or behind the hills. He was afraid of wild animals and also of the clouds and the winds. He offered prayers and sacrifices to gods who, he thought, controlled the clouds and the winds. But slowly, through long centuries, men began to explore what lay beyond their caves, hills and forests where they had their homes. They went in their boats, first on the rivers and then across the seas. At first they remained close to the shore, and each new voyager went a little further than the previous one.

To those early travellers, the earth seemed to be a vast, flat world. They feared what would happen if they reached the edge. They believed that if they sailed southward, the sea would become so hot and boiling that life would be impossible. Toward the north, they thought, it must be too cold for anything to live. Till only five hundred years ago, nearly all men believed this. When some Portuguese explorers began to sail southward, their seamen revolted and refused to go further. They believed that the steaming waters of the southern seas would boil them like potatoes.

When some clever men of those days said that earth was not flat but a ball of sphere, people would laugh at them. 'How could there be people of trees on the other side of the world?' they would say.

But now we know that those clever men were right. The earth is a ball, yet people on the other side do not fall off; they live just as we do. They walk upside-up and not upside-down. Our earth is like a great magnet. It draws all things towards itself. Wherever a man may be on this earth, he feels that towards the earth it is 'downside' and away from the earth it is 'upside'.

Retrieved from <http://teacherskvschr.blogspot.in>

On the basis of the passage state whether the following statements are True or False. Also correct the false statements. (10 x 1/2 = 5)

1. Today there is no part of the world that is unexplored.
2. He started offering prayers out of his fear.
3. Initially man lived in caves.
4. It is difficult to reach a part of the world today.
5. The early explorers first went in their big ships.
6. Early travellers believed that earth is flat.
7. Early Portuguese explorers believed that southern seas were hot.
8. The clever men also agreed to the theories of early explorers.
9. The gravitational pull of earth makes it possible for everything to be grounded.
10. The word voyager means the one who explores land on foot.

Lesson: Poem-6 Oh! I Wish I'd Looked After Me Teeth

Name:

Class:

Roll No.

Marks: 5**Time: 01 Period****Read the following passage carefully**

1. Every time a child takes a soft drink, he's laying the groundwork for a dangerous bone disease. No, fizzy and sugar drinks don't cause osteoporosis. But, because they are often a substitute for a glass of milk, kids are not getting the calcium and vitamin D they need to build a strong skeleton. Many of them also lead a sedentary lifestyle, so they aren't getting the bone-building benefits from vigorous exercise either. These children aren't just in jeopardy for brittle bones and fractures, decades down the road, they could be at a risk of osteoporosis at a younger age than ever before.

2. The Indian Society for Bone and Mineral Research, a body of osteoporosis experts is trying to spread awareness about this bone crippling disease. Osteoporosis starts in childhood but has consequences later in life. The condition causes bones to become riddled with holes, like the framework of a house that's been attacked by termites. That can lead to broken bones, which in turn can cause deformity, chronic pain or disability. Osteoporosis can be fatal: up to 25 per cent of older people who suffer broken hip die strikes over 50 million women in India, it also menaces over 12 million men. Osteoporosis causes loss of height, pain in joints and back, fractures and a fear of fractures, and can be very depressing. So it is important that we adopt preventive measures, to save millions of people.

3. There is a new medical understanding of the best ways to protect ourselves and our children. "Simple lifestyle changes and nutrition will help save your bones," says Dr. Mittal. To get us moving in the right direction, he says, "It's never too late to adopt bone-friendly habits – exercise, get enough sunlight, and have adequate calcium. This way, we can keep our bones healthy and prevent osteoporosis."

Support material English Communicative (2015-16)

A. Answer the following questions by selecting the most appropriate options from the ones given below: (6 x 1/2 = 3)

1. Fizzy and sugary drinks are blamed for osteoporosis because
 - (i) They lead to bone diseases
 - (ii) Many a times it is a substituted for milk
 - (iii) It leads to inactive lifestyle
 - (iv) They are a cause of fragile bones

2. To build strong skeleton children need
 - (i) Calcium and vitamin D
 - (ii) vigorous exercise
 - (iii) Non-sugary drinks
 - (iv) vitamin C

3. Children are at a risk of osteoporosis at a younger age because:
 - (i) They lead a hectic lifestyle
 - (ii) they have too many fractures in their childhood
 - (iii) Of fizzy drinks
 - (iv) they lead a sedentary lifestyle

4. Osteoporosis is
 - (i) Only a grandmother's health threat
 - (ii) a disease that strikes only women
 - (iii) A bone crippling disease
 - (iv) a very fatal disease

5. The best way to protect children from osteoporosis is by:
 - (i) Helping them lead sedentary lives
 - (ii) enhancement of nutrition intake
 - (iii) Ensuring they do not have brittle bones
 - (iv) making sure they are not depressed

6. Which of the following is not an effect of osteoporosis
 - (i) Loss of height
 - (ii) brittle bones
 - (iii) Painful joints
 - (iv) lack of vitamin D in body

B. Find words in the passage which convey similar meaning of the following words by choosing the correct option: (4 x 1/2 = 2)

7. deadly
 - (a) dangerous
 - (b) fatal
 - (c) chronic
 - (d) jeopardy

8. to do things with great energy and enthusiasm
 - (a) jeopardy
 - (b) vigorous
 - (c) bone-friendly
 - (d) termite

9. a kind of drink with bubbles of carbon dioxide
 - (a) fizzy
 - (b) vigorous
 - (c) sedentary
 - (d) sugary

10. illness that lasts for a long time
 - (a) osteoporosis
 - (b) brittle bone
 - (c) fracture
 - (d) chronic

Lesson: Poem -7 Song of the Rain

Name:

Class:

Roll No.

Marks: 5**Time: 01 Period****Read the Passage Carefully**

The worst days of any summer are the rainy ones. We spend all year looking forward to nice weather and long, hot days. All of winter, with its dreary gray days and bitter cold, we dream of those endless days at the beach, laying on the sand and soaking in the bright and burning sun. And then, summer comes, and it rains. As a child, I would wake up to rainy summer days and come close to crying. It wasn't fair. We suffered through months of school and miserable weather for those scant ten weeks of freedom and balmy weather. Any day that I could not spend at the beach or playing ball with my friends seemed like a punishment for something I didn't even do. On those rainy summer days, I had nothing fun to do and could only sit inside, staring out at the rain.

I was an only child, so there was no one else to play with. My father worked from home, so I was not truly alone, but he could not actively play with me since he was technically at work. It was those days that I would resign myself to whatever was on television or any books that I could find lying around. I'd crawl through the day and pray each night that the rain would not be there the next day. As an adult, though, my opinion of summer rain has changed. When you have to work every day, summer is not as eagerly anticipated. Mostly, the days run together, bleeding into each other so that they no longer seem like separate entities and instead feel like continuations of the same long day. Everything seems monotonous and dull, and an ennui or listlessness kicks in. Such a mindset makes you cheer for anything new or different.

I spend the winter dreaming of summer and the summer dreaming of winter. When summer comes, I complain about how hot it is. And then I look forward to the rain, because the rain brings with it a cold front, which offers a reprieve—admittedly one that is all too short—from the torture of 100° and humid days. Rainy days are still the worst days of the summer, but summer rain today means positively beautiful—and considerably cooler—weather tomorrow.

Answer the question by choosing the most appropriate option.

(5 x 1= 5)

- 1) Adults doesn't like rainy summer days because
 - A. rain brings with it cold temperatures for the following days
 - B. it becomes difficult to go out to work
 - C. they do not get a long time off from work for the season
 - D. the streets are filled with water

- 2) Which of the following is a true statement about the narrator as a child?
 - A. He or she could not go out to play.
 - B. He or she preferred cooler weather.
 - C. He or she liked staying indoors.
 - D. He or she had no siblings

- 3) The narrator as a child also got bored being inside during rainy summer days as
 - A. he/she had no company
 - B. he/she lived in a hostel
 - C. his/her parents had no time for him/her
 - D. he/she liked to be at school

- 4) Why does the author have a changed opinion about summer rain?
 - A. As the author is grown up now
 - B. The narrator is more practical now.
 - C. As he/she knows that he/she has to work continuously irrespective of the days
 - D. He/she enjoys summer rain

- 5) What does the word 'anticipated' in the passage mean?
 - A. predictable
 - B. awaited
 - C. expected
 - D. unexpected

Lesson: Drama-2 The Bishop's Candlesticks

Name:

Class:

Roll No.

Marks: 5**Time: 01 Period****Read the following poem carefully:****SYMPATHY**

I lay in sorrow, in deep distress;
My grief a proud man heard;
His looks were cold, he gave me gold,
But not a kindly word

My sorrow passed-I paid him back
The gold he gave to me;
Then stood erect and spoke my thanks
And blessed his charity.

I lay in want, and grief and pain;
A poor man passed my way,
He bound my head, he gave me bread,
He watched me night and day.

How shall i pay him back again
For all he did to me?
Oh, gold is great, but greater far
Is heavenly sympathy.

Retrieved from <http://cbse-notes.blogspot.in>

**Answer the following questions by choosing the most appropriate option:
(5x1=5)**

1. How did the proud man help the poet when he was 'in deep distress'?
 - (a) He gave him jewels
 - (b) He took him home
 - (c) He gave some money
 - (d) He pitied the poet

2. What was it he did not give the poet?
 - (a) money
 - (b) gold
 - (c) food
 - (d) sympathy

3. How did the poor man take care of the poet?
 - (a) The poor man gave him some money and food
 - (b) The poor man gave gold and kind words
 - (c) The poor man gave food to the poet and took care of him day and night
 - (d) He took the poet home and bound his head which was hurt

4. Which of the following statements is not true?
 - (a) The poet repaid his debt to the proud man by thanking him
 - (b) The poor man blessed the charity of the poet
 - (c) When the poet was in sorrow he was given money
 - (d) The poet says he cannot repay the poor man for his sympathy

5. Which word in the poem means "giving money to a person who is in need"?
 - (a) charity
 - (b) sympathy
 - (c) kindness
 - (d) distress

APPENDIX XI

ACTIVITIES FOR ENHANCING WRITING SKILL IN ENGLISH LANGUAGE (SEM I)

Lesson: Fiction-1 How I Taught My Grandmother To Read

Marks: 5

Approximate Time: 01 Period

Title: Informal Letter Writing

Instructions: Imagine you are a boy/girl of 14 years who stays away from his/her grandparents due to varied reasons. After reading the chapter you remember the days spent with your grandparents and you miss them a lot. Write a letter to your grandparents describing your feelings towards them.

Pre Writing Task: A discussion on the purpose of writing informal letter will be held in the class. Students will then write the letter on the topic mentioned.

Post Writing Task: Some letters written by the students will be read out in the class whereas other students can give feedback on the basis of the criteria of assessment written on the board by the teacher.

Lesson: Fiction-4 A Dog Named Duke

Marks: 5

Approximate Time: 02 Periods

Title: Article Writing

Instructions: Education teaches us to be humane and kind. However, when it comes to treatment of animals, education doesn't seem to have imbibed such values in us. The images below show our attitude towards poor and helpless creatures. Write an article on "Cruelty to Animals" with a view to sensitise people to the needs of animals. (120 words)



Pre Writing Task: Discussion will be held in the class on the format and purpose of writing an article. Students will also be made aware of the components of an Article and the structure of an article. Students will then write the article.

Post Writing Task: Some articles written by the students will be read out in the class. Other students will give feedback on the basis of the criteria of assessment written on the board by the teacher. Discussion on common mistakes made by the students will be done.

Lesson: Poem-1 The Brook

Marks: 5

Approximate Time: 02 Periods

Title: Notice Writing

Instructions: You are D.S. Sharma, Secretary of Ashok Nagar society, Manjalpur. Due to some maintenance work, water supply in your area is likely to be affected for two days. Draft a notice for the residents in not more than 50 words, giving details of the same.

Pre Writing Task: Students will be made aware of the purpose of notice writing. Format of the notice will be revised. Assessment criteria will be discussed before the students proceeded to write the paragraph.

Post Writing Task: Some notices written by the students will be read out in the class. Other students will give feedback on the basis of the criteria of assessment written on the board by the teacher. Discussion on common mistakes made by the students will be done.

Lesson: Poem -3 The Solitary Reaper

Marks: 5

Approximate Time: 02 Periods

Title: Report writing

Instructions: Inter school music competition was organized by your school in the school auditorium. The compositions presented in this mesmerizing event were prepared by the students of various participating schools. As a secretary of the cultural club of your school you are supposed to present a report on the same. Write the report in not more than 100 words.

Pre Writing Task: Students will be made aware of the purpose of writing a report. Prerequisites of writing a report will be discussed in the class followed by a sample report. Students will then then write the report on the above topic. Assessment criteria will be discussed with the students before they proceeded with writing.

Post Writing Task: Some of the reports written by the students will be read out in the class. Other students will give feedback on the basis of the criteria of assessment written on the board by the teacher. Discussion on common mistakes made by the students will be done.

Lesson: Poem -2 The Road Not Taken

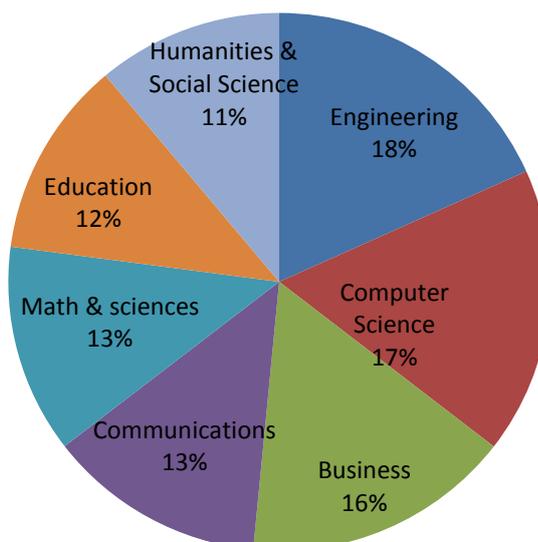
Marks: 5

Approximate Time: 02 Periods

Title: Data Interpretation

Instructions: The salary structure in a profession is a deciding factor for the youth to go in for a particular career option. The pie chart below depicts the average salary earned in various fields. Study the pie chart and express your views in not more than 100 words.

Average Salary 2013



Pre Writing Task: Discussion will be held in the class on Interpretation of data. Students will be made aware of the purpose of interpretation of data; and the format to be followed while writing the interpretation. A sample interpretation will be discussed to give clarity. Assessment criteria will also discussed before the students begin to write the interpretation

Post Writing Task: Some Data interpretations written by the students will be read out in the class. Other students will give feedback on the basis of the criteria of assessment written on the board by the teacher. Discussion on common mistakes made by the students will be done.

Lesson: Poem-4 Lord Ullin's Daughter**Marks: 5****Approximate Time: 02 Periods****Title:** Describing a Person**Instructions:** Describe a person of your family whom you admire the most in about 100 words. Use the clues to write the description.

- Personality of the person
- Qualities of the person

Pre Writing Task: The guidelines on writing description will be discussed with the students. A sample of description writing will be discussed with the students which will focus on the purpose and requirement of the activity. Assessment criteria will be discussed with the students before they proceeded with writing.**Post Writing Task:** Some descriptions written by the students will be read out in the class. Other students will give feedback on the basis of the criteria of assessment written on the board by the teacher. Discussion on common mistakes made by the students will be done.**Lesson: Drama-1 Villa For Sale****Marks: 5****Approximate Time: 02 Periods****Title:** E-Mail writing**Instructions:** Your parents have recently purchased a house in a posh society which is well equipped with all modern amenities. You want to share this with your cousin staying in another city. Write an e-mail to your cousin describing the house you have recently moved into in about 150 words.**Pre Writing Tasks:** A discussion will be held in the class on the outline of an e-mail. The purpose of writing an e-mail and difference between an e-mail and a letter will be discussed in the class. Assessment criteria will be discussed. Students will then write the e-mail.**Post Writing Task:** Some e-mails written by the students will be read out in the class. Other students will give feedback on the basis of the criteria of assessment written on the board by the teacher. Discussion on common mistakes made by the students will be done.

**ACTIVITIES FOR ENHANCING WRITING SKILL IN ENGLISH
LANGUAGE (SEM II)**

Lesson: Fiction-3-The Man Who Knew Too Much

Marks- 5

Approximate Time: 01 Period

Title: Informal Letter

Instructions: You are one of the soldiers under training with Private Quelch. You admire Private Quelch for his exceptional knowledge and other qualities and want to be like him. Write a letter to your friend telling him why you admire him.

Pre Writing Task: A discussion on the purpose of writing informal letter will be held in the class. Examples of situations where we can write informal letters will be given. Format of informal letter writing will be discussed. Students will then write the letter on the topic mentioned.

Post Writing Task: Some letters written by the students will be read out in the class whereas other students can give feedback on the basis of the criteria of assessment written on the board by the teacher. Discussion on common mistakes made by the students will be done.

Lesson: Fiction-4-Keeping It From Harold

Marks- 5

Approximate Time: 01 Period

Title: Diary Entry

Instructions: Imagine you are Harold. You are happy when it is disclosed to you that your father is a boxer. You want to express your feelings in the form of a diary entry. Write the diary entry in not more than 100 words.

Pre Writing Task: Discussion will be held in the class on writing a diary entry. Students will then write the diary entry.

Post Writing Task: Some diary entries written by the students will be read out in the class whereas other students can give feedback on the basis of the criteria of assessment for assessing the diary entry. Common mistakes made by the students will be discussed..

Lesson: Fiction-5-Best Seller**Marks- 5****Approximate Time: 01 Period****Title: Story Writing****Instruction:** Develop the following outline into a story in about 150 words.

A young boy ---- Travelling by a train ----- has a briefcase containing a lot of money ----- befriends a fellow traveller ----- train stops ----- boy goes out to buy snacks ----- returns ----- briefcase gone.

Pre Writing Task: Essential characteristics of a good story will be discussed with the students. Proper format of story writing will be discussed. Assessment criteria will be discussed.

Post Writing Task: Some students will read out the stories written by them. Other students can give feedback on the basis of the criteria of assessment for writing a story. Common mistakes made by students will be discussed.

Lesson: Poem-5-The Seven Ages**Marks- 5****Approximate Time: 01 Period****Title: Paragraph Writing**

Instructions: The poet through the poem wants to convey that human life is eventful and man has many roles to play in his lifetime. Express your views on this, in a paragraph of about 150 words. Also provide a suitable title to your paragraph.

Pre Writing Task: Brainstorming will be done to bring out ideas for writing the paragraph. Assessment criteria will be discussed before the students proceed to write the paragraph.

Post Writing Task: Once the students are done with the activity, some paragraphs written by the students will be read out in the class and common mistakes will be discussed with the students. Students will give feedback on the basis of assessment criteria for the paragraphs read in the class.

Lesson: Poem -6-Oh! I Wish I'd Looked After Me Teeth**Marks- 5****Approximate Time: 01 Period****Title: Diary Entry**

Instructions: The poet in the poem makes a mention of the painful visits to the dentists. You are Vinaya/Vinayak. You had to visit a dentist due to cavity in one of your tooth. Write a diary entry in about 50 words to record your experience and what you feel about dental hygiene.

Pre Writing Task: Discussion will be held in the class on writing of a diary entry, its format and its need. Discussion will also be done on the topic of dental hygiene.

Post Writing Task: Some Diary entries written by the students will be read out in the class. Other students can give feedback on the basis of the criteria of assessment written on the board by the teacher. A discussion on the common mistakes made in the read out diary entries will be done.

Poem-7-Song Of The Rain**Marks- 5****Approximate Time: 01 Period****Title: Formal Letter**

Instructions: You are Shyam/Shamita, living at A-119, Anandvan Society, Manjalpur, Vadodara. Your streets and roads experience water logging during the monsoon season. The people of your area find it difficult to lead normal life. Write a letter to the editor of a national daily to draw the attention of authorities towards this problem in not more than 150 words.

Pre Writing Task: Formal letter, its format and its need will be revised in the class. Brainstorming on the topic to bring out better ideas will be done. Students will then write the letter.

Post Writing Task: Some letters written by the students will be read out in the class whereas other students can give feedback on the basis of the criteria of assessment written on the board by the teacher.

Lesson: Drama-2 The Bishop's Candlesticks**Marks- 5****Approximate Time: 01 Period****Title: Article Writing****Instructions: Write an article on the topic 'Benevolence can transform hearts' in 150 words.**

Pre Writing Task: Discussion will be held in the class on Article writing, its format and essential characteristic of a good article. Further discussion on the theme of the article also will be done. Students will then write the Article on the above mentioned topic.

Post Writing Task: Some articles written by the students will be read out in the class whereas other students can give feedback on the basis of the criteria of assessment written on the board by the teacher.

APPENDIX XII

SAMPLE LESSON PLAN FOR LISTENING ACTIVITY

Name of the Teacher: Himangani Lakhera **Class: IX**
Subject: ENGLISH **Topic: How I Taught My Grandmother to Read**
Duration: 35 Minutes

1. Entry Behaviour	<ul style="list-style-type: none"> • Students know and understand the story “How I Taught My Grandmother To Read”. • Students have the skill of LSRW
2. General Objectives	<ul style="list-style-type: none"> • to enhance listening skill in English language among students • to develop students’ interest in listening English • to develop love for English Language
3. Method	Activity Method
4. Media	Audio Track
5. Approach	Communicative and Direct Approach
6. Technique	Narration by audio track
7. Introduction	<p>Teacher: Have you understood the story “How I Taught My Grandmother to Read”?</p> <p>Students: Yes</p> <p>Teacher: What is the central theme of the story?</p> <p>Students: The story is thematically based on learning.</p> <p>Teacher: Right. You will now listen to an audio track on learning. The audio will be played twice. Listen to the audio carefully. A worksheet will be provided to you. While you listen to the audio answer the questions in the worksheet.</p>
8. Presentation of Activity	
(i) Specific Objective	<ul style="list-style-type: none"> • Students will be able to complete five sentences by filling up the blanks in the worksheet provided to them, while they listen to the audio track on learning.

(ii) Description of Activity	<ul style="list-style-type: none"> • The teacher will distribute the listening worksheet to the students. • The students will read the instructions and the worksheet carefully. • Then the teacher will play the audio track and the students will carefully listen to the audio track. While they listen they will complete the sentences given in the worksheet by filling in the blanks. • The teacher will then discuss the correct answers and the students would evaluate their answers.
(iii) Evaluation	<p>Students will be evaluated on the basis of the response in the worksheet. Each correct response will be given one mark.</p> <p>1.Learning of a language starts with listening to _____</p> <p>2.According to the speaker, a lot of learning occurs _____</p> <p>3.The speaker believes that we learn less from books and more from _____</p> <p>4.From industrial age we are now moving towards _____</p> <p>5.The key of success in future is _____</p>
9. Recapitulation	<p>Teacher summarizes the audio track on learning. Learning is important and starts even before we are born. We learn a language before we are two. Lot of learning even happens outside school. The capacity to learn decides one's success.</p>
10. Homework	<p>Teacher will ask the students to listen to news in English and write the headlines of the news in English.</p>
11. B.B.Summary	<p>No Black Board work was done as audio track was played.</p>

APPENDIX XIII

SAMPLE LESSON PLAN FOR SPEAKING ACTIVITY

Name of the Teacher: Himangani Lakhera

Class: IX

Subject: ENGLISH

Topic: How I Taught My Grandmother to Read

Duration: 70 Minutes

1. Entry Behaviour	<ul style="list-style-type: none"> • Students know and understand the story “How I Taught My Grandmother To Read”. • Students have the skill of LSRW
2. General Objectives	<ul style="list-style-type: none"> • to enhance speaking skill in English language among students • to develop students’ interest in speaking in English • to develop love for English Language
3. Method	Activity Method
4. Media	Speech script on Adult Education
5. Approach	Communicative and Direct Approach
6. Technique	Demonstration
7. Introduction	<p>Teacher: Have you understood the story “How I Taught My Grandmother to Read”?</p> <p>Students: Yes</p> <p>Teacher: Who is eager to learn in the story?</p> <p>Students: The grandmother.</p> <p>Teacher: How old is she?</p> <p>Students: She is 62 years old.</p> <p>Teacher: Right. Education at this age is termed as Adult Education. You will now prepare a speech on “adult education and ways to implement adult education”.</p>
8. Presentation of Activity	
(i) Specific Objective	<ul style="list-style-type: none"> • Students will be able to speak on the topic of adult education using appropriate voice modulation, vocabulary, and non-verbal cues. • Students will also be able to speak with clarity and confidence

(ii) Description of Activity	<ul style="list-style-type: none"> • Teacher will discuss the topic of the speech in the class to bring out ideas on adult education • Teacher will discuss the framework of how to deliver a speech and what steps can be taken for a good speech • The students will be given a day to prepare the speech • The students will deliver the speech
(iii) Evaluation	<p>Students will be evaluated on the basis of the criteria of assessment</p> <ol style="list-style-type: none"> 1. Voice Modulation (1 Mark) 2. Clarity (1.5 Marks) 3. Confidence (0.5 Mark) 4. Vocabulary (1.5 Marks) 5. Non-verbal cues (0.5 Mark)
9. Recapitulation	Teacher discusses the importance and need of adult education and various ways through which it can be effectively implemented.
10. Homework	The students will speak in English outside the classroom also for more practice
11. B.B.Summary	Criteria of assessment along with weightage to each criterion will be written on the board.

APPENDIX XIV

SAMPLE LESSON PLAN FOR READING ACTIVITY

Name of the Teacher: Himangani Lakhera

Class: IX

Subject: ENGLISH

Topic: How I Taught My Grandmother to Read

Duration: 35 Minutes

1. Entry Behaviour	<ul style="list-style-type: none"> • Students know and understand the story “How I Taught My Grandmother To Read”. • Students have the skill of LSRW
2. General Objectives	<ul style="list-style-type: none"> • to enhance reading skill in English language among students • to develop students’ interest in reading English text • to develop love for English Language
3. Method	Activity Method
4. Media	Reading text, “The Portrait of a Lady”
5. Approach	Communicative and Direct Approach
6. Technique	Narration in the form of reading text, “The Portrait of a Lady”
7. Introduction	<p>Teacher: Have you understood the story “How I Taught My Grandmother to Read”?</p> <p>Students: Yes</p> <p>Teacher: What kind of relationship develops between the grandmother and the granddaughter?</p> <p>Students: The grandmother considers her granddaughter as her guru.</p> <p>Teacher: Right. You will now read a story by Khushwant Singh where there is a different and beautiful bond created between the grandson and the grandmother. A worksheet will be provided to you. On the basis of the story, answer the questions in the worksheet.</p>
8. Presentation of Activity	
(i) Specific Objective	<ul style="list-style-type: none"> • Students will be able to complete the summary by filling up the blanks in the worksheet provided to them, after reading the story “The Portrait of a Lady”.

(ii) Description of Activity	<ul style="list-style-type: none"> • The teacher will distribute the reading worksheet to the students or comprehension practice. • She will first make the students read the passage silently. • Then the teacher will ask students to read the instructions to attempt the question related to the passage and write the answers in the worksheet given to them. • The teacher will then discuss the correct answers and the students would evaluate their answers.
(iii) Evaluation	<p>Students will be evaluated on the basis of the response in the worksheet. Each correct response will be given one mark.</p> <p>Fill in the blanks from the words given to complete the passage summarizing the story. (1 x 5 = 5) (snapped, attached, diminished, proximity, reallocation)</p> <p>The narrator and his grandmother were very close to each other as he lived with her when his parents moved to the city in search of better opportunities. The _____ between them grew as the grandmother was there by his side all through day and night. She even went to school with the narrator as the school was _____ to the temple. Along with the lessons in the school the students were given lessons in the temple too. However this proximity did not last long due to their _____ to the city. Not only had the change in the environment and lifestyle but also the medium of study in the school gradually _____ the bond of friendship between them. With the passing years this even worsened. Eventually the bond was _____.</p>
9. Recapitulation	Teacher summarizes the story, “The Portrait of a Lady” emphasizing what created a special bond between the grandmother and the grandson and how that special bond was snapped.
10. Homework	Teacher will ask the students to read an article or story in English and summarize the same in 50 words.
11. B.B.Summary	No Black Board work was done as worksheets were distributed among the students for reading and responding.

APPENDIX XV

SAMPLE LESSON PLAN FOR WRITING ACTIVITY

Name of the Teacher: Himangani Lakhera

Class: IX

Subject: ENGLISH

Topic: How I Taught My Grandmother to Read

Duration: 35 Minutes

1. Entry Behaviour	<ul style="list-style-type: none"> • Students know and understand the story “How I Taught My Grandmother To Read”. • Students have the skill of LSRW
2. General Objectives	<ul style="list-style-type: none"> • to enhance writing skill in English language among students • to develop students’ interest in writing in English • to develop love for English Language
3. Method	Activity Method
4. Media	Smart board and black board
5. Approach	Communicative and Direct Approach
6. Technique	Demonstration
7. Introduction	<p>Teacher: Have you understood the story “How I Taught My Grandmother to Read”?</p> <p>Students: Yes</p> <p>Teacher: How can you share your thoughts with your grandparents when they stay away from you</p> <p>Students: Through telephonic conversation or through letters</p> <p>Teacher: That’s Right. You will today write a letter to your grandparents who stay in another city.</p>
8. Presentation of Activity	
(i) Specific Objective	<ul style="list-style-type: none"> • Students will be able to write an informal letter in an appropriate format, with fluency, accuracy and suitable vocabulary.

(ii) Description of Activity	<ul style="list-style-type: none"> • The teacher will discuss the need and importance of an informal letter. • She will display the outline of informal letter on the smart board to give a clearer picture of the way an informal letter is written. • The question on writing the letter will be displayed on the screen of the smart board • Students will then write the letter on the given topic in their notebook on the basis of the assessment criteria of content expression, fluency, accuracy and vocabulary. The assessment criteria will be written on the board. • Some of the letters written by the students will be readout in the class and discussion on them will be held.
(iii) Evaluation	<p>Students will be evaluated on the basis of the criteria of assessment</p> <ol style="list-style-type: none"> 1. Content (1 Mark) 2. Expression (0.5 Mark) 3. Fluency (2 Marks) 4. Accuracy (0.5 Mark) 5. Vocabulary (1 Mark)
9. Recapitulation	Teacher recapitulates by asking few questions on important points which needs to be taken care of while writing an informal letter.
10. Homework	<p>Teacher will ask the students to write an informal letter.</p> <p>Q- You have scored well in your annual exams. You want to share this with your grandparents who stay in another city. Write a letter to your grandparents about how you feel.</p>
11. B.B.Summary	Assessment criteria with the weightage will be written on the blackboard

Strategies to Enhance English Language Skills in Students at Secondary Level

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ABSTRACT

Language is essential for communication. Communication of ideas, thoughts, knowledge or information cannot be thought of without language. This makes it essential that we have a sound command on language skills which can facilitate smooth communication. English as a global language has made its significance felt all over the world in various important fields. An effective communication skill in English language thus opens the doors of opportunities for an individual. Language competency becomes even more important at the secondary stage which is considered as a transition stage in education. However, in our country students' communicative competency in English has always been a matter of concern. English language incompetency acts as a hindrance in students' progress. Humans have an innate capacity to learn language. This innate capacity to learn language helps us to enhance the language when they are effectively taught or learnt. Language learning is related to learning the basic language skills. The four basic skills of English language are Listening, Speaking, Reading, and Writing. English language cannot be mastered without mastering these four basic skills of language.

This paper is a humble attempt towards recommending different strategies to enhance English language skills in English at secondary level.

Keywords: *Strategies, Enhance, Listening, Speaking, Reading, Writing (LSRW) Skills, Secondary Stage*

INTRODUCTION

Language is a tool which helps individuals to share their feelings, thoughts, ideas etc. and thus assist them to communicate. It also helps to have an access to the worldly knowledge. Aggarwal (2003) defines language as a set of symbols used in more or less uniform ways by a number of people, who are thus able to communicate with each other. Language is a carrier of one's thoughts and ideas and facilitates to give them a form. Though communication may not be the sole function of language, yet it serves as the best tool for communication. However, communication competency in a language is guided by the competency in the basic language skills. These basic skills are Listening, Speaking, Reading and Writing (LSRW). To have required competency in a language, mastery in LSRW skills is a prerequisite. In an era of globalization good communication skills are the keys to unlock the doors of success. Furthermore, good communication skills in English are also considered important in getting employable. It is also found that Individuals who speak English fluently earn more than those

who don't speak the language, confirming the link between an education in English and scope of employment opportunities.

The need to enhance students language competency is felt at all levels; it is more so felt at secondary level. Secondary Education is a crucial stage in the educational hierarchy. At this stage of school education, good command over the language is quintessential. By the time a student reaches at secondary level he/she becomes more of an autonomous learner, where adequate competence in language plays a vital role. However, this expectation to a large extent can be met if the learner is provided with an environment which facilitates him/her to develop the required competency in the target language. It has been mentioned in the Report of the Secondary Education Commission (1952-53) that the methodology adopted should stress on LSRW skills of the language so as to develop the competency in the language. The reality as found by Joseph (2003) that it is surprising that after learning English in English Medium School for more than eight years a student is still found possessing inadequate knowledge of the actual conversational aspects of English, throws light on the sorry state of English language teaching learning process. Transacting of teaching learning needs to be based on a multi-skill, activity based, learner centered approach wherein the teacher acts only as a facilitator and motivates the students to use English for the purposes of communication. Only then can students have required language competency.

SIGNIFICANCE OF ENGLISH LANGUAGE

English is a language which is considered as a means of opening not only the doors of opportunity but of success too as it plays an important role in the domains of education, administration, business and political relations, judiciary, industry, etc. and is therefore considered as a passport to social mobility, higher education, and better job opportunities. Hence Working knowledge of English has become a requirement in a number of fields, occupations and professions resulting in over a billion people speaking English to at least a basic level. Crystal (2011) mentions that of the two billion people in the world who use English, only some 400 million are native speakers. The remaining 1.6 billion are speakers of English in countries where the language has some sort of official status or in countries where it is the first foreign language taught in schools. It is one of the six official languages of the United Nations. It has become a lingua franca and is used and understood by many nations for whom English is not their first language. Crystal (1997) estimates that 85% of international organizations now use English as one of their working languages. It is a working language of international organizations and conferences, science publication, international banking, economic affairs and trade; Advertising for global brands; Audio-Visual cultural products, International Tourism; Tertiary education; international law; As a relay language in interpretation and translation; Technology transfer; Internet Communication. Murali (2009) states that English undoubtedly has become a world language rather than the language of only the English speaking countries such as the UK and the USA because the number of people who use English as a means of communication exceeds much more than the number of people who speak it as their mother tongue.

Today's is a global world and individuals keep travelling across borders for work. Working knowledge of English clears a big hurdle in this process as English undoubtedly has become a world language. Around 16 million Indians are scattered across the globe making it the

largest number of migrants. Thus, working knowledge of English language opens up the doors of world of work not only nationally but also internationally.

The advantages attached to English language competency has been well understood and accepted in India. It has come a long way in India, since its acquaintance to the country.

OBJECTIVES OF ENGLISH LANGUAGE TEACHING AT SECONDARY LEVEL

Language competency is one of the objectives at secondary level. CBSE has laid down the following objectives of teaching English language at secondary stage

- to build greater confidence and proficiency in oral and written communication
- to develop the ability and knowledge required in order to engage in independent reflection and inquiry
- to use appropriate English to communicate in various social settings
- to equip learners with essential language skills to question and to articulate their point of view.
- to build competence in the different registers of English
- to develop sensitivity to, and appreciation of, other varieties of English, Indian English, and the culture they reflect
- to enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet etc.)
- to develop curiosity and creativity through extensive reading
- to facilitate self-learning to enable them to become independent learners
- to review, organize and edit their own work and work done by peers

These objectives clearly emphasize that at secondary stage a level of proficiency in English language is expected to be acquired by the students. Students are supposed to achieve an intermediate command of language skills by the time they leave school. To achieve this, students should be given enough practice in all four language skills. A variety of tasks facilitate in development of these skills. Focus should be on comprehension skills which will enable the students in finding, processing and re-expressing information wherein emphasis should be more on language rather than literature.

ENGLISH LANGUAGE COMPETENCY AT SECONDARY LEVEL

It was the recommendation made by The Education Commission (1964-66) that English will continue to enjoy a high status so long as it remains the principal medium of education at the university stage, and the language of administration at the Central Government and in many of the states. Even after the regional languages become media of higher education in the universities, a working knowledge of English will be a valuable asset for all students and competency in the language will be necessary for those who proceed to the university. It has also been opined by Dyvadatham (2012) that as long as English continues to be the medium of instruction at the university level it has to be strengthened at secondary level.

As secondary Education is the supply chain for higher education. The students at this level are expected to have sound command of LSRW skills in English. The students have to use the language for listening to lectures, taking down notes, reading extensively, outlining and

summarizing, writing for social use such as article writing, letter writing etc. writing of poems and stories and so on. Meganathan (2009) states that, one of the objectives at secondary stage is to enable learners to use the language appropriately.

Secondary education fulfils large manpower needs of the semi-organised and the organised sectors of the economy. English Language skills are important employability skills for one to get absorbed in the world of work.

Banerjee (2006) stresses that language competency depends on repetition and practice. Thus at secondary level where the students already have an acquaintance with the language, giving them an environment rich in language activities to practice the usage of language in real life situations will help them to enhance their language competency.

HINDERENCE IN ACQUIRING ENGLISH LANGUAGE COMPETENCY

Though English has been there in our education system for more than a century now and occupies an important place in school curriculum; students still struggle to attain required competency in it. Nair (2012) reported that majority of our students lack listening and speaking proficiency in English. Their skills in these areas were measured and it was found that they were not up to mark, despite schools conducting tests to improve them. Even though English is introduced from class I in many schools, students do not have the expected competency at secondary level. Shermila (1999) puts forward her views that in general, students are not found to be competent in English because of lack of skill-oriented teaching. Even after being exposed to English language for years they do not have required competency which can be contributed to various factors. Apart from teaching of English without emphasizing on language skills following factors also pose hindrance in acquiring the required competency in English language by students.

- Meaningful language education requires teachers who are skilled and knowledgeable as well as contextualized materials (print and others). However, the real picture is different. Jaishree & Tamilselvi (2012) make a mention that many teachers of English enter the profession without proper training. They lack not only the teaching skills, but even the basic English language proficiency.
- Lack of competent English language environment in the school many a times acts as a barrier to enhance students language skills.
- English is being taught as a subject in schools rather than as a language. Sindkhedkar (2012), states that the teacher has to attempt to train the students in accomplishing the skills of language and there is no need to acquire knowledge about the language. If the teacher explains the meaning of a text, the teacher is teaching the language as a subject. On the other hand, if a teacher trains the students in the skills of the language and gives enough practice then the teacher teaches the language as a language.
- With the conservative situations where the teachers are required to finish the syllabus, the teachers are left with no time to emphasise skill building. Sindkhedkar (2012), states that, teachers are hard pressed for time to cover the syllabus and cannot spare much time to handle the language items.

- There is more emphasis on writing while assessing the students in English language and less emphasis on other skill areas. Moreover as put up by Krishnaveni (2010), performance in examination takes precedence over actual performance in using the language effectively.
- Krishnaveni (2010) also mentions that language teaching in India gives more importance to reading and writing, ignoring the important skills of listening and speaking. Thus students are provided with fewer opportunity to speak and listen in the English classrooms compared to reading and writing.
- Environment and family background play vital role in developing competency in English language. This has been stressed by Lathem (1975) that deficiencies in language teaching in the schools are less apparent where the parents are providing richness and variety of language stimulations and interaction.
- One of the major problems as mentioned by Jaishree & Tamilselvi (2012) is the non-availability of teaching materials. Materials in the form of textbooks, supplementary readers and workbooks are either inadequate or inappropriate.

It is therefore required that some strategic steps be taken so as to overcome the above mentioned hurdles in the process of enhancing language acquisition. As language is best acquired through meaningful interaction and use in varied situations, activity based teaching emphasizing on four skills (LSRW) can help in enhancing language competency.

ENGLISH LANGUAGE COMPETENCY AND LSRW SKILLS

At the core of excellent communication skill in English is mastering the LSRW skills of the language. Aptly put by Stubbs (1985), the knowledge of how to use language appropriately in social situations is termed as communicative competence. One who can communicate well can be considered of having acquired all language skills well. However, learning to use a language in social context has to do more than just learning some grammar and vocabulary. An individual has to have a competency to use the language according to the situation, the participant and purpose. This nature of language used essentially as a mean of communication gives way to communicative approach of language teaching.

There are four main skills emphasised in English language teaching - learning. They are Listening, Speaking, Reading and Writing (LSRW). Listening and Reading are considered as receptive skills and Speaking and Writing as the productive skills. Though, the four skills are of different modes - two (listening and speaking) skills are auditory-vocal and the other two (reading and writing) are visual, these are interconnected. This is indicative that developing one skill facilitates in improving the other resulting in effective communication. Enhancing English language skills has a direct relationship with the communicative competency in the language. Therefore while teaching English, the emphasis should be on skill enhancing than on just information passing.

Listening Skill

Communication means interacting with others wherein speaking is preceded by listening. Therefore, listening skill can be considered as the foundation for communication. Listening is one of the most important language skills. For effective communication, listening effectively

is a prerequisite. It serves as a basis for language acquisition and helps the learner to develop other three language skills. Listening is a process which involves hearing, understanding and judging. Listening is to draw out meaning from the utterances and messages by the speaker. It is termed as listening comprehension. The students should be taught to listen, comprehend, interpret, and evaluate ideas and information from a variety of texts, considering the purpose, messages, tone, structure etc. Listening competence has a significant effect on the cognitive development of the students because when a student listens well and understands and comprehends, it implies that the instructions in the classroom have reached the student. This also affects student's achievement in other subjects.

Though listening skill is an important skill to be developed in the students, little or no emphasis is given on the development and evaluation of listening skills in the students at school. Dua (2008) also observed that relevance of listening in communicative competence and its importance in language teaching is generally neglected.

Strategies to enhance listening skill in students

- (i) Students should be exposed to varied listening audios which involve listening to unheard passages in different situations to provide students with the opportunities to develop listening skill.
- (ii) The listening tasks may initially be in teacher's voice that can gradually be replaced with different native-speaker accents. This will help students to become familiar to different accents and to a reasonable pace of speech.
- (iii) Efforts should be made to equip the students with sufficient vocabulary so as to make them competent enough to comprehend listening comprehension.
- (iv) Exercise sheet with the aural input for listening comprehension will help to track student's improvement.
- (v) Assessment can be done either by the teacher or by the peer group. Self-assessment can also be an option sometimes. Assessment acts as a feedback to analyse their responses.

Teachers' initiatives

Language teacher plays a crucial role in helping students to be a good listener which will help them in having competency in English language. The teacher has to make students aware of the goals of the listening tasks, to comprehend aural input and to identify relevant and non-relevant information. Immediate feedback must be given by the teacher whenever possible which will encourage students to examine how or why their responses were incorrect.

Speaking Skill

To develop oral skills in English, the students should have an acceptable pronunciation, intonation and learn conversational English. Banerjee (2006) gives the views of the psychologists that good speech generates confidence and a feeling of security in relations with others. She also states that if oral work is well handled, difficulties in written work will be reduced to a minimum. The skills acquired in speaking do transfer to writing and reading. Moreover, speaking skill is widely used by students throughout their academic life. Once the students are out in the world of work, this skill is still more needed. Speaking skill is an important ingredient for better communication.

Strategies to enhance speaking skill in students

- (i) Initially group activities can be emphasised, such group tasks would help in confidence building.
- (ii) A fixed time limit should be assigned for the preparation (e.g., 10-15 min) which will enable students to generate ideas from their knowledge and experiences and planning the presentations.
- (iii) Gradually students should be given more opportunities to speak individually. This helps them to remove fear of speaking in public.
- (iv) Benchmarking in the form of feedback would facilitate learning as it would allow the students to know about the improvement in their level.

In the process of assisting students to develop their speaking skills, what is important is how these exercises are to be conducted so that they do not become monotonous and emphasise on developing speaking skill. Mohan (2012) states that during tasks for speaking, it is very important that students should be instructed to use various oral strategies such as, description, simplification, use of direct speech, illustrations, use of narrative techniques, use of idioms and phrases, natural use of connectors, use of intonation, stress etc. as per the topic and the use of non-verbal communicative strategies etc.

Teachers' initiatives

While learning English language skills in India, students depend greatly on the environment provided by the language teacher in classrooms. Therefore, the teacher becomes the epitome and students learn by imitating the teacher. Teacher's speaking should set a standard to be followed. Banerjee (2006) feels that the teacher can provide an environment wherein the students hear clear, vigorous, idiomatic English.

During the speaking tasks the role of the teacher should be of a coworker and stimulator wherein the teacher observes the students usage of grammatically correct and coherent sentences, intonation and acceptable pronunciation. Feedback is vital and should be provided in such a way that it helps students to develop real-life communication.

Reading Skill

Reading is the fundamental skill upon which all formal education depends. Reading doesn't just mean decoding the written text. It is much more than that. It is a complex mental process wherein the reader reads a text as input and comprehends and analyses the written text and the output thus is the understanding of the written text and drawing out meaning. This helps the reader to add to his/her existing knowledge. Reading skill enables a student to comprehend and gain information from the printed text. A student requires this skill throughout his academic career as well as in everyday life situation. Moats (2004) stresses upon the importance of reading skill saying that in today's literate world, academic success, secure employment, and personal autonomy depends on reading and writing proficiency. The more one reads, the larger his or her language base becomes. Indubitably, the future success of all students depends upon their ability to become proficient readers. However, the fact that cannot be denied is that even after many years of schooling and acquaintance to English reading and text, not all learners succeed in becoming proficient readers.

Strategies to enhance reading skill in students

- (i) The students should be made familiar to reading strategies, such as, reading with a purpose, reading to comprehend, reading to establish the gist of an unseen passage etc.
- (ii) All conventional reading practice should be given to the students. Such as Model reading, Loud reading by students, Silent reading and Reading comprehension.
- (iii) Reading of the texts should be followed by post-reading activities. Initially it can be group and pair activities which can gradually be shifted to individual reading activities
- (iv) For assessment of students' reading competency, along with the response sheets, post-reading activities should be conducted which will reflect the real-life uses to which students might put information they have gained through reading. It can be in the form of speaking or writing.
- (v) Reading assignments which are given to the students should have activities based on it so as to give them enough motivation to read and thus inculcate in students the habit to read independently and develop interest in reading. The students can be encouraged to read the following.
 - a. A range of grade appropriate texts both orally and silently which should be followed by some writing activity such as writing a review, a report, paraphrasing, etc. Speaking activity based on reading can also be planned, such as group discussion, speech etc.
 - b. English newspapers, Magazines, etc., for gathering information. This can later be shared in the class.

Teachers' initiatives

Role of the teacher is not so much to teach reading as to help children to read but to encourage the students to read enthusiastically. The teacher is the one who can influence the reluctant reader to read. For this the teacher needs to model his/her reading engagement. Loh(2009) opines that reading be perceived as important by the teachers themselves; and only when the teachers feel that it is important, will the students perceive it as such too. The teacher plays crucial role in motivating students to read. The teacher can pose as a role model and needs to make students aware of the purpose of reading and to use strategies while reading. The reading inside the classroom needs monitoring of the teacher by using activities related to the reading and by providing feedback.

Writing Skill

Writing system has a great contribution in the progress of human civilization. Be it sharing of information in the field of art and culture or science and technology, written texts have helped in enriching our knowledge. Written text is the basis for storage and transmission of information and knowledge. Writing as a communication tool is a mean of conveying one's thought in the written form. The writing process involves certain linguistic skills. Aggarwal (2003) puts down that effective writing should have clarity, conciseness, correctness, strength, coherence, unity and completeness of the matter. The process of written communication starts with the planning for written text which requires the thought process to work with the knowledge of certain essential literary devices. Dua (2008) emphasized that the achievement of coherence and unity in text depends on the appropriate use of different kinds of cohesive devices such as syntactic, lexical and semantic and several cognitive processes such as ability to plan execute and evaluate the written text.

The different forms of written text in the modern society such as letters, articles, applications etc. require a person to have various skills and competence in writing. There is a huge production of diversified written texts in today's world. Therefore, there is a need for people to be competent in producing quality written texts in its basic forms if not in specialized form.

While teaching secondary level students to write, there should be emphasis on producing organized and systematized text, usage of required literary devices and appropriate format.

Strategies to enhance writing skill in students

- i. Students should be taught to write with a purpose.
- ii. The writing tasks which are taken up should emphasize on formulating ideas, and organizing them systematically.
- iii. The tasks should emphasize on correct usage of vocabulary, spelling, grammar, punctuation and to restrict themselves to the word limit.
- iv. Students should be provided them with various activities to increase the speed. E.g. timed writing on given topics, dictation exercises, close tests, etc.
- v. The assessment criteria should be explained to students and they should be taught to keep in mind the assessment criteria while expressing themselves while writing.
- vi. The feedback given by the teacher should not only help in error correction but should give encouragement as well.

Teachers' initiatives

Reluctance in writing is because students are afraid that their writings can be full of errors, more if it is writing in English. They may also find it difficult to put their ideas and thoughts in English. Thus it's the teacher who acts as facilitator to implement the activities to teach them the required skills in writing. The teacher needs to provide de guided practice and expose the students to standard written materials. This will give them an idea of accepted format and other required information to proceed with the writing task. A student needs to be encouraged to proceed from easy short compositions to complex and longer ones. Appreciation to students for the work done followed by feedback for required improvement by the teacher will motivate students and develop their interest in writing.

CONCLUSION

Language learning is an important component of education and all round development of a student. The foremost goal of language teaching should be developing communicative competence wherein students are facilitated to develop the body of knowledge by providing with authentic practice that prepares students for real-life communication situations. The students should be helped to develop the ability to produce grammatically correct and logically connected sentences that are appropriate to specific contexts using comprehensible pronunciation.

English language taught at primary and upper primary classes basically focuses on acquaintance with language and structure building. By the time learners reach secondary classes they have a sound foundation of the language and the basic skills of the language.

Therefore, at secondary level where the learners are equipped with knowledge of English language, their communicative competency needs to be stressed upon. This is required as the learners at this stage are prepared to contribute to the socio economic development of the community, equipped with the required skills. Moreover, at secondary level, the learners are also prepared for entrance to higher education; where again intelligible use of language is expected. Thus learning a language for these purposes at secondary level becomes mandatory for the learners. Dyvadatham (2012) in the same line added that the chief objective at secondary level is to improve students' skills in listening, speaking, reading and writing. The students need to be exposed to activity rich English language learning which focus on enhancing English language skills in them.

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