

Appendix II

About the Textbook and Assessment Procedures

‘Our World through English’ Class VI has been prepared in accordance with the syllabus for a ten-year course in English as a second language.

Teachers should act as facilitators and encourage children to do individual and group work, in order to make them as autonomous users of the language. Interactive approach should be followed while transacting the language activities in each unit.

The Goals

After the completion of the course, the students are expected

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

Learning Outcomes / Academic Standards

At the end of the academic year the children are expected to achieve certain academic standards. The everyday classroom transaction should focus on the following areas.

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

In order to achieve the above learning outcomes, the new textbooks have eight units with different themes and genres.

Features of the Textbook

The following are the features of the Textbook:

- Units are thematically organized with passages meant for listening and reading. Activities focus on reading comprehension, vocabulary, grammar and study skills.
- Measures have been taken to help learners get the rules familiarised with different genres such as narratives, essays, biographical sketches, plays, poems, etc. and construct them in oral as well as written forms.

- Though the components in a unit have been organised as listening, speaking (oral activity), reading and writing, an integrated treatment of these skills has been worked out.
- Vocabulary and grammar exercises have been contextually designed.
- A few questions and activities, given under comprehension, do not target any fixed responses; instead, they demand the learners to use language authentically both orally and in writing. These comprehension questions and the language activities are merely stepping stones for the learners to gain proficiency in the language and as such are not goals by themselves.

Components of a Unit

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

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

Language Activities

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

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

Writing: This section contains some written discourses that help students write conversations, descriptions, narratives / stories, messages, e-mails, SMSes, diary entries, letters, paragraph, an essays, biographical sketches, songs / poems and some other discourses. You will also find some tasks that need group discussion, collation of information from various sources, and then writing a piece collaboratively.

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

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

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

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

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

The Assessment

Language learning is a continuous process. Assessment is not an activity distinct from learning. The Continuous and Comprehensive Assessment is proposed.

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

Types of Assessment

There are two types of assessment - 1. Formative Assessment 2. Summative Assessment

Guidelines for Formative Assessment

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

1. Read and Reflect
2. Written Works
3. Project Work
4. Slip Test

Teacher has to assess the performance of the learners for each term. 20 marks allotted for Formative test in which 5 marks are allotted for each tool. This is not a single day activity; it is a cumulative account of what has happened in day- to-day class room transaction.

Criteria for awarding marks under each tool:

Read and Reflect : The child has to read one reading text (other than text book) such as story, news report, article etc. Children have to read, comprehend and express their opinion in oral and written. The oral and written reflections are the evidences for awarding marks.

Written Works : This is with regard to: 1. Exercises given in the text book, 2. Discourses assigned to individuals during classroom transaction. 3. Answers to a few extrapolating questions.

The facilitator has to go through the written works and award marks based on the children's performance in view of the presentation of their own thoughts with well formed sentences.

The child has to maintain 2 note books. The first one is meant for read and reflect, project work and slip test. The second one is exclusively for written works.

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

Slip Test: This test should be conducted without giving any prior notice to children. This test should cover the targeted discourses (by taking two / three targeted discourses in each formative assessment). This practice will help children in attempting the written discourses in Summative Tests successfully. The teacher may conduct the slip test for 20 marks so as to cover more number of questions. Finally it has to be reduced to 5 marks.

Teacher's unit cum period plan should reflect children's oral performance.

Summative Assessment

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

The average marks of Formative 1 and 2 should be added to first Summative-I. The average marks of four Formative tests should be added to final Summative-II (Public exam).

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

The following are the domains of Summative assessment.

1. Oral performance (10 marks)
2. Reading comprehension (25 marks)
3. Vocabulary and grammar (20 marks)
4. Conventions of writing & spelling (5 marks)
5. Creative writing (Discourses) (20 marks)

Note: The marks (10) allotted for oral performance in summative assessment are based on the children oral performance during the period of particular summative assessment.

The teachers unit cum period plan should be the evidence for awarding the marks.

Details of the Major and Minor written Discourses included in the summative assessment under the domain of creative expression.

Major discourses:

Sl. No.	Group A	Group B
1	Story / Narrative	Biography
2	Conversation	Essay
3	Description	Letter
4	Play / Skit (script)	New report
5	Interview	Speech (script)

Minor discourses:

Sl. No.	Group A	Group B
1	Message	Poster
2	Notice	Invitation
3	Diary	Profile
4	Slogan	Placard

Targeted discourses with indicators/ features

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

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

Poems / Songs: suitable structural patterns. - rhyme scheme - specific patterns (rhythm / structure / metre / music / theme, etc.) - expressing emotions and reflections – use of images, thoughts and feelings - use of figures of speech - assonance and alliteration - point of view.

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

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

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

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

Notice /Poster / Ads / Invitation: occasions and purposes showing the context details of

venue, date, time, salutation, invitation, programme - persuasive language - organisation, layout and design – maintaining brevity – design and graphics – rhythm in language (for ads)

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

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

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

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

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

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

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

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

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

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

CONSTITUTION OF INDIA

Part IV A (Article 51 A)

Fundamental Duties

Fundamental duties ... It shall be the duty of every citizens of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.
- (k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be ward between the age of six and fourteen years.

Learning Outcomes

ENGLISH

CLASS VI

The learner....

- Recites and shares poems, songs, jokes, riddles, tongue twisters etc.
- Participates in activities like 'role play, group discussions, debate, etc.
- Delivers a speech and compeers a programme conducted at the school level and other public gatherings.
- Responds to announcements and instructions made in the class, school assembly and in other public places.
- Reads, understands and responds to a variety of questions on familiar and unfamiliar texts verbally.
- Reads any authentic text and understand the meaning between the lines and beyond the lines.
- Reads to seek information from notice board, news papers, the internet, and interpret the information from tables, charts, diagrams, maps etc.
- Refers dictionaries to find meanings and other aspects of the word.
- Refers meaning of unfamiliar words by reading them in context.
- Writes grammatically correct sentences for a variety of situations using noun, pronoun, verb, adverb, determiners etc.
- Develops an understanding of passive construction and predicated patterns.
- Develops an understanding on degrees of comparison and phrases such as noun phrase and verb phrase.
- Uses synonyms, antonyms appropriately; deduces word meanings from clues in context while reading a variety of text.
- Uses nouns and verbs interchangeably.
- Responds to a variety of questions on familiar and unfamiliar texts in writing.
- Follows the layout and conventions of various discourse genres such as conversations, description, narrative, notice, message, poster, slogans, diary, letter, drama, essay, etc.
- Uses meaningful sentences to describe, narrate factual or imaginary situations in writing.
- Reads and reflects on given text.



General Service List - Common Words of English

701 to 1000 Words

701. cool	737. below	773. exact	809. song
702. army	738. dollar	774. honor	810. skill
703. patient	739. advance	775. brother	811. post
704. combine	740. shape	776. quiet	812. popular
705. summer	741. arrange	777. marry	813. radio
706. hall	742. population	778. corner	814. animal
707. slight	743. yes	779. handle	815. conscious
708. command	744. sell	780. danger	816. worth
709. enjoy	745. mention	781. hospital	817. eat
710. length	746. dry	782. pool	818. election
711. proper	747. check	783. promise	819. faith
712. express	748. poet	784. blood	820. wave
713. health	749. sleep	785. shoot	821. murder
714. chief	750. join	786. scene	822. model
715. evening	751. hot	787. literature	823. forget
716. store	752. bed	788. arrive	824. extend
717. language	753. electric	789. film	825. edge
718. degree	754. dream	790. base	826. distance
719. lay	755. due	791. freedom	827. memory
720. current	756. season	792. bar	828. recommend
721. gun	757. manner	793. maybe	829. division
722. dog	758. fit	794. hang	830. staff
723. hotel	759. left	795. suffer	831. leg
724. strange	760. progress	796. manufacture	832. discussion
725. separate	761. neither	797. frequent	833. address
726. boat	762. strength	798. rock	834. fly
727. fail	763. notice	799. loss	835. dependent
728. clean	764. finish	800. burn	836. ball
729. dress	765. opinion	801. sun	837. shake
730. anyone	766. bill	802. audience	838. frame
731. gain	767. western	803. essential	839. extreme
732. pain	768. truth	804. glass	840. engineer
733. object	769. wrong	805. prevent	841. thick
734. knowledge	770. travel	806. poem	842. comfort
735. depend	771. suit	807. poor	843. latter
736. relate	772. bank	808. inch	844. camp

845. oil	885. repeat	925. reflect	965. news
846. discover	886. roll	926. advantage	966. unless
847. examine	887. push	927. match	967. dinner
848. difficulty	888. trip	928. regular	968. someone
849. tooth	889. council	929. wage	969. signal
850. middle	890. clothe	930. refuse	970. yard
851. choice	891. parent	931. existence	971. ideal
852. refer	892. forward	932. hardly	972. warm
853. enemy	893. sharp	933. perform	973. miss
854. practical	894. straight	934. title	974. shelter
855. marriage	895. gas	935. tend	975. soldier
856. bridge	896. weight	936. exercise	976. article
857. declare	897. discuss	937. thin	977. cry
858. lady	898. fix	938. coat	978. captain
859. cross	899. load	939. bit	979. familiar
860. daily	900. master	940. mountain	980. seat
861. afternoon	901. whatever	941. youth	981. guest
862. attend	902. round	942. behavior	982. weak
863. director	903. rapid	943. newspaper	983. excite
864. balance	904. laugh	944. secret	984. king
865. wash	905. finger	945. ability	985. everyone
866. capital	906. spot	946. sea	986. wine
867. speed	907. propose	947. soft	987. hole
868. block	908. shop	948. justice	988. duty
869. citizen	909. broad	949. reasonable	989. beat
870. mouth	910. replace	950. circle	990. perfect
871. hill	911. reply	951. solid	991. bottom
872. green	912. extent	952. page	992. compose
873. please	913. lock	953. weapon	993. battle
874. motor	914. employee	954. fast	994. expense
875. agency	915. ahead	955. representative	995. cattle
876. encourage	916. sight	956. search	996. flow
877. governor	917. spread	957. pure	997. kitchen
878. worry	918. wind	958. escape	998. dust
879. affair	919. approve	959. crowd	999. bottle
880. shoulder	920. destroy	960. stick	1000. admit
881. bright	921. none	961. telephone	
882. mass	922. pound	962. avoid	
883. sample	923. fame	963. garden	
884. pretty	924. importance	964. favor	