

COMMUNICATIVE ENGLISH
(Code No. 101)

2024-25

I. Introduction:

Acquiring a language means, above all, acquiring a means to communicate confidently and naturally. In other words, in order to communicate effectively in real life, students need more than mere knowledge about the language. In addition, they must be able to use the language effectively, with confidence and fluency. Therefore, the course in Communicative English has been designed to develop the practical language communication skills needed for academic study and subsequent adult life.

The course brings together a number of ideas about the nature of language and language learning.

Knowledge and Skill

One of the tenets of the communicative approach is the idea that Language is a skill to be acquired, not merely a body of knowledge to be learnt. Acquiring a language has been compared to learning to drive. It is not enough to have only a theoretical knowledge of how an engine works: you must know how to use the gears and (crucially) how to interact with other road users. Similarly, simply knowing parts of speech or how to convert the active into the passive voice does not mean you are proficient in a language. You must be able to put knowledge into practice in everyday language use. Of course, we do not expect a novice driver to move off without preparation: the driver has rules of the highway which he/she must learn by rote. But there is no substitute for learning by doing, albeit in the artificial conditions of a deserted road at slow speeds. Equally in language learning there are some 'rules to be learnt' but there is no substitute for learning by doing. In good teaching, this experience is supported by carefully-graded, contextualized exercises.

Structure and Function

Language can be described in different ways. Obviously we can label an utterance according to its grammatical structure. Another approach is to decide what function it performs. Consider the following:

- a) "Can I open the window?"
- b) "Can I carry that case?"

we could say that a) and b) have the same grammatical structure: they are both interrogative sentences. We should also recognize that they perform different functions: a) is a 'request' b) is an 'offer'.

The course aims to recognize the use to which language is put and encourages pupils to be aware of the relationship between structure and function.

The overall aims of the course are to:

- (a) enable the learner to communicate effectively and appropriately in real-life situations;
- (b) use English effectively for study purposes across the curriculum;
- (c) develop and integrate the use of the four language skills, i.e., listening, speaking, reading and writing;
- (d) develop interest in and appreciation of literature;
- (e) revise and reinforce structures already learnt.

To develop creativity, students should be encouraged to think on their own and express their ideas using their experience, knowledge and imagination, rather than being text or teacher dependent. Students should be encouraged to monitor their progress, space out their learning, so they should be encouraged to see language not just as a functional tool, but as an important part of personal development and inculcation of values.

II. Objectives

READING

By the end of the course, students should be able to:

1. read silently at varying speeds depending on the purpose of reading;
2. adopt different strategies for different types of text, both literary and non-literary;
3. recognise the organization of a text;
4. identify the main points of a text;
5. understand relations between different parts of a text through lexical and grammatical cohesive devices;
6. anticipate and predict what will come next in a text; *
7. deduce the meaning of unfamiliar lexical items in a given context;
8. consult a dictionary to obtain information on the meaning and use of lexical items; *
9. analyse, interpret, infer (and evaluate) the ideas in the text;
10. select and extract, from a text, information required for a specific purpose (and record it in note form);
11. transcode information from verbal to diagrammatic form;
12. retrieve and synthesize information from a range of reference materials using study skills such as skimming and scanning;
13. interpret texts by relating them to other material on the same theme (and to their own experience and knowledge);
14. read extensively on their own.

WRITING

By the end of the course, students should be able to:

1. express ideas in clear and grammatically correct English, using appropriate punctuation and cohesive devices;
2. write in a style appropriate for communicative purposes;
3. plan, organise and present ideas coherently by introducing, developing and concluding a topic;
4. write a clear description (e.g., of a place, a person, an object or a system);
5. write a clear account of events (e.g., a process, a narrative, a trend or a cause-effect relationship);
6. compare and contrast ideas and arrive at conclusions;

7. present an argument, supporting it with appropriate examples;
8. use an appropriate style and format to write letters (formal and informal), biographical sketches, dialogues, speeches, reports, articles, e-mails and diary entries;
9. monitor, check and revise written work;
10. expand notes into a piece of writing;
11. summarise or make notes from a given text; and
12. decode information from one text type to another (e.g., diary entry to letter, advertisement to report, diagram to verbal form).

(* Objectives which will not be tested in a formal examination)

LISTENING

By the end of the course, students should be able to:

1. adopt different strategies according to the purpose of listening (e.g., for pleasure, for general interest, for specific information);
2. use linguistic and non-linguistic features of the context as clues to understanding and interpreting what is heard (e.g., cohesive devices, key words, intonation, gesture, background noises);
3. listen to a talk or conversation and understand the topic and main points;
4. listen for information required for a specific purpose, e.g., in radio broadcast, commentaries, airport and railway station announcements;
5. distinguish main points from supporting details, and relevant from irrelevant information;
6. understand and interpret messages conveyed in person or on telephone;
7. understand and respond appropriately to directive language, e.g., instruction, advice, requests and warning;
8. understand and interpret spontaneous spoken discourse in familiar social situations.

SPEAKING

By the end of the course, students should be able to:

1. speak intelligibly using appropriate word stress, sentence stress and intonation patterns;
2. adopt different strategies to convey ideas effectively according to purpose, topic and audience (including the appropriate use of polite expressions);
3. narrate incidents and events, real or imaginary in a logical sequence;
4. present oral reports or summaries; make announcements clearly and confidently;
5. express and argue a point of view clearly and effectively;
6. take active part in group discussions, showing ability to express agreement or disagreement, to summarise ideas, to elicit the views of others, and to present own ideas;
7. express and respond to personal feelings, opinions and attitudes;

8. convey messages effectively in person or on telephone;
9. frame questions so as to elicit the desired response, and respond appropriately to questions;
10. participate in spontaneous spoken discourse in familiar social situations.

GRAMMAR

By the end of the course, students should be able to use the following accurately and appropriately in context:

1. Verbs: -

- present/past forms
- simple/continuous forms
- perfect forms
- future time reference
- modals
- active and passive voice
- subject-verb concord
- non-finite verb forms (infinitives and participles)

2. Sentence Structure: -

- connectors
- types of sentences
- affirmative/interrogative sentences/ negation
- exclamations
- types of phrases and clauses
 - finite and non-finite subordinate clauses
 - noun clauses and phrases
 - adjective clauses and phrases
 - adverb clauses and phrases
 - indirect speech
 - comparison
 - nominalization

3. Other Areas: -

- determiners
- pronouns
- prepositions

LITERATURE

By the end of the course, students should be able to comprehend, interpret, analyse, infer and evaluate the following features in a literary text:

1 Character as revealed through

- appearance and distinguishing features
- socio-economic background
- action/events
- expression of feelings
- speech and dialogues

- 2 Plot/Story/Theme emerging through main events
 - progression of events and links between them
 - sequence of events denoting theme
- 3 Setting, as seen through time and place, socio-economic and cultural background, people beliefs and attitudes.
- 4 Form
 - rhyme
 - rhythm
 - simile
 - metaphor
 - pun
 - repetition

III. Role of the Teacher

Unlike a teacher-centered classroom, where the teacher plays a dominant role, speaks most of the time, and interacts with the class as a whole, for the success of this course teachers will need to adopt a variety of roles. Teachers may note that the number of periods given in this document is suggestive, as overlapping of skills may happen during classroom-transaction.

Littlewood¹ sets out the roles as follows:

- As a general overseer of his/ her students' learning, the teacher must aim to coordinate the activities so that they form a coherent progression, leading towards greater communicative ability.
- As a classroom manager, he/ she is responsible for grouping activities into 'lessons' and for ensuring that these are satisfactorily organized at a practical level.
- In many activities, he/ she may perform the familiar role of language instructor: he/ she will present new language, exercise direct control over the learner's performance, evaluate and correct it, and so on.
- In others, he/ she will not intervene after initiating the proceedings, but will let learning take place through independent activity or pair and group work.
- When such an activity is in progress s/he may act as a consultant or adviser, helping where necessary. He/ She may also move about the classroom in order to monitor the strengths and weaknesses of the learners, as a basis for planning future learning activities.
- He /She will sometimes wish to participate in an activity as co-communicator with the learners. In this role, he/ she can simulate and present new language without taking the main initiative for learning away from the learners themselves.

IV. Classroom Procedures

The main types of classroom organization recommended are individual work, pair work, small group work and whole class work. It has been the experience of teachers that students adapt themselves very quickly to the new classroom arrangements, and the interesting nature of the activities themselves produce discipline. The following sections give practical advice on organization of different types of classroom activities.

¹ Littlewood, W. (1981). Communicative language teaching. Cambridge: Cambridge University Press.

Individual Work

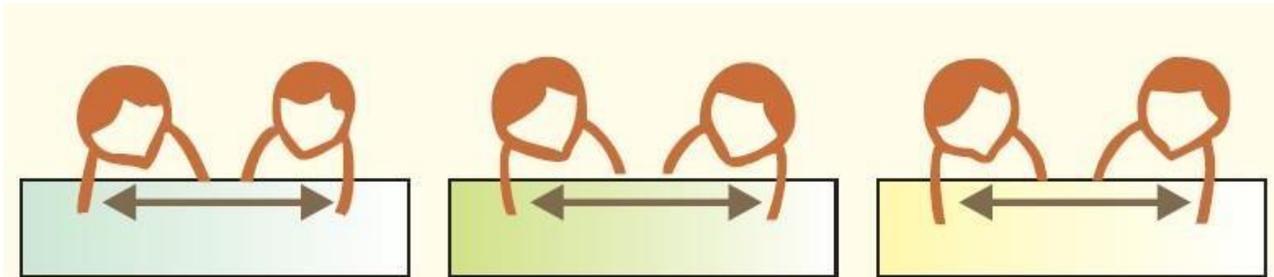
When an activity is designed for individual work, students will be working mainly on their own. First, ask students to read the instructions (or read them aloud to the students). Make sure that students understand what they are expected to do, if necessary by giving an example or (preferably) asking one of the students to give an example. Then set them to do the activity.

While students do the activity, the teacher can move around the classroom, making sure that everything is going smoothly and giving individual help where it is needed. Do not interfere too much; remember that too much interruption and correction may discourage students.

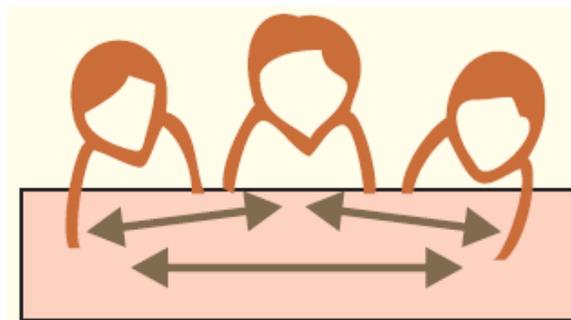
Students will work at different speeds, so they will not all finish at the same time. The easiest solution to this is to ask students who have finished to compare their answers with their neighbours'. Call the class together again when the majority of them have finished the activity, even if some are still working on it. The activity can then be checked by asking students to give their answers. The teacher needn't act as the 'judge', but instead can ask other students whether they agree. This checking procedure keeps all students involved, and gives the slower ones a chance to catch up.

Pair Work

As with individual work, you first need to make sure that students understand the instructions. Once the activity is clear, you will then have to arrange the class in pairs. Usually it is easiest if a student pairs up with the person sitting at the same desk. (You may have to move one or two if they are on their own.)



Sometimes it will be necessary to have three working together, but this should not seriously affect their work.

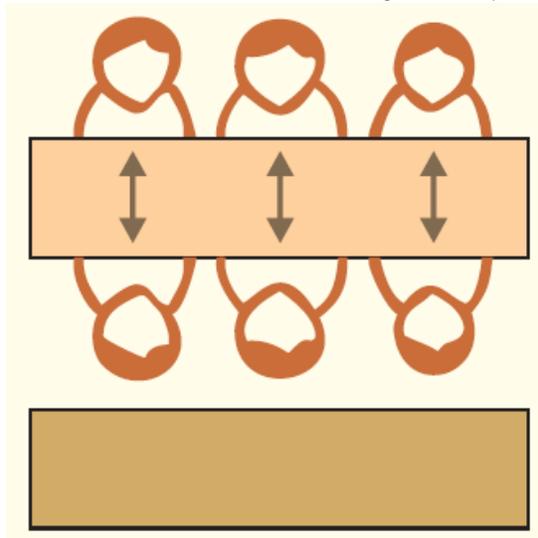


If your class is very crowded, with most students sitting three to a desk, one row may turn to face those behind to form three pairs.

Once students have settled down to work, circulate round the classroom, observing and listening to them, and giving help to those who need it. As with individual work, resist the temptation to interfere too much!

You may find it useful to set a time limit for pair work activity. This can help to focus the students' attention and provide a challenge, as well as simplify management of the class. If you wish to do this, tell them the time limit before they begin, and be prepared to extend or reduce if you find you have misjudged the time required.

In many pair work tasks, checking can be carried out in the same way as for individual work by the teacher eliciting answers from the students. Sometimes, though, it may be better for one or more pairs of students to



report back their conclusions to the rest of the class, possibly with a class discussion.

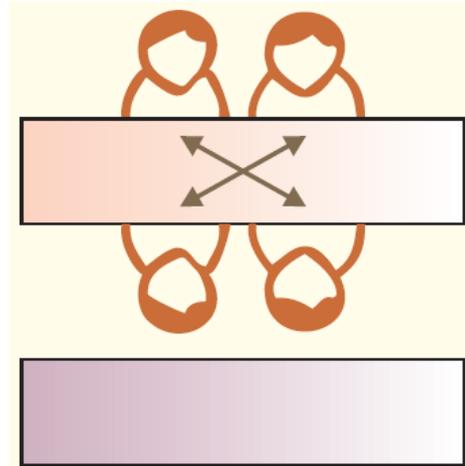
Group work

Usually, group work, involves four students but at times it may extend to five or six or even more. Four, however, is a more convenient number for most classroom situations.

The general procedure for group work is the same as for pair work, that is:

- instructions for the whole class
- organization of the groups
- group activity while the teacher circulates
- feedback and checking for the whole class

The major difference is that the organization of the groups needs more care. It is fairly simple to form groups of four by asking students to turn and face those behind.



However, you may feel that some changes are required to achieve a balance in some of the groups. In this case, move only a few students from one group to another. When the groups move over to the feedback and checking stage, you may make it more interesting by asking a student to chair the inter-group discussion.

Whole Class Work

Whole class work, of course, is necessary for matters such as formal instruction (e.g. the format of formal and informal letters), for “warm-up” activities, for class discussion, for “class review” sessions at the close of pair work or group work. During the whole class work, the teacher is in her traditional role.

V. Handling Pair Work and Small Group Work (PW/SGW)

Introducing and Demonstrating

After a brief explanation of what is to be done, always demonstrate the activity. You have these options:

- The teacher takes both (for all) parts.
- The teacher takes one part, while one or more students take the other parts.
- Two or more students take different parts.

In selecting students to help demonstrate an activity, always select those who will demonstrate it well. Also, choose students from different parts of the classroom (particularly from the back), so that they will have to speak loudly in order to be heard. (Don't choose students sitting side-by-side, or they will speak so softly to each other that nobody else will hear!) Don't allow this phase to take too much time – two or three minutes is usually enough.

Organising

This has largely been covered in the Section B.3.above. A few additional points:

- There is no need to move chairs and desks, and only a very few students will need to move places. For the most part, students simply face in a different direction in order to form pairs and small groups.

- The teacher is responsible for deciding who is to work with whom. (Don't leave it to students to decide, or the result will be confusion.)
- You may also prefer to allocate roles yourself, e.g. "When pairs, the one nearest the window is A, the other is B."
- If you have not used PW/SGW before, expect a little, noise and excitement at first! But students quickly get used to the new procedures and soon settle down with minimum noise and fuss.

Managing

While students are actually doing the PW/SGW activity, the teacher has an important role to play. It is vital to move round the class, listening in on PW / SGW and helping / advising where necessary. Be careful, of course, not to "take over" the activity by intervening too strongly. (Students need the English language practice, not you!) Sometimes it is advisable to just 'hover' at a distance while moving round the class, simply checking that students are actually doing the activity. Make sure that you distribute your attention evenly over the course of a term; and give particular help and attention to weaker students.

Concluding

At the close of a PW/SGW activity, bring the whole class together. You may wish to ask a pair or group to demonstrate what they have done at the front of the class. (Ask weaker pairs or groups to demonstrate, too. This can be a powerful confidence-builder). Alternatively, you may find a brief class discussion profitable, in which students exchange experiences that have arisen from the activity itself, e.g. a problem they have encountered, a good idea someone came up with, something they did not understand. Be careful not to allow this conclusion phase to take too much time – 5 minutes is plenty.

Many teachers view with alarm the prospect of pair work and small group work with a large number of students. The following are concerns commonly expressed together with the responses of experienced teachers:

VI. Some questions and answers about Pair Work and Small Group Work

For many teachers, the prospect of PW/SGW with large numbers of students in a class is viewed with alarm. To help such teachers, the following are concerns expressed, followed by responses that have been given by other teachers.

Teachers' concerns about PW/SGW

- It is difficult for the teacher to check whether all students are doing the activity, and (if so) whether they are producing correct and suitable English.
- More proficient pupils take over weaker pupils.
- Noise levels are high.
- It is not right for the teacher to withdraw from a position of "central control"
- PW/SGW will be rejected by other teachers, parents and by the students themselves as a waste of time and frivolous.

Responses to these Concerns

- In traditional teacher-led classes, often individual students are not actively participating, but the teacher remains unaware of this, if a sufficient students seem to be 'following the lesson'.

- Noise is a necessary element of good language learning – as it is in a Music lesson. It is not so much noise itself that some teachers are concerned about, but the amount of noise. There is no easy answer to this question, since a lot depends on the individual teacher's relationship with the class. Certainly a clear introduction to and demonstration of the task will ensure that PW/SGW gets off to a good start, with no fuss and confusion. And the challenge of the task itself should ensure that students are busily engaged in the English class. It is for the teacher to make it clear to the class what amount of noise is acceptable, and to make sure that noise is kept to that level. If noise levels do get too high for comfort, the "noisy approach" (i.e. the teacher shouting to get less noise) is unlikely to work for any more than a short while. Instead, try the "quiet approach", i.e. train your students to recognize that when your hand is raised, they must raise theirs and be more quiet. On occasions, you may have to speak to particularly noisy and excited groups. Please do not let the prospect of some degree of noise put you off PW/SGW. If students are to learn to use English, then they must communicate with each other, not just you. And if they are to communicate, then there will be a certain amount of positive, beneficial noise. Welcome it as a sign that your students are growing in confidence and fluency in English.
- It is perfectly true that in PW/SGW the teacher cannot judge whether all students are producing correct and suitable English. (Of course, this is equally true of a teacher-led classroom where one student is speaking (to you), and all the others are silent.) But we need to accept that making mistakes in language is not only normal, but is actually necessary if a learner is to make progress. Advice on what to do about students' mistakes when speaking in PW/SGW is given in Section C.6.
- PW/SGW encourages all students, even the shy ones, to participate actively. Because they feel they are not "on show" in front of the whole class, they feel free to experiment with the language, trying out newly-acquired forms.
- Much research in psycholinguistics in recent years has indicated that peer interaction of this kind in language classes is frequently highly successful. Not all students, even those in the same class, have precisely the same stock of knowledge and understanding of the language. Students can pool ideas and often perform a task better together than they can alone. As they become more familiar with PW/SGW, they learn to handle activities in a mature manner, sensitively correcting each other's work. In fact, research shows that appropriate error correction in well graded activities is just as likely to occur between students as by the teacher in a teacher-led mode.
- If a good student is paired with a less able one, the former is likely to assume the role of a 'teacher'. This experience is often fruitful for both. The less able student has a 'personal tutor', and the good student also improves: having to explain something in simple terms is often an excellent learning experience in itself.
- If a task is well-constructed and the students appropriately prepared, the activity often creates 'peer pressure' to induce reluctant group members to participate.
- PW/SGW is an attempt to encourage students to accept some of the responsibility for learning themselves. The only truly successful students are the ones who can do this. If the technique is handled well, it will soon become evident that the teacher is working just as hard as she/he does in a teacher-led mode. PW/SGW is one of a number of different techniques which a teacher can employ to accommodate students with different learning styles and for activities with different goals.

COMMUNICATIVE ENGLISH (Code No. 101)

CLASS – X 2024-25

SECTION-WISE WEIGHTAGE

Section		Total Weightage
A	Reading Skills	22
B	Writing Skills	22
C	Grammar	10
D	Literature Textbook	26
	TOTAL	80

SECTION A: READING SKILLS

(12+10=22 Marks)

50 Periods

- The section will have two unseen passages with the maximum word limit of 750 words. The passages can have continuous and non-continuous text inspired from the themes in prescribed books. Please refer to the Main Course Book (MCB) for types of non-continuous texts. (For example –Unit 1 has lists, tables, cues, message, telephone conversation etc.).
- Objective Type Questions (including Multiple Choice Questions), Very Short Answer Type Questions (one word/ one phrase / one sentence) and Short Answer Type Questions (30-40 words each) will be asked to test interpretation, analysis, inference, evaluation and vocabulary in context.

SECTION B: WRITING SKILLS

22 Marks

50 Periods

This section will have a variety of short and long writing tasks.

- Email to school authorities (Application for leave/ change of subject /change of section/ bus-timings or similar topics) in maximum 50 words **3 Marks**
- Factual Description of a person/object in maximum 100 words **4 Marks**
- One out of two formal letters, in maximum 120 words, thematically aligned to topics in MCB. **7 Marks**
- One out of two articles based on verbal cues, in maximum 150 words, thematically aligned to MCB topics. **8 Marks**

SECTION C: GRAMMAR

10 Marks

20 periods

Grammar items will be taught and assessed over a period of time.

- Tenses
- Modals
- Subject – verb concord
- Reported speech
 - Commands and requests
 - Statements
 - Questions

5. Clauses:
- Noun clauses
 - Adverb clauses
 - Relative clauses

6. Determiners

The above items may be tested through test types as given below:

- Gap filling **3 marks**
- Editing or Omission **4 marks**
- Sentences Reordering or Sentence Transformation in context. **3 marks**

SECTION D: LITERATURE TEXTBOOK

26 Marks

50 Periods

- Two out of three extracts from prose/poetry for reference to the context. Very Short Answer Questions will be asked to assess global comprehension, interpretation, inference and evaluation. **8 marks (4+4)**
- Five Short Answer Type Questions out of six from the Literature Reader to test local and global comprehension of theme and ideas, analysis, evaluation and appreciation (30-40 words each) **5x2 = 10 Marks**
- One out of two Long Answer Type Questions to assess how the values inherent in the text have been brought out. Creativity, evaluation and extrapolation beyond the text and across the texts will be assessed. This can also be a passage-based question taken from a situation/plot from the texts. (150 words). **8 marks**

Prescribed Books: Interact in English Series by CBSE (available on www.cbseacademic.nic.in)

- Main Course Book (Revised Edition)
- Literature Reader (Revised Edition)
- Workbook (Revised Edition)

NOTE: Teachers are advised to:

- encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.,
- reduce teacher-talk time and keep it to the minimum,
- take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views.

Assessment of Listening and Speaking Skills: 50 Periods Guidelines for the Assessment of Listening and Speaking Skills are given at Annexure I.

Question Paper Design
Communicative English(CODE NO. 101)
2024-25
CLASS X

TIME: 3 Hours

Max. Marks: 80

S.No	Competencies	% Weightage
1	Demonstrative Knowledge + Understanding (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles or theories, identify, define, or recite, information, Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)	Up to 30%
2	Conceptual Application (Use abstract information in concrete situation, to apply knowledge to new situations; use given content to interpret a situation, provide an example or solve a problem)	Up to 35%
3	Analysis, Evaluation and Creativity Analysis & Synthesis- classify, compare, contrast, or differentiate between different pieces of information; organize and/or integrate unique pieces of information from a variety of sources.	Up to 35%
Total		100%

Guidelines for Assessment of Listening and Speaking Skills (ALS)

ALS is a component of the Subject Enrichment Activity under Internal Assessment. ALS must be seen as an integrated component of all four language skills. Suggested activities, therefore, take into consideration an integration of the four language skills but during assessment, emphasis will be given to speaking and listening, since reading and writing are already being assessed in the written exam.

Assessment of Listening and Speaking Skills: (5 Marks)

i. Activities:

- Subject teachers must refer to books prescribed in the syllabus.
- In addition to the above, teachers may plan their own activities and create their own material for assessing the listening and speaking skills.

ii. Parameters for Assessment: The listening and speaking skills are to be assessed on the following parameters:

- Interactive competence (Initiation & turn taking, relevance to the topic)
- Fluency (cohesion, coherence and speed of delivery)
- Pronunciation
- Language (grammar and vocabulary)

A suggestive rubric is given below:

	1	2	3	4	5
Interaction	<ul style="list-style-type: none"> • Contributions are mainly unrelated to those of other speakers • Shows hardly any initiative in the development of conversation • Very limited interaction 	<ul style="list-style-type: none"> • Contributions are often unrelated to those of the other speaker • Generally passive in the development of conversation 	<ul style="list-style-type: none"> • Develops interaction adequately, makes however minimal effort to initiate conversation • Needs constant prompting to take turns 	<ul style="list-style-type: none"> • Interaction is adequately initiated and developed • Takes turn but needs some prompting 	<ul style="list-style-type: none"> • Initiates & logically develops simple conversation on familiar topics • Takes turns appropriately
Fluency & Coherence	<ul style="list-style-type: none"> • Noticeably/ long pauses; rate of speech is slow • Frequent repetition and/or self-correction this is all right in informal conversation 	<ul style="list-style-type: none"> • Usually fluent; produces simple speech fluently, but loses coherence in complex communication • Often hesitates and/or resorts to slow speech 	<ul style="list-style-type: none"> • Is willing to speak at length, however repetition is noticeable • Hesitates and/or self corrects; occasionally loses coherence 	<ul style="list-style-type: none"> • Speaks without noticeable effort, with a little repetition • Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction 	<ul style="list-style-type: none"> • Speaks fluently almost with no repetition & minimal hesitation • Develops topic fully & coherently

	<ul style="list-style-type: none"> Links only basic sentences; breakdown of coherence evident. 	<ul style="list-style-type: none"> Topics partly developed; not always concluded logically 	<ul style="list-style-type: none"> Topics developed, but usually not logically concluded 	<ul style="list-style-type: none"> Topics not fully developed to merit. 	
Pronunciation	<ul style="list-style-type: none"> Frequent inaccurate pronunciation Communication is severely affected 	<ul style="list-style-type: none"> Frequently unintelligible articulation Frequent phonological errors Major communication problems 	<ul style="list-style-type: none"> Largely correct pronunciation & clear articulation except occasional errors 	<ul style="list-style-type: none"> Mostly correct pronunciation & clear articulation Is clearly understood most of the time; very few phonological errors 	<ul style="list-style-type: none"> Pronounces correctly & articulates clearly Is always comprehensible uses appropriate intonation
Vocabulary & Grammar	<ul style="list-style-type: none"> Demonstrates almost no flexibility, and mostly struggles for appropriate words Many Grammatical errors impacting communication 	<ul style="list-style-type: none"> Is able to communicate on some of the topics, with limited vocabulary. Frequent errors, but self-corrects 	<ul style="list-style-type: none"> Is able to communicate on most of the topics, with limited vocabulary. A few grammatical errors 	<ul style="list-style-type: none"> Is able to communicate on most of the topics with appropriate vocabulary Minor errors that do not hamper communication 	<ul style="list-style-type: none"> Is able to communicate on most of the topics using a wide range of appropriate vocabulary, using new words and expressions No grammatical errors

iii. **Schedule:**

- The practice of listening and speaking skills should be done throughout the academic year.
- The final assessment of the skills is to be done as per the convenience and schedule of the school.