Interact in English

TEACHER'S BOOK

for
English (Communicative)

CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110 092 India

नया आगाज़

आज समय की माँग पर
आगाज़ नया इक होगा
निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

परिवर्तन नियम जीवन का
नियम अब नया बनेगा
अब परिणामों के भय से
नहीं बालक कोई डरेगा

निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

बदले शिक्षा का स्वरूप
नई खिले आशा की धूप
अब किसी कोमल-से मन पर
कोई बोझ न होगा

निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।
नई राह पर चलकर मंज़िल को हमें पाना है
इस नए प्रयास को हमने सफल बनाना है
बेहतर शिक्षा से बदले देश, ऐसे इसे अपनाए
शिक्षक, शिक्षा और शिक्षित
बस आगे बढते जाएँ
बस आगे बढते जाएँ
बस आगे बढते जाएँ.........

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for
English (Communicative)

Class-IX

CENTRAL BOARD OF SECONDARY EDUCATION
PREET VIHAR, DELHI - 110092

First Edition : 2014

Price :

Foreword

The English Communicative Course was implemented in Class IX in the academic year 1993-94. The books were revised in 1995, 1997 and 2003 on the basis of the feedback received from students, teachers and ELT professionals. Again in the year 2009, the entire curriculum was re-examined in the light of inputs from teachers of Kendriya Vidyalayas, Jawahar Navodya Vidayalayas and independent schools. Responding to the need for making the curriculum more relevant to the students of today, another renewal programme was undertaken, aiming at a more comprehensive revision covering the Main Course Book, The Work Book and the Literature Reader.

The revised books were implemented from the academic session 2010-11 for Class IX. The Teacher's Book for Class IX is now being released by the Board to help teachers transact the curriculum in an effective manner so that students derive maximum benefit from the communicative course.

Unitwise summary and notes have been included in the Teacher's Book for the MCB, WB and LR. If teachers go through them carefully, they will be able to prepare their lesson plans on sound lines. Such an exercise will also facilitate better teacher-preparedness leading to a higher level of confidence. Besides providing answers to many exercises included in the three course books, the Teacher's Book will also enable the teacher to organize various interactive activities in an effective manner. Since much scope is provided within the framework of the Teacher's Book for individual initiative and adaptation of the guidelines and procedures, value addition by way of adding more and modifying the given activities according to the needs of the learners is very much possible.

Teachers will be able to gain a deep insight into the pedagogy embedded in the course by going through the syllabus specifications and the guidelines provided for conducting pair work, group work and whole class work. The main thrust of the classroom dynamics is on maximising learner involvement and interaction so that the learner's communication skills in English are enhanced comprehensively.

After the introduction of CCE, formative learning has attained much significance. By using the Teacher's Book along with the Formative Assessment Manual, teachers will be able to tailor appropriate activities covering a whole range of listening and reading comprehension exercises, debates, speeches, group discussions, role plays, presentations and diverse writing tasks, addressing all the four language skills in an integrated manner. Formative Assessment can thus be made an integral part of the teaching-learning process.

Summative assessment has also been taken care of in this publication. The SAI and SAII specifications, sample questions, marking guidelines and rating scales given in the Teacher's Book will help the teachers prepare questions of quality for assessing students summatively.

The Board is also planning to come out with an audio CD for the listening tasks included in the course. With such a complete package of student books, teacher book and audio support, teachers and students will be able to achieve the curriculum objectives besides enjoying the teaching and learning of the English Communicative Course.

The Board would like to acknowledge with thanks the guidance provided by Professor Kapil Kapoor, Convenor of the of the English Subject Committee for the revision work and the other members of the Committee of Course for English. I'd like to thank the members of the revision team who have consistently helped in revising and producing the material for this book. I'd also like to express my appreciation for the guidance and support provided by Dr. Sadhana Parashar, Professor & Director (Academics, Research, Training & Innovation), Ms. P. Rajeswary, Education Officer (Academics) and Ms. Neelima Sharma, Consultant (English), for coordinating the revision work.

Vineet Joshi (IAS)
Chairman, CBSE

Acknowledgement

Materials Production

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण [प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,

विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,

प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए

तथा उन सब में व्यक्ति की गरिमा

और [राष्ट्र की एकता और अखंडता]

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई॰ को एतद् द्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्त्तव्य

51 क. मूल कर्त्तव्य – भारत के प्रत्येक नागरिक का यह कर्त्तव्य होगा कि वह –

(क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;

(ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;

(ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;

(घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;

(ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;

(च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;

(छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;

(ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;

(झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;

(ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;

[1](ट) यदि माता–पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा (12.12.2002) से अंत: स्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1][SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC] and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the[2] [unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation" (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen 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, 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;

[1](k) who is a parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age of six and forteen years.

1. Ins. by the constitution (Eighty - Sixth Amendment) Act, 2002 S.4 (w.e.f. 12.12.2002)

SYLLABUS FOR ENGLISH-COMMUNICATIVE

CODE NO. 101

This is a two-year syllabus for classes IX and X. The CBSE has prepared a package for this syllabus called **Interact in English**. It includes the following:

Students

1. Main Course Book

2. Literature Reader

3. Work Book

4. A Novel

5. A Teacher's book

Interact in English has been designed to develop the student's communicative competence in English. There are, content selection is determined by the student's present and future academic, social and professional needs.

The overall aims of the course are:

(a) to enable the learner to communicate effectively and appropriately in real-life situations.

(b) to use English effectively for study purposes across the curriculum.

(c) to develop and integrate the use of the four language skills, i.e. listening, speaking, reading and writing

(d) to develop interest in and appreciation of literature.

(e) to revise and reinforce structures already learnt.

Teachers may kindly keep the following in mind to develop these competencies:

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.

Self-monitoring : Students should be encouraged to monitor their progress, space out their learning, so students should be encouraged to see language not just as a functional tool, but as an important part of personal development and inculcation of values.

Teaching/Testing Objectives

READING

Write 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 cohesion 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 synthesise information from a range of reference material 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*); and

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 cohesion devices;

2   write in a style appropriate for communicative purpose;

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);

Objectives which will not be tested in a formal examination

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   recode information from one text type to another (e.g. diary entry to letter, advertisement to report, diagram to verbal form)

*LISTENING

By the end of the course, the 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 hear (e.g. cohesion 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 by telephone;

7   understand and respond appropriately to directive language, e.g. instruction, advice, requests and warning; and

8   understand and interpret spontaneous spoken dicourse in familiar social situations.

*SPEAKING

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

1   speak intelligiby using appropriate word stress, sentence stress and intonation patterns;

** These objectives will **not be tested** in a formal examination, but will be included for Continuous Assessment in Class IX.*

2. Adopt different strategies to convey ideas effectively according to purpose, topic and audience (including the appropriate use to polite expression);

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 messages effectively in person or by telephone;

8. convey messages effectively in person or by telephone;

9. frame question so as to elicit the desired response, and respond appropriately to question; and

10. participate in spontaneous spoken discourse in familiar social situations.

GRAMMAR

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

1. **Verbs**

   Tenses:

   present/past forms

   simple/continuous forms

   perfect forms

   future time reference

   modals

   active and Passive voice

   subject-verb concord

   *non-finite verb forms (infintives and participles)

2. **Sentence Structure**

   connectors

   types of sentences:

   ** Objective which will **not be tested** at class IX level. They will, however, form a part of testing in class X.*

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

*nominalisation

3. **Other Areas**

determiners

pronouns

prepositions

LITERATURE

By the end of the course, students should be able to understand, interpret, evaluate and respond to 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.

** Objective which will **not be tested** at class IX level. They will, however, form a part of testing in class X.*

3   **Setting,** as seen through time and place, socio-economic and cultural background, people and attitude

4   **Form**

       rhyme

       rhythm

       simile

       metaphor,

       alliteration

       pun

       repetition

Assessment in class IX and X

The English curriculum aims at the harmonious development of the four language skills, and thus of the learners' communicative capacity. Teaching/testing objectives have been set for each of these skills, indicating the level of achievement expected of the learners. However, although it is possible to assess these skills and sub-skills, it is not possible to test all of them through a formal, time bound examination. It is, therefore, essential to measure the level of attainment in these skills through Formative Assessment, in addition to the Summative Assessment. The overall pattern of the two modes of assessment at Class IX and X is as follows:

Summative I   -   from April- September   -   30% weightage

Formative I   -   10%

Formative II   -   10%

Summative II   -   from October - March   -   30% weightage

Formative III   -   10%

Formative IV   -   10%

Formative Assessment is a tool use by the teacher to continuously monitor student progress in a non-threatening, supportive environment. It involves regular descriptive feedback, a chance for the student to reflect on the performance, take advice and improve upon it involves students being an essential part of assessment from designing criteria to assessing self or peers. If used effectively it can improve student performance tremendously while raising the self esteem of the child and reducing the work load of the teacher.

Features of Formative Assessment

- ✦ is diagnostic and remedial
- ✦ makes the provision for effective feedback
- ✦ provides the platform for the active involvement of students in their own learning.
- ✦ enables teachers to adjust teaching to take account of the results of assessment
- ✦ recognizes the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning
- ✦ recognizes the need for students to be able to assess themselves and understand how to improve
- ✦ builds on students's prior knowledge and experience in designing what is taught.
- ✦ incorporates varied learning styles into deciding how and what to teach.
- ✦ encourages students to understand the criteria that will be used to judge their work
- ✦ offers an opportunity to students to improve their work after feedback,
- ✦ helps students to support their peers, and expect to be supported by them.

Formative Assessment is thus carried out during a course of instruction for providing continuous feedback to both the teachers and the learners for taking decisions regarding appropriate modifications in the transactional procedures and learning activities.

Continuous Assessment refers to the assessment of student's achievement throughout the year, through a variety of activities field trips and visits outside the schools are also carried out within the school. Such activities may be formal or informal, but in order to assess listening and speaking skills, it is important that a large proportion of the marks allotted should be derived from informal procedures.

Conversation Skills (Listening and Speaking) - Assessment in this area relates to the teaching/testing objectives for these two skills. In the skill-based approach to language learning, the importance of conversation skills cannot be underestimated.

At the end of each term, the teacher should be able to assess the level of each student's conversation skills, based on observation of their participation in the English classes. Whenever in the coursework the students are required to discuss role play, simulate, express a point of view etc., the teacher should monitor the activities and critically observe each student's participation. It is important to stress that informal assessment for conversation skills should be a regular, ongoing activity throughout the term. A Conversation Skill Assessment Scale is given below. For each skill, students may be awarded 4 marks, and particularly deserving students could be awarded 10 marks. Students should be informed at the beginning of the year that their class participation will be assessed in this way.

SPEAKING ASSESSMENT PERFORMANCE DESCRIPTORS

Interactive Competence	5	4	3	2	1
Task Management	Contributions are highly effective and fulfil the task. Can fulfil the communicative functions of the level with spontaneity.	Contributions are effective and fulfil the task. Can fulfil the communicative functions of the level.	Contributions are adequate and fulfil the task. Can fulfil functions of the level but may not do so consistently.	Contributions are limited and there is some attempt at the task which is not fulfilled and/or may be repetitive.	There is almost no contribution and/or contributions may not be related to the task.
Initiation & Turn-taking	Is prompt to initiate discussions on the themes/ functions at the given level appropriately. Contributes spontaneously to keep the interaction going; takes turn appropriately.	Is easily able to initiate discussions on the themes/ functions at the given level appropriately. Contributes effectively to keep the interaction going and takes turn appropriately.	Is able to initiate discussions on the themes/ functions at the given level. Makes an effort to keep the interaction going; takes turn.	Struggles to initiate discussions on the themes/functions at the given level. Makes little effort to keep the interaction going;	Does not initiate discussions. Makes no effort to keep the interaction going.
Appropriacy &Relevance	Speaks with a clear sense of purpose and audience in both formal and informal situations. Contributions are always appropriate to the context/ situation.	Speaks with a fair sense of purpose and audience in both formal and informal situations. May be less confident in formal situations.	Speaks with an awareness of purpose and audience may not adapt register effectively. Contributions are appropriate to the context/ situation.	Has unclear sense of purpose and may be unable to adapt register. Contributions may not be connected to the context/ situation.	Has hardly any sense of purpose and cannot adapt to register.
Fluency	5	4	3	2	1
Cohesion & Coherence Speed of Delivery sequence	Presents information in a logical sequence of linked utterances with a clear connection between ideas, arguments and statements. Uses a range of	Presents information in a logical sequence of linked utterances with a connection between ideas, arguments and statements. Uses with ease some	Presents information generally in a logical order but overall progression may not always be clear. Uses a range of cohesive devices	Presents information but without clear progression. Uses limited cohesive devices repetitively. Severe hesitation may impede communication.	Presents information with no progression and/or little control of organisational features. May use only isolated words and phrases.

	cohesive devices. Speaks fluently with minimal hesitation. Has intelligible speed of delivery.	cohesive devices. Speaks fluently with some hesitation. Has intelligible speed of delivery.	but some over/under use. Coherence may be affected by hesitancy or rephrasing. Intelligible speed of delivery	Speed of delivery impedes understanding	
Pronunciation	**5**	**4**	**3**	**2**	**1**
Pronunciation, Stress & intonation	Has clear, natural pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content& meaning.	Has pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content& meaning.	Is intelligible though there are examples of some mispronunciation. Tries to speak, varying stress and intonation according to task, content and meaning.	Is not always intelligible and the listener may have to ask for repetition from time to time Flat intonation and/or inappropriate stress for the task, content or meaning	Is not intelligible...
Language	**5**	**4**	**3**	**2**	**1**
Accuracy	Uses a range of grammatical patterns with accuracy, including some complex forms. Makes only negligible errors.	Uses a range of grammatical patterns with accuracy, including few complex forms and makes only noticeable errors.	There may be some mistakes which affect meaning but there is an attempt to correct most of these mistakes.	There are mistakes which affect meaning but there is hardly an attempt to correct these mistakes.	Communicates with fragments of words and structures but does not manage to bridge the gaps or correct his/her mistakes.
Range	Uses an expressive and appropriate range of structures, words and phrases on topics appropriate to the level and to deliver an effective message.	Uses an expressive and appropriate range of words and phrases on topics appropriate to the level. These may be repetitive.	Can use the language of the level but is repetitive. May search for words with the risk of the message becoming weaker	Uses basic, simple words and phrases for the level. There may be an effort to find suitable words, which may hamper the message.	Uses simple, isolated words for the level. There is little effort to find words.

The overall assessment policy for Class IX seeks to measure the four skills. Speaking has been covered under conversation skills, and is clearly not assessable through a written assignment. Listening and reading, however, can be assessed in this way, through activities which lead to a written product such as notes, a table or a summary. This type of assessment however should not be a test of writing skills. Students should be awarded marks as objectively as possible in such assignments for errors in punctuation, spelling or grammar.

Other assignment, however, will focus on writing skills and involve extended writing. This takes place through writing activities in the Main Course Book, and via certain activities in the Literature Reader. Assessment of written work is an important and integral part of the overall assessment of the student's ability in the use of the English language. And it is in this area very often that subjectivity creeps in and mars the judgment in evaluation because of a lack of clear-cut guidelines for the teachers.

Assessment of Speaking and Listening skills (ASL) will be done formally at the term end examination in Summative - II. Schools can conduct ASL for Summative - I themselves as per the guidelines provided by the CBSE. However assessment of these skills may also be done under the Formative activities spread over two terms.

In the new curriculum for English, each student's written work has to be assessed throughout the year in an informal . For this, it becomes essential to provide a rating scale to help teachers to make formative assessment objective uniform. The assignment should vary each year. Throughout the year, the teacher should keep a record of marks added for assignments and activities carried out as part of formative assessment.

Novels for Extended Reading

Literary novels offer a great of choice and flexibility. They are authentic, often require less preparation and can be used effectively with extensive reading exercise reading exercise. Two novels have been selected to encourage effective reading through careful selections. Some difficulty with new vocabulary in the novels would not be an obstacle to its comprehension. Learners would already be trained to infer meaning of difficult words from context through the task set for reading literary texts in the Literature Reader. Research has proposed compelling reasons for students being motivated to read novels, as they are enjoyable, authentic, help students understand another culture, are a stimulus for language acquisition, develop their interpretative abilities, expand their language awareness, motivative them to talk/write about their opinions and feelings and **foster personal involvement** in the language learning process.

A note: The novels must not simply be assigned to students as is sometimes done in mainstream literature courses. The teacher may

➨ use a reading schedule

- have students lead class discussions

- exploit the creative possibilities of each novel (bring in period music, historic photographs, film versions on DVD)

- encourage the use a high-quality dictionary

- promote careful reading of the text

- have students keep a reading jouranl. *Berthoff (1981)* suggests having students keep a double-entry notebook. Students select a quote from the reading and write it on the left-hand page. On the opposite page they write their response to it. The response may include an explanation of what the quote says and why the student chose it.

- assignments may be given only when the students have finished reading the novel.

- enthusiasm about the novels can be enriching for both teachers and student alike.

Reading Project

Inculcating good reading habits in children has always been a concern for all stakeholders in education. The pure to create independent thinking individuals with the ability to not only create their own knowledge but also cri interpret, analyse and evaluate it with objectivity and fairness. This will also help students in learning and acc better language skills.

Creating learners for the 21st century involves making them independent learners who can 'learn, unlearn and if our children are in the habit of reading they will learn to reinvent themselvent and deal with the many chall that lie ahead of them.

Reading is not merely decoding information or pronouncing words correctly. It is an interactive dialogue between author and reader in which they share their experiences and knowledge with each other which helps them to understand and impart meaning to the text other than what the author himself may have implied. Good readers are critical readers with an ability to arrive at a deeper understanding of not only the world present in the book but also of the real world around them. They not only recall what they read but comprehend it too. Their critical reading and understanding of the text helps them create new understanding, solve problems, infer and make connections to other texts and experiences. Reading does not mean reading for leisure only but also for information analysis and synthesis of knowledge. The child may be encouraged to read on topics as diverse as science, technology, politics and history. This will improve his/her critical thinking skills and also help in improving his/her concentration.

Reading any text should be done with the purpose of:

1. reading silently at varying speeds depending on the purpose of reading;

2. adopting different strategies for different types of texts, both literary and non-literary;

3. recognising the organisation of a text;

4. identifying the main points of a text;

5. understanding relations between different parts of a text through lexical and grammatical cohesion devices;

6. anticipating and predicting what will come next;

7. deducing the meaning of unfamiliar lexical items in a given context;

8. consulting a dictionary to obtain information on the meaning and use of lexical items;

9. analysing, interpreting, inferring (and evaluating) the ideas in the text;

10. selecting and extracting from text information required for a specific purpose;

11. retrieving and synthesising information from a range of reference material using study skills such as skimming and scanning;

12. interpreting texts by relating them to other material on the same theme (and to their own experience and knowledge.); and

13. reading extensively on their own for pleasure;

A good reader is most often an independent learner and consequently an independent thinker capable of taking his own decisions in life rationally. Such a learner will most assuredly also be capable of critical thinking.

Reading a book should lead to creative and individual response to the author's ideas presented in the book in the form of

- ❖ short review
- ❖ dramatisation of the story
- ❖ commentary on the characters
- ❖ critical evaluation of the plot, story line and characters
- ❖ comparing and contrasting the characters within the story and with other characters in stories by the same author or by the other authors.
- ❖ extrapolating about the story's ending or life of characters after the story ends
- ❖ defending character and action in the story
- ❖ making an audio-story out of the novel/text to be read out to younger children

- ✧ Interacting with the author
- ✧ Holding a literature fest where various characters interact with each other
- ✧ Acting like authors/ poets/ dramatists, to defend their work and characters
- ✧ Symposiums and seminars for introducing a book, an author, or a theme
- ✧ Finding similar text in other languages, native or otherwise, and looking at differences and similarities.
- ✧ Creating graphic novels out of novels/short stories read
- ✧ Dramatising incidents from a novel or a story
- ✧ Creating their own stories

1. A Reading Project of 10 marks has been introduced in classes IX and X.
2. Schools may use books of their own choice.
3. Schools can vary the level but at least one book per term is to be read by every child.

Teachers may opt for:-

- ✧ One book;
- ✧ Books by one author; or
- ✧ Books of one genre; to be read by the whole class

Teacher may select books suitable to the age and level of the learners. Care ought to be taken to choose books that are appropriate in terms of language, theme and content, and which do not hurt the sensibilities of any child.

The teacher may later suggest books from other languages but dealing with the same themes as an extended activity.

The project should lead to independent learning/reading skills and hence the chosen book/selection should not be in class, but may be introduced through activities and be left to the students to read at their own pace. Teachers may, however, choose to assess a child's progress or success in reading the book by asking for verbal or written progress reports, looking at the diary entries of students, engaging in a discussion about the book, giving a short quiz or worksheet about the book/short story. The mode of intermittent assessment may be decided by the teacher as she/he sees fit.

These may be used for Formative Assessment (F1, F2, F3, and F4) only. Various modes of assessment such as conduct of reviews, discussions, open houses, exchanges, interact with the author, writing scripts for plays can be conducted.

Open Text-Based Assessment

The open Text-Based Assessment will be a separate section as a part of SA-II. The 'OTBA' text will be based on the Main Course book themes.

The section will consists of a case study accompanied by a question based on that text. The aim is to test a student's ability for analytical and critical thinking drawing inferences expressing their point of view and justify them with suitable examples based on the case studies and their own experiences based on their interaction with peers and society in general. They will be assessed on the ability to understand and interpret the case study and offer appropriate suggestions and opinions on the given issues. The role of teachers is to motivate their learners and provide ample opportunities to apply their understanding of the given cases to real life through group work and discussion. The students responses would consist of the following:-

(i)   Objectives of the case studies

(ii)   Concepts involved

(iii)   Application of concepts to the given situation

(iv)   Description / explanation of the case and

(v)   Analysis with different perspectives.

B. THE COMMUNICATIVE APPROACH TO LANGUAGE TEACHING

B.1. What is the communicative approach?

Interact in English has adopted a predominantly "communicative" approach to the teaching of English. As its name suggests, the Communicative Approach is based on the belief that 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** English effectively, with confidence and fluency. **This course** is therefore not content-based (except in so far as literary pieces have been selected for inclusion in the **Literature Reader.**) instead, its over-riding goal is to develop the practical language skills needed for academic study and subsequent adult life.

The approach 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 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 does not mean you are proficient in a language. **You must be able to put knowledge into practice in natural 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, contextualised 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 that window?"

  b) "Can I carry that case?"

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

  The communicative approach recognises the use to which language is put, and encourages pupils to be aware of the relationship between structure and function.

- **Appropriacy**

  Another related issue is that of appropriacy. We all speak different types of language in different circumstances to different people. For example, suppose a boy wants to open a window. To **his friend** he might say: "Hot in here, isn't? Mind if I open the window?" However, to **his teacher** he might say: "I'm afraid I'm rather hot. Would you mind if I opened the window?"

  Using language inappropriately is just as incorrect as making an error of structure or of spelling. The Communicative. Approach therefore lays stress on language appropriacy.

- **Accuracy and Fluency**

  Traditional language teaching lays greatest stress on accuracy – using the language correctly and without error, usually in short, decontextualised work such as a grammar transformation exercise. The communicative approach to language teaching emphasises both accuracy and fluency. The communicative approach recognises the importance of accuracy, but contends that learners should use English easily, smoothly, at a reasonable pace, with little hesitation - i.e. with fluency.

  In **Communicative English,** certain activities are designed to promote accuracy, e.g. the grammar execises in the Workbook, and the punctuation and vocabulary exercises in the Main Course Book. Other activities are designed to promote fluency, e.g. most of the activities in the Main Coursebook that develop students' skills in reading, writing, listening and speaking. In fluency-based activities, excessive correction of errors is counter-productive, since it will damage students' confidence, and so will make them unwilling to use English.

B. 2. The Role of the Teacher

Most teachers are familiar with a teacher-centred classroom, where the teacher plays a dominant role, speaks most of the time, and interacts with the class as a whole. However, if the communicative approach is to succeed, teachers will need to adopt a **variety** of roles.

Littlewood* sets out these roles:

- As a general overseer of his 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 is responsible for grouping activities into 'lessons' and for ensuring that these are satisfactorily organised at a practical level.

- In many activities, he may perform the familiar role of language instructor: he will present new language, exercise direct control over the learner's performance, evaluate and correct it, and so on.

* Littlewood, WT (1981) **Communicative Language Teaching**, Cambridge University Press

- In others, he 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 he may act as a consultant or adviser, helping where necessary. He may also move about the classroom in order to monitor the strengths and weaknesses of the learners, as basis for planning future learning activities.

- He will sometimes wish to participate in an activity as co-communicator with the learners. In this role, he can simulate and present new language without taking the main initiative for learning away from the learners themselves.

B.3. Classroom Procedures

The main types of classroom organisation 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 organisation of different types of classroom activities.

- **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 yourself 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 solutions 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.)
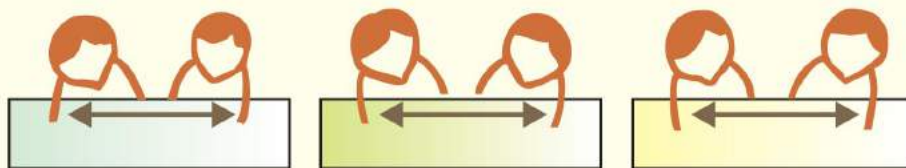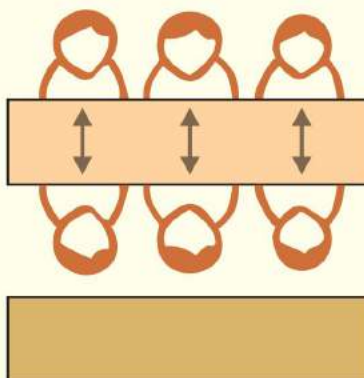
Sometimes it will be necessary to have three working together, but this should not seriously affect their work.
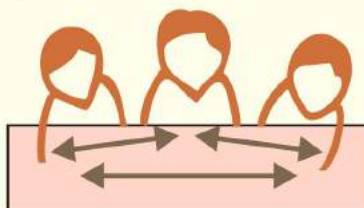
If your class is very crowded, with most students sitting three to a desk, one row may turn to face those behind to form three pairs.

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 many 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 simplifying 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 it 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 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

- organisation of the groups

- group activity while the teacher circulates

- feedback and checking for the whole class

The major difference is that the organisation of the groups needs more care. It is fairly simple to form groups of four by asking students to turn and face those behind.
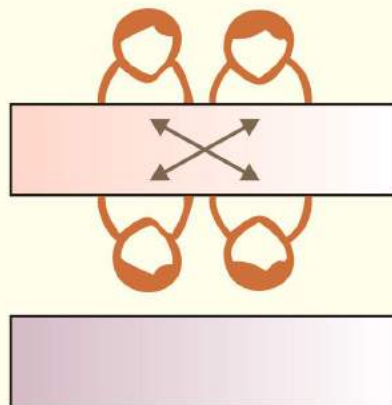
However, you may feel that some changes are required to achieve a balance in some of the groups. In this case, move only a few students from one group to another. When the groups move over to the feedback and checking stage, you may make it more interesting by asking a student to chair the inter-group discussion.

- **Whole Class Work**

Whole class work, of course, is necessary for matters such as formal instruction (eg 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.

B.4. Handling Pair Work and Small Group Work (PW/SGW)

The previous section has outlined the alternative classroom procedures. The following are guidelines for introducing/demonstrating, organising, managing and concluding 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 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 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 pairwork and small group work with a large number of students. The following are concerns commonly expressed together with the responses of experienced teachers:

B.5. 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 are held back by 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 English. It is for the teacher to make it quite 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 comfcort, the "noisy approach" (ie 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 recognise 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 cannnot 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.

- P/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 is often 'peer pressure' to induce reluctant group members to participate.

- It is recognised that some people will distrust the approach, perhaps even accusing the teacher of evading her responsibilities. However, 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.

SECTION A (READING)

Topics

Choose topics that are likely to interest the students. They do not always have to be serious - light-hearted texts are also possible. Avoid texts that have a religious, caste, racial or gender bias. For example, a short story about Christmas celebrations is likely to favour Christians, while a recipe might favour girls. Similarly, don't use texts where the information may already be known to some of the students. A description of film processing, for instance, would favour students whose hobby is photography. In general, choose texts which present information or ideas that are new to the students. If they already know the content of the text, then they do not need to use their reading skills in order to understand it.

Text types

The reading section contains three texts - factual, discursive and literary. They may be in any order. The literary text can be from a poem, short story, novel, essay or play; it may be complete or an extract. The factual text involves a straightforward account of factual information, whereas the discursive text considers an issue from different angles, and involves opinion. Sample Text A4 is a factual text, while Sample Text A1 is a discursive text. Often, though, a text contains a mixture of both fact and opinion, and in this case you must decide which of the two is more significant. For instance, Sample Text A3 is classified as factual although it contains a small amount of opinion. In Sample Text A6, on the other hand, the opinions seem more significant than the facts, so it is classified as discursive.

Sources

There are many possible sources of reading texts. Books aimed specifically at a teenage audience are particularly suitable, and you may find useful ones in your school library - or perhaps in the possession of your children or friends" children! Here are some suggestions on other places to look:

Factual texts: encyclopedias, reference books, public information, tourist brochures, newspapers age - appropriate content from magazines.

Discursive texts: newspapers, magazines such

Literary texts: anthologies, novels, magazines which publish short stories.

When you come across a suitable text, don't forget to file it in you a text collection.

Length
There are restrictions on the length of reading texts, in order to ensure parity in different examination papers.

Q.1.	150-200 words	07 marks	} 15 marks
Q.2.	200-300 words	08 marks	
Total	**350-500 words**	**15 marks**	

Notice that you must check the total number of words as well as the number of words for each text. Sometimes it will be necessary to abridge a text to meet these specifications. It is usually best to omit complete sentences or paragraphs, rather than crossing out words and phrases throughout the text. There is, however, a danger of distorting a text, and of removing material which is essential to the text as a whole. Be careful that your abridged version still makes sense and reads smoothly. Give it to a colleague tp check that it does!

Poems generally take more time to read than prose, and if you are using a poem as the literary text, it may be shorter than the 150 words stipulated for the shortest text. Sample Text A2, for example, uses a poem which is only 74 words long, but this can be counted as the '150-word-text'.

Vocabulary

Avoid texts which use a high proportion of unusual or difficult words. For instance, some newspaper editorials or specialist articles may be quite unsuitable for the students. However, the students are expected to be able to-cope with authentic reading materials aimed at a general audience, if there are some unfamiliar words, the students should be able to deduce their meaning from the context. Occasionally, a text may contain a few expressions which cannot be deduced, but which are important to overall understanding. In this case, glosses may be used. This procedure should only rarely be necessary.

Line numbering

Once you have selected possible texts, get them typed as they will appear in the examination. Line numbers should be given every five lines, in the left hand margin. You will sometimes need to refer to these line numbers when you are preparing questions.

Preparing Questions

Questions should be designed to measure students' ability in the reading skills listed in the Teaching/Testing Objectives for the course. They should focus on the main points of the text, not on minor details. Questions should also be designed to reduce the amount of writing required from the students. This is partly a matter of fairness; students with weak writing skills will have problems in the rest of the test, but should at least be given a chance to show what they can do in reading comprehension. It is also a matter of efficiency; the more time students spend writing answers, the less time they have for reading, which is what we are trying to test in this section.

There are several different types of question that may be used, as indicated.

Gap-filling

Gap-filling can be used to measure students' ability to identify the main points of a text, to

understand relations between different parts of a text, and to analyse, interpret and infer the ideas in a text. To prepare such questions, you need first to write a summary of the text, or of part of the text. You then remove key words from the summary, creating gaps which students must fill with one suitable word. Make sure the omissions really are key words, not minor details.

In designing this type of question, take care that the summary you write is significantly different from the original version, so that students cannot complete it unless they really understand the key points. The text reads as follows:

Physical health affects the mind and vice versa.

The gap-filling question reads:

Physical health and_____health go hand in hand.

The correct answer is 'mental'; it cannot be blindly copied from the text. Now compare this with a badly designed question:

Physical health influences the_____

In this case, the wording is too close to the original version, and students may get the right answer through blind copying.

In gap-filling questions, each answer is worth ½ mark, so you will need to have an even number of gaps.

Sentence completion/ Short answer

These two types of question are very similar, and can be considered together. Both of them are very useful, and there are plenty of examples in all the sample materials. They can be used to test students' ability to recognise the organisation of a text, to identify the main points of a text, to understand relations between different parts of a text, and to analyse, interpret and infer the ideas in a text.

Consider, for example:

When he wrote this story, the author was aged about _____

Sentence completion may of course involve a longer response, not just a number for example:

When the elders talked about the Roys boys, they sighed and looked at their own children, because:_____

Here the students' answer will form a complete clause.

Short answer questions also vary in length. In another item for example, students are asked to complete a list; their answers will be short phrases:

Complete the following list of the physical features of the Roys' mansion.

It had: two storeys

            cream paint

_____

_____

_____

On the other hand, question below requires the students to write sentences:

Give two reasons why the author's offer to visit the Roys' boys was bold.

_____

_____

To prepare such questions, look carefully through the text and identify what you consider to be key points. Include not only questions which require an understanding of explicitly stated information, but also those which require students to understand relationships and to draw inferences. As with gap-filling, take care to draft the questions so that the answers cannot be blindly copied from the passage. Consider, for instance this:

> *Our society has become crazy about watching movies. Hindi movies have hypnotised our Indian society. The advent of video and cable TV in practically every home has only aggravated the craze.*

If we ask the question "what has aggravated the craze for movies?" students can find these words in the text and then copy "the advent of video and cable TV in practically every home", without necessarily understanding what it means. The question given in the sample material,however ,is "What development has made people even more crazy about movies?". This is still a fairly easy question, but it cannot be answered blindly; students need to understand at least the basic idea in order to answer.

When arranging the questions, order so that they follow the order of the text. For example, a question referring to paragraph 1 should appear before a question referring to example, a question referring to paragraph 2. This avoids students wasting time trying to find the relevant place in the text.

Table completion

This type of question is particularly useful for measuring students' ability to recognise the organisation of a text, identify the main points of a texts, select an extract from a text information required for a specific purpose, and transcode information from verbal to diagrammatic form.

To prepare a table-completion question, you first need to consider, whether there is any information in the text that lends itself to tabular form. Look for patterns of information such as classification, contrasts, advantages and disadvantages, causes and effects. The table may summarise information from the whole text, or from one or more parts of the text. Some types of information are naturally suitable for a table, while other are not. Do not try to force information into a table.

Draw up the complete table with the information from the passage. The phrases used in the table will need to be very brief, but try to avoid one-word answers. Sometimes you can use phrases lifted directly form the passage but in other cases you may need to paraphrase. Now decide which 'boxes' in the table to blank out; these are the ones that the students will have to complete. The more boxes are left blank, the more difficult the question will become. Occasionally, you may feel that students would be unable to complete the boxes without more help. In this case, you may provide a number of possible answers.

Finally, write the rubric for the exercise; don't forget to indicate whether students should use "appropriate words and phrases chosen from the passage", "any appropriate words and phrases", or "a suitable expression from the list at the end".

Word-attack questions

The examination specifications provide 03 marks within the reading section for word-attack skills. These questions are intended to measure, not students' existing knowledge of vocabulary, but their ability to deduce the meaning of lexical items in a given context. To prepare this type of question, identify in the text words which the students would not be expected to know, but which they could guess from the context Consider, for example, this extract.

> *Upon being caught in a desolate summer noon in the process of swimming in the river or climbing the date-palm tree or playing do doo, and being dragged home, we heard our fathers or uncles commenting, "Pity, you blockheads learnt nothing from those Roys boys."*

The word 'blockheads' is suitable for testing word-attack skills. Even if students have never met the word before, they can work out the meaning, partly from word formation (block+head) and partly from information in the context. It must clearly be a word referring to the boys and expressing disapproval.

However, if we consider the word 'desolate' in the same extract, we can see that it is not suitable for testing word-attack skills. We know that it describes a 'summer noon', but there is no other information to help. Unless you know the meaning already, you could not be sure whether it meant 'hot', or 'uncomfortable', or 'relaxed', or 'lengthy', or 'bright', or 'happy' .... In other words, it is not possible to deduce the meaning from the context.

Once you have selected suitable words to test, you can design the questions in two main ways, either using synonyms, as in-the example above (blockheads/stupid fools), or antonyms. In the second case, you ask the students to find one word in the lines indicated which means the opposite.

In both cases, you will need to provide a definition or an antonym, and you are recommended to use a dictionary to do this. Make sure, though, that the definition you give could fit in the text. For example, students to find a word in the passage that means in great quantities'. The relevant part of the text reads as follows:

> ... they could just enter a posh store and walk away with packets of sweetened dates or toffees putting their magic signatures to a scrap of paper. Furthermore, they had radio and picture books galore to keep themselves shut from the sun.

If we substitute the words 'in great quantities' for the word 'galore', the text still makes sense: "picture books in *great quantities*". However, if the question used the phrase' a great many' then this would not fit in the text; the result would be: "picture books a great many". So you need to check carefully that the definitions you provide suit the way the word is used in the text.

Although there must be **03 marks** for word-attack skills, these may be given only in one passage in the reading section.

Reference questions

Reference questions specifically test the students' ability to understand relations between different parts of a text through cohesion devices. It focuses on words such as 'they' 'those', 'others', 'neither', 'so' and 'such', which can only be understood by referring to another part of the text.

These questions are quite, easy to prepare. Read through the text and identify any such reference items that may occur. In some cases, they may be so easy to understand that there is no point in testing them. Often, however, the reference is less clear cut, and can be used in a question. Consider the following extract.

> Adoption means establishing a bond between a couple (the adopters) and a child (the adoptee) which is legally, socially and morally equivalent to that between parents and their biological children.

Question asks : If you were to ask the following:

> "that between parents and their biological children." (lines z-3) What does "that" refer to?

Notice that the line number is given so that students can locate the expression without wasting time.

Questions on literary form

Since the reading section contains a literary text, it provides an opportunity to test the students' recognition of literary form (rhyme, rhythm, simile, metaphor, alliteration, pun and repetition). If this is tested in association with set texts, there is a danger that students will simply memorise relevant parts of the text. An unseen passage allows us to test whether they can really identify these literary forms. Such questions, though, will only occur occasionally.

SECTION B (WRITING)

Getting Started

If we expect students to write effectively, we must give them something to write about. The aim of the Writing Section is to test students' ability to write effectively, not their creativity. Of course students with lively and original ideas will gain extra marks in the examination, but students who can write fluently and accurately should be able to get a good mark, even if their ideas are pedestrian.

For this reason, all the writing questions present students with some information which they can use as the basis for their writing. This information may be given in different forms such, as notes, a diagram, a letter or a newspaper article. However, if too much information is given, students will have to spend too much time for reading, rather than writing. So you need to be careful that the instruction and information you provide is reasonably brief. Don't use more than 200 words to frame any one question, and keep the total number of words in the whole reading section to between 350 and 500.

Topics

As in the Reading Section, try to find interesting topics and situations which will stimulate the students to write. Relate the questions to real-life situations as far as possible. Ask them to do things that a Class IX student might have to do, either now or in the future.

Sources

You may develop ideas for writing questions from materials found in reference books, newspapers, magazines, public information, tourist brochures and so on. However, you may also take ideas from events which have actually happened in real life. Sample Question B3.2, for example, is based on a real incident, though the names and some of the details have been changed. Similarly, Sample Question B4.2. is based on a situation which will be familiar to anyone who has been involved in an accident. Use your examination file throughout the year to collect stimulating texts or ideas for situations; you will find this very useful when you come to write the examination questions.

Contextualisation

The writing situations are always based around an imaginary person. They do not tell the student to imagine themselves in these situations. There are two main reasons for this. First of all it is much easier to write the information about a third person rather than referring to 'you'.

PREPARING QUESTIONS

Begin by referring to the Teaching/Testing objectives. Notice that various types of writing are mentioned here, for example, a description of people object, an account of events, an argument, a letter, an article an e-mail, notice etc. Section B should involve a selection of different text types from this range.

Guided composition

Questions 3 and 4 is a guided composition in which students are provided with information which they use to build up a short composition. The framework of the composition is given in the form of an incomplete paragraph. Notice here that the aim is not simply to measure students' grammatical accuracy, but also their ability to produce a particular type of writing. For example, the sample question could be a notice, message or diary entry or biographical sketch.

To prepare this type of question, it is generally better to use a well-written passage rather than writing one yourself. You may need to modify it. Once you have decided on the text, draw up a summary of it. The summary may take form of notes, a list of events, an itinerary, a diagram and so on, depending on the type of information.

You then need to blank out portions of the text. Choose portions which students could be expected to complete using the information given. To provide students with a lead-in to the task, the first sentence or two should not have blanks.

Make sure that students cannot fill in the missing portion simply by lifting words from the summary.

Short composition

Question 3 tests students' ability to select information and express it concisely in a short communication such as, notice, message or diary entry. The amount to be written should not exceed 50 words.

You could base this question on a short dialogue, a letter or message or any other real-life situation which would naturally lead to a short communication. It is worth three marks, so you need to ensure that the input is sufficient to provide three points of information.

In addition, the rubric must be written in such a way that students cannot simply lift the answer from it. Here is an example of a badly designed question:

> *Bajit Kaur is going to visit her friends, but she has been delayed by floods. She sends them a telegram to say that she will be arriving on Saturday on the night train from Bombay and asks them to meet her at the station. Write this telegram.*

It does not take much effort to extract a suitable answer from these rubrics:

DELAYED BY FLOODS, ARRIVING SATURDAY ON NIGHT TRAIN FROM BOMBAY. PLEASE MEET ME AT STATION.

Questions must be designed to provide more of a challenge !

In setting the word limit for this question, remember that it must not be more than 50, but it may be less if you wish. Write out your own answer to the question to check how many words are required; allow the students a few more words than you yourself need!

Extended composition

Questions 4, 5 and 6 all involve extended writing.

One of the three questions requires students to express their own opinions, and in addition, one of them must be based on a topic treated in the Main Coursebook. Since many of the topics in the Main Course Book can be approached from different points of view, you may choose to kill two birds with one stone by giving a question based on the Main Coursebook which also requires students to express opinions.

It is best to begin with the question based on the Main Coursebook. Go through the units and choose a topic which will provide scope for a written answer. Then think how you could set up a realistic situation in which students write on this topic. One obvious possibility is to frame the topic in the form of a motion for a debate, and ask students to write a speech for or against the motion.

There are many types of verbal stimulus that can be used, such as, a notice, newspaper article, diary extract, advertisement, letter - anything written, in fact ! Think about the way writing is used in real life, and the sort of situations where writing in English would be appropriate in an Indian context. May be you can use ideas from your own experiences.

The visual input could be a picture, graph, diagram, map, flow chart, or cartoon. It should be reasonably easy to understand. For example, if you are using a graph, don't include lots of sophisticated detail; keep it simple. The diagrams should not require special scientific knowedge, only the sort of general knowledge expected of any educated teenager.

The way you produce the visual input will depend on the facilities you have available for copying. If you have a photocopier, then you will be able to copy a visual from any source. If you want to simplify this visual, you can use white correction fluid to remove the parts you do not want. However, if you use a duplicator for your examination papers, then you will have to draw your own visuals. This is not difficult to do as long as you are not over-ambitious. Bar charts, for instance, are easy to draw, and there are other simple diagrams that can be hand-drawn with very little artistic skill. The visual does not need to look professional; do not be afraid to use matchstick drawings, for instance. If you are doubtful of your own ability tp produce suitable visuals, then you could either trace a diagram from a book or magazine, or you could ask a colleague to draw one for you.

SECTION C (GRAMMAR)

Getting Started

Grammar testing focuses on assessing, not the students' knowledge of grammatical forms and terminology, but their ability to use these forms accurately and appropriately in context. A key feature of the examination is that grammar is tested only in context, not in isolated sentences. The contexts used in the examination should be as realistic as possible.

Sources

As with the reading section, it is a good idea to collect possible texts throughout the year, so that you will have material available when you come to draw up an examination. You may find suitable paragraphs repeated figure in magazines and newspapers. Sometimes you may use the texts more or less unchanged, but on other occasions you will need to adapt them, or even write your own texts.

If you write your own texts, remember that they should still be realistic. If you want an informative text, you can base your writing on real information from reference books or the media. Most of the paragraphs in the sample materials, try to think of a real-life context where this information would really be used.

Language level

Bear in mind that the texts used in the grammar section should use simpler language than those in the reading section. For all of us, reading is easier than writing, and we can understand more complex language than we are able to produce. The grammar section aims to test the students' ability to produce accurate and appropriate language, at the level expected at Class IX or X.

Preparing Questions

Questions should be designed to measure the students' ability to use the grammatical items listed in the Teaching/Testing Objectives. (Notice that some of these items are asterisked, indicating that they should not be tested at Class IX level.) This means, of course, that you will need to select texts which contain natural examples of the relevant items. It also means that you must design the questions to focus specifically on these grammatical items.

There are several different types of questions that may be used. If a question involves producing answers of more than one word, then 1 mark is allocated to each answer; this applies to sectence completion, sentence transformation, dialogue completion questions. Where the student writes only single word answers, or arranges words that have already been provided, then 1/2 marks are used; this applies to editing, gap-filling and sentence reordering questions. If a question involves half marks, you should put the symbol 2 in the marking margin, to remind markers.

In writing the rubrics, follow the wording used in the sample examination questions. In each question, the first answer should be given to students, as an example indicating what they are supposed to do.

Editing

Editing tasks aim at simulating the process by which a writer edits his own work to check its accuracy. There are two slightly different types used in the examination: 'correction' questions and 'omission' questions.

To design such an exercise, choose a suitable short paragraph and arrange it in short lines. Now create one mistake in each line, making sure that it involves a grammatical Item specified in the Teaching/Testing Objectives. The mistake must be one that can be corrected by rewriting a part of the line (one word or more). For example, in 'Radioactivity has been accidentally discovered', the mistake can be corrected by rewriting ' has been' as 'was'. Do not include the following types of mistake:

omission   e.g. Radioactivity accidentally discovered. Here, there is no wrong word for students to under line.

addition   e.g. The radioactivity was accidentally discovered. Here the student can underline 'The', but has nothing to write as the correction.

word order   e.g. Accidentally radioactivity was discovered. Here, it is unclear where to put the underlining, and the correction would be exceedingly long to write.

While preparing 'omission' exercise, in which students must supply one missing word in each line. Again, begin by choosing a short paragraph and arrange it in short lines. Then remove one word from each line, making sure that it involves a grammatical item specified in the Teaching/Testing Objectives. For example, in 'Not only it contain protein' the missing word is 'does', testing the students' ability to use sentence connector 'not only' correctly. *Make sure that you remove only one word on each line.* Also, do not remove a word which comes at the end or the beginning of a line. If you do, the students will not know which line to put their answer on. For example, it is impossible to say whether the missing word 'which' should be added to line 1 or line 2 below:

Oily fish contain Omega 3 fatty acids /
/ are ought to lower the risk of heart disease.

With both types of editing question, check on the range of grammatical items when you have finished. Make sure that you have tested a number of different points. Avoid having a lot of items all on the same grammatical item.

Remember that you need one mistake on each line - no more and no less. Sometimes in achieving this, you may end up with lines of uneven length. Don't worry about this; it doesn't matter if the lines are a little ragged. However, don't try to use dialogues in this type of question; you will find it extremely difficult to arrange the lines suitably.

In editing exercises, each answer is worth ½ mark, so you will need to have an even number of mistakes in the paragraph.

Gap-filling

These question are quite easy to design. Find a suitable text and arrange it in lines, as it will appear in the examination paper. Now look for one word which could be omitted in each line to create a gap which the student must fill in.

When creating gaps, make sure that the missing word can be replaced by the student. For example,

The first cube was made_____wood.

It is easy to see that the missing word must be 'of or 'from'; the item tests the students' ability to use prepositions correctly.

Compare the following badly designed question:

Rubik's cube was the most_____puzzle of the 1980's.

Here there are many words which could fill the gap - expensive, successful, difficult, famous, and so on. Try to ensure that you only use gaps where it is possible to retrieve the missing word. This means that there should only be one or two possible answers, not a whole list of possibilities. Occasionally, you may need to use gaps which have up to four possible answers, but no more than that.

Do not create gaps based on words which are optional. Consider, for example, the following badly designed item:

The cubes were marketed by the Ideal Toy Company, and_____ millions were sold.

The original text includes the word 'many'. However, this word is not necessary; the sentence is still grammatical and meaningful without it. Do not use items of this type. In a gap filling question there must not be more than one gap on each line. However, it is possible to have some lines which have no gap at all.

Each answer is worth ½ mark, so you will need to have an even number of mistakes in the paragraph.

As with editing questions, make sure that the final version tests a number of different grammatical items.

Sentence completion

Whereas gap-filling questions involve only single words, sentence completion questions require the student to complete longer gaps in a text.

The students need to know what to write in the spaces; this means that they must be provided with the necessary information. The easiest way of doing this, is to provide notes, which the students then convert into prose.

To prepare a question of this type, first find a suitable text or an idea for a text. Write out the ideas in note form, so that the notes correspond with the whole paragraph. Decide which parts of the paragraph you want the students to write, and replace these parts with spaces. Make sure that in writing the missing parts, students will be using grammatical items listed in the Teaching/Testing Objectives.

Make sure that the information given in the notes is sufficient for the students to know what to write. In particular, the necessary vocabulary should be present in the notes, though the students may need to change the grammatical form. Consider this example.

no need to purify: cheap and easy to produce

The students must complete the following sentence:

Since_____unnecessary, the

pesticide can be_____

The first space requires the answer 'purification is' where students must change 'purify' from a verb to a noun, and add the verb 'be'. The second space requires the answer 'produced cheaply and easily': again the vocabulary is provided, but it needs to be put into the correct grammatical form.

Another way of designing sentence completion questions is to use newspaper headlines instead of notes. Here is one item:

TOURISTS ATTACKED BY SHARK

Last Monday several Australian tourists_____

As with notes, it is important to make sure that the headline contains all the information that students need. In this case, they can take the vocabulary from the headline and change the grammatical form to produce the answer 'were attacked by a shark'.

Each answer is worth 1 mark.

Sentence completion items are quite tricky to design, and you may find that you have to revise the paragraph and the notes/headlines to get a good result. It is absolutely essential that you try such a question out on a colleague to make sure that it works.

Sentence transformation

There is a very thin dividing line between sentence completion and sentence transformation. The main difference is that, while sentence completion questions involve a mixture of different items, sentence transformation questions focus on one particular type of transformation. This type of

question is only suitable for certain major items listed in the Teaching/Testing Objectives, particularly active and passive voice and reported speech. To prepare sentence transformation questions, you first need to find a suitable text. Passages explaining procedures and processes are often suitable for transformation from active to passive; examples include recipes, experiments, craft techniques and manufacturing process.

Transformation from direct to reported speech can be based on cartoons or short dialogues; try to use a realistic context where somebody might want to relate a conversation, such as a leaving a telephone message or relating a joke. A passage which involves comparison between two items can also be used for transformation. Here the students are given a paragraph which begins:

> *The Arctic region is quite different from the Antarctic. It is not as far from the other continents....*

They now have to transform the paragraph so that it focuses on the Antarctic, as follows:

> *The Antarctic region is quite different from the Arctic. It is_____ the other continents....*

Once you have decided on a suitable text, write out both the original version and the revised (transformed) version in full. Then go through the revised version and select the words which you want the students to write. Replace these words with spaces. Try to avoid spaces where the students can just copy the words that are in the original verison. For example, in the question above, students just have to write 'further from' (or 'farther from'); the words 'the other continents' have already been supplied, as they can simply be copied from the original it would just be a waste of time to make students write them out.

Each answer is worth one mark. Do not allot too many marks to this sort of question, since it can only focus on one area of the grammar syllabus. You must make sure that the grammar section as a whole includes questions on a range of different grammatical items.

Sentence transformation questions must be designed very carefully. You have to make sure that the correct answer can be worked out from the original, that it tests one of the listed grammar objectives, and that there are not too many alternative answers. Once again, it is essential to try the question out on a colleague to make sure that it works.

Dialogue completion

In dialogue completion questions, students complete the spaces in the dialogue, not from any additional information, but from clues within the dialogue itself. For example, if you read the answer "Two spoonfuls please", you can guess that the question must be "How much sugar do you take in your tea?", or something like that.

Questions of this type are fairly easy to design. You just find or create a short dialogue, and then blank out the parts you want students to complete. There are some pitfalls, however!

The first problem is to make sure that the answer you want is reasonably clear. For example in a dialogue at a railway station, the answer 'Thirty minutes' does not give a clear indication of the question. There are many possible questions, for example: "When does the next train to X leave?", "How long does it take to get to Y ?", "How long has the Z train been delayed?" and so on. In the examination, it is important to make sure that the missing information is fairly obvious.

You also need to make sure that the answer you want students to write would not cause unnatural repetition. For example, if you want students to write "What's your name?", then it is not a good idea to give the following dialogue:

A _____

B   My name is Badri.

In real life, you are unlikely to hear such an unnatural dialogue.

Finally, you will need to try to restrict the number of possible answers. This is rather difficult to do in a dialogue completion question as there are often different grammar and vocabulary choices that the students could make. You must, however, keep these to a minimum. If necessary, yo will need to add more words to the dialogue to restrict the possible answers. Consider, for example,

P   How about_: _____ at my place?

R   That sounds lovely, but I'll have to ask my parents' permission to stay overnight.

It is obvious that P must be giving an invitation, but there are many ways of doing this. The words 'How about' at the beginning limit the range of grammatical options; the answer must now begin with a verb in '-ing' form. Similarly, the words 'at my place' also restrict the possibilities. Possible answers are" 'spending Saturday/the night/the weekend' or 'coming to stay/staying (overnight)'

To avoid all these pitfalls, make sure you get a colleague to check the question and your marking scheme.

Each answer is worth one mark.

Sentence reordering

In this type of question, students are given jumbled sentences to rearrange in a suitable form.

an example : *of the dustbins / to hide / inside one/one week / he managed*

As in all other parts of the Grammar Section, the sentences used in the question must form a coherent and realistic text.

To prepare a sentence reordering question, choose or create a suitable text. Identify the sentences which you want the students to order. Break these sentences down into smaller parts and jumble them up. Notice that you do not have to jumble all the sentences in the text. If some of the sentences are too long, or too difficult, or too easy, you can just leave them in their original form.

Each answer is worth ½ mark, so you will need an even number of jumbled sentences.

SECTION D (LITERATURE)

Questions in the Literature Section are based on the set texts. Unlike other sections, there is a limit to the number of possible questions that can be asked. For this reason, sample questions for Literature are not included in this booklet; otherwise, teachers might find it increasingly difficult each year to come up with new questions for the examination.

First of all, you need to familarise yourself with the Teaching/Testing Objectives for Literature. Notice that the aim of the Literature Section is to test students' understanding and appreciation of literature rather than their ability to memorise the set texts. However, students clearly cannot understand and appreciate a set text unless they have actually read it, and in the examination students will be expected to demonstrate a knowledge of the main points of a text. However, they should not be tested on their memory of minor details or quotations.

Objectivity

The literature section is bound to be less objective than other sections of the examination, since there are often many different interpretations which are possible. This must be taken into account in designing the marking scheme, where it will be necessary to suggest the main points expected in an answer, leaving scope for individual variations. However, it is still important in designing the questions to be as objectives as possible.

Levels of understanding

Questions should deal with different levels of understanding: literal, inferential and evaluative. In the section as a whole, and in each question, there should be a gradually increasing level of interpretative skills. That is, simple factual questions come first, followed by questions which require more sophisticated understanding. Beginning with a simple question helps to give confidence to students.

Choice of texts

The format of the examination means that in every paper, eight set texts will be tested. This is to ensure a good coverage of the Literature Reader, so that students need to have read and understood all the texts. Make sure to vary the texts which you include in each paper, but do not follow an obvious pattern which will allow students to predict which ones will be coming up next!

Features of the texts

The Teaching/Testing Objectives list four different features: character, plot/story/theme, setting and form; each examination paper should test a range of these, rather than focussing on one to the exclusion of others.

Testing literary form

The testing of literary form, needs to be tackled carefully. You should avoid asking questions which require the students simply to identify a particular figure of speech such as a simile or alliteration. The danger is that such questions may encourage students simply to memorise examples of these features in the set texts, rather than to understand and appreciate why they are used.

Preparing Questions

Questions on poetry

You should select an extract of about three to five lines in length; these should be key lines from the poem which act as a stimulus for questions. Remember we are not testing memory, so don't pick out an abscure extract. Choose one that has some importance and relevance to it.

Remember that the extract is only a starting point for questions; questions should involve a wider understanding of the poem. They should involve both local comprehension (of the section from which the extract is taken) and global comprehension (of the poem as a whole). Begin with a sub-question that has immediate reference to the extract and then move on to more global comprehension.

Make sure, however, that the answer to the question cannot simply be lifted from the words of the extract. In other words, it should be impossible for students to get the right answer unless they have actually read and understood the poem, before. For example, the question "At what time of day does this event occur?" would not be suitable, as the answer can be obtained from the lines themselves, even without any knowledge of the poem. Be careful also that a later question does not give the answer to an earlier question!

A related point is that you do not normally need to give the title of the poem. The extract is quite sufficient for students to be able to identify what they are being asked about- provided they have read the text! Giving the title sometimes limits the questions you can ask, as it may contain a clue to the characters, plot, theme or setting.

Questions on drama

The question is based on the drama section of the Literature reader may be based on an extract, in which case it is designed in the same way as the poetry questions (except that the title of the play is provided).

In designing this type of question, make sure that you focus on a key aspect of the play, not on minor details. Work out the answer you expect students to give, and identify the points for which marks are to be awarded. When you are doing this, bear in mind that there may be alternative answers possible. The marking scheme for the above, for example, lists six different characterstics of a character; students are awarded marks for any two of these.

Questions on prose

Questions related to the prose and drama sections of the Literature Reader consist of just one question testing global comprehension, and can be designed in the same way as the drama question. It should focus on a key aspect of the prose or drama text, not on minor details, and the marking scheme should specify the points for which marks are to be awarded.

The last question, however, is a very different type of question which involves creative writing and extrapolation beyond the set text. Framing this question involves some imagination on your part. Go through the prose texts and the drama text and look for areas which provide an opportunity for students to go beyond the text itself. These opportunities centre around events which are not described in the story, but which might have happened.

In answering these questions, students have an opportunity to demonstrate not only their understanding of the characters, plot and setting, but also their creativity in responding to the imaginary world of the short story or drama.

There are many different situations that could be used for such questions. For example, one character could write a letter to another character; this might be at a given point within the story, or some time afterwards. Similarly, a character could write a letter to a newspaper, to a 'problem page' in a magazine, or to an official.

There are many different possibilities for these questions. Bear in mind, though, that the question must provide an opportunity for the student to demonstrate both global comprehension of the story or play and creativity in going beyond the text.

Rubrics are important in all questions, but particularly so here. You need to write them clearly and concisely, so that they outline the situation and provide unambiguous directions for the student.

Extensive reading task

It has been felt that students do not get to read a long text neither do they develop the habit of reading. In order to develop the habit, it has been decided that a long text should be introduced. In classes IX and X, students may like to read a fiction related to social theme, adventure, mystery or science.

The questions on the long text will be based on global understanding of the theme, plot an characters and incidents. Questions based on interpretation and inference will also be asked.

The second question will be based on character sketches and the analysis. 10 marks have been allocated for the novel.