

Appendix I

Texts for Listening

Unit 1

Master of the Game

An old man who lived in a small street in the city of Mumbai had to put up with the nuisance of having boys play cricket outside his house, at night.

One evening when the boys were particularly noisy, he went out to talk to them. He told them that he would enjoy boys playing his favourite game, cricket. He said he would give them ₹25 each week from this pension to play in the street at night. The boys were thrilled. They were being paid to do something they enjoyed!

At the end of the first week they knocked at the old man's house and asked to be paid.

He did so.

The second week when they asked for payment he said he had run out of money and sent them away with only ₹15.

The third week the man said he had not yet received his pension and gave them only ₹10.

The boys were very disappointed but there was not much they could do about it.

The fourth week the man said he could not afford to pay them ₹ 25 as he had promised, but would give them ₹ 5 each week without fail.

This was unbearable for the boys.

"You expect us to play seven days a week for a measly ₹ 5!" they yelled. "Go to blazes."

They stormed away and never played on the street again.

Unit 2

Cricket Commentary

Hello, good morning, viewers. This is Sunil Gavaskar with Ravi Sastry. Welcome to Uppal Cricket Stadium, Hyderabad. It is a sunny morning. Electrifying atmosphere in this jam-packed stadium. The crowd is expecting an exciting match—a war of nerves between the arch rivals, India and Pakistan. The local boy V.V.S. Laxman is the centre of attraction as it is his home ground.

Having won the toss, India elected to bat first. The in-form openers Gambhir and Sehwag are at the crease.

The first ball of the day, an in-swinging yorker into the pads of Sehwag from Umar Gul. He is all hands up. There is a loud appeal for lbw. Luckily, for Sehwag and for India it is a no-ball. There is absolute silence in the stadium.

Here comes Gul again! Sehwag is ready. Gul pitches the ball at the good length area. Sehwag goes backfoot, plays it gently to the square leg area. The batsmen cross for a quick single. Sehwag opens his account with that single. India is 2 for no loss of a wicket.

This brings Gambhir on to strike. The second ball of the over. This time a slightly misdirected ball on the leg stump and Gambhir comes forward and hits straight over the head of the bowler for a four.

Gul changes the guard. This time a very well-directed short-pitch delivery. Oh! What a delivery. But Gambhir connects the ball. What a sweet timing! In a flash the ball disappears into the stands. The umpire Steve Buckner declared it a six. The crowd jump on to their feet. With that Gambhir quickly moves on to 10 and India 12 without loss. There is a conversation between Gul and Shahid Afridi. It seems the captain has a piece of advice. And there is some field adjustment for Gambhir. Now let's see how it works.

Umar Gul comes in and bowls to Gambhir. What a cracking delivery! It breaks the defence of Gambhir. Oh! the middle stump goes cart-wheeling. He's out. Pakistan celebrates. The jubilant Gul runs to hug his captain. The crowd is dumbstruck. But the umpire Buckner signaled it a no-ball. Gambhir survives. A great sigh of relief on his face. How lucky this man is! The crowd comes alive again and cheers up. What an excitement in the very first over itself!

The fourth ball of the over. This time it is a slow ball from Gul. Gambhir elegantly pushes the ball to the onside and completes the run but there is a fumble by the fielder. The batsmen try for the second. Will they complete it? Yes. Now the score moves on to 15. Gambhir is on 12.

Unit 3

Speeches

Speech 1

Good evening to all the people present here today. It's a pleasure to start this occasion by welcoming everybody. I welcome our headmaster to preside over the function. Now I would like to invite the honourable chief guest, our M.L.A to come onto the dais. I welcome my teachers, my fellow - friends and schoolmates. Today we all have gathered here for the Annual Day celebration. I welcome you all and I hope you enjoy the programme.

Now I request our headmaster to start the function.

Thank you.

Speech 2

I have a great pleasure in welcoming our principal to preside over the Children's Day programme that we have today. It is a great privilege for me to invite our chief guest, the D.E.O. of our district, who has kindly consented to be the chief guest for the day. I also welcome the other distinguished guests, who also have consented to be with us today despite their tight schedule. I cordially welcome my colleagues and non-teaching staff too. In today's celebration our main heroes are our students. So I welcome them and their parents too along with all others.

I hope you enjoy every aspect of this event and request the president to begin the proceedings.

Thank you.

Unit 4

Earth Song

What about sunrise
What about rain
What about all the things
That you said we were to gain ...
What about killing fields
Is there a time
What about all the things
That you said was yours and mine...
Did you ever stop to notice
All the blood we've shed before
Did you ever stop to notice
The crying Earth the weeping shores?

What have we done to the world
Look what we've done
What about all the peace
That you pledge your only son...
What about flowering fields
Is there a time
What about all the dreams
That you said was yours and mine...
Did you ever stop to notice
All the children dead from war
Did you ever stop to notice
The crying Earth the weeping shores

- Michael Jackson

Unit 5

News Bulletin

This is All India Radio. The news.... read by Latika Ratnam.

The headlines first...

An unprecedented flood caused a havoc in Krishna, Guntur, Kurnool and Mahabubnagar districts of Andhra Pradesh.

The Prime Minister visits the flood affected areas tomorrow.

India defeated Pakistan in the triangular cricket series held at Brisbane, Australia.

Now the news in detail. Massive floods wreaked a havoc in Krishna, Guntur, Kurnool and Mahabubnagar districts of Andhra Pradesh. Water has been released from the dams of Srisailem, Nagarjuna Sagar and the Prakasam Barrage. About 400 villages have been inundated with flood waters, 4 lakhs of people have become homeless. The death toll has reached 532 so far.

However, the rescue operations are in full swing. The Chief Minister of Andhra Pradesh has made an aerial survey of the flood-hit areas. An immediate aid of two lakhs of rupees has been announced to the members of the deceased. A relief of ten thousand rupees has been announced to the homeless. The C.M. has conducted an emergency meeting with the respective collectors of the flood-hit areas and asked them to set up rehabilitation camps immediately on war-footing.

Unit 6

Speech of Subhash Chandra Bose

Brave soldiers! Today you have taken an oath that you will give fight to the enemy till the last breath of your life, under the national tricolour. From today you are the soldiers of the Indian National Army of free India. You have volunteered to shoulder the responsibility of forty crores of Indians. From today your mind, might and money belong to the Indian Nation. Friends, you have the honour to be the pioneer soldiers of Azad Hind Fauj. Your names will be written in the history of Free India. Every soldier who is martyred in this holy war will have a monument in Free India. The coming generations will shower flowers on those monuments. You are very fortunate that you have got this valuable opportunity to serve your motherland. Although we are performing this ceremony in a foreign land, our heads and hearts are in our country. You should remember that your military and political responsibilities are increasing day by day and you must be ready to shoulder them competently. The drum of Indian Independence has been sounded. We have to prepare for the battle ahead. We should prepare ourselves as early as possible so that we can perform the duties we have shouldered. I assure you that the time is not far off when you will have to put to use the military skill which you possess.

Today we are taking the vow of independence under the National Flag. A time will come when you will salute this flag in the Red Fort. But remember that you will have to pay the price of freedom. It has to be got by force. Its price is blood. We will not beg freedom from any foreign country. We shall achieve freedom by paying its price. It doesn't matter how much price we have to pay for it. I assure you that I will lead the army when we march to India together. The news of the ceremony that we are performing here has reached India. It will encourage the patriots at home, who are fighting empty-handed against the British. Throughout my life it had been my ambition to equip an army that would capture freedom from the enemy. Today I congratulate you because the honour of such an army belongs to you. With this I close my speech. May God be with you and give you the strength to the pledge which you have taken voluntarily today.

Inquilab..... Zindabad!

Unit 7

Compering

Good evening, ladies and gentlemen. Welcome to the “ T.S. Cultural Mela Week”. Well, there are melodious music, colourful decoration of the dais and the lighting of ceremonial flame, but it has nothing to do with the Hollywood Film Festival. Boys and girls from different districts of T.S. have gathered here to inaugurate the Mela tonight. Ladies and gentlemen, if you want to announce anything, any time, you just come on right up and let us know.

We are wrapping up with an interesting play, ‘Rani Bhagmathi’ by our Govt. School students.

Perhaps you know, Bhaghamati was a native of Chichlam, now it is called Shahalibanda, which is 10 miles away from Golconda in Hyderabad. Mohammad Quli Qutub Shah, the fifth Sultan of former Qutub Shahi Dynasty fell in love with her.

The Sultan wanted to give something worthy to her ladylove.

He built a new city. He named it Bhagyanagar. In the year 1591 he laid the foundation stone of the new city. Under direct supervision of his Prime Minister, Mir Momin, the new city was built with the grandeur of heaven. He named the city Bhagyanagar after Bhagamati. Now we are calling it Hyderabad.

After they got married, she changed her name to Hyder Mahal and that is how the city was named Hyderabad. Mohammed Quli Qutub Shah of the Shahi Dynasty named it Hyderabad.

Ladies and gentlemen, put your hands together to declare the Mela open.

Unit 8

A Speech on 'Tourism in India'

“It gives me great pleasure to be present here today amongst all of you, the stalwarts of the Indian Travel and Tourism Industry, to celebrate the coming of a new era in the industry.

It is evidenced that tourism is a major driver of economic growth globally. For a country like ours, Tourism Sector is not only a major contributor to the growth of the economy but a generator of employment opportunities as well.

The Government primarily plays the role of a facilitator, acting as a catalyst for the development and promotion of tourism. It is absolutely imperative that we not only maintain the quality of facilities and services offered, but also bring them at par with the best in the world.

Realizing that development of infrastructure holds the key to the growth of tourism, the Government is investing heavily for integrated development of the Infrastructure Sector. All possible steps are being taken to promote tourism related infrastructure. We are encouraging the Hotel and Travel Industry, developing tourism circuits, working towards preservation of monuments, human resources development, and, upgradation of information technology.

As the minister of tourism, I would like to mention here that, in our effort to develop and promote tourism, we have also to keep in mind the importance of sustainable tourism and the need of protecting our environment. India, a region with the world's greatest bio-diversity and varied natural locales, is an ideal destination for eco-tourism. We recognize the importance of cleanliness, general hygiene and sanitation in making India a memorable tourist destination. In the longer run, this would ensure provision of a better quality of life to our own citizens.

Domestic tourism is a big contributor to the growth of this sector. The number of domestic tourists is increasing every year.

I would once again like to congratulate all of you who have won the Express Travel World Awards. I would also like to congratulate all those who have been nominated for the award and wish them all the best for the coming year so that they could also be in the list of recipients next year."

"Jaihind....."

Appendix II

About the Textbook and Assessment Procedures

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

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

The Goals

After the completion of the course, the students are expected

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

Learning Outcomes / Academic Standards

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

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

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

Features of the Textbook

The following are the features of the Textbook:

- Units are thematically organized with passages meant for listening and reading. Activities focus on reading comprehension, vocabulary, grammar and study skills.
- Measures have been taken to help learners get the rules familiarised with different genres such as narratives, essays, biographical sketches, plays, poems, etc. and construct them in oral as well as written forms.
- Though the components in a unit have been organised as listening, speaking (oral activity), reading and writing, an integrated treatment of these skills has been worked out.
- Vocabulary and grammar exercises have been contextually designed.

- A few questions and activities, given under comprehension, do not target any fixed responses; instead, they demand the learners to use language authentically both orally and in writing. These comprehension questions and the language activities are merely stepping stones for the learners to gain proficiency in the language and as such are not goals by themselves.

Components of a Unit

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

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

Language Activities

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

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

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

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

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

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

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

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

The Assessment

Language learning is a continuous process. Assessment is not an activity distinct from learning. Since learning is facilitated through group discussions, pair discussions and individually, assessment also operates at the individual level, in pairs and in groups. This will help the learners to compare their strengths and weaknesses and make modifications in their learning. We propose Continuous and Comprehensive Assessment at all levels of language learning.

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

Types of Assessment

There are two types of assessment.

1. Formative Assessment
2. Summative Assessment

Guidelines for Formative Assessment

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

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

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

Criteria for awarding marks under each tool:

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

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

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

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

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

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

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

Summative Assessment

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

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

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

There are two papers (Paper-I & II) in Summative -I & II. Each paper carries 40 marks.

The following are the domains of assessment for both papers.

1. Reading comprehension (15 marks)
2. Vocabulary & grammar (10 marks)
3. Creative expression (15 marks)

The test items under paper - I are based on the textbook, whereas the paper - II is based on the textbook independent.

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

Major discourses:

Sl. No.	Paper I	Paper II
	Group A	Group B
1	Story/ Narrative	Biography
2	Conversation	Essay
3	Description	Letter
4	Drama script/ Play	Report/ New report
5	Interview	Speech (script)
6	Choreography script	-

Minor discourses:

Sl. No.	Paper I	Paper II
	Group A	Group B
1	Message	Poster
2	Notice	Invitation
3	Diary	Profile

Targeted discourses with indicators/ features

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

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

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

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

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

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

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

Notice /Poster / Ads / Invitation: occasions and purposes showing the context details of venue, date, time, salutation, invitation, programme - persuasive language - organisation, layout and design – maintaining brevity – design and graphics – rhythm in language (for ads)

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

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

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

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

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

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

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

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

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

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

Interview: Proper introduction and beginning – Discourse markers – Questions relevant to the context and the responses – Appropriate closing – Appropriate Cohesive devices – Following social norms – Apt. responses – Ten/twelve exchanges.

Learning Outcomes - English

Class IX

Learner...

- listens to, infers, interprets and appreciates the literary / non-literary inputs such as stories, narratives, news reports, speeches and debates etc. that contain vivid images, a variety of sentence forms and personal reflections.
- speaks on key contemporary issues like social justice, environment, gender with coherence and cohesion while participating in interactive tasks like debates and discussion.
- participates in bilingual or multilingual discourses on various themes.
- reads ,comprehends and responds independently to various types of familiar and unfamiliar texts employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring and summarising.
- reads silently with comprehension and interprets layers of meaning.
- listens to, reads, writes and sings poems/ songs that contain specific patterns (rhythm, music, theme, structure, metre) emotions and reflections, figures of speech, images, thoughts, feelings and appreciates nuances and shades of literary meanings and poet's / writer's point of view.
- reads and respond to stories, narratives descriptions and biographies that contain a sequence of events, dialogues, sensory perceptions, images, settings, characterisation and evoking images with coherence.
- reads and writes reviews that state the context, highlight and comment on features of the item reviewed, cite from the texts and make personal impressions.
- reads and writes messages ,notices, posters, diaries and invitations for various occasions and purposes and identifies details such as venue, date, time, salutation, agenda
- understands and elicits meanings of the words in different contexts and by using dictionary, thesaurus and digital facilities.
- reads and responds orally and in writing to letters essays that contain paragraphing, organisation of main ideas, coherence, supporting details, title, introduction, thesis statement, body and conclusion.
- reads and writes drama/Play scripts that depict dramatic conflict using dialogues revealing emotions/ feelings, and contain stage directions, movements settings and reference to costumes and props.

- reads and writes reports/news reports that contain appropriate headline, lead sentence, body and have organisation, cohesive devices and coherence and make use of reporting style.
- derives a different category of word by changing the prefix or suffix of a certain word.
- understands and explains frequently used synonyms, antonyms, collocations, homophones and homographs.
- identifies and interprets figurative language and words with multiple meanings.
- applies knowledge of word origins, derivations, compound words and idioms to determine the meaning of words and phrases.
- develops understanding about the structure of Phrasal categories such as Noun phrase, Prepositional phrase, Verb phrase.
- maintains agreement in terms of person, number and gender in a sentences.
- develops understanding about auxiliary functions (tags, questions, negatives).
- develops understanding about clauses including if clause.
- takes notes and makes notes while listening to TV news, discussions, speech reading aloud/silent reading of texts etc and summarises the given texts.
- develops mind maps about persons, events, social issues and places they read and incorporate their reflections wherever possible orally and in writing.
- takes down dictation using appropriate punctuation marks and correct spelling of the words dictated.
- writes discourses by planning ,revising ,editing, rewriting and finalizing.
- edits passages with appropriate punctuation marks, grammar and correct spellings.
- assesses one's own and peers' work based on developed rubrics.
- exhibits in speaking, writing and in practice the values of honesty, cooperation, patriotism.
- uses sign language to communicate with fellow learners with hearing impairment in an inclusive set up.
- reads poems stories, texts given in Braille, graphs and maps given in tactile /raised material, interprets, discusses and writes with the help of a scribe.
- appreciates similarities and differences across languages in a multilingual classroom and society.
- recognises and appreciates cultural experiences and diversity in the text and makes oral and written presentation.

General Service List - Common Words of English

1251 to 1500 Words

1251. yield	1281. succeed	1311. wet	1341. native
1252. sensitive	1282. surround	1312. meat	1342. bedroom
1253. salt	1283. proud	1313. commerce	1343. violent
1254. pale	1284. dear	1314. joint	1344. beneath
1255. sweep	1285. card	1315. gift	1345. pause
1256. completion	1286. lake	1316. host	1346. tough
1257. throat	1287. breath	1317. suspect	1347. substance
1258. agriculture	1288. afraid	1318. path	1348. threat
1259. admire	1289. silence	1319. uncle	1349. charm
1260. gentle	1290. onto	1320. afford	1350. absence
1261. dozen	1291. shoe	1321. instant	1351. factory
1262. particle	1292. somewhere	1322. satisfactory	1352. spite
1263. pleasant	1293. chain	1323. height	1353. meal
1264. bay	1294. slide	1324. track	1354. universal
1265. cup	1295. copy	1325. confidence	1355. accident
1266. competition	1296. machinery	1326. grass	1356. highway
1267. moon	1297. wake	1327. suggestion	1357. sentence
1268. terrible	1298. severe	1328. favorite	1358. liberty
1269. strip	1299. pocket	1329. breakfast	1359. wise
1270. mechanic	1300. bone	1330. apart	1360. noise
1271. shock	1301. honest	1331. chest	1361. discovery
1272. conversation	1302. freeze	1332. entrance	1362. tube
1273. angle	1303. dictionary	1333. march	1363. flash
1274. tall	1304. calm	1334. sink	1364. twist
1275. plenty	1305. swim	1335. northern	1365. fence
1276. star	1306. ice	1336. iron	1366. childhood
1277. yellow	1307. male	1337. alive	1367. joy
1278. sick	1308. skin	1338. ill	1368. sister
1279. thorough	1309. crack	1339. bag	1369. sad
1280. absolute	1310. rush	1340. disturb	1370. efficiency

1371. disappear	1404. advice	1437. damage	1470. insurance
1372. defeat	1405. abroad	1438. kick	1471. reduction
1373. extensive	1406. wound	1439. safety	1472. strict
1374. rent	1407. virtue	1440. burst	1473. lesson
1375. comparison	1408. dare	1441. network	1474. tight
1376. possess	1409. queen	1442. resistance	1475. sand
1377. grace	1410. extra	1443. screw	1476. plate
1378. flesh	1411. attract	1444. pride	1477. qualify
1379. liquid	1412. numerous	1445. till	1478. elsewhere
1380. scientist	1413. pink	1446. hire	1479. mad
1381. ease	1414. gate	1447. verb	1480. interference
1382. heaven	1415. expensive	1448. preach	1481. pupil
1383. milk	1416. shut	1449. clerk	1482. fold
1384. sympathy	1417. chicken	1450. everywhere	1483. royal
1385. rank	1418. forgive	1451. anyway	1484. valuable
1386. restaurant	1419. holy	1452. fan	1485. whisper
1387. frequency	1420. wooden	1453. connect	1486. anybody
1388. angry	1421. prompt	1454. egg	1487. hurt
1389. shade	1422. crime	1455. efficient	1488. excess
1390. accuse	1423. sorry	1456. grain	1489. quantity
1391. necessity	1424. republic	1457. calculate	1490. fun
1392. knock	1425. anger	1458. drag	1491. mud
1393. loud	1426. visitor	1459. opposition	1492. extension
1394. permanent	1427. pile	1460. worship	1493. recognition
1395. row	1428. violence	1461. arrest	1494. kiss
1396. lovely	1429. steel	1462. discipline	1495. crop
1397. confuse	1430. wing	1463. string	1496. sail
1398. gold	1431. stair	1464. harbor	1497. attractive
1399. frighten	1432. partner	1465. camera	1498. habit
1400. solve	1433. delay	1466. mechanism	1499. relieve
1401. grave	1434. gentleman	1467. cow	1500. wisdom
1402. salary	1435. pour	1468. grand	
1403. photograph	1436. confusion	1469. funny	

Words which are often mis-spelt

scene	religious	congratulation	restaurant
straight	treasure	anxious	schedule
independent	persuade	knowledge	twelfth
advantage	weight	analysis	definition
accident	technician	suggest	dictionary
pleasure	anxious	grammar	fulfill
except	height	summer	jealousy
profession	psychology	believe	magazine
measure stomach	discipline	acquire	obedience
parallel	criticism	calendar	pilgrimage
symbol	pronunciation	column	spontaneous
tongue	genuine	experience	souvenir
except	principle	guarantee	tomorrow
advertisement	authentic	humorous	vision
guarantee	dialogue	immediate	athletic
scientist	ambiguous	intelligence	repetition
already	hygiene	jewelry	sincerely
believe	colleague	leisure	loneliness
vegetable	martyr	license	marriage
success	paralyse	maintenance	february
calm	bureaucracy	mischievous	description
patient	encyclopedia	neighbor	arithmetic
foreign	rhythm	personnel	attendance
assess	abdomen	publicly	environment
necessary	assignment	questionnaire	eligible
privilege	average	relevant	address

CHILDREN'S BILL OF RIGHTS

A child is every person under the age of 18 years. Parents have the primary responsibility for the upbringing and development of the child. The State shall respect and ensure the rights of the child.

- I have the Right to express my views freely, which should be taken seriously, and everyone has the Responsibility to listen to others. [Article-12,13]
- I have the Right to good health care and everyone has the Responsibility to help others get basic health care and safe water. [Article- 24]
- I have to Right to good education, and everyone has the Responsibility to encourage all children to go to school [Article- 28,29,23]
- I have the Right to be loved and protected from harm and abuse, and everyone has the Responsibility to love and care for others. [Article-19]
- I have the Right to be included whatever my abilities, and everyone has the Responsibility to respect others for their differences. [Article- 23]
- I have the Right to be proud of my heritage and beliefs, and everyone has the Responsibility to respect the culture and belief of others. [Article- 29,30]
- I have the Right to safe and comfortable home and everyone has the Responsibility to make sure all children have homes. [Article- 27]
- I have the Right to make mistakes, and everyone has the Responsibility to accept we can learn from our mistakes. [Article- 28]
- I have the Right to be well fed and everyone has the Responsibility to prevent people starving. [Article- 24]
- I have the Right to a clean environment, and everyone has the Responsibility not to pollute it. [Article- 29]
- I have the Right to live without violence (verbal, physical, emotional), and everyone has the Responsibility not to be violent to others. [Article- 28, 37]
- I have the Right to be protected from economic exploitation, and everyone has the Responsibility to ensure that no child is forced to work and is given a free and secure environment. [Article- 32, 34]

These rights and responsibilities are enshrined in the United Nations Convention on the Rights of the Child, 1989. It contains all the rights which children and young people have all over the world. The Government of India signed this document in 1992.