

Appendix II

About the Textbook and Assessment Procedures

‘Our World through English’ Class VII 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 peers 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. Oral performance (10 marks)
2. Reading comprehension (25 marks)
3. Vocabulary and grammar (20 marks)
4. Conventions of writing & spelling (5 marks)
5. Creative writing (Discourses) (20 marks)

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

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

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

Major discourses:

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

Minor discourses:

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

Targeted discourses with indicators/ features

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Learning Outcomes

ENGLISH

CLASS VII

The learner....

- Responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railways etc.
- Participates in different activities such as role play, recitation of poetry,skit, drama, debate, speech, elocution, declamation, quiz etc, organized by school and other such organizations.
- Speaks about excerpts, dialogues, skits, short films, news and debate on television and radio, audio-video programmes from suggested websites.
- Reads variety of texts both verbal and non verbal analytically and identifies themes, sub themes and interpret them.
- Thinks critically, compares and contrasts characters, events, ideas, themes and relates to day to day life.
- Reads a variety of texts for pleasure and develops one's own perceptions.
- Uses appropriate and grammatical aspects in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivization , adjectives, adverb, discourse markers and follow social etc).
- Uses appropriate vocabulary for expressing oneself using a variety of discourse makers in conversations / writing.
- Coins new words appropriate to the context: Infers the meaning of the unfamiliar words by reading them in context.
- Refers to a dictionary, thesaurus and encyclopedia to find meanings /spelling of words while reading and writing.
- Develops mind maps about persons, events, places, and social issues; and incorporate their reflections wherever possible while writing.
- Writes short profiles and biographical sketches depicting the characteristics and contributions of people organizes sentences coherently in English / in Braille with the help of visual / verbal clues and with a sense of audience.
- Writes songs and poems on various themes involving various images evoking emotions.
- Writes formal and personal letters ; diary, list, e-mail / SMS, etc. uses proper capitalization and punctuation.
- Writes descriptions/narratives showing sensitivity to gender, environment and appreciation of cultural diversity.
- Writes scripts/dialogues for a drama/play and skit
- Reads and reflect on choosen texts.



పాఠశాల విద్యా శాఖ,
తెలంగాణ ప్రభుత్వం



एन सी ई आर टी
NCERT

Irregular Verbs

Present Tense	Past Tense	Present Participle	Present Tense	Past Tense	Present Participle
1. beat	beat	beaten	24. fall	fell	fallen
2. become	became	become	25. feed	fed	fed
3. begin	began	begun	26. feel	felt	felt
4. bend	bent	bent	27. fight	fought	fought
5. bet	bet	bet	28. find	found	found
6. bite	bit	bitten	29. fly	flew	flown
7. bleed	bled	bled	30. forget	forgot	forgotten
8. blow	blew	blown	31. forgive	forgave	forgiven
9. break	broke	broken	32. freeze	froze	frozen
10. bring	brought	brought	33. get	got	gotten
11. build	built	built	34. give	gave	given
12. buy	bought	bought	35. go	went	gone
13. catch	caught	caught	36. hang (up)	hung	hung
14. choose	chose	chosen	37. have	had	had
15. come	came	come	38. hear	heard	heard
16. cost	cost	cost	39. hide	hid	hidden
17. cut	cut	cut	40. hit	hit	hit
18. dig	dug	dug	41. hold	held	held
19. do	did	done	42. hurt	hurt	hurt
20. draw	drew	drawn	43. keep	kept	kept
21. drink	drank	drunk	44. know	knew	known
22. drive	drove	driven	45. lay	laid	laid
23. eat	ate	eaten			

Irregular Verbs

Present Tense	Past Tense	Present Participle	Present Tense	Past Tense	Present Participle
46. lead	led	led	74. sing	sang	sung
47. leave	left	left	75. sink	sank	sunk
48. lend	lent	lent	76. sit	sat	sat
49. let	let	let	77. sleep	slept	slept
50. lie (down)	lay	lain	78. slide	slid	slid
51. light	lit	lit	79. speak	spoke	spoken
52. lose	lost	lost	80. spend	spent	spent
53. make	made	made	81. spin	spun	spun
54. mean	meant	meant	82. stand	stood	stood
55. meet	met	met	83. steal	stole	stolen
56. pay	paid	paid	84. stick	stuck	stuck
57. put	put	put	85. sting	stung	stung
58. quit	quit	quit	86. swear	swore	sworn
59. read	read	read	87. sweep	swept	swept
60. ride	rode	ridden	88. swim	swam	swum
61. ring	rang	rung	89. take	took	taken
62. rise	rose	risen	90. teach	taught	taught
63. run	ran	run	91. tear	tore	torn
64. say	said	said	92. tell	told	told
65. see	saw	seen	93. think	thought	thought
66. sell	sold	sold	94. throw	threw	thrown
67. send	sent	sent	95. understand	understood	understood
68. set	set	set	96. wake	woke	woken
69. shake	shook	shaken	97. wear	wore	worn
70. shine	shone	shone	98. win	won	won
71. shoot	shot	shot	99. wind	wound	wound
72. shrink	shrank	shrunk	100. write	wrote	written
73. shut	shut	shut			

General Service List - Common Words of English

1001 to 1250 Words

1001. tear	1031. bitter	1061. blow	1091. double
1002. tire	1032. chair	1062. mistake	1092. wood
1003. expression	1033. yesterday	1063. sweet	1093. empty
1004. exception	1034. scientific	1064. shout	1094. baby
1005. application	1035. flower	1065. divide	1095. advise
1006. belong	1036. wheel	1066. guard	1096. content
1007. rich	1037. solution	1067. worse	1097. sport
1008. failure	1038. aim	1068. exchange	1098. lift
1009. struggle	1039. gather	1069. rare	1099. literary
1010. instrument	1040. invite	1070. commercial	1100. curious
1011. variety	1041. moreover	1071. request	1101. tie
1012. narrow	1042. fresh	1072. appoint	1102. flat
1013. theater	1043. forest	1073. agent	1103. message
1014. collection	1044. winter	1074. dependence	1104. neck
1015. rain	1045. box	1075. bird	1105. hate
1016. review	1046. belief	1076. wild	1106. dirt
1017. preserve	1047. ordinary	1077. motion	1107. delight
1018. leadership	1048. impossible	1078. guess	1108. trust
1019. clay	1049. print	1079. neighbor	1109. nobody
1020. daughter	1050. gray	1080. seed	1110. valley
1021. fellow	1051. taste	1081. fashion	1111. tool
1022. swing	1052. lip	1082. loan	1112. presence
1023. thank	1053. speech	1083. correct	1113. cook
1024. library	1054. reference	1084. plain	1114. railroad
1025. fat	1055. stain	1085. mail	1115. minister
1026. reserve	1056. connection	1086. retire	1116. coffee
1027. tour	1057. otherwise	1087. opposite	1117. brush
1028. nice	1058. stretch	1088. prefer	1118. beside
1029. warn	1059. knife	1089. safe	1119. collect
1030. ring	1060. village	1090. evil	1120. guide

1121. luck	1154. avenue	1187. wire	1220. remind
1122. profit	1155. brown	1188. proposal	1221. ear
1123. lord	1156. disease	1189. ought	1222. fish
1124. everybody	1157. hat	1190. victory	1223. shore
1125. prison	1158. excellent	1191. quarter	1224. operator
1126. cloud	1159. formal	1192. engine	1225. civilize
1127. slave	1160. snow	1193. customer	1226. being
1128. chairman	1161. sheet	1194. waste	1227. silent
1129. soil	1162. somehow	1195. fool	1228. screen
1130. distinguish	1163. unity	1196. intend	1229. bind
1131. introduce	1164. sky	1197. intention	1230. earn
1132. urge	1165. rough	1198. desk	1231. pack
1133. blind	1166. smooth	1299. politics	1232. colony
1134. arise	1167. weather	1200. passage	1233. besides
1135. upper	1168. steady	1201. lawyer	1234. slip
1136. curve	1169. threaten	1202. root	1235. cousin
1137. membership	1170. depth	1203. climb	1236. scale
1138. key	1171. oppose	1204. metal	1237. relief
1139. entertain	1172. deliver	1205. gradual	1238. explore
1140. soul	1173. ancient	1206. hunt	1239. stem
1141. neighborhood	1174. pray	1207. protection	1240. brain
1142. friendly	1175. adopt	1208. satisfy	1241. musician
1143. pair	1176. birth	1209. roof	1242. defend
1144. stone	1177. appearance	1210. branch	1243. bend
1145. lean	1178. universe	1211. pleasure	1244. somebody
1146. protect	1179. busy	1212. witness	1245. shadow
1147. advertise	1180. hurry	1213. loose	1246. mix
1148. mystery	1181. coast	1214. nose	1247. smoke
1149. welcome	1182. forth	1215. mine	1248. description
1150. knee	1183. smell	1216. band	1249. fruit
1151. jump	1184. furnish	1217. aside	1250. guilt
1152. snake	1185. female	1218. risk	
1153. stream	1186. hide	1219. tomorrow	

Mid Day Meal Scheme

Upper Primary Classes (VI - VIII)

I. Menu :

<i>Day</i>	<i>Menu</i>
Monday	Egg and Sambar
Tuesday	Vegetables
Wednesday	Dal and Green leaves
Thursday	Egg and Sambar
Friday	Vegetables
Saturday	Dal and Green leaves

II. Food Norms :

<i>Sl. No.</i>	<i>Food item</i>	Upper Primary (VI - VIII)		
		<i>Quantity (in gms.)</i>	<i>Calories</i>	<i>Protein content (in gms.)</i>
1	Food Grains (Wheat/Rice)	150	510	12
2	Pulses	30	100	4
3	Vegetables	75	30	—
4	Oil & Fat	7.5	55	4
5	Any other item [Egg/Banana]	Twice a Week	160	12

III. Cooking cost w.e.f. 01-04-2012 :

Upper Primary		
<i>Central</i>	<i>State</i>	<i>Total</i>
3.49	1.16	4.65

IV. Age-wise Height and Weight for Boys and Girls :

<i>Sl. No.</i>	<i>Class</i>	<i>Girls</i>		<i>Age in years</i>	<i>Boys</i>	
		<i>Height (Cm.)</i>	<i>Weight (Kg.)</i>		<i>Height (Cm.)</i>	<i>Weight (Kg.)</i>
1	VI	137.5	31.4	11	138.3	32.5
2	VII	140.0	32.2	12	142.2	33.5
2	VIII	147.0	37.0	13	148.0	38.7