

# Appendix I

## Texts for Listening

### Unit 1

#### An Announcement on the Radio.

Prashanth, a thirteen year old boy has been missing since last Sunday. The boy is in blue trousers and pink T-shirt. He can speak Telugu, Hindi and English. He has fair complexion. He is fond of movies. His parents are much worried about him. Whoever finds Prashanth will be rewarded. You may contact the Sub- Inspector of Police, Vidya Nagar, Thiruvananthapuram. (Mobile No. 99XXXXXX00)

### Unit 2

#### Homeless Child

No mother no father  
neither shoes nor a bed.

He lives in a street  
on pavements of a road.

He is just ten  
looks pale and thin.

He has so small a dinner  
sometimes, he dines on the smell.

And even if he is starving to death  
nobody comes to feed him.

As the sun rises and rays shoot him,  
he is exposed to child labour.

Tears start rolling down his cheeks  
there is nobody to comfort him.

And even if he is dead  
There is nobody to worry about him.

### Unit 3

#### Lal Bagh

Dear Students, now we are in Lal Bagh Garden, Bangalore. It means “ The Red Garden” in English. It is one of the famous gardens in India. It is located to South of the city centre and Bangalore’s main attraction.

Hyder Ali , the ruler of Mysore commissioned the building of the garden in 1760. His son, Tipu Sultan, completed it by importing trees and plants from

several countries. The garden has over 1,000 species of flora. The garden is spread over 240 acres. The Glass House is the main attraction in this garden, modelled on London's Crystal Palace.

Look there, you can see a 300 year old "Christmas Tree". There are many such old trees we can find in the garden. Children, look there, you can find the scientific name tag to each tree.

Now we are moving towards the Rose Garden, which is another highlight of Lal Bagh. It has almost all the species of roses available worldwide.

Now we are at the giant Electronic Quartz Flower clock built by HMT. In this garden flower shows are conducted every year to educate people about different flora and help cultivate the habit of growing plants among the public.

## Unit 4

### Message from Space

Sunitha Williams sent out warm wishes on the occasion of Diwali from the International Space Station.

"I just want to wish everybody in India and people of Indian origin around the world a "Happy Diwali". It's a wonderful festival and I am happy we are part of it up here at the International Space Station. I did bring a couple of things that have to do with India from my father, particularly a peaceful 'Om' that stays outside my crew quarters where I sleep, and the *Upanishads*. So I can read it while I am up. It is a small version (of the *Upanishads*) but it definitely brings the wisdom to us while we are here and allow us to think of the true meaning of life and what we are doing. Heartfelt feelings for the work we are doing up here and how we are doing and for our safe return back home.

## Unit 5

### Compering

Respected MEO, our beloved headmaster, dear teachers and my fellow students,

I wish you a very good morning and welcome you to the programme.

At the outset, I wish all the teachers a very happy Teacher's Day.

As we all know that 5th September is celebrated as Teacher's Day as a mark of our tributes to the contributions made by teachers to the society. It is also celebrated to commemorate the birth of Dr. Sarvepalli Radhakrishnan, a great educationist and former President of India.

Let us now start the programme with a prayer.

I invite Kamala and Vimala to offer the prayer.

Thank you, Kamala and Vimala for your wonderful prayer. To move to the next item of the programme, it is a moment of pride and honour for us to have our

Mandal Educational Officer, who is an eminent scholar as the chief guest. Now I request him to come onto the dais and grace the occasion.

Next, I would like to invite our headmaster, who is an inspiring personality, to grace the occasion. I also request him to present a bouquet to our Chief Guest.

Now, I request our MEO to say a few words on the occasion.

Thank you very much sir, for giving your inspiring words to us.

Now, you will watch a skit.

I'm sure you have liked the skit... once again, let us give them a big round of applause.

The next item is a group dance. It will be presented by Latha and her group from class IX. Hope you will enjoy it.

Wow! Fantastic, it is an excellent performance. Let us once again appreciate them by clapping.

Now, the last item of the programme is Vote of Thanks. I take this opportunity to invite Ms. Aparna to propose a vote of thanks. With that the programme has come to an end. Finally, I invite you all to have refreshments outside the hall. I thank one and all for making the event memorable and enjoyable.

## Unit 6

### The News

This is All India Radio, giving you the news. The headlines. The Government of Telangana State set to declare a new art & cultural policy. A new cultural programme to be launched to show the Government's commitment to cultural development of the state. Exhibitions and other activities to mark the new programme.

The news in detail.

The Government of Telangana State is set to declare a new art and cultural policy. The policy is expected to stress the development of arts and crafts of the state. The Chief Minister is expected to announce the policy today at Ravindra Bharati, Hyderabad.

As per the Government sources, a drive under this programme will benefit the artists of Dimsa, Burrakatha, Oggukatha and Gangireddulu. Puppet shows would be made compulsory in all the Government organized programmes, they said.

According to the Handicrafts Minister, 51 new cultural centres would be started to boost the sales of Nirmal and Pembrothi. He also stated that handloom weaving would be given due importance. Narayanpet, Pochampalli, Kothakota, Gadwala and Siricilla weavers would get interest free loans.

The headlines once again. The Government of TS all set to declare a new cultural policy.

That's the end of this news bulletin.

Have a good day!

## Unit 7

### Education of the Girl Child Is a Burden

**Speaker 1:** Respected Chairperson, honourable Judges and dear friends, I stand here to express my views for the motion, 'Education of the girl child is a burden'. I would like to state that the education of the girl child is indeed a burden. In a poor family the main concern for the head of the family is to provide food, clothing and health to all the members. Most of their resources are used for these priorities. Later, when they think of education, the first preference goes to the male child as he would be growing to be the breadwinner of the family, whereas the girl would leave the family one day. So, I feel that educating the girl child is a burden.

**Speaker 2:** Respected chairperson, honourable Judges and dear friends! My knowledgeable opponent is of the opinion that the education of the girl child is a burden. May I ask how education of the girl could be a burden when she is an equal partner in sharing the responsibilities and duties? If given a chance, she will be sharing the burden of the family at least till she gets married. So, I strongly oppose the motion.

**Speaker 1:** When my opponent feels that the girl child would leave the family one day after marriage, can't we agree that it is a waste of money to educate a girl child? Instead, the families can save the money to bear the expenses of her wedding. Yes, surely the girl can reduce the burden not by earning after education but by managing the household work. As her duty in the later part of life is to look after the family and children, she better gets practice in the same. If she is away from home for longer periods, it would be an additional burden on the family.

**Speaker 2:** My friend said, the future of the girl child is to look after the family and children. Haven't such traditional gender roles led to inequalities in the society? I strongly feel that an educated girl can render financial assistance to the father and later to the husband. My dear friend, it is education that will bring about a change in the attitude of people towards the role of women. Indeed, it is rightly said: 'If you educate a man, you educate an individual. If you educate a woman, you educate a family'.

## Unit 8

### An announcement in a School

Dear students,

I am to inform you that we are going to start an 'Enrolment Drive Programme' next week. We will go to the nearby slums in our locality for 3 days and see if there are any children who are not studying in any school. There will be 10 teams, each consisting of 6 students. I want all the students and teachers of classes VIII and IX to join this mission. Mr. Rajkumar and Ms. Christina will be joining us in our mission. They will help us in all the aspects related to the programme. Children, now those who volunteer to take the lead in teams should meet their class teachers after the lunch hour.

## Appendix II

### About the Textbook and Assessment Procedures

‘Our World through English’ Class VIII 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.

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.

**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.

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# Learning Outcomes

ENGLISH

CLASS VIII

## The learner....

- Participates in debates and discussions / conversations with people from different professions, using appropriate vocabulary, discourse markers, appropriate cohesive devices maintaining social norms (politeness).
- Delivers a speech and comperes programmes for different occasions.
- Speaks about objects / events in the class / school environment and outside surroundings that contain a few attributes, vivid images, variety of sentence forms and with personal reflections.
- Introduces guests, interviews people by asking questions and answering questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences.
- Participates in different events such as role play, recitation of poetry, skit, drama, debate, declamation, quiz, etc organised by school and other such organisations;
- Reads excerpts, dialogues, poems and expresses opinions about them.
- Reads, compares, analyses, contrasts, thinks critically and relates ideas to life and reads texts from multiple perceptives.
- Reads a variety of texts e.g. adventure stories and science fiction, and fairy tales, descriptions, non-fiction articles, narratives, travelogues, biographies, essays, news reports, reviews etc. (extensive reading).
- Uses appropriate vocabulary, phrasal verbs/idioms, nouns and verbs interchangeably for expressing oneself in different contexts, while speaking and writing.
- Refers to a dictionary or a thesaurus and encyclopedia as reference books for meaning and spelling while reading and writing.
- Communicates accurately using appropriate grammatical forms (e.g. clauses, comparison of adjectives, time and tense, active and passive voice, reported speech etc.
- Develops an understanding of declarative, imperative, interrogative, and exclamatory sentences. Uses degrees of comparison.
- Writes answers to the texts (verbal and non-verbal textual) for comprehension; and analyze, infer and draws conclusions; character sketch, attempts extrapolative writing.
- Follows the lay out conventions of various discourse genres such as conversations, description, narrative, notice, message, poster, slogans, diary, letter, drama, essay, etc.
- Writes a coherent and meaningful paragraph for different discourses by interpreting quotations, sayings and proverbs in writing through the process of drafting, revising, editing and finalizing.
- Writes e-mails, messages, notice, formal letters, descriptions, narratives, personal diary, report, short, personal/biographical experiences, scripts for a skit, play/drama, speech, choreography, book review etc. with a proper beginning, middle and end with appropriate punctuation marks.



పాఠశాల విద్యా శాఖ,  
తెలంగాణ ప్రభుత్వం

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT