



KVS VISION

Enabling
KVS
employees
to function as
true
professionals
in the field of
school
education
through
training

3-Day Workshop for TGTs in English On Developing Listening & Speaking Skills **REPORT-CUM-REFERENCE MANUAL**

2019-20

PUBLISHED BY:
KENDRIYA VIDYALAYA SANGATHAN
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VISION:

KVS believes in imparting knowledge/values and nurturing talent, enthusiasm and creativity of its students for seeking excellence through high quality educational endeavours

MISSION:

- To cater to the educational needs of children of transferable Central Government including Defence and Para-military personnel by providing a common programme of education ;
- To pursue excellence and set the pace in the field of school education;
- To initiate and promote experimentation and innovations in education in collaboration with other bodies like Central Board of Secondary Education (CBSE) and National Council of Educational Research and Training (NCERT) etc.
- To develop the spirit of national integration and create a sense of "Indianness" among children

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केन्द्रीय विद्यालय संगठन
आंचलिक शिक्षा एवं प्रशिक्षण संस्थान

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FOREWORD

"Excellence is an art won by training and habituation...
We are what we repeatedly do. Excellence, then, is
not an act but a habit."

- Aristotle



Achieving fluency in the language does not happen automatically for children. We must deliberately help them master the set of requisite skills and socially shared conventions and expectations that advances high-quality learning. This book will help you do just that by giving you practical tools and resources to move your students toward fluency in the two core competencies:

- Listening with respect and for understanding
- Speaking clearly, concisely and confidently
- Asking purposeful questions, answering them succinctly and appropriately
- Using sound reasons and evidence to make an argument
- Agreeing and disagreeing respectfully to advance powerful exchanges of ideas

Children have always needed these competencies in order to be highly engaged, self-motivated thinkers, doers, creators, and learners. Moreover, a student's mastery of these competencies is foundational for reaching the standard and for successfully navigating our rapidly changing global community. The content, strategies, and resources presented in this book will help you teach, coach, and encourage students in developing and demonstrating these competencies.

As a Director of the organization, I thoroughly enjoyed watching a bright nugget of an idea for this book becomes a reality. I'm confident that this book will serve you well for improving these skills. It's exciting to envision all our children across the nation becoming fluent and highly competent in the language of learning and in developing the core skills of the language they need for success today, tomorrow, and far into the future.

DIRECTOR
KVS ZIET GWALIOR



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**3 DAYS WORKSHOP ON DEVELOPING LISTENING AND SPEAKING SKILLS
4 SEP 2019 to 6 SEP 2019.**

DUTY CHART

S.No.	DUTIES ASSIGNED	IN-CHARGE OF DUTIES
1	Course Co-ordination & Course File Preparation	MsNoopurChaturvedi
2	Registration & Relieving Orders	Mr S S Negi
		Mr P K Raghava
		Ms Seema Bhadoria
3	Seminar Hall : Seating Arrangement & Lamp	Dr V K Yadav
		Mr Rajesh Kumar
4	Seminar Hall : PA System & Welcome Slide	Mr J P Singh
5	Inaugural Function : Compering Welcome Address Aims & Objectives	Mr Joseph K A
		MsShajila P
		Mr Bharat Bhushan
6	Monitoring of Mess & Menu Checking: Breakfast Lunch Tea Breaks Dinner	MrManoj Kumar
		Mr R K Gupta
		Ms Seema Bhadoria
		Mr S S Negi
7	Hostel Room Alottment	MsShajila P
		MsNoopurChaturvedi
8	Distribution of Training Materials	MrManoj Kumar
		Mr Rajesh Kumar
9	ICT Support & Computer Lab Management	Mr J P Singh
10	Google Form (Participants Details & Feedback) Preparation & Uploading on Website	Mr J P Singh

11	Participants Data Compilation; Verification for Certificates Preparation;	MsNoopurChaturvedi
		Mr J P Singh
12	Course Correspondence & Participants Contact Details - List Preparation	MrManoj Kumar
13	Attendance Sheet Preparation	MsNoopurChaturvedi
14	Website Updation about the Course & other Data	Mr J P Singh
		MsNoopurChaturvedi
15	Certificate Preparation	Mr J P Singh
		Mr S S Negi
16	Co-ordination of Photography (Only 15 for Website)	Mr Joseph K A
17	Management of honorarium for RPs & Guest Speakers	Mr P K Raghava
		Ms Seema Bhadoria
18	Co-ordination of Valedictory Function	Ms R Sujatha
19	Print & Social Media Coverage	Ms T Uma Maheswari
20	Training Support Material Compilation - Sharing & Uploading	MsNoopurChaturvedi
		Mr J P Singh
21	Course Manual Preparation	Mr Bharat Bhushan
		Ms R Sujatha
22	Cleanliness : Hostel Block, Admin Block & Campus	Mr S S Negi
		Mr Joseph K A
		MsShajila P
		MsNoopurChaturvedi
23	Over all Supervision & Co-ordination	Mr T P Sharma

Date: 30.08.2019

T Uma Maheswari
ASSOCIATE COURSE DIRECTOR
 (T UMA MAHESWARI)

Sirimala Sambanna
DIRECTOR
 (Mr SIRIMALA SAMBANNA)

Aims & Objectives of the Workshop

- 1.To create awareness about the paramount significance of Listening & speaking skills in language acquisition
- 2.To share knowledge, skills & expertise in Listening & speaking skills
- 3.To introduce new tactics, approaches, methods, & strategies to improve listening & speaking skills
- 4.To equip with tools & techniques & provide hands-on experience
- 5.To develop insight into the complex process of listening & speaking
- 6.To expose to some easy-to-conduct & effective listening & speaking activities
- 7.To apprise of the recommendations of NCF 2005 regarding language learning in general & English in particular
- 8.To enlighten about Reading competency to be tested in PISA
- 9.To familiarize with problems faced in communication & their solution
10. To discuss other issues related to listening & speaking skills

LIST & DETAILS OF PARTICIPANTS

Contact Details of participants						
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Group No.	Group Name	Group Members
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2	JOHN KEATS GROUP	01. MS.SHRAWAN BADELE (LEADER) 02. MR. VIJAY KUMAR SONI 03. MS. NEELAM YADAV 04. MR.P C ARYA 05. MRS.MITALI MUKHERJI 06. MR. RAMANAND YADAV 07. MR. CHANDRASEN SINGH
3	WILLIAM WORDSWORTH GROUP	01. MR. ANWAR (LEADER) 02. MR. RAY SINGH NARWARIYA 03. MR. SHIV MANI TRIPATHI 04. MRS. R B TOPPO 05. MR. AKASH SINGH RAGHUVANSHI 06. MR. JAGENDRA BAHADUR SINGH 07.MR. HARI OM MAURYA
4	KAMLA DAS GROUP	01. MRS. ANUPAM MADAN 02. MR. R P SINGH 03. MS. KUMKUM AGARWAL 04. MR.M S RAJPUT 05. MR. R S SINGH 06. MR.BRAJESH KUMAR SINGH 07. MR. KAUSHLENDRA UPADHYAY
5	ROBERT FROST GROUP	01. MS. NABAMITA DUTTA 02. MR. R K SINGH 03. MS. KALPANA AGARWAL 04. MR.PRADEEP KUMAR 05. MR. NARAYAN SINGH LODHI 06. MR. JEETENDRA SINGH



KENDRIYA VIDYALAYA SANGATHAN

ZONAL INSTITUTE OF EDUCATION AND TRAINING, GWALIOR

3 Days Workshop for TGTs in English on "DEVELOPING LISTENING AND SPEAKING SKILLS"

(04 September 2019 to 06 September 2019)

TimeTable

S.No.	Day & Date	Session - 1	Session - 2	11:00 – 11:15		01:00 – 02:00		03:45 – 04:00		Session - 5
	Duration	09:00 – 09:15	10:00 – 11:00	Session - 3	11:15 – 01:00	Session - 4	02:00 – 03:45	04:00 – 05:30		
1	04.09.2019 Wednesday	Registration	Communication Skills	Comprehensive Listening	Dr.SanjeevKhanna	Speaking Skill: Problem and Solution	Dr O P Budholia	Group Work (Pair Interaction Script & Individual Speaking - Topics With Cues)	ACD & RPs	
		09:15 – 10:00								
		Inauguration, Ice-Breaking, Briefing about the Workshop, Participants' Need Analysis, Inaugural Address by the Director.								
2	05.09.2019 Thursday	Morning Assembly (Teachers' Day Celebration)& Report Presentation	NCF 2005 Teaching of English	Listening Activity	RP	Speaking Activity	RP	Tools & Techniques Hands-on Experience - Group Work (Aural and Oral)		
			RP							
3	06.09.2019 Friday	Morning Assembly & Report Presentation	PISA Reading Competency	Speaking Activity	RP	Group Work Presentation	PARTICIPANTS	Plenary & Valedictory		
			T Umamaheswari							
TEA BREAK				LUNCH BREAK				TEA BREAK		

- ❖ Registration of the participants on the first day from 8:30 AM To 9:00 AM (Office)
- ❖ Associate Course Director & Course Co-ordinator : Smt. T Uma Maheswari, T.A. (English), KVS-ZIET, Gwalior
- ❖ RP1- Shri. Bharat Bhushan, PGT English, K V No.2, MRN Mathura, Agra Region.
- ❖ RP2- Smt. R Sujatha, PGT English, K V, No.2, Bhopal, Bhopal Region.

GLIMPSES OF THE WORKSHOP: THE INAUGURATION





REPORT: DAY 1

04 SEPTEMBER 2019

KVS ZIET Gwalior organized a three-day Workshop on Developing Listening & Speaking Skills for TGTs (English) from 4th Sep to 6th Sep 2019. 34 participants from five feeder regions namely Agra, Varanasi, Lucknow, Bhopal & Jabalpur attended the workshop. The aim of the workshop was to share knowledge, skills & expertise and to equip the teachers with tactics, methods, tools & techniques related to listening & speaking skills.

The workshop was inaugurated by the honourable Assistant Course Director, Mrs. T. Umamaheswari. She lighted the lamp and garlanded Goddess Saraswati to seek her blessings for the success of the planned activities. ZIET faculty members, the resource people, Mr. Bharat Bhushan, PGT English, KV NO 2 MRN Mathura, R. Sujatha, PGT English, KV No2 Bhopal and a few participants joined her in this ceremony.

It was followed by an ice-breaking session where the participants introduced themselves in an effective and unique manner by adding an adjective beginning with the first letter of their names.

At the very outset of the day, Shri Bharat Bhushan, Resource Person spoke briefly on the aims and objectives of the workshop. He clearly mentioned the purpose of the workshop to improve the listening and speaking skills with easy and effective activities. He also discussed that the workshop would aim at exploring the problems faced in communication and their possible solutions.

In the inaugural session the Assistant Course Director, Mrs Umamaheswari delivered a lecture on 'Communication Skills'. She highlighted and emphasised the ways to communicate effectively.

The next session on Comprehensive Listening was taken up by the Guest Speaker, Dr. Sanjeev Khanna, HOD, Department of Humanities, MITS, Gwalior. He clearly differentiated between hearing and listening. He touched upon every aspect of listening by mentioning the kinds of listening and reasons for poor listening. He suggested many ways to improve listening. He created a real class-room situation by framing various listening activities for the participants. It was a very informative session to develop listening skills.

The post-lunch session began on Speaking Skills which was enlightening. It was delivered by the Guest Speaker Dr. O.P. Budholia. He clearly explained the evolutionary process of speaking skills of language. He also stressed on the art of pronunciation, phonology, pause and intonation.

In the post-tea session, the participants were divided into six different groups and were christened with famous poets' names. Each group was assigned different activity for the next day i.e. 'Teacher's Day'. Resource Persons, MR. Bharat Bhushan and R.Sujatha allotted the activities to the each group focusing on the aims and objectives of the workshop.

The day concluded with sharing of knowledge and strategies to improve listening and speaking skills. All the participants were seen leaving the hall discussing about the usefulness of this workshop.

REPORT ON DAY 2

Day -2 of the Workshop for developing listening and speaking skills started with a wonderful prayer presented by Tennyson Group. The expression of the day was presented in an excellent manner where the participants had to guess the expression by looking at the gestures made by the presenter.

Soon after the prayer all the staff members of KV ZIET Gwalior along with the teacher participants were felicitated by a token of love and respect on the occasion of Teachers Day. Greetings, blessings and advice were given to the participants by eminent faculty members of the premier institute.

The first session of the day was on communicative skills taken by course director Madam T. Umamaheswari. Through various PPTs and video clips the session was made fruitful and enriching where the participants learnt about various kinds of communication, modern form of communication and also about five barriers that hinder effective communication. The session ended with the lovely video of song and dance where all the participants actively and enthusiastically participated. The whole atmosphere became cheerful and light.

After tea break the session on NCF 2005 was taken up by Mr. Bharat Bhushan. He explained through PPTs. and various activities about different recommendations of NCF 2005 related to English teaching. He also discussed about sub-skills of listening & speaking and how to develop constructivism among students.

Post lunch session began with speaking skills competency by Madam R. Sujata. She stressed that spoken part in English language, can make a person impressive. A video of a live class was shown and how interaction among the students can develop spoken English was emphasized. Some practical aspects of speaking skills were also discussed. 21st century skills were nicely explained by the mode of videos and activities to enhance spoken English and enrich vocabulary among students.

Another session on active listening was conducted by Mr. Bharat Bhushan where he explained how listening can be made joyful through various activities. The participant actively took part in the games and enjoyed thoroughly. Thus the moto -students- teacher interaction was wonderfully explained.

The last session on tools and techniques was taken up by Mr. J.P. Singh faculty member of ZIET Gwalior. He explained through a live demo that how a teacher could use or create a quiz on various language skills to make learning simple and joyful. The participants played a quiz on week days and enjoyed it. The day ended with a happy and fruitful learning.

Day 3: REPORT

The final day of the workshop began with an invocation to the Goddess of Learning, filling the ambiance with purity. The prayer session included Thought for the Day, News headlines from different realms of the world and the Special Presentation on Expression of the Day.

The first session taken by Mrs. T Umamaheswari, Associate Course Director elaborated on how PISA evolved from B2B and the aims & objectives of PISA along with its different dimensions focus area and expectations from students & teachers. She also enlightened the participants on how PISA questions were different from ordinary questions. She stated that these questions were based on critical thinking, creative thinking, interpretation, evaluation & problem solving ability.

In the post tea session, Mrs. R Sujatha, RP deliberated upon a novel concept of FLIP teaching. She informed that it was based on educational technology. She distinguished between theoretical classroom & flipped classroom. She talked about

The day was gradually advancing. It was moving to an end and so was the **Workshop on Developing Listening & Speaking Skills**. The penultimate session was the plenary session. All the participants were in attendance besides the Assistant Course Director Mrs. T Umamaheswari, resource people, Mrs. R Sujatha & Mr. Bharat Bhushan, ZIET faculty members & supporting staff. She also showed a video and had a discussion with the participants on how technology could be harnessed in Flip Teaching method.

Post-lunch the participated were taken to computer lab where they practiced what they had learnt in tools & techniques class by Mr. J P Singh, TA (Primary) on the day before. They logged into Quizizz.com & created new quizzes.

The last session was “Valedictory” which was a blend of a few cultural items and “impressions” by two participants & resource persons. A song was sung beautifully by Kamla Das group as a tribute to teaching community. Mrs. T Umamaheswari, in her address, emphasized the need for improving listening & speaking skills of students as well as teachers. She urged the participants to disseminate the ideas & tactics that they had received. She also made an appeal to them to implement the strategies learnt in their classrooms to enhance the listening & speaking skills of the students. The session ended and the participants bid adieu to ZIET Gwalior.

Communication Skills

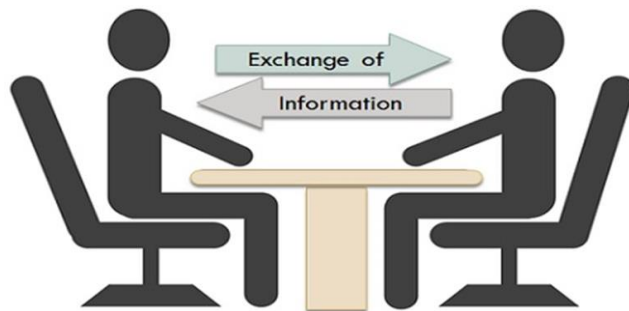
-by

Mrs T Umamaheswari

TA English

What is communication?

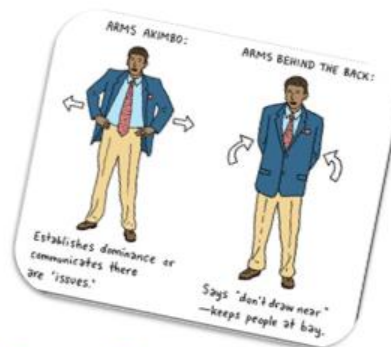
Exchange of information, thoughts, ideas, feelings etc.



Can we call this 'Communication'?



Gestures & Body Language

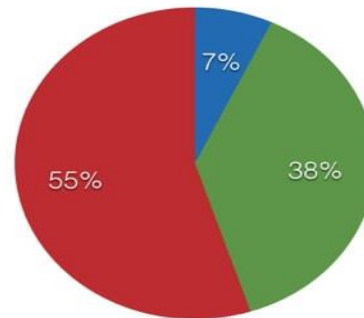


Distribution of communication elements

- * In a typical conversation, how much percentage is contributed by

- * Spoken Words
- * Tone of Voice
- * Body Language

● Spoken Word
● Tone of Voice
● Body Language



- Modern forms of [communication](#) like whatsapp, facebook, etc. has only the words. The tone and body language is missing.

Five Barriers to Effective Communication

- * [Judging the other person](#)
- * Not paying attention to the person you are talking to
- * [Using technical language](#)
- * Giving solutions or unwanted advice.
- * [Avoiding the concerns of others](#)

Nine Effective Communication Skills

Effective Communication

- * Active Listening
- * Non-Verbal Communication
- * Asking Questions
- * Being Clear and Succinct
- * Clarifying and Summarizing
- * Being Empathetic
- * Providing Feedback
- * Developing Trust and Rapport
- * Being Present

Principles of Communication

Voice

- **A moderate voice, devoid of rise and fall in pitch**
- **Calm, soothing, even and balanced**
- **No sharpness or anger in the voice**

Art of Listening



As a person

- * Listening is a valuable tool for Self-Development
- * Always listen from the Heart
- * Listen genuinely and patiently

Art of Listening

“We have but two ears and one mouth so that we may listen twice as much as we speak.”

Thomas Edison

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SPEAK IN SUCH A WAY
THAT OTHERS LOVE TO
LISTEN TO YOU.

LISTEN IN SUCH A WAY
THAT OTHERS LOVE
TO **SPEAK** TO YOU.

///ANONYMOUS

NCF 2005

- Teaching of English



ACTIVITY 1

- Read the excerpt individually
- Frame quiz questions/objective type questions

Activity 2

- Read the second extract
- Prepare for one minute presentations
- Pick up a slip to know the topic
- Give your presentation

Activity 3

Crosses & Noughts

1. The ability to do sth well
2. All the things that a person is able to do
3. Maintained
4. Unable to express one's feelings
/ideas clearly

Activity 4

- Picture Reading
- Evaluation based on sub-skills

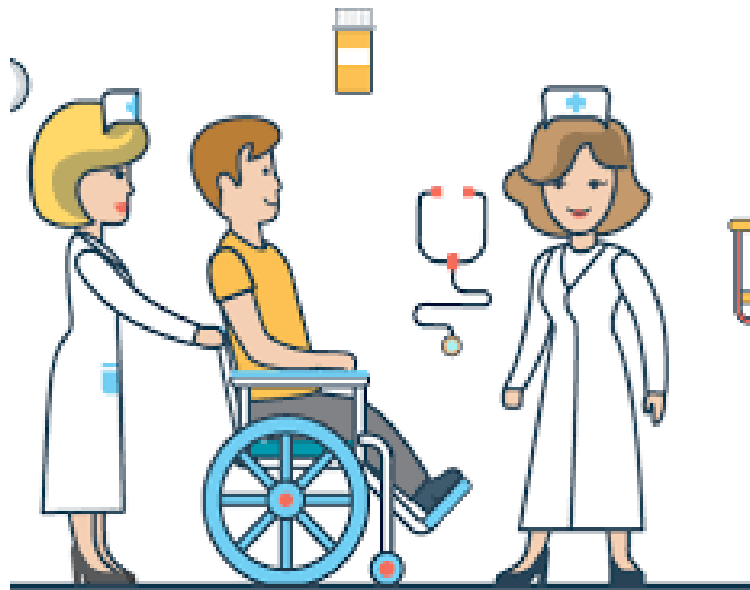
RESULT SHEET

S.NO	NAME OF THE SPEAKER	Pronunciation, stress, rhythm, accent & intonation (5)	Correct grammar & word order (5)	Range & appropriate vocabulary (5)	Using appropriate language register(5)	Fluency(5)
RESULT SHEET: PICTURE READING						
1						
2						
3						
4						
5						
6						
7						
8						



Market Scene







- Make two teams and have each stand in a line (parallel with each other). Take two students from the front of each line outside the classroom and whisper a sentence to them (e.g. "Sun shines after the rain and rain drops shine in the sun"). Then the students come back and whisper the sentence to the next Student, who in turn whispers it to the next, and so on down the line. The student at the end either writes the correct sentence on the board or says the sentence to the teacher (depending on the level of the class). Points are awarded: 2 points for a perfect sentence, 1 point for nearly perfect and a bonus point if the team finished first and got the sentence right. Then do it again with two new students.

Secret Message

- Put your students in teams and have them sit together. Give each group around 10 objects or picture flashcards – each team must have the same things. The Teacher now says all the words for items in front of the students ... the students

- Put students in teams of five or six. Select a part of text from their textbook. Make as many copies as the number of groups. A student from each group stands with the copy at a distance . Other members run to him/her. He/she speaks a small portion of text , others remember it & repeat it to the 'writer'. The writer writes. The first team to complete it correctly wins.

Running Dictation

- Play the recording of a popular song in English. Give students a worksheet with lyrics of the song where some words are missing. It can be played twice or thrice.

Popular Song method

- Play the audio or video of a famous speech. Give a list of questions to students. Play the recording. If a student gets the answer to question 1, he/she will stand up & say 'Bingo'. Stop the recording & listen to the answer. This will be repeated till all the questions are covered.

Listen to Speech- say Bingo

1	2	3	4	5	6
Describe your favourite photograph. Where was the photo taken? Who took the photo? What can be seen from the photo? Explain why it is the favourite photograph for you.	Talk about a subject you are studying. What subject are you studying? What is the subject about? How do you feel about it? Explain why you are interested in it.	Describe your favourite movie. What's the name of the film? What's the theme of the film? Why do you like it?	Describe a special occasion in your life. Where did it take place? When did it take place? Who was there? Explain your feelings on this occasion.	Describe one of the shopping centres you often go to. Where is the shopping centre? How often do you go to the centre? Why do you often go to it and its characteristics?	Describe your holidays. Where do you go for the holidays and how long do them last? Who do you go with? Talk about any interesting things happening during your holidays.
Describe a restaurant you know. Where is this restaurant? What type of food does this restaurant serve? How often do you go to this restaurant? Explain why you would recommend this restaurant.	Describe an old person that you know. What is your relationship with this person? How often do you see them? What do people think about this person? Explain why you like them.	Describe a lake, a river or a sea you have visited. Where is this lake? How often have you visited it? What activities you do there? Explain why you like this particular place.	Describe a present you have given someone. Who did you give it to? What kind of present was it? How did this present compare to other presents you have given? Explain why you decided to give this particular gift.	Describe a TV show that you enjoy. What type of show is it? How often is it on? How popular is it with other people in your country? Explain why you like it.	Describe something you own which is very important to you. Who gave it to you? What is it? How long have you had it? Explain what it means to you.
Describe an artist or entertainer you admire. Who are they and what do they do? How did they become successful? How did you find out about them? Explain why you admire them.	Describe an important choice you had to make in your life. When did you have to make this choice? What did you have to choose between? Did you make a good choice or not? Explain how you felt when you were making this choice.	Describe an object you particularly like. What is it and what does it look like? What is it made of? What is it for? Explain why it is special for you.	Describe something healthy you enjoy doing. What is it that you do? Where do you do it? Who do you do it with? Explain why you think doing this is healthy.	Describe a game or sport you enjoy playing. What kind of sport is it? Who do you play it with? Where do you play it? Explain why you enjoy playing it.	Describe a song or piece of music you like. What's the song or piece of music? What kind of song or piece of music is it? Where did you first hear it? Explain why you like it.



Reaching More Learners Through a Flipped Learning

By: R.SUJATHA
P.G.T. ENGLISH
K.V.NO.2 BHOPAL



What's a Flipped Learning Experience?

- Learners are first exposed to new material / knowledge prior to class using videos of lectures, reading assignments on handouts for example.
- Valuable class time is then used to engage learners in assimilating the content being presented, perhaps through problem-solving, discussion, or debates.

Key Elements of the Flipped Classroom

- **Provide an opportunity for students to gain first exposure prior to class.**
- **Provide an incentive for students to prepare for class.** *Task associated with points*
- **Provide a mechanism to assess student understanding.**
- **Provide in-class activities that focus on higher level cognitive activities.**

Traditional Classroom vs Flipped Classroom

	OLD (BEFORE THE FLIP)	NEW (AFTER THE FLIP)
Before Class	Students assigned something to read	Students guided through learning module that asks and collects questions.
	Instructor prepares lecture.	Instructor prepares learning opportunities.
Beginning of Class	Students have limited information about what to expect.	Students have specific questions in mind to guide their learning
	Instructor makes general assumption about what is helpful.	Instructor can anticipate where students need the most help.
During Class	Students try to follow along.	Students practice performing the skills they are expected to learn.
	Instructor tries to get through all the material.	Instructor guides the process with feedback and mini-lectures.

- Time becomes available for students to collaborate with peers on projects, engage
- more deeply with content, practice skills, and receive feedback on their progress. Teachers can devote
- more time to coaching their students, helping them develop procedural fluency if needed, and inspiring and
- assisting them with challenging projects that give them greater control over their own learning.

Four Pillars of F-L-I-P

- **F**lexible Environment
- **L**earning Culture
- **I**ntentional Content
- **P**rofessional Educator

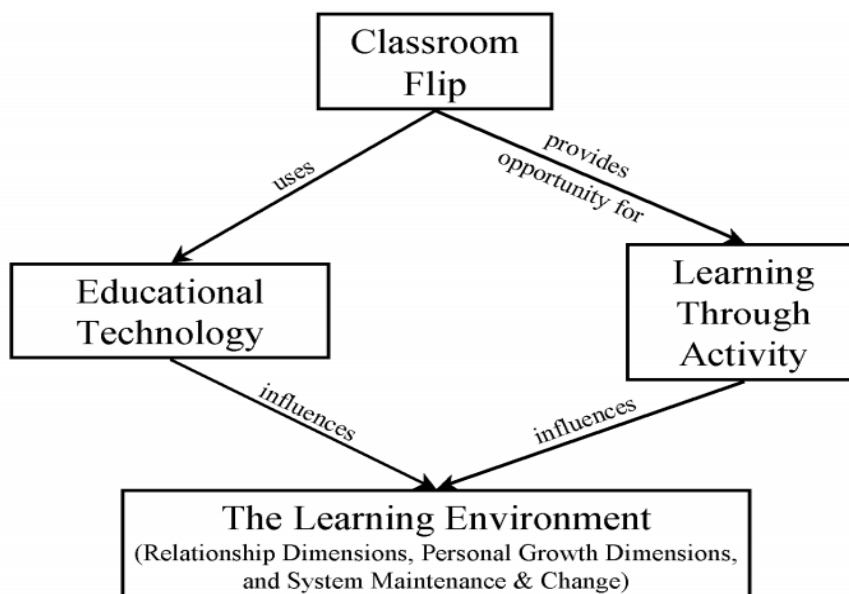


Figure 2.1. Theoretical framework

Roles & Responsibilities of Students and Teachers

Teacher and students engaged in

- concept exploration
- making meaning of content
- Students take responsibility for their own learning

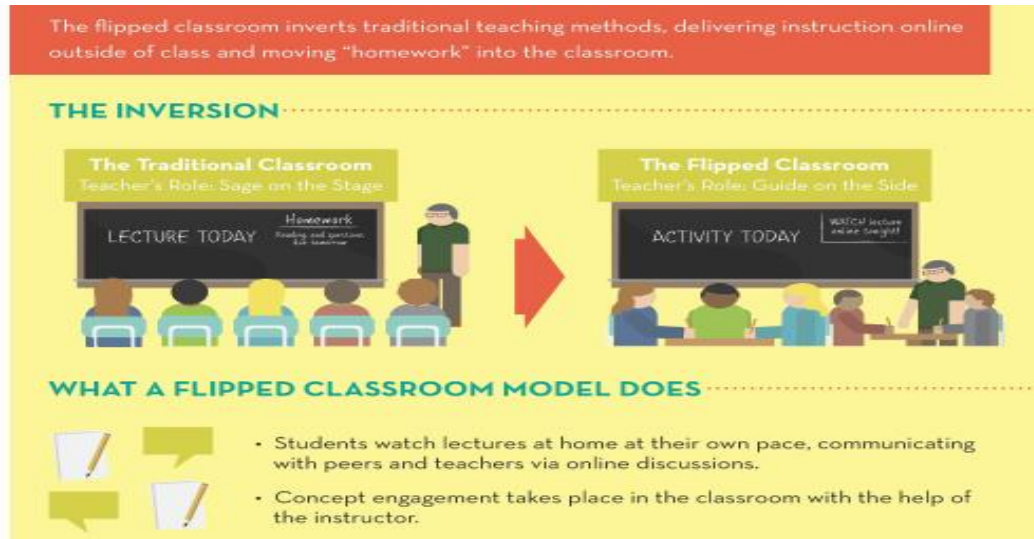
Roles & Responsibilities of Teachers

Teacher acts as Coach/ Mentor/ Guide

- Teacher helps students Access Information
- Process information
- Develop critical thinking skills needed to problem solve
- Teacher will help students to set and monitor goals

Aids in the development of skills needed by the 21st century worker

Flipped Learning Experience



Traditional Classroom vs Flipped Classroom

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Before Class	Students assigned something to read	Students guided through learning module that asks and collects questions.
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During Class	Students try to follow along.	Students practice performing the skills they are expected to learn.
	Instructor tries to get through all the material.	Instructor guides the process with feedback and mini-lectures.

Traditional Classroom vs Flipped Classroom

	OLD (BEFORE THE FLIP)	NEW (AFTER THE FLIP)
After Class	Students attempt the homework, usually with delayed feedback.	Students continue applying their knowledge skills after clarification and feedback.
	Instructor grades past work.	Instructor posts any additional explanations and resources as necessary and grades higher quality work.
Office Hours	Students want confirmation about what to study.	Students are equipped to seek help where they know they need it.
	Instructor often repeats what was in lecture.	Instructor continues guiding students toward deeper understanding.

Benefits of Flipping Your Classroom

- Provides opportunity for differentiated learning
- Students become independent learners
- Promotes Active Learning- focused on developing higher order skills
- Promotes peer interaction and collaboration
- Individuals interact with content prior to class time
- Learners get an opportunity for individualized attention
- Learning becomes more prominent compared to teaching
- Increased efficiency - maximizing class time

- Time becomes available for students to collaborate with peers on projects, engage
- more deeply with content, practice skills, and receive feedback on their progress. Teachers can devote
- more time to coaching their students, helping them develop procedural fluency if needed, and inspiring and
- assisting them with challenging projects that give them greater control over their own learning.

Highlights of NCF 2005-Teaching of English

By: Bharat Bhushan, RP

According to NCF 2005, the aim of English teaching is the **creation of multilinguals that can enrich all our languages**. **Second-language pedagogy** must meet the most stringent criterion of universal success: the spontaneous and appropriate use of language for at least everyday purposes.

Language should build on such naturally acquired language ability, enriching it through the development of literacy into an **instrument for abstract thought and the acquisition of academic knowledge**. This may be referred to as a “**cognitive academic linguistic proficiency**”. This is the goal of language education.

Languages are learned by comprehending and communicating messages, either through listening or reading for meaning. NCF 2005 suggests a **comprehensible input-rich curriculum** that lays the foundation for spontaneous language growth; with the understanding of spoken and written language as precursors to language production (speech and writing). “**Comprehensible input**” includes textbooks, other print materials such as Big Books, class libraries, parallel materials in more than one language, and media support (learner magazines, newspaper columns, radio/ audio cassettes, etc).

The “burden of languages” is the burden of incomprehension. This happens when language is taught for its own sake as a set of forms or rules, and not introduced as the **carrier of coherent textual meaning**. NCF 2005 recommends building familiarity with the language (**Through primarily spoken or spoken-and written input**) **in meaningful situations**, so that the child builds up a working knowledge of the language.

There is a “silent period” of about three months in natural second-language learning situations before the learner attempts to produce any language. The input that the learner receives during this period serves as a base for attempts at early production (which may be limited to a few words, fragments of sentences, and formulaic language). **Thus, the classroom must not insist on early production at the expense of exposure to and understanding of language, checked through the mother tongue, gestures, or single-word answers.**

Pseudo-production may be resorted to during the silent period. **Drama and the enacting of plays** is a traditional route to pseudo-production in authentic, comprehended contexts. Beginning with *action rhymes, simple plays, or skits, theatre* as a genuine class activity can promote the child’s engagement with language and its performance.

Story reading & telling can draw on and build on the existing language proficiency and skills of teachers. Regular story reading triggers the acquisition process in children, and will encourage reading in both the teacher as well as the pupil.

Lexical knowledge is now acknowledged to be central to communicative competence and the acquisition and development of a second language. When language is adequately taught in the early years, the learner can naturally build up these higher-order skills independently, with some guidance from the classroom. Greater gains accrue when language instruction moves away from the traditional approach of learning definitions of words (**the dictionary approach**) to an enriched approach, which encourages associations with other words and contexts (**the encyclopedia approach**).

Pupils' introduction to writing at later stages could be through such authentic tasks as letter writing for people in their locality who need a scribe, and letter writing to other children. (Emphasis must be laid on **study skills**: note-making, note-taking, and reference skills; and spoken and written communication skills: **public speaking, interviewing, and debating, rather than on writing essays on well-worn topics**. Exposure may be attempted to well-known speeches. **Grammar** can be introduced after basic linguistic competence is acquired, as a means of reflecting on academic language and an intellectually interesting activity in its own right.

Language evaluation need not be limited to “achievement” with respect to particular syllabi, but must be reoriented to measurement of language *proficiency*. Teachers can get an intrinsic sense of language growth in the child with such a task, administered at three or four-month intervals. ii) The results for such an evaluation can be: (a) in the form of an entry (a comment) in a portfolio that is maintained for each child (“portfolio assessment”); OR (b) recorded in teacher and/or learner diaries. Learners can also be encouraged to maintain private, frank diaries of their learning experiences, in a language they know, to monitor their own progress.

Reading skills can be evaluated through sub-skills:

- a) **Reading aloud/decoding**
- b) **Scanning a text** (such as a list, a telephone directory, an advertisement) for information
- c) **Reading for given information** (factual comprehension)
- d) **Reading for inference**
- e) **Extended reading**

The testing of writing and listening can similarly be broken up into sub-skills. This sort of testing can be complemented by integrated language tests (beginning with the cloze test, for example). A **sub-skills approach** to evaluation reflects the teachers' intuitions that particular students may have particular strengths; extroverted, articulate speakers may not be very interested in or good at an introverted, private activity like reading. The teacher can identify areas of strength as well as areas where help is needed.

LISTENING ACTIVITIES

BY Bharat Bhushan, RP

- **Activity 1: Secret Message**

Make two teams and have each stand in a line (parallel with each other). Take two students from the front of each line outside the classroom and whisper a sentence to them (e.g. “Sun shines after the rain and rain drops shine in the sun”). Then the students come back and whisper the sentence to the next Student, who in turn whispers it to the next, and so on down the line. The student at the end either writes the correct sentence on the board or says the sentence to the teacher (depending on the level of the class). Points are awarded: 2 points for a perfect sentence, 1 point for nearly perfect and a bonus point if the team finished first and got the sentence right. Then do it again with two new students.

- **Activity 2: Put in Order**

Put your students in teams and have them sit together. Give each group around 10 objects or picture flashcards – each team must have the same things. The Teacher now says all the words for items in front of the students ... the students listen but mustn't touch the objects. Finally, the teacher says “Put the objects in the correct order” and the teams have to put in order the objects in the order that the teacher said them. Make sure you write down the order as you say it or else you'll forget!

- **Activity 3: Running Dictation**

Put students in teams of five or six. Select a part of text from their textbook. Make as many copies as the number of groups. A student from each group stands with the copy at a distance. Other members run to him/her. He/she speaks a small portion of text, others remember it & repeat it to the 'writer'. The writer writes. The first team to complete it correctly wins.

- **Activity 4: One-sided Telephone Conversations**

Telephone conversations are a listening challenge for any English learner. Without body language clues, facial expressions, and visual pronunciation input, knowing exactly what the person on the other end of the line says is a real challenge. How much greater a challenge is it when your students cannot hear the other end of the conversation at all? Try playing [a telephone conversation](#) for your students, but only play one person's side of the conversation. Then challenge your students to guess what the person on the other end of the line was saying. Play the conversation one time so your students get the gist of it. Then play it a second time and ask your students to write down what the absent person said. Play it one more time so they can check their work. Finally then reveal the second side of the conversation and see how close your students came to getting it right.

- **Activity 5: Getting Students to Predict**

An important part of the listening skill is being able to predict what the speaker is going to say. We can ask students to guess what they are going to hear. Tell them a real or imaginary story. Stop frequently to ask them what will happen next.

- **Activity 6: Back-to-back Interview**

Let students take roles of a famous person & interviewer. Make them sit back-to-back so that they are not able to guess things by body language.

- **Activity 7: Popular Song Method**

Play the recording of a popular song in English. Give students a worksheet with lyrics of the song where some words are missing. It can be played twice or thrice.

- **Activity 8: Listen to Speech- say Bingo**

Play the audio or video of a famous speech. Give a list of questions to students. Play the recording. If a student gets the answer to question 1, he/she will stand up & say 'Bingo'. Stop the recording & listen to the answer. This will be repeated till all the questions are covered

How can we be more attentive while...

Listening

Objective

- Identifying sounds
- Picking up syntax
- Practice listening
- Retention
- Comprehensive Listening

An Audio Exercise Along with a discussion on:

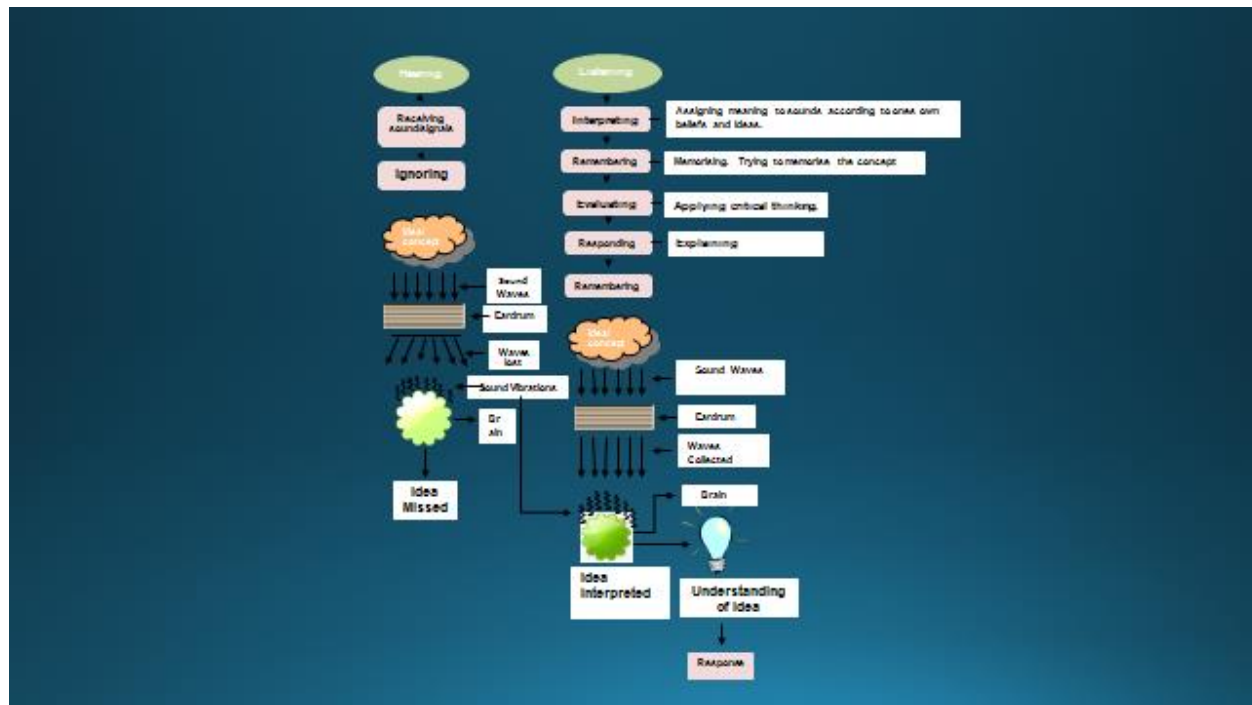
- Memory
- Ethical Listening

Hearing

- Hearing is a process with senses. That is, a physical process.
- Hearing may be sub-conscious
- Hearing is vague
- This is a one-way road (of communication)
- Hearing, usually a total ignoring, is a continuous and persistent activity without monitoring.

Listening

- Listening is with the mind or it is a mental process
- Listening is conscious
- Listening is purposeful/selective
- Listening involves both the speaker as well as the listener in a two-way communication process.
- Listening is selective and specific. It is a means of interpersonal oral exchange and is an active process of eliciting information (ideas, attitudes, and information).



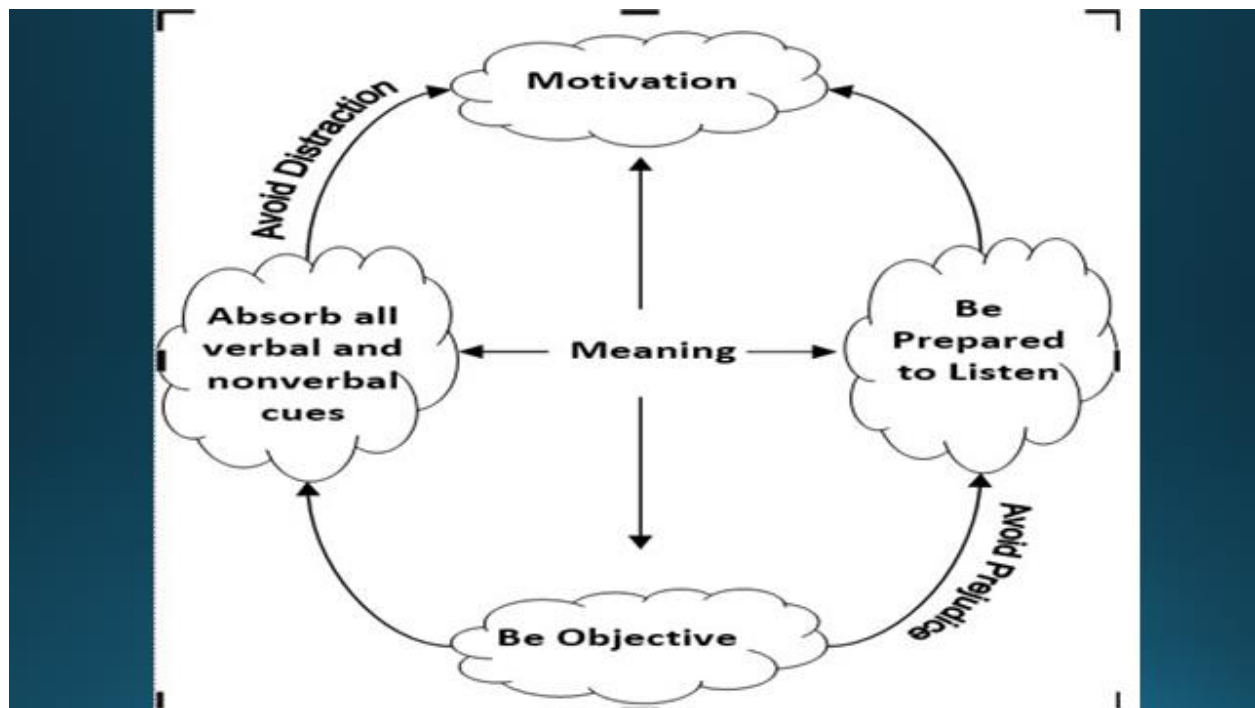
Listening is not a natural process?

- It is somehow an intellectual process where an individual has to use his/her brain to understand the correct aspect/meaning of the message.
- Listening is a process and a skill that can be improved by positive efforts. For example, in a classroom, during a lecture, a student has to involve himself in the lecture because his efforts can only help in understanding the same and arriving at the meaning that the speaker desires to convey.

Lynchpin of Listening

Physical Ability & Ability of Mind
50 to 80 words/minute 500 to 800 words/minute
8 to 10 times of our physical
ability

Where do these words come from?



The relationship between Listener and Speaker

- we must select the sound we wish to pay attention out of the environment and carry them through our **senses**.
- The meaning of a particular word or sound depends on our beliefs, our education, our culture and tradition, our values, our upbringing, and the spurt of sudden emotions. Try to memorise the idea or **concept heard**.
- It sometimes means to analyse both sides of concept. Try to understand the speaker's **perspective**.
- Responding means reacting to the speaker giving a suitable feedback.

Kinds of Listening:

- **Passive/Pseudo/Hearing/Listening by Ignoring**

This type of listening is more of a physical activity with no conscious involvement of brain. It can be said that here hearing takes place and not listening

Kinds of Listening:

- **Superficial Listening**

Superficial listening is one with little understanding of information heard. It includes the most obvious aspects of things that hardly require any effort in understanding

Kinds of Listening:

- **Selective Listening**

While listening selectively we extract a part of the information from the bulk by overlooking or rejecting the information as a whole. The meanings are here arrived at from these pieces of information extracted from the bulk

Kinds of Listening:

- Sensitive or Empathetic Listening

Empathetic listening implies that we make an attempt to match the perception of the listener to that of the speaker. Empathy stands for trying to understand someone's feelings and empathetic listening to listen trying to identify and understand speaker's feelings

Reasons for Poor Listening:

- *Physical Factors*
- *Age*
- *Attitudes & Interest*
- *Mind Set*
- *Language*
- *Careless Listening*
- *Effort*
- *Faulty Assumptions*
- *Message Overload*

Check your listening habit		Rarely	Sometimes	Often
1	I am always prepared with what I have to say next			
2	I always think what other people say			
3	I bring up ideas already suggested			
4	I always focus the attention towards the speaker			
5	I ask questions that have already been answered			
6	I listen with an open			
7	I at times cannot pay attention to what is being spoken			
8	I ask people to slow down if they are speaking too fast			
9	I always know what other people are about to say			
10	I ask people to explain words or terms I don't understand			
11	I interrupt other people while they are speaking			
12	I effort to listen when someone is speaking			

How to be a good listener?

- Who questions much, shall learn much, and retain much.

Francis Bacon

1. Be honest
2. Try to understand the objective of the message
3. Be open minded
4. Check your understanding
5. Accept responsibility
6. Pay attention to nonverbal messages

Ethical Listening

- How to adapt your verbal and nonverbal skills to workplace?
 - Recognise the source of your own conversation habits and learn how these will help you to communicate with those you are communicating
 - Monitor your communication – recognise your own poor listening points
 - Plan your responses
 - Respect others
 - Shift from Adopt to Adapt

Adapted from Judy Pearson et al.

WHAT IS PISA?

Triennial international survey

Participation of over 90 countries since its inception in 2000

Aims to evaluate education systems worldwide

Tests the skills and knowledge of 15-year-old students

ASSESSMENT GOALS

To evaluate outcomes of learning.

To assess how well students can apply what they learn in school to real-life situations.

To show what 15-year-olds have learnt inside and outside a classroom.

To measure literacy in terms of knowledge, skills and competencies.

WHAT DOES PISA ASSESSMENT AIM TO ACHIEVE?

Baseline profile of the knowledge and skills of students approaching end of compulsory education.

Understanding of how skills relate to demographic, social, economic and educational variables.

Insights into factors that influence development of knowledge and skills at home and at school and how these factors interact.

Enable policy insights to ensure that students fully participate in knowledge society in future.

WHAT SETS PISA APART FROM OTHER ASSESSMENTS?

Policy Orientation- connects data on student learning outcomes with data on students' backgrounds and attitudes towards learning

Innovative concept of “literacy”- students' capacity to apply knowledge and skills in key subjects to interpret and address various real life situations

Relevance to lifelong learning- focuses on students' learning in terms of skills and competencies instead of just subject syllabi.

Regularity- enables countries to monitor their progress in meeting key learning objectives.

Breadth of coverage- 36 OECD countries and 50 non-members will be participating in PISA 2021.

PISA 2021

India shall be participating in PISA for the second time, the first being in 2009.

36 OECD member countries and over 50 non-members are expected to participate.

The focus will be on Mathematical Literacy.

In addition, students have an option of being tested in an innovative subject - creative thinking.

WHAT ARE THE DOMAINS OF PISA TESTING?

Reading
Literacy

Mathematical
Literacy

Scientific
Literacy

In addition to these three, students are tested in an innovative domain such as collaborative problem solving in 2015 and global competence in 2018.

DEFINING READING LITERACY

Understanding, using, reflecting on and engaging with written texts in order to achieve one's goals, develop one's knowledge and potential and participate effectively in society.

Includes wide range of cognitive competencies from basic decoding to knowledge of words, grammar, and larger linguistic and textual structures and features, to knowledge about the world.

Acknowledges diversity and complexity of the processes involved in daily reading activities.

Establishes a **baseline level**- proficiency level 2, on a scale with 6 as the highest level and 1b the lowest- at which readers begin to demonstrate the competencies that enable them to participate as continuing students, workers and citizens.

TASK CHARACTERISTICS OF READING ASSESSMENT

PROCESSES

- Cognitive strategies, approaches, or purposes that readers use to negotiate their way into, around, and among texts.

TEXTS

- The range of material that is read.

SITUATIONS

- The range of broad contexts or purposes in which reading takes place.

PROCESSES

Access and Retrieve

Locating information

Integrate and Interpret

Forming a broad understanding

Developing an interpretation

Reflect and Evaluate

Reflecting on and evaluating the content of text

Reflecting on evaluating the form of text

SITUATIONS

Personal

- Texts that are intended to satisfy an individual's personal interests, both practical and intellectual. E.g. personal letters, fiction, biography.

Public

- Texts that relate to activities and concerns of the larger society. E.g. forum-style blogs, news websites and public notices.

Educational

- Designed specifically for the purpose of instruction. E.g. textbooks

Occupational

- Involves the accomplishment of some immediate task. E.g. workplace directions, classified advertisements of jobs.

TEXT FORMATS

Continuous

- Continuous texts are formed by sentences organised into paragraphs. E.g. newspaper reports, essays, novels, short stories, reviews and letters.

Non-continuous

- Non-continuous are most frequently organised in matrix format, composed of a number of lists. E.g. lists, tables, graphs, diagrams, advertisements, schedules, catalogues, indexes and forms.

Mixed

- Mixed texts are single, coherent artefacts consisting of a set of elements in both a continuous and non-continuous format. E.g. a prose explanation along with a graph or table.

Multiple

- Multiple texts are defined as those that have been generated independently, and make sense independently; they are juxtaposed for a particular occasion or may be loosely linked together for the purposes of the assessment. E.g. a list and a play.

TEXT TYPE

Argumentation

- Presents the relationship among concepts or propositions; is persuasive and opinionative. E.g. letter to the editor, the posts in an online forum and a web-based review of a book or film.

Description

- Refers to properties of objects or places. E.g. depiction of a particular place in a travelogue or diary, a catalogue, a geographical map, an online flight schedule.

Exposition

- Presents composite concepts or mental constructs, or those elements into which concepts or mental constructs can be analysed. E.g. a diagram showing a model of memory, a graph of population trends, a concept map.

Narration

- Refers to properties of objects in time. E.g. a novel, a short story, a play, a biography, a comic strip, fictional texts and a newspaper report of an event.

Instruction

- Provides directions on what to do. E.g. a recipe, a series of diagrams showing a procedure for giving first aid, and guidelines for operating digital software.

Transaction

- Aims to achieve a specific purpose outlined in the text. E.g. requesting that something is done, organising a meeting or making a social engagement with a friend.

PROFICIENCY LEVELS

PL	Indicators to identify student proficiency levels in R L
6	<ul style="list-style-type: none"> • Make multiple inferences and comparisons that are both detailed and precise; demonstrate full and detailed understanding of one or more texts and may involve integrating information from more than one text. • Hypothesise about or critically evaluates a complex text on an unfamiliar topic, taking into account multiple criteria or perspectives, and applying sophisticated understandings from beyond the text; have precision of analysis and fine attention to detail that is inconspicuous in the texts.
5	<ul style="list-style-type: none"> • Locate and organise several pieces of deeply embedded information, inferring which information in the text is relevant. • Evaluate critically or hypothesise or draw on previous knowledge; have a full and detailed understanding of a text whose content or form is unfamiliar.
4	<ul style="list-style-type: none"> • Locate and organise several pieces of embedded information; interpret the meaning of nuances of language in a section of text by taking into account the text as a whole. • Understand and apply categories in an unfamiliar context; use formal or public knowledge to hypothesise about or critically evaluate a text.
3	<ul style="list-style-type: none"> • Locate, and in some cases recognise the relationship between, several pieces of information that must meet multiple conditions; integrate several parts of a text in order to identify a main idea, understand a relationship or construe the meaning of a word or phrase. • Demonstrate a fine understanding of the text in relation to familiar, everyday knowledge.
2	<ul style="list-style-type: none"> • Locate one or more pieces of information, which may need to be inferred and meet several conditions; recognise the main idea in a text, understand relationships, or construe meaning within a limited part of the text when the information is not prominent. • Involve comparisons or contrasts based on a single feature in the text, make a comparison or several connections between the text and outside knowledge.
1a	<ul style="list-style-type: none"> • Locate one or more independent pieces of explicitly stated information; is able to recognise the main theme or author's purpose in a text about a familiar topic, or to make a simple connection between information in the text and common, everyday knowledge.
1b	<ul style="list-style-type: none"> • Locate a single piece of explicitly stated information in a prominent position in a short, syntactically simple text with a familiar context and text type, such as a narrative or a simple list; make simple connections between adjacent pieces of information.

READING LITERACY EXAMPLE

The way of the future

Just imagine how wonderful it would be to “telecommute”¹ to work on the electronic highway, with all your work done on a computer or by phone! No longer would you have to jam your body into crowded buses or trains or waste hours and hours travelling to and from work. You could work wherever you want to – just think of all the job opportunities this would open up!

-Mansi

READING LITERACY EXAMPLE

Disaster in the making

Cutting down on commuting hours and reducing the energy consumption involved is obviously a good idea. But such a goal should be accomplished by improving public transportation or by ensuring that workplaces are located near where people live. The ambitious idea that telecommuting should be part of everyone’s way of life will only lead people to become more and more self-absorbed. Do we really want our sense of being part of a community to deteriorate even further?

-Rahul

¹ “Telecommuting” is a term coined by Jack Nilles in the early 1970s to describe a situation in which workers work on a computer away from a central office (for example, at home) and transmit data and documents to the central office via telephone lines.

READING LITERACY EXAMPLE

QUESTION 1: TELECOMMUTING

Which of the following statements best describes telecommuting?

- a. Telecommuting is when workers commute through an electronic highway.
- b. Telecommuting is when workers talk to their friends on telephones.
- c. Telecommuting is when workers send data to each other through social media apps.
- d. Telecommuting is when workers work on computers and telephones while not being physically present in office.

READING LITERACY EXAMPLE

QUESTION 2: TELECOMMUTING

Which statement would both Mansi and Rahul agree with?

- a. People should be allowed to work for as many hours as they want to.
- b. It is not a good idea for people to spend too much time getting to work.
- c. Telecommuting would not work for everyone.
- d. Forming social relationships is the most important part of work.

[illegible]

ENGLISH & SCIENCE

[illegible]

NCERT CLASS7
ENGLISH - HONEY COMB:
THE STORY OF CRICKET

NCERT CLASS7 SCIENCE-
FORESTS:OUR LIFELINE

EXAMPLES OF CROSS-CURRICULAR LINKAGES IN NCERT TEXTBOOKS-2122

ENGLISH & SCIENCE		KEYWORDS	WHAT YOU HAVE LEARNT
NCERT CLASS8 ENGLISH- HONEY DEW: THE TSUNAMI	Question 6: What are the two different ideas about why so few animals were killed in the tsunami? Which idea do you find more believable?	CRUST	Some objects can be charged by rubbing with other objects.
		DISCHARGE	There are two kinds of charges — positive charge and negative charge.
		EARTH'S PLATES	Like charges repel and unlike charges attract each other.
		EARTHQUAKE	The electrical charges produced by rubbing are called static charges.
		ELECTROSCOPE	When charges move, they constitute an electric current.
		LIGHTNING	An electroscope may be used to detect whether a body is charged or not.
		LIGHTNING CONDUCTOR	The process of transfer of charge from a charged object to the earth is called earthing.
		NEGATIVE CHARGE	The process of electric discharge between clouds and the earth or between different clouds causes lightning.
		POSITIVE CHARGE	Lightning strike could destroy life and property.
		RICHTER SCALE	Lightning conductors can protect buildings from the effects of lightning.
		SEISMOGRAPH	An earthquake is a sudden shaking or trembling of the earth.
		THUNDER	Earthquake is caused by a disturbance deep inside the earth's crust.
		THUNDERSTORM	It is not possible to predict the occurrence of an earthquake.
		TRANSFER OF CHARGE	Earthquakes tend to occur at the boundaries of earth's plates. These boundaries are known as fault zones.
		TSUNAMI	Destructive energy of an earthquake is measured on the Richter scale. The earthquake measuring 7 or more on Richter scale can cause severe damage to life and property.
		TREMOR	We should take necessary precautions to protect ourselves from earthquakes.

**NCERT CLASS8 SCIENCE-
SOME NATURAL
PHENOMENA**

SEARCH ENGINES

1. www.google.com
2. www.hotbot.com
3. www.yahoo.com
4. www.corbis.com
5. www.altavista.com

LIST OF USEFUL WEBSITES FOR ALL LANGUAGE SKILLS

1. www.teach-nology.com/web_tools/youngwordsearch/
This link takes you to site that creates a word search. You just type in the words you want to include and the rest is done for you. It is a great tool for low levels.
2. www.teach-nology.com/web_tools/scramble/
This link can be used for slightly higher levels. It mixes up the letters of words you write in, for the student to reorder.
3. www.theeducatorsnetwork.com/utt/vocabuilder.htm
Higher level students may enjoy this definition scrambler too. The website produces definitions for them. It will then scramble all the definitions to make basic matching activity. (You have to register online for this.)
4. <http://cctc2.commmnet.edu/grammar/>
Useful information about grammar can be obtained but it may have complex explanations.
5. www.macmillandictionary.com
6. <http://www.manythings.org/>

7. <http://webster.comment.edu/grammar/index.htm>
8. <http://www.teach-yourself-english.com/>
9. www.bbc.co.uk/worldservice/learningenglish/index.shtml
10. www.bangkokpost.net/education

GREAT READS

1. <http://jollyroger.com/>
2. www.geocities.com/short_stories_page
3. www.crimelibrary.com/fiction
4. <http://mbhs.bergtraum.k12.ny.us/cybereng/shorts/>
5. <http://www.thalasson.com/gtn/>
6. <http://www.theotherpages.org/poems/index.html>
7. www.contemporarywriters.com

MORE SITES FOR STUDENTS

1. <http://a4esl.org/g/f>
This site is good for exercises. It offers innumerable choices to students. They have to download **Flash** to run it.
2. <http://www.angelfire.com/pq/pic/pic1.html>
This site offers match pictures with words and is for lower level students.
3. <http://www.edufind.com/english/grammar/toc.cfm>
It provides clear set of explanations for basic grammar.
4. www.worksheetfactory.com
5. www.compulang.com
6. www.english.to.go.com
7. www.eflweb.com
8. www.onestopenglish.com
9. www.englishlearner.com
10. <http://www.eslcafe.com>
11. www.cnnstudentnews.com
12. www.discoveryschool.com
13. www.sdhelper.com/news.htm
14. www.nationalgallery.org.uk

WEBSITES ON DEVELOPING READING SKILLS

1. <http://www.webenglishteacher.com/readingmain.html>
2. <http://www.readingrockets.org/articles/82>
3. <http://esl.about.com/od/englishreadingskills/>

4. http://www.world-english.org/improve_reading_skills.htm
5. <http://www.eslgold.com/reading/comprehension.html>
6. English.unitecology.ac.nz/resources/units/close_reading/reading_skills.html
7. <http://www.english-zone.com/index.php>
8. <http://www.readinghelper.net/>
9. <http://www.esl4teachers.com/>
10. <http://www.learnenglish.de/>

WEBSITES ON DEVELOPING GRAMMAR SKILLS

1. www.abctaeach.com
2. www.usingenglish.com
3. www.teach-nolog.com
4. www.staff.ncl.ac.uk
5. www.kimskorner4teachertalk.com
6. www.chompchomp.com
7. www.bbc.co.uk/learningenglishgrammar
8. www.english-coach.com
9. www.splashesfromtheriver.com
10. www.eslflow.com
11. www.grammaraquarium.com
12. <http://autoenglish.en.wanadoo.es/freeexercises.htm>

WEBSITES ON DEVELOPING ALL SKILLS

1. www.whitesmoke.com (writing)
2. www.englishtown.com (speaking)
3. www.rosettastone.com
4. www.english-at-home.com
5. www.english-avenue.com
6. www.language.best4sites.net
7. www.englishclub.com
8. www.nonstopenglish.com
9. www.englishpage.com (free online English lessons & ESL/EFL)
10. www.phonology.net (speaking)
11. www.asb-global.com
12. www.youreslteacher.com (For ESL students)
13. www.quizizz.com (for creating games & quiz)