D.El.Ed

Question Paper

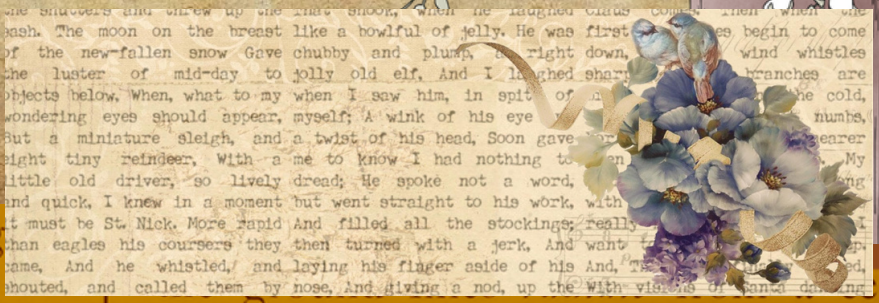












Code No.: 456-E

ಕರ್ನಾಟಕ ಶಾಲಾ ಪರೀಕ್ಷೆ ಮತ್ತು ಮೌಲ್ಯನಿರ್ಣಯ ಮಂಡಲಿ, ಮಲ್ಲೇಶ್ವರಂ, ಬೆಂಗಳೂರು-560003

KARNATAKA SCHOOL EXAMINATION AND ASSESSMENT BOARD

Malleshwaram, Bengaluru-560003

ದ್ವಿತೀಯ ವರ್ಷದ ಡಿ.ಎಲ್.ಇಡಿ. ಪೂರಕ ಪರೀಕ್ಷೆ, ಡಿಸೆಂಬರ್, 2022

Second Year D.El.Ed. Supplementary Examination, December, 2022

Subject / ವಿಷಯ	:	**Facilitating Learning (HPS)** **ENGLISH** ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವುದು (ಹಿ.ಪ್ರಾ.ಶಾ.) ಇಂಗ್ಲಿಷ್
Date of Exam. / ಪರೀಕ್ಷೆಯ ದಿನಾಂಕ	:	14.12.2022
Maximum Marks / ಗರಿಷ್ಠ ಅಂಕಗಳು	:	60
Duration of Exam / ಪರೀಕ್ಷೆ ಅವಧಿ	:	3 hours / 3 ಗಂಟೆಗಳು
Time / ಸಮಯ	:	2.00 PM to 5.00 PM.

ಅಭ್ಯರ್ಥಿಗಳಿಗೆ ಸಾಮಾನ್ಯ ಸೂಚನೆಗಳು / *General Instructions to the Candidates :*

1. ಅಭ್ಯರ್ಥಿಗಳು ತನ್ನ ನೋಂದಣಿ ಸಂಖ್ಯೆಯನ್ನು ಪ್ರವೇಶ ಪತ್ರದಲ್ಲಿ ಮುದ್ರಿಸಿರುವಂತೆಯೇ ಉತ್ತರ-ಪುಸ್ತಿಕೆಯಲ್ಲಿ ನೀಡಿರುವ ನಿಗದಿತ ಸ್ಥಳದಲ್ಲಿ ಸಷ್ಟವಾಗಿ ಬರೆಯಿರಿ.
   Candidates should write their Register Number on the Answer Booklet as printed in their admission ticket.
2. ಅಭ್ಯರ್ಥಿಗಳು ಹೆಚ್ಚುವರಿ ಉತ್ತರ ಹಾಳೆಗಳನ್ನು ಪಡೆದಲ್ಲಿ ಉತ್ತರ ಹಾಳೆಗಳ ಮುಖಪುಟದ ಮೇಲಿನ ನಿಗದಿತ ಸ್ಥಳದಲ್ಲಿ ಮುಖ್ಯ ಉತ್ತರ-ಪುಸ್ತಿಕೆಯ ಕ್ರಮ ಸಂಖ್ಯೆಯನ್ನು ಬರೆಯತಕ್ಕದ್ದು.
   Candidates should write their Main Answer Booklet Number on the additional answer sheets in the space provided.
3. ಈ ಪ್ರಶ್ನೆಪತ್ರಿಕೆಯನ್ನು ಹಿಮ್ಮುಖ ಜಾಕೆಟ್ ಮೂಲಕ ಮೊಹರು (ಸೀಲ್) ಮಾಡಲಾಗಿದೆ. ಪರೀಕ್ಷೆ ಪ್ರಾರಂಭವಾಗುವ ಸಮಯಕ್ಕೆ ನಿಮ್ಮ ಪ್ರಶ್ನೆಪತ್ರಿಕೆಯ ಬಲಬದಿ ಪಾರ್ಶ್ವವನ್ನು ಕತ್ತರಿಸಿ, ಪ್ರಶ್ನೆಪತ್ರಿಕೆಯಲ್ಲಿ ಎಲ್ಲಾ ಪುಟಗಳು ಇವೆಯೇ ಎಂದು ಪರೀಕ್ಷಿಸಿಕೊಳ್ಳಿ.
   This Question Paper has been sealed by reverse jacket. You have to cut on the right side to open the Question Paper at the time of commencement of the examination. Check whether all the pages of the Question Paper are intact.
4. ಅಭ್ಯರ್ಥಿಗಳು ನಿಗದಿಪಡಿಸಿದ ಸ್ಥಳವನ್ನು ಹೊರತುಪಡಿಸಿ ಇನ್ನಿತರೇ ಯಾವುದೇ ಪುಟಗಳಲ್ಲಿ ನೋಂದಣಿ ಸಂಖ್ಯೆ, ಗುರುತು ಹಾಗೂ ಚಿಹ್ನೆ ಇನ್ನಿತರೆ ಯಾವುದೇ ಮಾಹಿತಿಗಳನ್ನು ಬರೆಯಬಾರದು. ಒಂದು ವೇಳೆ, ಈ ಬಗೆಯ ಯಾವುದೇ ಮಾಹಿತಿಗಳನ್ನು ಉತ್ತರ-ಪುಸ್ತಿಕೆಯಲ್ಲಿ ಬರೆದ ಪಕ್ಷದಲ್ಲಿ ಅಂತಹ ಉತ್ತರ-ಪುಸ್ತಿಕೆಯನ್ನು ಮೌಲ್ಯಮಾಪನಕ್ಕೆ ಪರಿಗಣಿಸಲಾಗುವುದಿಲ್ಲ.
   Candidates should not write Register Number, mark, sign or any other information in the Answer Booklet except in the specified place. In case, it is found any information in the sheets of the answer scripts such answer scripts will not be considered for evaluation.
5. ಪರೀಕ್ಷಾ ಸಮಯದಲ್ಲಿ ಅಭ್ಯರ್ಥಿಯು ಪರೀಕ್ಷಾ ಅವ್ಯವಹಾರದಲ್ಲಿ ತೊಡಗಿಸಿಕೊಂಡಿರುವುದು ಕಂಡುಬಂದಲ್ಲಿ ಹಾಗೂ ಪರೀಕ್ಷಾ ಸೂಚನೆಗಳನ್ನು ಉಲ್ಲಂಘಿಸಿದ್ದಲ್ಲಿ ಅಂತಹ ಅಭ್ಯರ್ಥಿಯ ವಿರುದ್ಧ ಪರೀಕ್ಷಾ ನಿಯಮಾನುಸಾರ ಶಿಸ್ತು ಕ್ರಮಕ್ಕೆ ಗುರಿಪಡಿಸಲಾಗುವುದು ಮತ್ತು ಅಂತಹ ಅಭ್ಯರ್ಥಿಯ ಉತ್ತರ-ಪುಸ್ತಿಕೆಯನ್ನು ಮೌಲ್ಯಮಾಪನಕ್ಕೆ ಪರಿಗಣಿಸಲಾಗುವುದಿಲ್ಲ.
   Candidate found to be indulging in malpractice during examination and violating examination instructions, action will be taken against such candidate as per the examination rules and his/her Answer Booklet will not be considered for evaluation.
6. ಉತ್ತರ ಬರೆಯಲು ಕಪ್ಪು / ನೀಲಿ ಶಾಯಿಯ ಬಾಲ್ ಪಾಯಿಂಟ್ ಪೆನ್ ಮಾತ್ರ ಉಪಯೋಗಿಸತಕ್ಕದ್ದು.
   Use black / blue ball point pen only to write the answers.

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Part - I

Choose the best options for the following questions:

$1 \times 10 = 10$

1. **The psychologist who believed that knowledge is actively constructed by the child is _____ .**

   (A) Piaget (B) Stephen Krashen

   (C) Michael Levis (D) B.F. Skinner

2. **The first basic skills of language learning is _____ .**

   (A) Speaking (B) Reading

   (C) Listening (D) Writing

3. **Teacher instructs the students "close your eyes" and the students perform. It is an example of _____ .**

   (A) Listen and Draw (B) Listen and Do

   (C) Read and Do (D) Write and Do

4. **Learners are first thought the alphabet and their sounds, short words and sentences, it is _____ .**

   (A) Bottom-up-model

   (B) Interactive compensatory model

   (C) Top-down model

   (D) Interactive model

5. **A set of assumptions related among themselves dealing with the nature of language and the language teaching and learning is _____ .**

   (A) a method (B) an approach

   (C) a technique (D) tool

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6. **Cognitivist view of language learning was advocated by _____.**

(A) B.F. Skinner
(B) Pavlov
(C) David Auserbel
(D) Carl Rogers

7. **Teacher plays dominant role in _____ .**

(A) Grammar Translation method
(B) Constructivist approach
(C) Task based language Teaching
(D) Communicative language teaching

8. **Lexical approach is based on the view that language can be learnt by _____ .**

(A) Words and word combinations
(B) Grammar
(C) Composition
(D) Dialogues

9. **Audio - Video material develops students _____ .**

(A) Comprehension Skills
(B) Pronunciation Skills
(C) Stress and Intonation
(D) All of these

10. **To test the effectiveness of teachers teaching in classroom _____ test is used**

(A) Proficiency Test
(B) Achievement Test
(C) Diagnostic Test
(D) Placement Test

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Part - II

Answer any five of the following questions: $2 \times 5 = 10$

11. Mention any two major principles of Bruner's theory?

12. What are the activities you can conduct in Constructivist classroom?

13. How do you identify the Visual learners in your classroom?

14. What are the stages of reading?

15. "Listening and speaking are two sides of the same coin" Explain briefly

16. Expand A.I.R? What are the educational programmes telecasted for elementary school children mention them.

17. Frame the rubrics for assembling "picture description" tasks orally.

18. Write two examples of lexical chunks and collocations.

Part - III

Answer the following questions. $5 \times 8 = 40$

19. (a) What are the five basic hypothesis of Krashen's language acquisition theory? Explain any one.

OR

(b) What are the special characteristics of young children?

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20. (a) **Mention any ten subskills of listening.**

OR

(b) **What are the types of total physical response[TPR] activities that can be conducted at primary level? Explain them briefly.**

21. (a) **How can a Teacher become a role model to develop reading habits among the learners?**

OR

(b) **List the micro skills of reading as suggested by Munby.**

22. (a) **What is Task based language Teaching? What are the features of task based language Teaching?**

OR

(b) **What are the different views of Cognitivist and Humanistic on the nature of language learning?**

23. (a) **Explain the need and Importance of text-book in school curriculum.**

OR

(b) **How will you use the following resources to develop language skills in students?**

(i) **Comics**

(ii) **Edusat Videos**

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24. (a) Mention the types of Tests. Explain any one of the Test.

OR

(b) (i) What are the benefits of formative assessment in classroom? 2½

(ii) What are the points techer should keep in mind while framing MCQ's questions? 2½

25. Read the passage and attempt the tasks:

Honey is the oldest sweet used by people. It is a natural sugar made by bees. It contains sugar, proteins, iron and calcium. We can digest honey very easily. It calms a cough and soothes a sore throat. It is also known for its ability to kill bacteria.

Let us now learn about making honey. Honey-making is not very simple. Honeybees start the honey making process by visiting flowers and collecting nectar. They gather nectar in the spring when most flowers and plants are in bloom. They use their long tube like tongues to suck the nectar out of the flowers.

(a) Frame two short answer type questions.

(b) Pick any two words from the passage and make opposites for them.

(c) Pick one word from the passage which means-"A sweet fluid produced by flowers and made into honey by bees".

(d) Frame a fill in the blanks type question.

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26. Read the poem and attempt the tasks:

All things Bright and Beautiful:

All things bright and beautiful

All creatures great and small

All things wise and wonderful

The lord God that made them all

Each little flower that opens

Each little bird that sings

He made their glowing colors

He made their tiny wings

The rich man in his castle

The poor man at his gate

He made them high or lowly

And ordered their estate

- Cecil Frances Alexander

(a) Pick any two pair of rhyming words from the poem.

(b) Frame an appreciation question.

(c) Frame any two fill in the blanks type of question.

(d) What is main aim of teaching poetry?

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Answer Key

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ಸಂಕೇತ ಸಂಖ್ಯೆ : **456-E**
Code No. : 456-E

ಮಾದರಿ ಉತ್ತರಗಳು
MODEL ANSWERS

ಡಿ.ಎಲ್.ಎಡ್. ದ್ವಿತೀಯ ವರ್ಷ
D.El.Ed. SECOND YEAR
ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವುದು (ಹಿ.ಪ್ರಾ.ಶಾ.)
ಇಂಗ್ಲಿಷ್
FACILITATING LEARNING (HPS)
ENGLISH

ದಿನಾಂಕ : 13. 07. 2022] [ಗರಿಷ್ಠ ಅಂಕಗಳು : 60
Date : 13. 07. 2022] [Max. Marks : 60

PART- A

I. **Choose the best options for the following questions :** **1 × 10 = 10**

1. (A) 7 to 11 years 1
2. (C) Kinesthetic learner 1
3. (D) Vygotsky 1
4. (C) Speaking skill 1
5. (B) A technique 1
6. (A) Orthographic knowledge 1
7. (D) Learner's independence to be respected 1
8. (C) Text Book 1
9. (C) Proficiency Test 1
10. (A) Formative assessment 1

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PART – B

II. **Answer any *five* of the following questions :** **2 × 5 = 10**

11.

Assimilations	Accommodations
• Humans perceive and adapt to new information. • Fitting new information into pre-existing cognitive schemas.	• Taking new information in one's environment, altering pre-existing schemas in the new information

1 + 1 = 2

12. Faulty reading habits :

- ❖ Reading word by word
- ❖ Finger pointing
- ❖ Vocalisation and sub-vocalisation
- ❖ Regression ½ × 4 = 2

13. Writing is a developmental process :

- ❖ Generating ideas
- ❖ Structuring
- ❖ Drafting
- ❖ Focusing
- ❖ Editing
- ❖ Revising and redrafting 2

14. Models of reading :

- ❖ The Bottom-up model
- ❖ The Top-down model
- ❖ The Interactive model
- ❖ The Interactive-compensatory model ½ × 4 = 2

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15. Importance of Big book :

- ❖ Make comprehension of story or context
- ❖ Helps to initiate a beginner
- ❖ Helps the slow reader to read
- ❖ It suits students with poor vision problems ½ × 4 = 2

16. Activities to assess reading skill :

- ❖ Odd one out
- ❖ Word/Sentence identification
- ❖ Multiple-choice questions
- ❖ Gap-filling
- ❖ Written response
- ❖ Sequencing tasks
- ❖ Information transfer
- ❖ Skimming and scanning tasks.

(Any *four* of above) ½ × 4 = 2

17. Functional view about the nature of language :

- ❖ Language is meant for expressing functional meaning
- ❖ Language is a vehicle for carrying meaning, not just a system of structures
- ❖ It is not enough if a child is able to write correct sentences
- ❖ The child knows how to use the language in real life situations. 2

18. Characteristics that help in identifying auditory learner :

- ❖ Talks to self aloud
- ❖ Enjoys talking
- ❖ Easily distracted
- ❖ Has difficulty with written directions
- ❖ Likes to be read to
- ❖ Memorises to self while reading

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- ❖ Enjoys music
- ❖ Whispers to self while reading
- ❖ Distracted by noise
- ❖ Hums or sings
- ❖ Outgoing by nature
- ❖ Enjoys listening activities.

(Any *four* points of the above) ½ × 4 = 2

PART – C

III. **Answer the following questions :** **5 × 8 = 40**

19. a) Characteristics of young learners :

- ❖ Children focus on the meaning of the utterances rather than the form or rules of language.
- ❖ They have the ability to interpret the sense or meaning of a situation
- ❖ Children enjoy talking
- ❖ They have great desire to express their ideas
- ❖ Children enjoy doing activities, playing games and singing songs, rhymes
- ❖ They use 'chunks' of language
- ❖ They try to experiment with language and they use language creatively
- ❖ They learn by imitation. 5

OR

b) Five hypotheses of Stephen Krashen :

- ❖ The acquisition-learning hypothesis
- ❖ The monitor hypothesis
- ❖ The natural order hypothesis
- ❖ The input hypothesis
- ❖ The effective filter hypothesis 2½

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Explanation :

1. Acquisition and Learning hypothesis :

Types of activity	**Examples**
• Similar to child's first language acquisition	• Formal knowledge of language
• 'Picking up' a language	• 'Knowing about' a language
• Implicit knowledge	• Explicit knowledge
• Sub-conscious	• Conscious
• The monitor hypothesis : Learning has only one function that is monitor or editor. Make changes in the form of our utterance.	
• The Natural order hypothesis : We acquire the rules of language in an order. Some rules tending to come early and others late. The order in which a child acquires the rules of a language is independent.	
• The Input hypothesis : Input is comprehensible when it is meaningful to be understood by the learner. So, providing comprehensible input is necessary.	
• The Effective Filter hypothesis : Low filter is desirable for comfortable learning environment to learn language. The effective filter acts as a barrier to acquisition. If the filter is up the input is blocked. Filter is low-input reaches LAD.	

(Explain any two points of above) 2½

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20. a) Activities to develop speaking skill :

- ❖ Tennis game : Pupils are divided into two teams. A pupil from the first team says the name of an animal and a pupil from the other team respond with another animal. This will go and the winner is the team who knows most animals.
- ❖ Guess my animal : The teacher (or pupil) choose an animal but does not tell. The pupils have to guess by asking yes/no questions. *Ex.* What does it eat ?
- ❖ Guess my animal - actions : In this guessing game, a pupil chooses an animal and other pupils tell him or her to act like the animal using different verbs : Sleep/eat/etc.
- ❖ Poems or chants : Any poem can be mentioned
- ❖ Tongue twisters : *Ex* : ten terrible tigers.
- ❖ Naming objects.
- ❖ Back-chaining :

  Teacher : a book

  Student : a book

  Teacher : reading a book

  Student : reading a book

  (continue .....)
- ❖ Questions and answers
- ❖ Dialogues and role play
- ❖ Problems

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- ❖ Opinions : Collect some opinions about a topic
- ❖ Experiences : Ask students to express their experiences.
- ❖ Dream : Ask students to speak about their dreams.
- ❖ Ideas and suggestions : Give a topic for discussion to give ideas and suggestions.

(Write brief explanation for above points) (consider *any* five) 1×5

OR

b) Activities to develop listening skill :

- ❖ Listen and identify :

  Ex: Listen and identify the objects in the classroom, the pictures children draw.

- ❖ Listen and do : Teacher gives instructions like — clap your hand, close your eyes, Simon says game.
- ❖ Listen and perform : Miming a morning routine — like brushing your teeth, combing your hair
- ❖ Listen and respond : Clap once if it is true.

Ex. : (I am a teacher) clap twice if it is wrong (I am a driver).

- ❖ Listen and repeat : Rhymes, chants, sounds and words.
- ❖ Listen and colour, listen and draw, listen and make.

Ex: Draw picture, colour the objects etc.

- ❖ Count it : The teacher either plays a recording, reads a passage or a list of words and asks learners to count the number of times a sound occurs.

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- ❖ Identify it : Here words with contrasting sounds are read in isolation and learners have to say what the sound is (ex : 'vine' and 'wine)
- ❖ What is it ? : The teacher puts up two pictures or draws two pictures on the black board. A list of words are also put up. The class has to pick up words which have the same sound and list them as the teacher says them.

  Ex: tip, team, seep, beat, deep sounds : |p|, |f|, |t|.
- ❖ Grid : The teacher reads out just two or three sentences and learners fill the grid.
- ❖ Neighbours' houses
- ❖ Family tree : A different type of graphic representation commonly used is the family tree.
- ❖ Time tables : bio-data forms, passport/bank forms.
- ❖ Flowcharts : They too can be used as a task sheet for a listening activity.
- ❖ Maps : Maps (either blank or partly filled) can also form task sheet in listening activities.
- ❖ Stories /Passages : These can be used to get the learners to listen to a gist.

(Consider any *five* activities) 1×5

21. a) Communicative Language Teaching (CLT) :

Characteristics of CLT :

- ❖ They all aim to make the learner attain communicative competence, that is use language accurately and appropriately
- ❖ The prime focus is on the learner. The teacher is just a facilitator
- ❖ Communicative syllabi rely on authentic materials
- ❖ The tasks set are purposeful and meaningful
- ❖ Communicative syllabi emphasize the functions of language rather than the rules

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- ❖ Communicative tasks aim to make learners fluent as well as accurate in their use of the target language. 2½

Techniques of CLT :

- ❖ Language games : These are communicative when they are characterized by three features : information gap, choice and feedback
- ❖ Mind engaging task : Many problem-solving activities are part of the communicative approach.
- ❖ Role play : It includes role play as a part of the activities
- ❖ Retrieving text order : This involves the use of scrambled sentences and scrambled picture techniques. By this learners become aware of discourse features which are distinct from grammatical features. They become familiar with the use of cohesive devices. ('and', 'or' etc.)
- ❖ Group work/pair work : This is an important part of any communicative activity. It helps to acquiring some language features which are not available in a formal teacher fronted class. 2½

OR

b) Eleven commandments of a language classroom :

- ❖ Never explain : act
- ❖ Never make a speech : ask questions
- ❖ Never imitate mistakes : correct them
- ❖ Never speak with single words : use sentences.
- ❖ Never speak too much : make students speak much
- ❖ Never use the book : use your lesson plan
- ❖ Never go too fast : keep to the pace of the student
- ❖ Never speak too slowly : speak normally
- ❖ Never speak too quickly : speak naturally
- ❖ Never be impatient : take it easy
- ❖ Never use the mother tongue : use only the target language.

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22. a) Pre-reading and post-reading activities :

Class : VI

Less on : How do bees make honey ?

Pre-reading Activities : 2½

- ❖ Presenting new vocabulary :

  Find meanings of unfamiliar key words from a dictionary :

Ex :

- ❖ contains
- ❖ throat
- ❖ enzymes
- ❖ enhance
- ❖ dehydrated etc.
- ❖ show photos/pictures or films related to the topic :

  Teacher will show pictures of :

  Honey comb

  Honeybee

  Beehive

  Honey-making

Giving guiding questions :

- ❖ Have you eaten some sweets ?
- ❖ List some sweets which you have tasted

Group discussion :

How do you prepare tea ? Discuss and list the process.

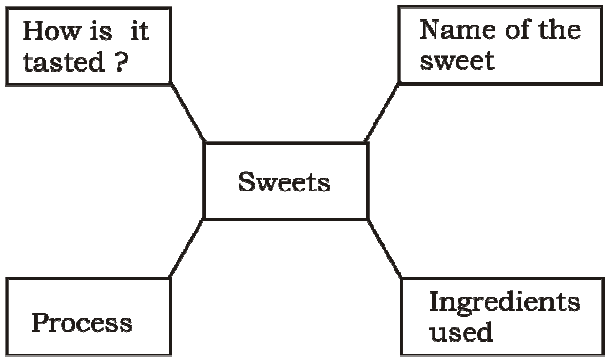
- ❖ Mind Mapping :

  Teacher gives flash-cards.

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Ex. :



Post-reading activities :

- ❖ Information transfer exercise :

  Draw a flow-chart on process of making honey.

- ❖ Collect some pictures of bees, honey comb

- ❖ Watch a video of processing of making honey

(Any lesson with suitable activities) can be considered. 2½

OR

b) Lesson-plan :

Class : 6th

Subject : English

Lesson : How do bees make honey ?

Heading/Captions :

- ❖ General objectives
- ❖ Specific objectives
- ❖ TLM 2

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❖ Teaching points :

Stages	Content	Facilitating	Learning	TLM	Evaluation		Black Board Activities
		Teachers' activities	Students' activities		Tools	Techniques	
		Teachers					
		will ask					
		questions					
Engage		* Have you seen	yes				
	Questions	insects around					
		you ?					
		* Can you	* bee				* bee
		name them ?	* Housefly etc.				* fly
	Vocabulary	Teacher	Students				
	* Calm	will show	will read	Flash			
Explore	* Cough	some	the flash	card			
	* Sore	flash	cards and	Dictionary	Observation		
	* Throat	cards	search			Check list	
	* Spring	to introduce	their				
	* Nectar	new words	meanings				

Stages	Content	Facilitating	Learning	TLM	Evaluation		Black Board Activities
		Teachers' activities	Students' activities		Tools	Techniques	
		and ask	in				
		students	Dictionary				
		to search the	* The students				
		meaning in	read the				
		dictionary	meanings				
			to the				
			class				

Note : Students can select any one of the lessons from VI and VII Std. English textbook. 1½ + 1½

23.a) <u>School campus as a learning aid</u> :

i) English club and fest : An English club is a place for language learners to use English in a casual setting.

❖ In English club, one gets a chance to practise many different skills in a setting that is more real life like.

❖ It is a great way to make new, lasting friendship.

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ii) Reading corner :

- ❖ A reading corner is where a group of perhaps six or seven pupils sit to read then meet informally, with or without a teacher present, to talk about the story
- ❖ Reading corner helps children improve their speaking, listening, writing and vocabulary as well as reading skills.

iii) Wall Magazine :

- ❖ A wall magazine is a periodical run on a notice board, especially in an educational institute

Wall Magazine helps :

- ❖ To provide opportunities for writing practice.
- ❖ To initiate writing aptitude in student teachers and attract their attention on current issues
- ❖ To develop literary interest and reading habits
- ❖ To provide training for the utilization of leisure time
- ❖ To make the society aware of the achievements of DIET.

(Any points explained from above) 5

OR

b) Gebhard's four categories of TLM :

- ❖ Authentic listening /viewing materials: TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, audio taped short stories, novels, radio advertisements, songs and documentaries.
- ❖ Authentic visual materials : Slides, photographs, paintings, children's art work, stick figure drawing, wordless street signs, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps and *X*-rays.

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- ❖ Authentic Printed Materials : Newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal box, candy wrappers, tourist information brochures, university catalogues, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages and bus schedules.
- ❖ Realia (Real world objects) : Coins and currency, folded papers, wall clocks, phones, Halloween masks, dolls and puppets to name a few. 5

24. a) Rating scale :

Skill : Writing

Topic : 'Visit to a park'

Name of a student :

Points	Excellent	Good	Satisfactory	Need improvement
	(4)	(3)	(2)	(1)
1. Make use of simple sentences.				
2. Write simple paragraph on topic				
3. Organise ideas				
4. Main idea for each paragraph				
5. Supporting details for each paragraph				
6. Make use of connectors				
7. Proper conclusion				

5

OR

b) Steps for preparation of balanced questions paper :

- ❖ Make a note of the assessment policy followed by the school and the educational board
- ❖ Make a list of the assessment objectives (skills, sub-skills and components you want to assess)
- ❖ Look at the available resources in your school (ex.: tables, chairs, audio players and computers)

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- ❖ Get a clear picture about the scope you have after considering the first three points
- ❖ Decide a set of assessment criteria. Make sure you are sure about grades/percentage of marks and what defines a successful language learner.
- ❖ Prepare good assessment tasks individually and jointly
- ❖ Prepare a scoring key
- ❖ Conduct the test and score/grade the answer scripts
- ❖ Analyse the results and the question paper after declaring results and providing feedback to students
- ❖ Make necessary changes in the question paper or the pattern of questions. 5

25. a) Two verbs : (any *two* can be considered) :

- ❖ stayed
- ❖ came
- ❖ cared
- ❖ eat
- ❖ see
- ❖ went
- ❖ said
- ❖ tired
- ❖ asked
- ❖ give
- ❖ brought
- ❖ took
- ❖ ate
- ❖ driven
- ❖ know ½ × 2

b) Two w/h questions : (any *two*) :

- ❖ Where did Swami Vivekananda stay ?
- ❖ Who was the poor man ?
- ❖ What did the poor man say to Swami Vivekananda ?
- ❖ Why was the cobbler afraid ?
- ❖ What did Swamiji tell to the cobbler ? 1 × 2

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c) TLM : (any *one*) :

- ❖ Picture of Swami Vivekananda
- ❖ Flash cards (vocabulary)
- ❖ Charts of occupations. 1

d) Two roles : (any *two*)

- ❖ Swami Vivekananda
- ❖ King
- ❖ A poor man/cobbler. ½ × 2

26. a) Rhyming words : (any *two* pairs) :

- ❖ give-live
- ❖ come-home
- ❖ along-song
- ❖ hare-lair
- ❖ play-day
- ❖ high-sky
- ❖ spring-wing
- ❖ song-wrong. 1 × 2

b) Teaching points : (any *one*)

- ❖ Emotions
- ❖ Rhyming words
- ❖ Thoughts of children about animals
- ❖ Adjectives
- ❖ Verbs
- ❖ Nouns. 1

c) Yes/No type question :

- ❖ Do the children give pain to things ?
- ❖ Does Robin save crumbs at home ?
- ❖ Is the grass green ?.

(Any *one* suitable question) 1

d) Fill in the blanks :

- ❖ Robin saved crumbs at .....
- ❖ The song is .....
- ❖ The grass is .....

(any *one* suitable fill in the blank question). 1

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