

General Guidelines English SL Grade 9-10

1. The Textbook should go with Teachers' guidelines, which should contain unit wise and activity wise guidelines.
2. The material should be given in two books. i.e. main textbook and the Reader. The main textbook should go along with audio CD. The activities in the main text should correlate with the Reader.
3. ESL Class should proceed in two styles. 1. Interactive learning amongst students. 2. Teacher - directed learning. Therefore the textbook must have clear guidelines for the same.
4. The textbook will guide daily classroom activities providing maximum chances for interaction for pair-share, discussion, conversations, and debates, shared reading. The teacher will play the role of facilitator so that language abilities are enhanced in students.
5. The textbook should give chance for silent reading at one's own pace for inferential comprehension's sake.
6. There should be scope for externalization of language i.e. recitation, drama, story telling, story reading, reading aloud, simulations, role play, mono acting by recognizing and giving them their legitimate place.
7. The activities in the textbook should target spontaneous and appropriate use of language and aim at developing study habits like note making, referencing skills, communication skills.
8. The textbook should be a reflection of the world around us and should provide the scope for students to make connections, to research, to deepen their understanding.
9. The textbook should be GLOBAL (Global focus local context) and simple to complex and LOTS to HOTS, which address all language skills including sub-skills which should be mentioned in the Teachers' Guidelines.
10. The textbook should cover all aspects that depict society in general, from gender sensitivity to marginalized groups to differently abled groups and it should have integration with other subjects.
11. The textbook must mention objectives (general and unit wise).
12. The textbook should provide scope for formative assessment.
13. Tentative proportion of skills for classroom activities
 - a. Listening speaking : 30%
 - b. Reading : 40%
 - c. Writing : 30%
14. Tentative proportion of reading material in a year
 - a. Intensive reading (prose) : 40%
 - b. Intensive reading (poetry) : 10%
 - c. Supplementary reading : 20%
 - d. Unseen prose : 20%
 - e. Unseen data reading : 10%
15. We aim at shifting emphasis from 'mastering limited input' to regular exposure to 'a variety of meaningful language inputs'.
16. The same proportion should be maintained while testing.
17. Every class has some functions prescribed. The intensive reading material should contain these focused functions. At the end of the year the same functions should be tested. Even the functions learnt during the previous years should be tested.
18. There is always a scope for bridge course. Every textbook should have first few chapters recapping the functions of the previous year.
19. Students should be able to use words in different forms i.e. noun, adjective, adverb, verb. Moreover, one should be able to use similar and opposite words. The practice in the textbook should include such contextual activities.

- 20. Language is acquired when attention is focused not on language form but on the meaning of the message. Thrust should be on meaning and use than form of language. Hence grammar should be taught and tested contextually only.
- 21. Teaching writing should be done step by step including copying, dictation, substitution table, close text, guided writing, semi guided writing, free writing etc.
- 22. Writing should be taught for different forms of writing, picture description, paragraph writing, letter writing, notice writing, message writing, e-mail writing, information transfer etc. at different levels The textbook should have demonstration for each.

Evaluation: -

- 1. Evaluation and assessment should aim at reading with inferential comprehension and writing with conceptual clarity and not at mastery of answers to prescribed texts, and should be reoriented to measurement of language proficiency.
- 2. While testing reading skills a lot of weightage should be given to the Reader and unseen reading.
- 3. Formative assessment should emphasize on listening and speaking skills using drama, mono acting, role-play etc.
- 4. Summative assessment should emphasize on reading and writing skills.
- 5. Maximum questions should fall into HOTS category. NO memorized answers should be expected as far as second language is concerned.
- 6. Language in use part should be testes contextually only with focus on contextual production.
- 7. The students should have chance to refer to variety of questions before they are evaluated and assessed. Questions should have scope for formative and summative assessment based on Bloom's taxonomy.
- 8. Thinking skills, appreciation, and library skills should be evaluated as part of Formative assessment.

Sr.	LSRW components	Function	Teacher Activity
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No.			
1.	Giving Commands	imperative- teach about assumed subject and falling intonation	<ol style="list-style-type: none"> 1. Parent – child Conversation 2. Doctor – patient Conversation
2.	Making requests, suggestions	How about...? Could you...? Would you...? Can you...? (less polite) Will you...? (less polite) Please: position – initial or final	<ol style="list-style-type: none"> 1. Dialogue – role-play, plays 2. Situation cards 3. Speech bubbles that are to be filled
3.	Article	‘the’- pronunciation Vowel/consonant ‘the’ – for shared knowledge- special?, list ‘the’ – specific reference to be taught like name of geographical locations	<ol style="list-style-type: none"> 1. Worksheets 2. Reading activities 3. Error patterns
4.	Existence and possession verbs	Not in the form of ‘ing’	<ol style="list-style-type: none"> 1. Error cards 2. Situation in pictures 3. Fill in the blanks
5.	Conversational Expressions	- Merged with requests and suggestions	<ol style="list-style-type: none"> 1. Error cards 2. Situation in pictures 3. Fill in the blanks
6.	Describe a person: celebrity to be described without mannerism or their known achievement	Usage of adjectives	<ol style="list-style-type: none"> 1. Anonymous description activity 2. Information-gap activity
7.	Conjunctions – talking about alternative, indicating contrast, talking about reason and result	‘although’ being the only conjunction that can be placed in the beginning of the sentence.	<ol style="list-style-type: none"> 1. News 2. Text interpretation 3. Reading pamphlets and brochures
8.	Specifying and describing location, stating about time of action	Preposition and phrasal verbs	<ol style="list-style-type: none"> 1. Worksheets 2. Material from textbooks
9.	Talking about the action which is going on, describing habitual action, seeking information about habitual action, describing actions and processes, Talking about event that just happened.	Simple present, Present Continuous, habitual present, Present perfect, Usage of do/does	<ol style="list-style-type: none"> 1. Worksheets 2. Material from textbooks 3. Error patterns
10.	Talking about and narrating past events, asking about events in the past	Simple and progressive past, Usage of ‘did’	<ol style="list-style-type: none"> 1. Worksheets 2. Error-patterns
11.	Stating about future action and plan, expressing possibility, expressing ability	Usage of will, to be going to, may, can, could	<ol style="list-style-type: none"> 1. Worksheets 2. Error-patterns
12.	Expressing obligation/necessity	Usage of should, must, have to	<ol style="list-style-type: none"> 1. Conversations 2. Worksheets 3. Listening activities
13.	Asking about duration/ number/ quantity	Usage of how many/ how much/ how long/how far	<ol style="list-style-type: none"> 1. Conversations 2. Work sheets 3. Listening activities
14.	Expressing appreciation and other emotions	Exclamations like ‘what’ and ‘how’ and its usage	<ol style="list-style-type: none"> 1. Conversations 2. Worksheets 3. Listening activities

15.	Seeking information	Usage of wh-words	1. Conversations 2. Role-play
16.	Talking about purpose	Infinitive	1. Conversations 2. Role-play
17.	Comparing things	Positive and Comparative degree	1. Conversations 2. Worksheets
18.	Reporting dialogues	Reporting statements and interrogation (inversion-question)	1. Conversations 2. Listening- speaking activities 3. Reading brochures and pamphlets
19.	Adverbs	Adverbs of manner and frequency	1. Worksheets 2. Material from textbook
20.	Vocabulary	Synonym, Antonym, number, Homophones, Homograph, Homonym	1. Conversations 2. Listening-speaking activities 3. Reading brochures and pamphlets
21.	Academic Vocabulary	Subject and grade appropriate	1. Conversations 2. Listening-speaking activities 3. Reading brochures and pamphlets

General Guidelines English SL Grade - 10

Sr. No.	LSRW Component	Function	Teacher activity
1.	Reporting dialogues	Revision of all tenses, Passive voice of present and past.	1. Parent – child Conversation 2. Doctor – patient Conversation 3. Report-writing
2.	Describing action	Revision of all tenses, Passive voice of present and past.	1. Narrating personal anecdotes 2. Reporting a live video (cricket match, action film)
3.	Describing Process	Imperatives	1. Writing lab reports, recipes, Do-it-yourself Instruction Manuals (Toys, furniture), describing computer processes (eg. how to copy data from hard drive to pc)
4.	Describing quantity/number (countable/uncountable nouns: how they are used in positive/negative sentences)	Some, any, no, few, a few, little, little, the rest, most of	1. Make and Eat Activity: use expression like ‘ a few pieces of cardamom’, ‘some milk’, ‘a little oil’, ‘rest of the food’, etc.
5.	Describing intensity of action	Adverbs of degree: quite, very, rather, hardly, nearly, so, terribly, totally, completely, extremely, absolutely.	1. Listen to/watch celebrity interviews to infer the tone, intention and attitude of the speaker.
6.	Expressing one’s feelings and	Use of stative verbs: know,	1. Expressing opinion about a

	beliefs	think, feel, seem, believe (Caution: do not use -ing forms)	product/person belief
7.	Talking about qualities	Use of past participle and -ing participle as adjective (Caution: "-ing" "-ed/-en" are not only used with verbs but also with adjectives. eg. Interesting book, interested look, rotten tomatoes, rotting tomatoes)	1. Describing pictures which would elicit responses like the ones that follow. eg. This pot is <u>broken</u> . (Verb) This is a <u>broken</u> pot. (Adjective) This tap is <u>leaking</u> . (Verb) This is a <u>leaking</u> tap. (Adjective)
8.	Talking about people/places in relation to something/someone	Adjective phrase/clause	1. Worksheets: Converting Simple Sentences to Complex Sentences using relative clauses
9.	Instructing/ Informing	Gerund	1. Single Line notices/posters using gerunds