Non-native varieties of English should not be regarded as inferior because they are as intricate and effective a linguistic system as native varieties.

- B.B. Kachru
Questionnaire for Pre-Test

Topic: The Daffodils (Class IX)

Teaching Unit: The whole poem

Sub-unit: a) The 1st two stanzas
           b) Remaining two stanzas

Marks: 25  Time: 45 minutes

1. **Answer in a single word:** 4x1
   
   a) To what does the poet compare him with?

   b) What made the flowers dance?

   c) Name another natural object that danced with the daffodils.

   d) Name a flower that resembles the daffodils in colour.

2. **Answer in one sentence or two:** 2

   a) What are the similarities between the stars in the milky way and the daffodils?

3. **Tick the most appropriate alternative:** 2x1

   a) The daffodils looked like dancing because –
      
      i) breeze blew over them,
      ii) the poet saw them from a distance,
      iii) the poet’s heart made them look so,
      iv) the waves of the lake made them dance.

   b) “………. but little thought” means –
      
      i) he did not bother to think,
      ii) he could not imagine,
      iii) he thought uselessly,
      iv) he thought something.
4. **Use the following idioms in sentences of your own:**
   a) All at once,
   b) At a glance.

5. **Match the words in Column ‘A’ with their meanings in Column ‘B’**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) wander</td>
<td>a) lonely place/alone</td>
</tr>
<tr>
<td>ii) twinkle</td>
<td>b) ignorance</td>
</tr>
<tr>
<td>iii) toss</td>
<td>c) move from place to place aimlessly</td>
</tr>
<tr>
<td>iv) glee</td>
<td>d) shine or gleam unsteadily</td>
</tr>
<tr>
<td>v) solitude</td>
<td>e) move from side to side</td>
</tr>
<tr>
<td></td>
<td>f) joy</td>
</tr>
</tbody>
</table>

6. **Make adjectives from the following words by adding suffixes to them. Write your answer in the blank space provided.**
   a) crowd -
   b) dance -
   c) gold -

7. **Write in brief about the mood of the poet as he saw the daffodils.**
   Support your answer with reasons.
Questionnaire for Post-Test:

Based on the Functional Communicative approach

Topic: Loveliest of Trees (Class- IX)

Full Marks: 20  Time: 30 minutes

1. Tick the most appropriate alternative: 3
   a) (rose / palash / cherry) is the loveliest of trees.
   b) The loveliest of trees looks – (brown / red / white).
   c) Poet’s age was – (sixty / seventy / fifty) when he wrote the poem.

2. Answer the following questions in brief: 6
   a) The poem reminds you of similar trees, what are they?
   b) ‘Wearing white’ – what does ‘white’ symbolize?
   c) Can you guess which season the poet is talking about?
      Find two clues in the poem that suggest your answer.

3. Pick out from the poem the line that has Biblical reference. 1

4. Match the words in column A with their meaning in column B: 5

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>bloom * twenty</td>
</tr>
<tr>
<td>b)</td>
<td>bough * blossom</td>
</tr>
<tr>
<td>c)</td>
<td>ride * main branch of a tree</td>
</tr>
<tr>
<td>d)</td>
<td>a score * a path for riding a horse</td>
</tr>
<tr>
<td>d)</td>
<td>through a wood</td>
</tr>
<tr>
<td>e)</td>
<td>room * space that could be filled</td>
</tr>
</tbody>
</table>
5. Have you ever stopped anywhere to look at a beautiful thing (in nature)? When? Where? How could you relate the idea to the poem.
Questionnaire for Post-Test:
Based on the Direct method
Topic: Silver (Class-IX)

Full Marks: 20 Time: 30 minutes

1. Answer the following questions: 3
   a) Which words in the poem suggest that the moon is personified?
   b) How does the moon walk?
   c) Where is the dog sleeping?

2. Find words in the poem that mean the following: 4
   a) windows that open like a door --------
   b) rays of light —
   c) shoes —-
   d) shelter for a pet dog —
   [list: shoon, beams, casements, kennel, cate]

3. Make a sentence with the word ‘slowly’. 1

4. Make adjectives by using suffixes: 4

5. Complete the following well known phrases: 2
   a) Once or –
   b) More or --
   c) Backwards and –
   d) Hell and --
6. a) If you were to draw a picture with the poem, what colours would you like to use? Why?

b) Make a list of the things that look 'silvery' in the poem.
Questionnaire for Post-Test:

Based on the Grammar-translation method

Topic: The importance of Jute (First two Paragraphs)

Full Marks: 20  Time: 30 minutes

1. Translate the following sentences into Bengali version: 7

"So great is its economic value that millions of farmers are engaged in the cultivation of jute in India. As an individual crop it is quite cheap and in importance it is only next to cotton. The things made from jute are also eco-friendly."

2. Write the meaning of the following words in your mother tongue: 5
   a) fibre, b) crop, c) curtains, d) cultivation, e) millions.

3. Answer the following questions: 3
   a) What is 'jute' known as?
   b) Where is jute cultivated?
   c) What kinds of products are made from jute?

4. Fill in the blanks with appropriate words from the box below: 5
   a. The cover of the magazine is printed on ------- paper.
   b. The same plant ------- are spun and woven into cloth.
   c. The weather condition was ------- for the journey.
   d. Jammu and Kashmir is famous for -------.
   e. Jute is mainly a ------- plant.

[fibres, carpets, tropical, glossy, rough.]
Opinionnaire for Teachers of English in Secondary Schools:

1. Is any one particular method of teaching English being suitable for all types of situations in the classroom teaching? Give your opinion.

2. Which method, according to you, would be the most appropriate method to teach English as a second language in the classroom?

3. Which method is the most practical method to teach English as a second language in the present-day situation?

4. Which skills to be developed along with the speaking skill or communication aspect in the classroom of second language?

5. Can Functional Communicative approach be effective in achieving all the purposes of English language teaching? What is your opinion about it?

6. What are the essential features of the Functional Communicative approach that could be adopted by you in the classroom situation? Could you face difficulties in adopting them?

7. Is combination of different methods and approaches being an effective methodology in the second language teaching?

8. Does in-service training needed for proper implementation of the Functional Communicative approach in the classroom?

9. Is infrastructural development an important factor for the development of teaching environment in the school?
Opinionnaire for Teachers of English in Teacher's Training College:

1. What is the main criterion for adopting a method to teach English in the classroom situation?

2. Is Functional Communicative approach proved sufficient enough to be adopted in teaching of English in the present scenario of language teaching?

3. Can traditional methods be used alongside the current method for effective teaching? Give your suggestions.

4. What would be the appropriate procedure of using mother-tongue in the second language classroom?

5. How could the most effective method(s) be emerged out in the teaching of English as a second language?

6. How could a methodology become effective? Give your opinion.

7. What is your opinion about the current experiments on the concept of teaching methodology in the field of second language teaching?