APPENDIX - II
INSTRUCTIONS FOR STUDENTS OF EXPERIMENTAL GROUP FOR DEVELOPMENT OF PARAGRAPHS THROUGH ADAPTED SRS MODEL

GENERAL INSTRUCTIONS:

Teacher: Good morning students. We are going to develop few Paragraphs. Please follow the instructions given below which will be applicable for developing all paragraphs:

1. Sit attentively in class.
2. Listen carefully to the explanation given by the teacher.
3. Memorize all the information about paragraph writing strategies and paragraph topics given by the teacher.
4. Follow the instructions given by the teacher from time to time.
5. Participate actively in discussion on Paragraph writing.
6. Write the important points in your notebooks.
7. You will be provided support material for paragraph writing. Use this material in writing paragraphs.

GENERAL OBJECTIVES:

1. To develop listening skill among IX class students through Paragraph Writing.
2. To develop speaking skill among IX class students through Paragraph Writing.
3. To develop reading skill among IX class students through Paragraph Writing.
4. To develop writing skill among IX class students through Paragraph Writing.
PERSUASIVE PARAGRAPH ON ‘POLLUTION’
THROUGH SRS MODEL

BEHAVIOURAL OBJECTIVES:

After learning how to write a persuasive paragraph of about 80-100 words on ‘Pollution’, students will be able to:

1. recall the meaning of difficult words occurring in the paragraph.
2. define the term ‘Pollution’.
3. identify the polluted areas in their surroundings.
4. name the different types of pollution.
5. cite the examples of pollution.
6. state the causes of pollution.
7. list the effects of pollution.
8. suggest ways to stop pollution.
9. summarise the concept of pollution by giving a message to their readers.

MODEL

STEP 1. RECALL BACKGROUND KNOWLEDGE:

(Teacher will help students in recalling their previous knowledge related to the paragraph topic).

Teacher: Do you know what is Pollution?
Students: (varied response)
         Pollution is dirty water & air.
         Pollution is mixing of harmful gages in air.
         Pollution is mixing of pollutants in our environment.
Teacher: yes. You all are right. Tell me where do we see Pollution?
Students: We see Pollution in air and water.
Teacher: Very good, these are some of the types of Pollution.
         Give some more types of Pollution?
Students: No response.
Teacher: Pollution is mainly of four types: Air, Water, Land & Noise Pollution.
Teacher: Who is responsible for it?
Students: Human beings themselves.
Teacher: Yes. But sometimes natural disasters also cause pollution.
Teacher: Tell me some effects of Pollution.
Students: (varied responses).
         Pollution causes skin cancer.
         Noise pollution creates headache.
         Pollution may result into stomach diseases and other ailments.
Teacher: In this way, we can write ideas for persuasive paragraphs. Let us try to write it now.
STEP 2: COLLECT IDEAS AFTER DISCUSSION:

Teacher: Now we will use ‘Answer 6 W’ strategy for collecting more ideas on Paragraph ‘Pollution’. (Teacher will draw the strategy on chalkboard).

Q1. W: What is Pollution?
   Ans: Pollution is introduction of contaminants in our environment.

Q2. W: What are the effects of Pollution?
   Ans: Pollution effects badly on our health, nature & environment.

Q3. W: What are the examples of Pollution?
   Ans: Use of loud speakers, smokes coming out of chimney, harmful gases emitted out from industries, chemical wastes and biological wastes are some of the examples of Pollution.

Q4. W: Which are the types of Pollution?
   Ans: Air, Water, Land & Noise are types of Pollution.

Q5. W: Who is responsible for Pollution?
   Ans: Human beings and Natural Disasters are responsible for Pollution.

Q6. W: Where Pollution is seen most?
   Ans: Pollution is seen most in water, air and it has spread almost in all the elements of our environment.

Q7. W: Why do we create Pollution?
   Ans: We use natural resources recklessly and irresponsibly without doing anything good for it.

Q8. W: How it can be controlled?
   Ans: It can be controlled by framing and implementing strict laws against those who cause Pollution.
STEP 3. MODEL THE ORGANISATION OF IDEAS:

Teacher: To organize and outline ideas which we got from first two steps, I will show you how to use paragraph format (teacher draws the format on chalkboard):

**Topic: Pollution**

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Pollution is the introduction of contaminants in our environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Ideas/details</td>
<td>Pollution is seen most in water and air. It has spread almost in all the elements of our environment. Pollution is of four types: Air, Water, Land and Noise Pollution.</td>
</tr>
<tr>
<td>(a) Supporting Examples/Events/Process</td>
<td>Use of loud speakers, smokes coming out of chimney, harmful gases emitted out from industries, chemical wastes and biological wastes are some of the examples of Pollution.</td>
</tr>
<tr>
<td>(b) Cause &amp; Effect/Uses</td>
<td>Human beings and natural disasters are responsible for Pollution. We use natural resources recklessly and irresponsibly without doing anything good for it. Pollution has bad effects on our health, Nature &amp; environment.</td>
</tr>
<tr>
<td>Concluding Statement</td>
<td>It can be controlled by framing and implementing strict laws against those who cause Pollution. So arise awake and stop polluting the environment.</td>
</tr>
</tbody>
</table>

STEP 4. WRITE AFTER MEMORISATION:

Teacher: Now learn the strategy and Format for paragraph writing. Besides that learn the following words which you can use for writing paragraph writing on ‘Pollution’:

1. Contaminants: pollutants causing pollution
2. Emit: to throw out
3. Biological wastes: wastes of living beings
4. Irresponsibly: not responsible
5. Recklessly: carelessly
6. Implementing: bring into use, to enforce

With the help of the memorized information, and outlined ideas in paragraph format, now try to write paragraph on ‘Pollution’. (Students will try to write Paragraph)
Topic: Pollution

Pollution is the introduction of contaminants in our environment. Pollution is seen most in water and air. It has spread almost in all the elements of our environment. Pollution is of four types: Air, Water, Land and Noise Pollution. Use of loud speakers, smokes coming out of chimney, harmful gases emitted out from industries, chemical wastes and biological wastes are some of the examples of Pollution. Human beings and natural disasters are responsible for Pollution. We use natural resources recklessly and irresponsibly without doing anything good for it. Pollution has bad effects on our health, Nature & environment. It can be controlled by framing and implementing strict laws against those who cause Pollution. So arise awake and stop polluting the environment.

STEP 5. EDIT PARAGRAPH WITH SUPPORT:

Teacher: For editing the paragraph, we will take the help of 2 (SPV) strategy depicted in the chart. With the help of this chart, we will make corrections in spellings, punctuation, preposition, verb forms, make long sentences short, avoid repetition of sentences, check the word limit i.e. 80-100 words, replace more suitable and relevant words with the already used vocabulary etc. (Teacher will give the chart to students shown below):

STEP 6. REWRITING INDEPENDENTLY:

The students will now be able to develop narrative paragraph on ‘Pollution’ independently using final draft sheet shown below. (Students will write paragraph without any support)
Final Draft Sheet

Name…………..                             Roll No………….              Date: …………………
Class…………..                               Section………….

Topic: Pollution

Pollution is the introduction of contaminants in our environment. Pollution is seen most in water and air. It has spread almost in all the elements of our environment. Pollution is of four types: Air, Water, Land and Noise Pollution. Use of loud speakers, smokes coming out of chimneys, harmful gases emitted out from industries, chemical wastes and biological wastes are some of the examples of Pollution. Human beings and natural disasters are responsible for Pollution. We use natural resources recklessly and irresponsibly without doing anything good for it. Pollution has bad effects on our health, nature & environment. It can be controlled by framing and implementing strict laws against those who cause Pollution. So arise, awake and stop polluting the environment.
PERSUASIVE PARAGRAPH ON ‘SMOKING’ THROUGH ADAPTED SRS MODEL

BEHAVIOURAL OBJECTIVES:
After learning how to write a persuasive paragraph of about 80-100 words on ‘Smoking’, students will be able to:

1. recall the meaning of difficult words occurring in the paragraph.
2. tell the number of poisonous substances contained in smoke.
3. name the substances contained in smoke.
4. identify the age group getting addicted to smoking.
5. recognise the places where people mostly smoke.
6. recall the diseases caused due to smoking.
7. state the causes of provoking people for developing the habit of smoking.
8. list the effects of smoking on our environment and economy.
9. suggest the ways to aware people about ill-effects of smoking.

MODEL

STEP 1. RECALL BACKGROUND KNOWLEDGE: (Teacher will help students in recalling their previous knowledge related to the paragraph topic).

Teacher: Students, what kind of addictions people have in our society?
Students: (varied response).
    Internet Addiction.
    Addiction to alcohol.
    Drug Addiction.
    Addiction to smoking.
Teacher: Which generation is mostly addicted to smoking?
Students: Males are mostly addicted to smoking.
Teacher: Yes. But who among male are mostly addicted to smoking?
Students: Boys.
Teacher: We can say that more and more adolescents and youth is getting addicted to smoking.
What are the effects of smoking?
Students: It causes cancer.
    It results in serious diseases.
Teacher: Which harmful substances are contained in smoke?
Students: No response.
Teacher: It contains more than four thousand poisonous substances like carbon monoxide, nicotine etc.
Teacher: Who are responsible for this problem in our society?
Students: No response.
Teacher: Advertisements and movies are responsible for provoking our youth for smoking.
    In this way, we can write ideas for persuasive paragraphs. Let us try to write it now.
STEP 2: COLLECT IDEAS AFTER DISCUSSION:

Teacher: Now we will use ‘Answer 6 W’ strategy for collecting more ideas on Paragraph ‘Smoking’. (Teacher will draw the strategy on chalkboard).

Q1. W: Which age group is getting addicted to smoking day by day?
   Ans: Adolescents and youth is getting addicted to smoking day by day.

Q2. W: Where do people smoke?
   Ans: People smoke in public places, offices, while driving and even in home.

Q3. W: Why is smoking injurious to human health?
   Ans: Smoking is injurious to human health because smoke contains more than four thousand poisonous substances like carbon monoxide, nicotine etc.

Q4. W: What are the ill effects of smoking on human health?
   Ans: It causes mouth and lung cancer, heart & blood vessel disease and other illnesses and even death. Smoking makes breathing harder, causes headaches, wheezing and coughing.

Q5. W: What are the other ill effects of smoking besides our health?
   Ans: It costs a great deal of money, time & energy. It also pollutes our environment.

Q6. W: Who is responsible for inflaming the habit of smoking among adolescents?
   Ans: There are many factors responsible for inflaming the habit of smoking but advertisements and movies featuring heroes smoking on screen provoke and stimulate the adolescents to great extent.

Q7. W: How can we make people aware about the ill effects of smoking?
   Ans: we can make people aware about the ill effects of smoking through anti-smoking campaigns, anti- smoking advertisements in public interest, by making strict laws against the smokers and companies which produce such harmful products.
STEP 3. MODEL THE ORGANISATION OF IDEAS:

Teacher: To organize and outline ideas which we got from first two steps, I will show you how to use paragraph format (teacher draws the format on chalkboard):

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Adolescents and youth is getting addicted to smoking day by day.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Ideas/details</td>
<td>People smoke in public places, offices, while driving, and even in home, thereby, affecting everyone around them.</td>
</tr>
<tr>
<td>(a) Supporting Examples/Events/Process</td>
<td>Smoking is injurious to human health because smoke contains more than four thousand poisonous substances like carbon monoxide, nicotine etc.</td>
</tr>
<tr>
<td>(b) Cause &amp; Effect/Uses</td>
<td>There are many causes responsible for inflaming the habit of smoking but advertisements and movies featuring heroes smoking on screen provoke and stimulate the adolescents to great extent. It causes mouth and lung cancer, heart &amp; blood vessel disease and other illnesses and even death. Smoking makes breathing harder, causes headaches, wheezing and coughing. It costs a great deal of money, time &amp; energy. It also pollutes our environment.</td>
</tr>
<tr>
<td>Concluding Statement</td>
<td>We can make people aware about the ill effects of smoking through anti-smoking campaigns, anti-smoking advertisements in public interest, by making strict laws against the smokers and the companies which produce such harmful products.</td>
</tr>
</tbody>
</table>

STEP 4. WRITE AFTER MEMORISATION:

Teacher: Now learn the strategy and Format for paragraph writing. Besides that learn the following words which you can use for writing paragraph writing on ‘Smoking’:

1. Provoke : to excite
2. Substance : material
3. Inflame : to set on fire
4. Wheezing : breathing hard with whistling sound

With the help of the memorized information, and outlined ideas in paragraph format, now try to write paragraph on ‘Smoking’. (Students will try to write Paragraph)
**Topic: Smoking**

Today more and more people, especially adolescents and youth, are getting addicted to smoking. These people smoke in public places, offices, while driving, and even in home, thereby, affecting everyone around them. Smoking is injurious to human health because smoke contains more than four thousand poisonous substances like carbon monoxide, nicotine, etc. There are many causes responsible for inflaming the habit of smoking but advertisements and movies featuring heroes smoking on screen provoke and stimulate the adolescents to great extent. It causes mouth and lung cancer, heart & blood vessel disease and other illnesses and even death. Smoking makes breathing harder, causes headaches, wheezing and coughing. It costs a great deal of money, time & energy. It also pollutes our environment. We can make people aware about the ill effects of smoking through anti-smoking campaigns, anti-smoking advertisements in public interest, by making strict laws against the smokers and the companies which produce such harmful products.

**STEP 5. EDIT PARAGRAPH WITH SUPPORT:**

Teacher: For editing the paragraph, we will take the help of 2 (SPV) strategy depicted in the chart. With the help of this chart, we will make corrections in spellings, punctuation, preposition, verb forms, make long sentences short, avoid repetition of sentences, check the word limit i.e., 80-100 words, replace more suitable and relevant words with the already used vocabulary etc. (Teacher will give the chart to students shown below):

**STEP 6. REWRITING INDEPENDENTLY:**

The students will now be able to develop narrative paragraph on ‘smoking’ independently using final draft sheet shown below. (Students will write paragraph without any support)
Final Draft Sheet

Name…………..                             Roll No………….              Date: …………………
Class…………..                               Section………….

Topic: Smoking

Today more and more people, especially adolescents and youth is getting addicted to smoking. These people smoke in public places, offices, while driving, and even in home, thereby, affecting everyone around them. Smoking is injurious to human health because smoke contains more than four thousand poisonous substances like carbon monoxide, nicotine etc. There are many causes responsible for inflaming the habit of smoking but advertisements and movies featuring heroes smoking on screen provoke and stimulate the adolescents to great extent. It causes mouth and lung cancer, heart & blood vessel disease and other illnesses and even death. Smoking makes breathing harder, causes headaches, wheezing and coughing. It costs a great deal of money, time & energy. It also pollutes our environment. We can make people aware about the ill effects of smoking through anti-smoking campaigns, anti-smoking advertisements in public interest. Government should make strict laws against the smokers and the companies which produce such harmful products.
PERSUASIVE PARAGRAPH ON ‘GLOBAL WARMING’
THROUGH ADAPTED SRS MODEL

BEHAVIOURAL OBJECTIVES:
After learning how to write a persuasive paragraph of about 80-100 words on ‘Global Warming’, students will be able to:

1. recall the meaning of difficult words occurring in the paragraph.
2. define the term ‘Global Warming’.
3. explain how the green house gases are produced.
4. recognise the places where the global warming is making its impact.
5. name the gas responsible for global warming.
6. state the causes responsible for global warming.
7. list the effects of global warming on our planet.
8. suggest the ways to prevent global warming.

MODEL

STEP 1. RECALL BACKGROUND KNOWLEDGE: (Teacher will help students in recalling their previous knowledge related to the paragraph topic).

Teacher: Since 19th century, the temperature of our planet is rising. Do you know what do we call this phenomenon of rising temperature?
Students: (give response unanimously) Global warming.
Teacher: Correct response. This warming is mostly affecting our atmosphere, glaciers and oceans.
Can you tell the causes of this rise in earth’s temperature?
Students: (varied response). Pollution. Deforestation.
Teacher: Yes. But the main cause is increasing concentrations of greenhouse gases in our environment which causes warming of climate.
How are these gases produced?
Students: No response.
Teacher: When we burn fossil fuels then these gases are produced. Also deforestation is the main cause for release of green house gases.
Tell me the effects of global warming?
Students: (varied response). It causes rise in temp.
It results in melting of glaciers. It results into floods and excessive rainfall.
Teacher: Very good. Its effects are unequivocal on almost all the spheres of our planet either directly or indirectly. Because of this, sea levels are rising and also there is change in the amount and pattern of precipitation. It is also the cause of probable expansion of subtropical deserts. Apart from that, it’s likely effects are also on the frequent occurrence of extreme-weather events which includes heat waves, droughts and heavy rainfall, ocean acidification and species extinctions.
There are always some ways to curb any problem. Suggest some ways to prevent global warming.
Students: We should plant more and more trees. We should not create pollution.
Teacher: Yes. We can do it by reducing wastes by choosing recyclable & reusable products. We can avoid usage of heat and air conditioning. We should grow more plants and by buying energy-efficient products we can surely do something good for our mother earth. In this way, we can write ideas for persuasive paragraphs. Let us try to write it now.

STEP 2: COLLECT IDEAS AFTER DISCUSSION:

Teacher: Now we will use ‘Answer 6 W’ strategy for collecting more ideas on Paragraph ‘Global Warming’. (Teacher will draw the strategy on chalkboard).

Q1. What is Global Warming?
   Ans: Global Warming is the rise in Earth’s temperature. Our atmosphere, glaciers and oceans are getting warmer day by day since 19th century.

Q2. Where is Global Warming making its effect?
   Ans: Its effects are unequivocal on almost all the spheres of our planet either directly or indirectly.

Q3. Why is Global Warming taking place?
   Ans: The main cause of global warming is the increasing concentrations of greenhouse gases in our environment which causes warming of climate.

Q4. What are the effects of Global Warming on our earth?
   Ans: Because of this, sea levels are rising and also there is change in the amount and pattern of precipitation. It is also the cause of probable expansion of subtropical deserts. Apart from that, it’s likely effects are also on the frequent occurrence of extreme-weather events like heat waves, droughts and heavy rainfall, ocean acidification and species extinctions.
Q5.  How can we prevent Global Warming?
Ans: We can prevent Global Warming by reducing wastes, and by choosing recyclable & reusable products. We can avoid usage of heat and air conditioning. We should grow more plants and by buying energy-efficient products we can avoid global warming.

STEP 3. MODEL THE ORGANISATION OF IDEAS:

Teacher: To organize and outline ideas which we got from first two steps, I will show you how to use paragraph format (teacher draws the format on chalkboard):

<table>
<thead>
<tr>
<th>Topic: Global warming</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Idea</strong></td>
</tr>
<tr>
<td><strong>Supporting Ideas/details</strong></td>
</tr>
<tr>
<td>(a) Supporting Examples/Events/Process</td>
</tr>
<tr>
<td>(b) Cause &amp; Effect/Uses</td>
</tr>
<tr>
<td><strong>Concluding Statement</strong></td>
</tr>
</tbody>
</table>

STEP 4. WRITE AFTER MEMORISATION:

Teacher: Now learn the strategy and Format for paragraph writing. Besides that learn the following words which you can use for writing paragraph writing on ‘Global warming’:

xxxviii
1. Precipitation : condensed moisture
2. Unequivocal : clear
3. Concentration : coming to a common point
4. Extinction : destruction
5. Efficient : effective

With the help of the memorized information, and outlined ideas in paragraph format, now try to write paragraph on ‘Global warming’. (Students will try to write Paragraph)

**Topic: Global Warming**

Global Warming is the rise in Earth’s temperature. Our atmosphere, glaciers and oceans are getting warmer day by day since 19th century. The main cause of global warming is the increasing concentrations of greenhouse gases in our environment which causes warming of climate. Its effects are unequivocal on almost all the spheres of our planet either directly or indirectly. Because of this, sea levels are rising and there is also change in the amount and pattern of precipitation. It is also the cause of probable expansion of subtropical deserts. Apart from that, it’s likely effects are also on the frequent occurrence of extreme-weather events like heat waves, droughts and heavy rainfall, ocean acidification and species extinctions. We can prevent global warming by reducing wastes, and by choosing recyclable & reusable products. We can avoid usage of heat and air conditioning. We should grow more plants and by buying energy-efficient products we can avoid global warming. With this, we can surely do something good for our mother earth.

**STEP 5. EDIT PARAGRAPH WITH SUPPORT:**

Teacher: For editing the paragraph, we will take the help of 2 (SPV) strategy depicted in the chart. With the help of this chart, we will make corrections in spellings, punctuation, preposition, verb forms, make long sentences short, avoid repetition of sentences, check the word limit i.e. 80-100 words, replace more suitable and relevant words with the already used vocabulary etc. (Teacher will give the chart to students shown below):

**STEP 6. REWRITING INDEPENDENTLY:**

The students will now be able to develop narrative paragraph on ‘Global warming’ independently using final draft sheet shown below. (Students will write paragraph without any support)

**Final Draft Sheet**

<table>
<thead>
<tr>
<th>Name…………..</th>
<th>Roll No………….</th>
<th>Date: ………………</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class…………..</td>
<td>Section………..</td>
<td></td>
</tr>
</tbody>
</table>

xxxix
Global warming

Global warming is the rise in the average temperature of earth's atmosphere and oceans since the late 19th century. The main cause of global warming is the increasing concentrations of greenhouse gases in our environment. These gases are produced by burning of fossil fuels and deforestation. The effects of global warming are unequivocal on almost all the spheres of our planet either directly or indirectly. Because of this, sea levels are rising and there is also change in the amount and pattern of precipitation. It is also the cause of probable expansion of subtropical deserts. Apart from that, it’s likely effects are also on the frequent occurrence of extreme-weather events like heat waves, droughts and heavy rainfall, ocean acidification and species extinctions. But there are also a number of ways to prevent global warming e.g. we can reduce wastes by choosing recyclable & reusable products. We can avoid usage of heat and air conditioning. Through afforestation and use of energy-efficient products we can surely do something good for our mother earth.
NARRATIVE PARAGRAPH ON ‘AN EMBARRASSING EXPERIENCE’ THROUGH ADAPTED SRS MODEL

BEHAVIOURAL OBJECTIVES:
After learning how to write a narrative paragraph of about 80-100 words on ‘An Embarrassing Experience’, students will be able to:

1. recall the meaning of difficult words occurring in the paragraph.
2. choose any one embarrassing event of their lives.
3. recall the day and time of the embarrassing event.
4. name the place where the event occurred.
5. recognize the persons who were accompanying or witnessing the event.
6. narrate the embarrassing experience.
7. give reason of occurrence of the event.
8. discuss their feelings at the time of experiencing the embarrassing event.
9. judge the embarrassing event so as to avoid its occurrence in future.
10. derive a lesson from this embarrassing experience.

MODEL

STEP-1. RECALL BACKGROUND KNOWLEDGE: (Teacher will help students in recalling their previous knowledge related to the paragraph topic).

Teacher: Students, what is a narrative?
Students: It is a short story.
Teacher: Yes. Have you ever written a narrative?
Students: mixed response.
Teacher: what are the features of a narrative?
Students: varied responses.
    It tells about any character and event.
    It is very interesting.
Teacher: Very good. Narrative is telling about the events in chronological order.
For example: about an accident, any historical event, about childhood event, experience or story etc.
Have you ever felt embarrassed in your life?
Students: Yes mam.
Teacher: What is embarrassment?
Students: It is feeling like humiliating.
    It is a feeling of guilty after doing something funny.
Teacher: Yes. When we do something wrong or funny deed either knowingly or unknowingly and are made to realize then we feel embarrass.
What lessons do we learn from such experiences?
Students: (varied responses).
    We learn not to repeat such deeds again.
    We make commitments to ourselves for not doing it again.
Teacher: We learn from all kinds of experiences we have in our life especially such moments which gives us realizations.
It is very interesting to write such embarrassing experiences of our life.
STEP-2: COLLECT IDEAS AFTER DISCUSSION:

Teacher: Now we will use ‘Answer 6 W’ strategy for collecting more ideas on Paragraph ‘An Embarrassing Experience’. (Teacher will draw the strategy on chalkboard).

Q1. W: When did the event happen?
Ans: My most embarrassing experience happened five years ago.
Q2. W: Where did it happen?
Ans: It happened in a school at Ambala, Haryana.
Q3. W: Who was with you?
Ans: Students of IX class were with me. I was teaching those students.
Q4. W: What happened?
Ans: I was teaching composition to those students. One student stood up and asked the meaning of the word ‘Toe’ occurring in composition. Though I was surprised at the boy’s question of asking meaning of very common word yet I tried to make it clear. I decided to take off my shoe. I had a big hole in my socks and my toes stuck out.
Q5. W: Why the incident happened?
Ans: The boy was confused with the concept of fingers and toes. In order to make the meaning more clear I decided to take off my shoe.
Q6. W: How did you feel at that time?
Ans: I felt humiliated and embarrassed because everyone was laughing.
Q7. W: Which lesson you learnt from this embarrassing experience?
Ans: I learnt a lesson that one should check his socks before taking off his shoes especially in front of class full of students.
STEP 3. MODEL THE ORGANISATION OF IDEAS:

Teacher: To organize and outline ideas which we got from first two steps, I will show you how to use paragraph format (teacher draws the format on chalkboard):

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Like everyone I too have many embarrassing experiences. Among those my most embarrassing experience happened five years ago. It happened in a school at Ambala, Haryana.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Ideas/Details</td>
<td>Students of IX class were with me. I was teaching composition to those students. One student stood up and asked the meaning of the word ‘Toe’ occurring in composition. Though I was surprised at the boy’s question of asking meaning of very common word yet I tried to make it clear. The boy was confused with the concept of fingers and toes. I decided to take off my shoe. I had a big hole in my socks and my toes stuck out.</td>
</tr>
<tr>
<td>(a) Supporting Examples/Events/Process</td>
<td>I felt humiliated and embarrassed because everyone was laughing.</td>
</tr>
<tr>
<td>(b) Cause &amp; Effect/Uses</td>
<td>I learnt a lesson that one should check his socks before taking off his shoes especially in front of class full of students.</td>
</tr>
</tbody>
</table>

STEP 4. WRITE AFTER MEMORISATION:

Teacher: Now learn the strategy and Format for paragraph writing. Besides that learn the following words which you can use for writing paragraph writing on ‘An Embarrassing Experience’:

1. Embarrassing : awkward
2. Humiliating : degrading
3. Experience : to learn from observation or activity

With the help of the memorized information, and outlined ideas in paragraph format, now try to write paragraph on ‘An Embarrassing Experience’. (Students will try to write Paragraph)

**Topic: An Embarrassing Experience**

Like everyone I too have many embarrassing experiences. Among those my most embarrassing experience happened five years ago. It happened in a school at Ambala,
Haryana. I was with my class IX students. I was teaching composition to those students. One student stood up and asked the meaning of the word ‘Toe’ occurring in composition. Though I was surprised at the boy’s question of asking meaning of very common word yet I tried to make it clear. But the boy was confused with the concept of fingers and toes; so I decided to take off my shoe. I had a big hole in my socks and my toes stuck out and I felt humiliated and embarrassed because everyone was laughing. I learnt a lesson that one should check his socks before taking off his shoes especially in front of class full of students.

STEP 5. EDIT PARAGRAPH WITH SUPPORT:

Teacher: For editing the paragraph, we will take the help of 2 (SPV) strategy depicted in the chart. With the help of this chart, we will make corrections in spellings, punctuation, preposition, verb forms, make long sentences short, avoid repetition of sentences, check the word limit i.e. 80-100 words, replace more suitable and relevant words with the already used vocabulary etc. (Teacher will give the chart to students shown below):

STEP 6. REWRITING INDEPENDENTLY:

The students will now be able to develop narrative paragraph on ‘An Embarrassing Experience’ independently using final draft sheet shown below. (Students will write paragraph without any support)

Final Draft Sheet

Name……………. Roll No…………. Date: …………………
Class………….. Section………….
Like everyone I too have many embarrassing experiences. Among those my most embarrassing experience happened five years ago. It happened in a school at Ambala, Haryana. I was with my class IX students. I was teaching composition to them. One student stood up and asked the meaning of the word ‘Toe’ occurring in composition. Though I was surprised at the boy’s question of asking meaning of very common word yet I tried to make it clear. But the boy was confused with the concept of fingers and toes; so, I decided to take off my shoe. I had a big hole in my socks and my toes stuck out and I felt humiliated and embarrassed because everyone was laughing. I learnt a lesson that one should check his socks before taking off his shoes especially in front of class full of students.
NARRATIVE PARAGRAPH ON ‘PREPARATIONS FOR MY BIRTHDAY PARTY’ THROUGH ADAPTED SRS MODEL

BEHAVIOURAL OBJECTIVES:
After learning how to write a narrative paragraph of about 80-100 words on ‘Preparations for My Birthday Party’, students will be able to:

1. recall the meaning of difficult words occurring in the paragraph.
2. recall the day and time when they celebrated their birthday.
3. tell about the persons invited on their birthday.
4. name the place where they celebrated their birthday.
5. explain the preparations done by them before birthday party.
6. describe the activities and events done on their birthday party.
7. state the importance of birthday celebration.
8. judge the success or failure of their birthday party celebration.

MODEL

STEP 1. RECALL BACKGROUND KNOWLEDGE: (Teacher will help students in recalling their previous knowledge related to the paragraph topic).

Teacher: We all wait for our birthday eagerly because we enjoy in celebrating our birthdays. Birthdays are the occasions for rejoicing and feasting. Have you ever celebrated your birthday?
Students: Yes.
Teacher: Who managed and did all the preparations for celebration?
Teacher: It means you yourself have never made preparations for your birthday?
Students: mixed response.
Teacher: Try to recall on which of your birthday, you did the preparations yourself?
Students: mixed response.
Teacher: Where did you make all the preparations for the birthday bash?
Students: (varied response). At home, at mall etc.
Teacher: That’s good. Do you remember whom did you invite for the bash?
Students: I invited my friends.
Teacher: You invited only your friends but no relative, neighbour etc. Try to recall.
Students: Yes. I invited few nearby neighbours and relatives also.
Teacher: In birthday celebrations decoration, preparations, arrangements, activities and games are important. What preparations you did for the birthday party?
Students: We decorated the house. We purchased return gifts, candle, and cake. We also brought sweats, snacks, cold drinks, many varieties of eatables etc.
Teacher: Wonderful. What about the games and other activities?
Students: We played many games. We sang and danced on the music.
Teacher: The games and activities are very important in birthday event. After the celebration, how did you realize and feel about your efforts for the celebration?
Teacher: In this way we narrate the preparations done for our birthday party. It is very interesting to write such event of our life. Let us try to write it now.

**STEP 2: COLLECT IDEAS AFTER DISCUSSION:**

Teacher: Now we will use ‘Answer 6 W’ strategy for collecting more ideas on Paragraph ‘Preparations for My Birthday’. (Teacher will draw the strategy on chalkboard).

Q1. When did you celebrate your birthday?
Ans: On June 15, I celebrate my birthday.
Q2. Where did you make the arrangements for the party?
Ans: I celebrated and made arrangements for my fourteenth birthday at home.
Q3. Who were the invited guests?
Ans: My intimate friends, nearby relatives and neighbors were the invited guests.
Q4. What arrangements were made for this party?
Ans: First of all, I ordered for the cake, candles, sweets, snacks and cold drinks. Then I started decorating the large drawing room tastefully, with the help of my friend and domestic servant.
Q5. Why are birthdays celebrated?
Ans: We all wait for our birthday eagerly because we enjoy in celebrating our birthdays. Birthdays are the occasions for rejoicing and feasting.
Q6. How did you feel after the party?
Ans: The success of the party generated confidence in me. Now I can manage and arrange bigger parties in future with better success.
Q7. Which activities or games were planned for making the party more enjoyable?
Ans: I also arranged for the music on my father’s laptop. Then I decided some games like musical chair and dumb charades. We clicked a lot of photographs also.
STEP 3. MODEL THE ORGANISATION OF IDEAS:

Teacher: To organize and outline ideas which we got from first two steps, I will show you how to use paragraph format (teacher draws the format on chalkboard):

<table>
<thead>
<tr>
<th>Topic: Preparations for My Birthday Party</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Idea</strong></td>
</tr>
<tr>
<td>We all wait for our birthday eagerly because we enjoy celebrating our birthdays. Birthdays are the occasions for rejoicing and feasting.</td>
</tr>
<tr>
<td><strong>Supporting Ideas/Details</strong></td>
</tr>
<tr>
<td>(a) Supporting Examples/Events/Process</td>
</tr>
<tr>
<td>On June 15, I celebrate my birthday. Last June, I celebrated my fourteenth birthday which I arranged single handed. I invited very intimate friends, close relatives and few neighbours on the big bash. First of all, I ordered for the cake, candles, sweets, snacks and cold drinks. Then I started decorating the large drawing room tastefully, with the help of my friend and domestic servant. I arranged for the music on my father’s laptop. Some games like musical chair and dumb charades were also planned which we played during the party. We clicked a lot of photographs also.</td>
</tr>
<tr>
<td>(b) Cause &amp; Effect/Uses</td>
</tr>
<tr>
<td>Concluding Statement</td>
</tr>
<tr>
<td>The success of the party generated confidence in me. Now I can manage and arrange bigger parties in future with better success.</td>
</tr>
</tbody>
</table>

STEP 4. WRITE AFTER MEMORISATION:

Teacher: Now learn the strategy and Format for paragraph writing. Besides that learn the following words which you can use for writing paragraph writing on ‘Preparations for My Birthday Party’:

1. Rejoice : to feel joy
2. Feast : banquet
3. Bash : big event
4. Intimate : close friend, acquainted

With the help of the memorized information, and outlined ideas in paragraph format, now try to write paragraph on ‘Preparations for My Birthday Party ’. (Students will try to write Paragraph)
Topic: Preparations for My Birthday Party

We all wait for our birthday eagerly because we enjoy celebrating our birthdays. Birthdays are the occasions for rejoicing and feasting. On June 15, I celebrate my birthday. Last June, I celebrated my fourteenth birthday which I arranged single handed. I invited very intimate friends, close relatives and few neighbours on the big bash. First of all, I ordered for the cake, candles, sweets, snacks and cold drinks. Then I started decorating the large drawing room tastefully, with the help of my friend and domestic servant. I arranged for the music on my father’s laptop. Some games like musical chair and dumb charades were also planned which we played during the party. We clicked a lot of photographs also. The success of the party generated confidence in me. Now I can manage and arrange bigger parties in future with better success.

STEP 5. EDIT PARAGRAPH WITH SUPPORT:

Teacher: For editing the paragraph, we will take the help of 2 (SPV) strategy depicted in the chart. With the help of this chart, we will make corrections in spellings, punctuation, preposition, verb forms, make long sentences short, avoid repetition of sentences, check the word limit i.e. 80-100 words, replace more suitable and relevant words with the already used vocabulary etc. (Teacher will give the chart to students shown below):

STEP 6. REWRITING INDEPENDENTLY:

The students will now be able to develop narrative paragraph on ‘Preparations for My Birthday Party’. (Students will write paragraph without any support)
Topic: Preparations for My Birthday Party

We all wait for our birthday eagerly. Birthdays are the occasions for rejoicing and feasting. Last June, I celebrated my fourteenth birthday which I arranged single handed. I invited very intimate friends, close relatives and few neighbours on the big bash. I ordered for the cake, candles, sweets, snacks and cold drinks for the occasion. I decorated the large drawing room tastefully, with the help of my friend and domestic servant. I arranged for the music on my father’s laptop. Some games like musical chair and dumb charades were also planned which we played during the party. We clicked a lot of photographs also. The success of the party has generated confidence in me. I think now I can manage and arrange bigger and larger parties with still better success.
NARRATIVE PARAGRAPH ON ‘THE ANNUAL PRIZE DISTRIBUTION FUNCTION’ THROUGH ADAPTED SRS MODEL

BEHAVIOURAL OBJECTIVES:
After learning how to write a narrative paragraph of about 80-100 words on ‘The Annual Prize Distribution Function’, students will be able to:

1. recall the meaning of difficult words occurring in the paragraph.
2. recall the day and time of annual prize distribution function.
3. name the chief guest and other guests invited in the function.
4. mention the importance of celebrating annual prize distribution function.
5. list the decorative materials used for decorating the place of function.
6. recognize the areas decorated for function.
7. explain the preparations and arrangements done for annual prize distribution function.
8. narrate the sequence of activities and events performed on annual prize distribution function.
9. discuss the role of principal and chief guest during function celebration.
10. describe the ending of the annual prize distribution function.

MODEL

STEP 1. RECALL BACKGROUND KNOWLEDGE:
(Teacher will help students in recalling their previous knowledge related to the paragraph topic).

Teacher: Many functions are celebrated every year in the school. Annual prize distribution function is also one of the functions which is celebrated in every school.
Have you ever attended or participated in annual prize distribution function of your school?
Students: Yes.
Teacher: That’s good. When did you last participate in the function?
Students: We participated in annual prize distribution function held in 16 December, 2014.
Teacher: Where was the function organised?
Students: It was organized in our school playground.
Teacher: When we organize the function in the open ground, a canopy is set up to provide shade to the people. Some guests and chief guest are also invited in the function.
Do you know who were invited in the prize distribution function?
Students: mixed response.
Teacher: The school looks beautiful at this elated day. For this so many preparations are done. The school is decorated with rangoli, paper buntions, mottos,
maps and pictures. Tell me about those preparations which were done in your school?

Students: (varied response). School was decorated. Students prepared many cultural programmes for entertaining the audience, preparations were done for welcoming the guests. Many students’ committees were formed to make the function successful.

Teacher: That’s good. In Annual function, the main purpose is always to distribute the prizes to meritorious students, winners of different activities, and sports events etc. What other activities are done in function?

Students: Refreshments are provided to the guests.

Teacher: Not only that, the principal of the school reads aloud the annual report of the school.

When does the principal read the annual school report?

Students: No response.

Teacher: It is read in the beginning of the function and after the welcome of the guests.

How do you all feel at the time of function?

Students: We all enjoy it and feel enthusiastic to participate more.

Teacher: Wonderful. Then the program ends with vote of thanks given by the principal to the audience.

In this way, we narrate the preparations and sequence of activities for the prize distribution function. Let us try to write it now.

STEP 2: COLLECT IDEAS AFTER DISCUSSION:

Teacher: Now we will use ‘Answer 6 W’ strategy for collecting more ideas on Paragraph ‘The Annual Prize Distribution Function’. (Teacher will draw the strategy on chalkboard).

Q1. When did the function happen?
Ans: The function was held on 4th of January this year.
Q2. Where did the event take place?
Ans: The event took place in our school compound.

Q3. Who was the chief guest?
Ans: The Director of Education was invited to preside over the function and to give away the prizes.

Q4. What preparations were made for this function?
Ans: Great preparations were done for this elated day. A big canopy was set up in the school compound and the school hall, gates and paths were decorated with rangoli, paper buntings, mottos, maps and pictures.

Q5. Why was the function organised?
Ans: The function was organised to give away the prizes, medals, mementoes, certificates and cash prizes to meritorious students in different fields.

Q6. How did the audience feel about the program?
Ans: The audience enjoyed the programme very much.

Q7. Which event followed another event sequentially during the function?
Ans: The program began with a brief welcome speech by the school secretary. The school principal read out the school annual report. After that vibrant cultural programs were presented by students. Then meritorious students in different fields of the previous year were felicitated with medals, mementoes, certificates and cash prizes also. The chief guest in his speech congratulated the principal, staff and students for their wonderful success. The program ended with vote of thanks given by Principal. It was finished with singing of national anthem.

STEP 3. MODEL THE ORGANISATION OF IDEAS:

Teacher: To organize and outline ideas which we got from first two steps, I will show you how to use paragraph format. (teacher draws the format on chalkboard):

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>The function was held on 4th of January this year. The event took place in our school compound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Ideas/Details</td>
<td>Great preparations were done for this elated day. A big canopy was set up in the school compound and the school hall, gates and paths were decorated with rangoli, paper buntings, mottos, maps and pictures. The Director of Education was invited to preside over the function and to give away the prizes. The program began with a brief welcome speech by the school secretary. The school principal read out the school annual report. After that vibrant cultural programs were presented by students. Then meritorious students in different fields of the previous year were felicitated with medals, mementoes, certificates and cash prizes also. The chief guest in his speech congratulated the principal, staff and students for their wonderful success.</td>
</tr>
</tbody>
</table>
STEP 4. WRITE AFTER MEMORISATION:

Teacher: Now learn the strategy and Format for paragraph writing. Besides that learn the following words which you can use for writing paragraph writing on ‘The Annual Prize Distribution Function’:

1. Canopy: covering
2. Compound: complex
3. Preside: officiate
4. Felicitate: to congratulate
5. Elated: jubilant

With the help of the memorized information, and outlined ideas in paragraph format, now try to write paragraph on ‘The Annual Prize Distribution Function’. (Students will try to write Paragraph)

Topic: The Annual Prize Distribution Function
The function was held on 4th of January this year. The event took place in our school compound. Great preparations were done for this elated day. A big canopy was set up in the school compound and the school hall, gates and paths were decorated with rangoli, paper buntings, mottos, maps and pictures. The Director of Education was invited to preside over the function and to give away the prizes. The program began with a brief welcome speech by the school secretary. The school principal read out the school annual report. After that vibrant cultural programs were presented by students. Then meritorious students in different fields of the previous year were felicitated with medals, momentoes, certificates and cash prizes also. The chief guest in his speech congratulated the principal, staff and students for their wonderful success. The program ended with vote of thanks given by Principal. It was finished with singing of national anthem.

STEP 5. EDIT PARAGRAPH WITH SUPPORT:

Teacher: For editing the paragraph, we will take the help of 2 (SPV) strategy depicted in the chart. With the help of this chart, we will make corrections in spellings, punctuation, preposition, verb forms, make long sentences short, avoid repetition of sentences, check the word limit i.e. 80-100 words, replace more suitable and relevant words with the already used vocabulary etc. (Teacher will give the chart to students shown below):
STEP 6. REWRITING INDEPENDENTLY:

The students will now be able to develop narrative paragraph on ‘The Annual Prize Distribution Function’ independently using final draft sheet shown below. (Students will write paragraph without any support)

Final Draft Sheet

Name…………..                             Roll No………….              Date: ………………… Class…………..                               Section………….

Topic: The Annual Prize Distribution Function

The annual prize distribution function of our school was held on 4th of January this year. Great preparations were made several days before this elated day. A day before the function, a big canopy was set up in the school compound. The school hall, gates and paths were decorated with rangoli, paper buntings, mottos, maps and pictures. The Director of Education was invited to preside over the function and to give away the prizes. The program began with a brief welcome speech by the school secretary. School annual report was read out by the principal which was followed by vibrant cultural programs. The much awaited moment came when meritorious students in different fields of the previous year were felicitated with medals, mementoes, certificates and cash prizes also. The chief guest in his speech congratulated the principal, staff and students for their wonderful success. The program ended with vote of thanks given by Principal and thereafter singing of national anthem.
EXPOSITORY PARAGRAPH ON ‘MAKING OF PAPER’ THROUGH ADAPTED SRS MODEL

BEHAVIOURAL OBJECTIVES:
After learning how to write an expository paragraph of about 80-100 words on ‘Making of Paper’, students will be able to:

1. recall the meaning of difficult words occurring in the paragraph.
2. discuss the importance of paper in their lives.
3. tell the source of getting paper.
4. list the materials required to prepare paper.
5. describe the role of machines in making paper.
6. explain the process of making pulp from logs of wood.
7. justify the reason of removing excess water from the pulp.
8. mention the stage of converting crude sheet to finished paper.
9. state the use of finished paper for writing purpose.

MODEL

STEP 1. RECALL BACKGROUND KNOWLEDGE: (Teacher will help students in recalling their previous knowledge related to the paragraph topic).

Teacher: Students, what is required to write down our ideas?
Students: Pen, paper.
Teacher: What is the role of paper in human beings lives?
Students: It is very essential for us.
   Without paper we can’t write our messages or expressions.
Teacher: Yes. From where do we get paper?
Students: Varied response.
   From market.
   From Stationary shops.
   From trees.
Teacher: Yes. We get paper from trees.
   But how is this paper made from trees?
Students: No responses.
Teacher: Making of paper is very interesting process. I will explain this process by using a flow chart: (Teacher will draw flow chart on chalkboard)

Getting the Trees

Debarking & Chipping

Pulp Preparation

Washing, Refining, Bleaching of Pulp
Excess water drained
\[\downarrow\]
Squeezed between large rollers
\[\downarrow\]
Run through heated dryer rollers
\[\downarrow\]
Finished Paper

First of all, trees are collected. These are then debarked and cut into one inch pieces using machines called Debarker and Chipper respectively. Then pulp is made from these pieces by putting them in another machine called Digester for boiling with water and chemicals. This pulp is then cleaned, refined, bleached & pumped on to a moving wire screen so that excess water may be drained out and result into crude paper sheet which is further squeezed between large rollers to remove most of the remaining water. This ensures smoothness and thickness. In the last stage this semi dry sheet is run through heated dryer to make finished paper.

I hope this process may appeal you as an interesting process.

Students: Yes mam.
Teacher: Now we should try to write the paragraph on the process of making paper.

**STEP 2: COLLECT IDEAS AFTER DISCUSSION:**

Teacher: Now we will use ‘Answer 6 W’ strategy for collecting more ideas on Paragraph ‘Making of Paper’. (Teacher will draw the strategy on chalkboard).

Q1. W: Which things are required to make paper?
Ans: For making paper, logs of wood, different types of machines, water & chemicals are required.
Q2.  W: Where are logs of wood put for processing?
Ans: The logs are passed through Debarker and Chipper machines to remove barks and to cut logs into one inch pieces respectively.
Q3.  W: What is done to wooden pieces?
Ans: These pieces are pressure cooked with a mixture of water & chemicals in a Digester machine.
Q4.  W: Why do we boil wooden pieces with water & chemicals?
Ans: We boil wooden pieces with water & chemicals for making pulp.
Q5.  W: How is water drained away from pulp?
Ans: After cleaning, refining, bleaching the pulp is pumped on to a moving wire screen to drain the excess water resulting into crude paper sheet.
Q6.  W: When do we prepare paper from drained pulp?
Ans: The drained pulp when squeezed between large rollers to remove most of the remaining water is then run through heated dryer to make finished paper.

STEP 3. MODEL THE ORGANISATION OF IDEAS:

Teacher: To organize and outline the ideas which we got from first two steps, I will show you how to use paragraph format (teacher draws the format on chalkboard):

<table>
<thead>
<tr>
<th>Topic: Making of paper</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Idea</strong></td>
</tr>
<tr>
<td>Paper plays a very important role in our lives. Making of paper is very interesting process. It is made from trees. Apart from trees it requires water, chemicals and different types of machines for its processing.</td>
</tr>
<tr>
<td><strong>Supporting Ideas/ details</strong></td>
</tr>
<tr>
<td>(a) Supporting Examples/ Events/Process</td>
</tr>
<tr>
<td>To begin with, logs of wood are passed through Debarker and Chipper machines to remove barks and to cut logs into one inch pieces respectively. Then, these pieces are pressure cooked with a mixture of water &amp; chemicals in a Digester machine to make pulp. Afterwards this pulp is washed, refined, bleached &amp; pumped on to a moving wire screen to drain the excess water resulting into crude paper sheet. Finally, this paper sheet is squeezed between large rollers to remove most of the remaining water. It is run through heated dryer to make finished paper.</td>
</tr>
<tr>
<td>(b) Cause &amp; Effect/Uses</td>
</tr>
<tr>
<td><strong>Concluding Statement</strong></td>
</tr>
<tr>
<td>It is this paper which has made possible all our expressions permanent in written form.</td>
</tr>
</tbody>
</table>
STEP 4. WRITE AFTER MEMORISATION:

Teacher: Now learn the strategy and Format for paragraph writing. Besides that learn the following words which you can use for writing paragraph writing on ‘Making of Paper’:

1. Processing : gradual progress
2. Debark : removing the barks
3. Bleach : to whiten
4. Crude : unripe, raw

With the help of the memorized information, and outlined ideas in paragraph format, now try to write paragraph on ‘Making of Paper’. (Students will try to write paragraph)

**Topic: Making of Paper**

Paper plays a very important role in our lives. Making of paper is a very interesting process. It is made from trees. Apart from trees it requires water, chemicals and different types of machines for its processing. To begin with logs of wood are passed through Debarker and Chipper machines to remove barks and to cut logs into one inch pieces respectively. Then, these pieces are pressure cooked with a mixture of water & chemicals in a Digester machine to make pulp. Afterwards this pulp is washed, refined, bleached & pumped on to a moving wire screen to drain the excess water resulting into crude paper sheet. Finally, this paper sheet is squeezed between large rollers to remove most of the remaining water. It is run through heated dryer to make finished paper. This finished paper is used everywhere to make our expressions permanent in written form.

STEP 5. EDIT PARAGRAPH WITH SUPPORT:

Teacher: For editing the paragraph, we will take the help of 2 (SPV) strategy depicted in the chart. With the help of this chart, we will make corrections in spellings, punctuation, preposition, verb forms, make long sentences short, avoid repetition of sentences, check the word limit i.e. 80-100 words, replace more suitable and relevant words with the already used vocabulary etc. (Teacher will give the chart to students shown below):
**STEP 6. REWRITING INDEPENDENTLY:**

The students will now be able to develop expository paragraph on ‘Making of Paper’ independently using final draft sheet shown below. (Students will write paragraph without any support)

**Final Draft Sheet**

Name…………..                             Roll No………….              Date: …………………
Class…………..                               Section………….

**Topic: Making of Paper**

Paper plays very important role in our lives. Making of paper is very interesting process. It is made from trees. Apart from trees it requires water, chemicals and different types of machines for its processing. To begin with, logs of wood are passed through Debarker and Chipper machines to remove barks and to cut logs into one inch pieces respectively. Then, these pieces are pressure-cooked with a mixture of water & chemicals in a Digester machine to make pulp. Afterwards this pulp is washed, refined, bleached & pumped on to a moving wire screen to drain the excess water resulting into crude paper sheet. At the later stage, this paper sheet is squeezed between large rollers to remove most of the remaining water. Finally it is run through heated dryer to make finished paper. It is this paper which has made possible all our expressions permanent in written form.
EXPOSITORY PARAGRAPH ON ‘OPENING A BANK ACCOUNT’ THROUGH ADAPTED SRS MODEL

BEHAVIOURAL OBJECTIVES:
After learning how to write an expository paragraph of about 80-100 words on ‘Opening a Bank Account’, students will be able to:

1. recall the meaning of difficult words occurring in the paragraph.
2. discuss the necessity of opening a bank account.
3. choose the type of bank account to be opened.
4. select a convenient bank for opening a bank account.
5. list the documents required to open a bank account.
6. write the necessary information to be filled in the form.
7. justify the use of giving reference for opening a new account.
8. mention the steps of opening a new account.
9. state the role of bank officer in opening a new account.
10. use the bank account for saving their money.

MODEL

STEP 1. RECALL BACKGROUND KNOWLEDGE: (Teacher will help students in recalling their previous knowledge related to the paragraph topic).

Teacher: Now-a-days the importance of banks is increasing day by day. Does anyone in your family have a bank account?
Students: Yes.
Teacher: Have you ever gone to the bank with mother or father?
Students: (mixed response) Yes/no.
Teacher: Opening a bank account is part of everyday life. Do you know how do we open a bank account?
Students: No.
Teacher: I shall tell you the procedure of opening a bank account which everyone needs in life.
    The first and foremost thing to open a new bank account is that we have to decide the type of bank account we want to open. There are different types of bank accounts for different purposes.
    What should we select or decide after choosing the type of bank account?
Students: Varied responses. We should decide the amount to be deposited. We select the bank for account opening.
Teacher: Very good. Then we approach any bank of our choice and go there to open the account. There we contact the bank employee who deals with account openings. Then we ask for bank account opening form. Now tell me what do we do next?
Students: We fill the form.
Teacher: Yes, correct response. The next step is to fill up the account opening form. The necessary details like name, address, occupation etc. are filled in the form. After that, references are given for opening your bank account. What do we give references?
Students: No response.
Teacher: Bank requires references or introduction of the prospective account holder to be given by any of the existing account holders for that particular type of account.
Thereafter, submit bank account opening form in the bank with a copy of documents like identity proof, address proof, photograph.
Tell me what is done in the next step?
Students: Then we deposit our money.
Teacher: Not now. The bank officer verifies this bank account opening form. At last, initial amount is deposited in newly opened bank account. Finally, congratulate yourself.
I hope now you have understood the procedure of opening the account.
Students: Yes mam.
Teacher: Now let us try to write the paragraph on the process of ‘Opening a Bank Account’.

STEP 2: COLLECT IDEAS AFTER DISCUSSION:

Teacher: Now we will use ‘Answer 6 W’ strategy for collecting more ideas on Paragraph ‘Opening a Bank Account’. (Teacher will draw the strategy on chalkboard).

Q.1 Why do we open a bank account?
Ans: Opening a bank account is part of everyday life and everyone needs it in life. That’s why we open a bank account.

Q.2 Where do we go to open a bank account?
Ans: We approach any bank of our choice to open a bank account.
Q.3 Which things are required to open a bank account?
Ans: A bank account opening form, identity proof, address proof, photograph, initial deposit money are required at the time of opening the account.

Q.4 Who is contacted to open a Bank account?
Ans: The bank employee is contacted for getting the account opening form and for the procedure related to opening the account.

Q.5 How do we open the account?
Ans: First and foremost thing to open a new bank account is to decide the type of bank account we want to open. Then we approach any bank of our choice and ask for bank account opening form. We fill up the account opening form and give all the necessary details like name, address, occupation etc. in the form. After that, give references for opening your bank account. References are given because the bank requires references or introduction of the prospective account holder by any of the existing account holders for that type of account. Submit the bank account opening form. With this form also submit copy of documents like identity proof, address proof, photograph. Also deposit initial deposit money. Then the bank officer verifies this form. At last, deposit initial amount in newly opened bank account.

Q.6 When do we deposit the money?
Ans: When the bank officer verifies our account opening form, we can deposit the money on their instructions.

STEP 3. MODEL THE ORGANISATION OF IDEAS:

Teacher: To organize and outline ideas which we got from first two steps, I will show you how to use paragraph format (teacher draws the format on chalkboard):

<table>
<thead>
<tr>
<th>Topic: Opening a Bank Account</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Idea</strong></td>
</tr>
<tr>
<td><strong>Supporting Ideas/ details</strong></td>
</tr>
<tr>
<td>(a) Supporting Examples/ Events/Process</td>
</tr>
<tr>
<td>(b) Cause &amp; Effect/Uses</td>
</tr>
</tbody>
</table>
STEP 4. WRITE AFTER MEMORISATION:

Teacher: Now learn the strategy and Format for paragraph writing. Besides that learn the following words which you can use for writing paragraph writing on ‘Opening a Bank Account’:

1. Approach: come close
2. Occupation: profession
3. Reference: recommendation
4. Prospective: forthcoming, likely to become

With the help of the memorized information, and outlined ideas in paragraph format, now try to write paragraph on ‘Opening a Bank Account’. (Students will try to write Paragraph)

**Topic: Opening a Bank Account**

Opening a bank account is part of everyday life and everyone needs it in life. That’s why we open a bank account. A bank account opening form, identity proof, address proof, photograph, initial deposit money are required at the time of opening the account. First and foremost thing to open a new bank account is to decide the type of bank account we want to open. Then we approach any bank of our choice and ask for bank account opening form. We fill up the account opening form and give all the necessary details like name, address, occupation etc. in the form. After that, give references for opening your bank account. References are given because the bank requires references or introduction of the prospective account holder by any of the existing account holders for that type of account. Submit the bank account opening form. With this form also submit copy of documents like identity proof, address proof, photograph. Also deposit initial deposit money. Then the bank officer verifies this form. At last, deposit initial amount in newly opened bank account. Finally, congratulate yourself.

STEP 5. EDIT PARAGRAPH WITH SUPPORT:

Teacher: For editing the paragraph, we will take the help of 2 (SPV) strategy depicted in the chart. With the help of this chart, we will make corrections in spellings, punctuation, preposition, verb forms, make long sentences short, avoid repetition of sentences, check the word limit i.e. 80-100 words, replace more suitable and relevant words with the already used vocabulary etc. (Teacher will give the chart to students shown below):
STEP 6. REWRITING INDEPENDENTLY:

The students will now be able to develop expository paragraph on ‘Opening a Bank Account’ independently using final draft sheet shown below. (Students will write paragraph without any support)

Final Draft Sheet

Name…………..                             Roll No………….              Date: …………………
Class…………..                               Section………….

Topic: Opening a Bank Account

Opening a bank account is part of everyday life and everyone needs it in life. The first and foremost thing to open a new bank account is to decide the type of bank account we want to open. Then we have to approach any bank of our choice and ask for bank account opening form. The next step is to fill up the account opening form by giving all the necessary details like name, address, occupation and other details wherever required. After that, give references for opening your bank account. It is necessary because the bank requires references or introduction of the prospective account holder by any of the existing account holders for that type of account. Thereafter, submit bank account opening form. With this form we also submit copy of documents like identity proof, address proof, photograph and above all, initial deposit money. Then the bank officer verifies this bank account opening form. At last, deposit initial amount in newly opened bank account. Finally, congratulate yourself.
EXPOSITORY PARAGRAPH ON ‘GROWING OF A PLANT’ THROUGH ADAPTED SRS MODEL

BEHAVIOURAL OBJECTIVES:
After learning how to write an expository paragraph of about 80-100 words on ‘Growing of a plant’, students will be able to:

1. recall the meaning of difficult words occurring in the paragraph.
2. discuss the importance of growing plants for our earth.
3. choose the seeds to be grown in a particular season.
4. select a suitable pot for growing a particular plant.
5. list the materials required to grow a plant.
6. mention the steps of growing of a plant.
7. justify the use of placing saucer under the pot.
8. suggest the way to germinate the seeds.
9. write the importance of punching holes in plastic bag.

MODEL

STEP 1. RECALL BACKGROUND KNOWLEDGE: (Teacher will help students in recalling their previous knowledge related to the paragraph topic).

Teacher: From where do we get oxygen?
Students: We get oxygen from plants.
Teacher: Though we all know this oxygen is essential for our survival, still human beings are not growing plants. Each of us should grow at least one plant in our home.
Students: Yes. But how can we grow a plant.
Teacher: The process is very interesting and simple. Before growing of a plant, first we determine the seeds to be grown in a particular season. Do you know seeds can be grown in a suitable climate & season?
Students: Yes mam.
Teacher: What should we do next?
Students: (varied response). We should buy a pot. We should select a place for sowing the seed.
Teacher: Very good. Then we select the pot and fill it with potting soil. The next step is to sow your seeds in the potting soil. After that we cover it with a quarter inch of additional soil. What is the next step?
Students: Then we have to water the plants.
Teacher: Yes, but we have to see the amount of water also. Water the plant until soil is moist. A little puddle of water may form below your plant. Therefore, put your pot in a saucer.
Students: What is the meaning of ‘Puddle’?
Teacher: It mean a small pool of water.
The third important step is to fertilize your plant and place it in direct sunlight. Do not forget to use a thin, clear plastic bag. It is used to increase humidity during germination.

Tell me what should we do next?
Students: (mixed response) we should water plant daily. We should remove plastic bag.
Teacher: Absolutely correct responses. We remove this bag daily for 15 minutes. We can also punch holes for air circulation. In the final stage, remove bag after seedlings sprout. Finally, watch your plant growing day by day.
I hope this process was an interesting process.
Students: Yes mam.
Teacher: Now let us try to write the paragraph on the process of ‘Growing of a plant’.

STEP 2: COLLECT IDEAS AFTER DISCUSSION:

Teacher: Now we will use ‘Answer 6 W’ strategy for collecting more ideas on Paragraph ‘Growing of a plant’. (Teacher will draw the strategy on chalkboard).

Q.1. Which things are required to grow a plant?
Ans: We need seeds which are suitable for a particular season to be grown, a pot, potting soil, fertilizers, a saucer, and a thin plastic bag.

Q.2. How do we grow a plant?
Ans: First we determine the seeds to be grown in a particular season. Then we select the pot and fill it with potting soil. The second step is to sow the seeds in the potting soil. After that we cover it with a quarter inch of additional soil. Now water the plant until soil is moist. To avoid the little puddle of water below the pot, put the pot in a saucer. Next we fertilize the plant and place it in direct sunlight. After that we use a thin, clear plastic bag to increase humidity during germination. Remove this bag daily for 15 minutes for air circulation. At last, water the plant daily.
Q.3. What is done to the seeds?
Ans: We sow the seeds in the potting soil and cover it with a quarter inch of additional soil. After that, we water these seeds until soil is moist throughout.

Q.4. Why should we grow plants?
Ans: To make our earth a better place to live, we should grow plants.

Q.5. Where are plants grown?
Ans: Plants are grown in the soil either in the land or in the pots.

Q.6. When do we finish the planting process?
Ans: After the seedlings sprout under the soil, we finish the planting process.

Q.7. Who can grow plants?
Ans: We all can grow plants as it is a very easy process.

**STEP 3. MODEL THE ORGANISATION OF IDEAS:**

Teacher: To organize and outline ideas which we got from first two steps, I will show you how to use paragraph format (teacher draws the format on chalkboard):

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>It is very important to grow plants. To make our earth a better place to live, we should grow plants.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Ideas/details</td>
<td>For growing of a plant, we need seeds which are suitable for a particular season to be grown, a pot, potting soil, fertilizers, a saucer, and a thin plastic bag.</td>
</tr>
<tr>
<td>(a) Supporting Examples/Events/Process</td>
<td>Before growing of a plant, first we determine the seeds to be grown in a particular season. Then we select the pot and fill it with potting soil. The second step is to sow the seeds in the potting soil. After that we cover it with a quarter inch of additional soil. Now water the plant until soil is moist. To avoid the little puddle of water below the pot, put the pot in a saucer. Next we fertilize the plant and place it in direct sunlight. After that we use a thin, clear plastic bag to increase humidity during germination. Remove this bag daily for 15 minutes for air circulation. Water the plant daily.</td>
</tr>
<tr>
<td>(b) Cause &amp; Effect/Uses</td>
<td></td>
</tr>
<tr>
<td>Concluding Statement</td>
<td>Finally, watch your plant growing day by day. We all can grow plants as it is very easy process.</td>
</tr>
</tbody>
</table>

**STEP 4. WRITE AFTER MEMORISATION:**

Teacher: Now learn the strategy and Format for paragraph writing. Besides that learn the following words which you can use for writing paragraph writing on ‘Growing of a plant’:

1. Determine: to decide/to settle
2. Puddle: a small pool of water
3. Fertilize: to make soil more fertile by adding nutrients to it
4. Germination: the beginning of growth of a seed
With the help of the memorized information, and outlined ideas in paragraph format, now try to write paragraph on ‘Growing of a plant’. (Students will try to write paragraph)

**Topic: Growing of a plant**

It is very important to grow plants. To make our earth a better place to live, we should grow plants. For growing of a plant, we need seeds which are suitable for a particular season to be grown, a pot, potting soil, fertilizers, a saucer, and a thin plastic bag. Before growing of a plant, first we determine the seeds to be grown in a particular season. Then we select the pot and fill it with potting soil. The second step is to sow the seeds in the potting soil. After that we cover it with a quarter inch of additional soil. Now water the plant until soil is moist. To avoid the little puddle of water below the pot, put the pot in a saucer. Next we fertilize the plant and place it in direct sunlight. After that we use a thin, clear plastic bag to increase humidity during germination. Remove this bag daily for 15 minutes for air circulation. Water the plant daily. Finally, watch your plant growing day by day. We all can grow plants as it is very easy process.

**STEP 5. EDIT PARAGRAPH WITH SUPPORT:**

Teacher: For editing the paragraph, we will take the help of 2 (SPV) strategy depicted in the chart. With the help of this chart, we will make corrections in spellings, punctuation, preposition, verb forms, make long sentences short, avoid repetition of sentences, check the word limit i.e. 80-100 words, replace more suitable and relevant words with the already used vocabulary etc. (Teacher will give the chart to students shown below):
STEP 6. REWRITING INDEPENDENTLY:

The students will now be able to develop expository paragraph on ‘Growing of a plant’ independently using final draft sheet shown below. (Students will write paragraph without any support)

Final Draft Sheet

Name…………..                             Roll No………….              Date: …………………
Class…………..                               Section…………..

Topic: Growing of a plant

There is nothing more important than growing plants to make our earth a better place to live. We all can grow plants as it is very easy process. Before growing of a plant, we determine the seeds to be grown in a particular season first. The next step is to select the pot and fill it with potting soil. Then, sow your seeds in the potting soil and cover it with a quarter inch of additional soil. After that, water your seeds until soil is moist throughout. A little puddle of water may form below your plant, so it is best to put your pot in a saucer. The important step now to be done is to fertilize your plant and place them in indirect sunlight. Do not forget to use a thin, clear plastic bag to increase humidity during germination. Remove this bag for 15 minutes a day or punch holes for air circulation and finally remove bag after seedlings sprout. Finally, watch your plant growing day by day.
DESCRIPTIVE PARAGRAPH ON ‘THE COCONUT TREE’
THROUGH ADAPTED SRS MODEL

BEHAVIOURAL OBJECTIVES:
After learning how to write a descriptive paragraph of about 80-100 words on ‘The Coconut Tree’, students will be able to:

1. recall the meaning of difficult words occurring in the paragraph.
2. tell the significance of coconut tree.
3. name the places where coconut trees are widely grown.
4. reason out why coconut tree is called ‘green gold’ in south India.
5. identify the different parts of the coconut tree.
6. explain the look, shape and colour of coconut trees.
7. compare the appearance of coconut fruit with monkey’s head.
8. name the products made from coconut fruit and kernel.
9. list the uses of coconut tree.

MODEL

STEP 1. RECALL BACKGROUND KNOWLEDGE: (Teacher will help students in recalling their previous knowledge related to the paragraph topic).

Teacher: Name some useful trees.
Students: (varied response)
        Neem, Peepal, Mango, Banana.
Teacher: Have you ever seen coconut tree?
Students: mixed responses.
Teacher: Where are the coconut trees widely grown?
Students: In kerala.
        These are grown in South India.
Teacher: Yes. You are right. These trees grown everywhere but are widely grown and used in South India.
        That’s why these are called ‘Green Gold’ in South India.
Teacher: How does it look like?
Students: varied responses.
        It is a tall tree with big coconut fruit.
        It has very long leaves.
Teacher: Yes. What kind of tree it is?
Students: No response.
Teacher: It is very auspicious tree. It has religious significance.
        What are the benefits of this tree?
Students: (varied responses).
        We eat coconut fruit and drink its water.
        We use coconut oil.
Teacher: Yes, very good. Besides its fruit, its leaves, leaf-rib, coir & even trunk is used to make thatches; brooms; ropes, stuffing & carpets; small boats respectively.

What are the uses of its fruit shell & kernel?
Students: No response.
Teacher: Its fruit shell is used for fuel and kernel is processed to make soaps, perfumes and margarine.

STEP 2: COLLECT IDEAS AFTER DISCUSSION:

Teacher: Students, now we will use ‘Answer 6 W’ strategy for collecting more ideas on Paragraph ‘The Coconut Tree’. (Teacher will draw the strategy on chalkboard).

Q1. W: What is coconut tree?
Ans: It is an auspicious tree of religious significance which gives us coconut fruit.
Q2. W: Where are these trees widely grown?
Ans: These trees are grown everywhere but are widely grown & used in South India. That’s why these are called ‘Green Gold’ in ‘South India’.
Q3. W: How does coconut tree look like?
Ans: It is a big tall tree with long leaves and has uniformly thick trunk. It bears a big coconut fruit.
Q4. W: What is the appearance of its fruit?
Ans: The fruit resembles a monkey’s head. It has very hard & thick shell containing sweet water inside.
Q5. W: What are the uses of coconut tree?
Ans: Its fruit pulp is eaten and water is used as beverage. Its leaves, leaf-rib, coir & trunk is used to make thatches; brooms; ropes, stuffing & carpets; small boats respectively.
Q6. W: Which products are made from its fruit & kernel?
Ans: Coconut oil, soaps, perfumes and margarine are made from its fruit & kernel.

STEP 3. MODEL THE ORGANISATION OF IDEAS:

Teacher: To organize and outline the ideas which we got from first two steps, I will show you how to use paragraph format (teacher draws the format on chalkboard):

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>The Coconut Tree is an auspicious tree of religious significance which gives us coconut fruit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Ideas/ details</td>
<td>These trees are grown everywhere but are widely grown &amp; used in South India. That’s why these are called ‘Green Gold’ in ‘South India’.</td>
</tr>
<tr>
<td>(a) Supporting Examples/Events/ Process</td>
<td>It is a big tall tree with long leaves and has uniformly thick trunk. It bears a big coconut fruit. The fruit resembles a monkey’s head. It has very hard &amp; thick shell containing sweet water inside.</td>
</tr>
<tr>
<td>(b) Cause &amp; Effect/Uses</td>
<td>Its fruit pulp is eaten and water is used as beverage. Its leaves, leaf-rib, coir &amp; trunk is used to make thatches; brooms; ropes, stuffing &amp; carpets; small boats respectively. Besides that, Coconut oil, soaps, perfumes and margarine are made from its fruit &amp; kernel.</td>
</tr>
<tr>
<td>Concluding Statement</td>
<td>It is rightly said that growing coconut tree is like growing green gold.</td>
</tr>
</tbody>
</table>

STEP 4. WRITE AFTER MEMORISATION:

Teacher: Now learn the strategy and Format for paragraph writing. Besides that learn the following words which you can use for writing paragraph on ‘The Coconut Tree’:

<table>
<thead>
<tr>
<th>Difficult words</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Resembles :</td>
<td>look like</td>
</tr>
<tr>
<td>2. Thatches :</td>
<td>a roof covering of straw</td>
</tr>
<tr>
<td>3. Kernel :</td>
<td>core, soft inner part of fruit</td>
</tr>
<tr>
<td>4. Margarine :</td>
<td>paste</td>
</tr>
<tr>
<td>5. Auspicious:</td>
<td>fortunate</td>
</tr>
</tbody>
</table>

With the help of the memorized information, and outlined ideas in paragraph format, now try to write paragraph on ‘The Coconut Tree’. (Students will try to write paragraph)
**Topic: The Coconut Tree**

The Coconut Tree is an auspicious tree of religious significance which gives us coconut fruit. These trees are grown everywhere but are widely grown & used in South India. That’s why these are called ‘Green Gold’ in ‘South India’. It is a big tall tree with long leaves and has uniformly thick trunk. It bears a big coconut fruit. The fruit which resembles a monkey’s head has very hard & thick shell containing sweet water inside. Its fruit pulp is eaten and water is used as beverage. Its leaves, leaf-rib, coir & trunk is used to make thatches; brooms; ropes, stuffing & carpets; small boats respectively. Besides that, Coconut oil, soaps, perfumes and margarine are made from its fruit & kernel. It is rightly said that growing coconut tree is like growing green gold.

**STEP 5. EDIT PARAGRAPh WITH SUPPORT:**

Teacher: For editing the paragraph, we will take the help of 2 (SPV) strategy depicted in the chart. With the help of this chart, we will make corrections in spellings, punctuation, preposition, verb forms, make long sentences short, avoid repetition of sentences, check the word limit i.e. 80-100 words, replace more suitable and relevant words with the already used vocabulary etc. (Teacher will give the chart to students shown below):

**STEP 6. REWRITING INDEPENDENTLY:**

Teacher: Now develop a descriptive paragraph on ‘The Coconut Tree’ independently using final draft sheet shown below: (students will write paragraph without any support)
The Coconut Tree is an auspicious tree of religious significance better known for its coconut fruit. These trees are grown everywhere but are widely grown & used in South India. That’s why these are called ‘Green Gold’ in South India. It is a tall tree with long leaves and has uniformly thick trunk. It bears a big coconut fruit. The fruit which resembles a monkey’s head has very hard & thick shell containing sweet water inside. Its fruit pulp is eaten and water is used as beverage. Its leaves, leaf-rib, coir & trunk is used to make thatches, brooms, ropes, stuffing & carpets, and small boats respectively. Besides that, coconut oil, soaps, perfumes and margarine are made from its fruit & kernel. It is rightly said that growing coconut tree is like growing green gold.
DESRIPTIVE PARAGRAPH ON ‘RED FORT: PRIDE OF INDIA’ THROUGH ADAPTED SRS MODEL

BEHAVIOURAL OBJECTIVES:
After learning how to write a descriptive paragraph of about 80-100 words on ‘Red Fort: Pride of India’, students will be able to:

1. recall the meaning of difficult words occurring in the paragraph.
2. name the king who constructed Red Fort.
3. tell the significance of Red Fort at global level.
4. name the place where Red Fort is situated.
5. recall the time period of construction of Red Fort.
6. recognize the material used in making Red Fort.
7. tell the area covered by Red Fort.
8. mention the buildings inside Red Fort.
9. state the role of Red Fort on Independence Day of India.

MODEL

STEP 1. RECALL BACKGROUND KNOWLEDGE: (Teacher will help students in recalling their previous knowledge related to the paragraph topic).

Teacher: Name some monuments situated in Old Delhi.
Students: (varied response)
- Qutub Minar, Humayun’s Tomb, Jama Masjid, Red Fort, Jantar Mantar.
Teacher: Tell me the one which is UNESCO World Heritage Site and situated near Yamuna River.
Students: (varied response)
Teacher: It is Red Fort which is situated near Yamuna River. Have you ever visited Red Fort?
Students: mixed responses.
Teacher: why do we call it Red Fort?
Students: It is red in colour.
Teacher: Yes. You are right. It is made up of red stone. But do you know who built it and when?
Students: (mixed responses) Shahjahan built it in fifteenth century.
Teacher: Wow. Partially correct answer. But it was built not in fifteenth century but during the period of 1639-48
Teacher: Can you imagine the area covered by this largest monument of Old Delhi?
Students: No response.
Teacher: The Red Fort covers a total area of about 254.67 acres enclosed within 2.4 kilometres of defence walls.
Which buildings are inside this monument and the part of Red Fort?
Students: No response.
Teacher: Diwan-e-Khas, Rang Mahal, Nahar-i-Bashisht and Diwan-e-Am were constructed by ShahJahan.
You must have read about the architecture of Mughal buildings in social science textbooks. Red Fort also represents the true mughal architecture.

Teacher: There is significance of Red Fort for our country. Do you know what is its significance for India?

Students: Our Independence Day is celebrated at Red Fort by our prime minister.

Teacher: Yes. Absolutely correct. It was from the ramparts of the Red Fort that our first prime minister Pandit Jawaharlal Nehru, on 15th August, 1947, announced the freedom of India from the colonial rule of Britishers.

**STEP 2: COLLECT IDEAS AFTER DISCUSSION:**

Teacher: Now we will use ‘Answer 6 W’ strategy for collecting more ideas on Paragraph ‘Red Fort: Pride of India’. (Teacher will draw the strategy on chalkboard).

![Answer 6 W strategy diagram]

Q1. What is the architecture of Red Fort?
   Ans: Red Fort represents the true mughal architecture.

Q2. Where is Red Fort situated?
   Ans: It is situated near Yamuna River in Old Delhi.

Q3. When was Red Fort built?
   Ans: It was built during the period of 1639-48.

Q4. Who built Red Fort?
   Ans: ShahJahan built Red Fort.

Q5. How much area Red Fort covers?
   Ans: The Red Fort covers a total area of about 254.67 acres enclosed within 2.4 kilometres of defence walls.

Q6. Why is it called Red Fort?
   Ans: It is made up of red stone that’s why it is called Red Fort.

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Q7. Which kind of building is Red Fort?
Ans: It is the
Q8. What is the significance of Red Fort for our country?
Ans: Our Independence Day is celebrated at Red Fort and speech is given by our prime minister from the ramparts of Red Fort.

STEP 3. MODEL THE ORGANISATION OF IDEAS:

Teacher: To organize and outline ideas which we got from first two steps, I will show you how to use paragraph format (teacher draws the format on chalkboard):

<table>
<thead>
<tr>
<th>Topic: Red Fort: Pride of India</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Idea</strong></td>
</tr>
<tr>
<td><strong>Supporting Ideas/details</strong></td>
</tr>
<tr>
<td>(a) Supporting Examples/Events/Process</td>
</tr>
<tr>
<td>(b) Cause &amp; Effect/Uses</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Concluding Statement</strong></td>
</tr>
</tbody>
</table>

STEP 4. WRITE AFTER MEMORISATION:

Teacher: Now learn the strategy and Format for paragraph writing. Besides that learn the following words which you can use for writing paragraph on ‘Red Fort: Pride of India’:
Difficult words      Meanings
1. Encapsulate       wonderful
2. Magnificent       sum up
3. Aesthetic         walls
4. Rampart           peak
5. Zenith            artistic

With the help of the memorized information, and outlined ideas in paragraph format, now try to write paragraph on ‘Red Fort: Pride of India’. (Students will try to write paragraph)

Topic: Red Fort: Pride of India

Red Fort is situated near Yamuna River in Old Delhi. It is designated as UNESCO World Heritage Site. It is the largest monument in Old Delhi. It encapsulates a long period of Indian history and its arts. It was constructed by ShahJahan during the period of 1639-48.

It is made up of red sand stone. The Red Fort covers a total area of about 254.67 acres enclosed within 2.4 kilometers of defense walls. Within this huge fort there are several magnificent buildings. Apart from Diwan-e-Khas, Shah Jahan constructed Rang Mahal, Nahar-i-Bashisht and Diwan-e-Am. The planning and aesthetics of the Red Fort represent the zenith of Mughal creativity. Our Independence Day is celebrated at Red Fort and speech is given by our prime minister from the ramparts of Red Fort.

STEP 5. EDIT PARAGRAPH WITH SUPPORT:

Teacher: For editing the paragraph, we will take the help of 2 (SPV) strategy depicted in the chart. With the help of this chart, we will make corrections in spellings, punctuation, preposition, verb forms, make long sentences short, avoid repetition of sentences, check the word limit i.e. 80-100 words, replace more suitable and relevant words with the already used vocabulary etc. (Teacher will give the chart to students shown below):
STEP 6. REWRITING INDEPENDENTLY:

Teacher: Now develop a descriptive paragraph on ‘The Coconut Tree’ independently using final draft sheet shown below. (Students will write paragraph without any support)

Final Draft Sheet

Name…………..                             Roll No………….              Date: …………………
Class…………..                               Section…… …….

**Topic: Red Fort: Pride of India**

Red Fort, designated as UNESCO world heritage site, is the largest monument in old Delhi. Situated near Yamuna river, it encapsulates a long period of Indian history and its arts. It is made up of red sand stone. It was constructed by ShahJahan during the period of 1639-48. The Red Fort covers a total area of about 254.67 acres enclosed within 2.4 kilometres of defence walls. Within this huge fort there are several magnificent buildings. Apart from Diwan-e-Khas, Shah Jahan constructed Rang Mahal, Nahar-i-Bashisht and Diwan-e-Am. The planning and aesthetics of the Red Fort represent the zenith of Mughal creativity. It was from the ramparts of the Red Fort that the first Indian Prime Minister, Pandit Jawaharlal Nehru, on 15th August, 1947, announced the freedom of India from the colonial rule of Britishers.
DESCRIPTIVE PARAGRAPH ON ‘SUNSET’ THROUGH ADAPTED SRS MODEL

BEHAVIOURAL OBJECTIVES:
After learning how to write a descriptive paragraph of about 80-100 words on ‘Sunset’, students will be able to:

1. recall the meaning of difficult words occurring in the paragraph.
2. express their feelings when watching sunset.
3. tell the direction of sunset.
4. name the colours visible in the sky during sunset.
5. draw the similies of the movement of sun during sunset with other phenomenon.
6. mention the effect of the sunlight during sunset on our land.
7. describe the scene of sunset.
8. state the significance of sunset in their life.

MODEL

STEP 1. RECALL BACKGROUND KNOWLEDGE: (Teacher will help students in recalling their previous knowledge related to the paragraph topic).

Teacher: Have you ever seen the sunset?
Students: Yes.
Teacher: In which direction does the sun set?
Students: Sun sets in the west.
Teacher: When does the sun set?
Students: In evening.
Teacher: What is the scene when sun sets?
Students: It is very beautiful.
Teacher: How does sky look during this time?
Students: (mixed responses) Dull, bright, orange colour.
Teacher: It looks colourful, bright, very appealing and enchanting.
Teacher: We all watch sunset but have you ever thought about its effect on us or our environment.
Students: No response.
Teacher: Name the colours you saw in the sky during sunset.
Students: varies response. Orange, yellow, red, blue, silver etc.
Teacher: Yes, when sun sinks deeper slowly and slowly, many colours appear in the sky one after another and also we can see the combination of those colours.
Teacher: Can you compare this beautiful scene with anything else or process?
Students: It seems as if a fireball is going far.
Teacher: Well tried. It also looks like a large gold curtain coming down after a spectacular play. While drowning, sun says good bye to us and promise to come again next morning.

**STEP 2: COLLECT IDEAS AFTER DISCUSSION:**

Teacher: Now we will use ‘Answer 6 W’ strategy for collecting more ideas on Paragraph ‘Sunset’. (Teacher will draw the strategy on chalkboard).

1. **Q1.** What is the effect of sunset on our land?
   **Ans:** When the golden sun drowns, its reflection illuminates the land which makes land look beautiful. A spiritual calmness spreads everywhere.

2. **Q2.** Where does sun set?
   **Ans:** Sun sets in the west direction. It seems to be fading into a long deep sleep like we sleep in night.

3. **Q3.** How does sky look when sun sets?
   **Ans:** The evening sky looks colourful and changes many colours slowly with the drowning sun. It looks as if a large gold curtain is coming down after a spectacular play in the sky.

4. **Q4.** When does sun set?
   **Ans:** It sets in the evening. At that time the animals, birds and human beings start coming back to their home after a long day tiring work.

5. **Q5.** Why is sunset appealing to everyone?
   **Ans:** Sunset is appealing to everyone because watching the sunset is enthralling. Birds sing a beautiful song, a lullaby to the sleeping sun. Sun bids good bye to us and promise to come again next morning.

6. **Q6.** Which colours appear in the sky during sunset?
   **Ans:** During the sunset, sun burns fiery red with a neon orange mix. The sun keeps on sinking deeper and deeper and then the color is turned into rust red with a gold lining.
STEP 3. MODEL THE ORGANISATION OF IDEAS:

Teacher: To organize and outline ideas which we got from first two steps, I will show you how to use paragraph format (teacher draws the format on chalkboard):

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Supporting Ideas/ details: The evening sky looks colourful and changes many colours slowly with the drowning sun. During the sunset, sun burns fiery red with a neon orange mix.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Ideas/ details</td>
<td>(a) Supporting Examples/Events/ Process: It looks as if a large gold curtain is coming down after a spectacular play in the sky. When the golden sun drowns, its reflection illuminates the land which makes land look beautiful.</td>
</tr>
<tr>
<td>(b) Cause &amp; Effect/Uses</td>
<td>Environment becomes cool. Animals, birds and human beings start going back to their homes. Birds sing a beautiful song, a lullaby to the sleeping sun. A spiritual calmness spreads everywhere.</td>
</tr>
<tr>
<td>Concluding Statement</td>
<td>The sun keeps on sinking deeper and deeper and then the color is turned into rust red with a gold lining. Sun bids good bye to us and promise to come again next morning.</td>
</tr>
</tbody>
</table>

STEP 4. WRITE AFTER MEMORISATION:

Teacher: Now learn the strategy and Format for paragraph writing. Besides that learn the following words which you can use for writing paragraph on ‘Sunset’:

<table>
<thead>
<tr>
<th>Difficult words</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enthralling</td>
<td>wonderful show</td>
</tr>
<tr>
<td>2. Spectacular</td>
<td>charming</td>
</tr>
<tr>
<td>3. Neon</td>
<td>move slowly</td>
</tr>
<tr>
<td>4. Drift</td>
<td>bright</td>
</tr>
<tr>
<td>5. Vibrant</td>
<td>colourful</td>
</tr>
</tbody>
</table>
With the help of the memorized information, and outlined ideas in paragraph format, now try to write paragraph on ‘Sunset’. (Students will try to write paragraph)

**Topic: Sunset**
Sunset is appealing to everyone because watching the sunset is enthralling. In the evening, Sun sets in the west direction. It seems to be fading into a long deep sleep. The evening sky looks vibrant with the drowning sun. During the sunset, sun burns fiery red with a neon orange mix. The drifting sun looks as if a large gold curtain is coming down after a spectacular play in the sky. Its reflection illuminates the land which makes land look beautiful. Environment becomes cool. Birds sing a beautiful song, a lullaby to the sleeping sun. A spiritual calmness spreads everywhere. The sun keeps on sinking deeper and deeper and then the color is turned into rust red with a gold lining. Sun bids good bye to us and promise to come again next morning.

**STEP 5. EDIT PARAGRAPH WITH SUPPORT:**
Teacher: For editing the paragraph, we will take the help of 2 (SPV) strategy depicted in the chart. With the help of this chart, we will make corrections in spellings, punctuation, preposition, verb forms, make long sentences short, avoid repetition of sentences, check the word limit i.e. 80-100 words, replace more suitable and relevant words with the already used vocabulary etc. (Teacher will give the chart to students shown below):

**STEP 6. REWRITING INDEPENDENTLY:**
Teacher: Now develop a descriptive paragraph on ‘Sunset’ independently using final draft sheet shown below. (Students will write paragraph without any support)
Watching the sunset is really enthralling. In evening the sun seems to be fading into a long deep sleep. The evening sky looks vibrant with the drowning sun. During the sunset, sun burns fiery red with a neon orange mix. The colorful sun drifts into the horizon, like a large gold curtain coming down after a spectacular play. The reflection of the golden sunset illuminates the land. At this time, birds fly past the drowning sun, and sing a beautiful song, a lullaby to the sleeping sun. A spiritual calmness spreads everywhere. The sun keeps on sinking deeper and deeper and then the color is turned into rust red with a gold lining. It finally bids adieu to all of us with a promise to come again.
SCAFFOLDING MATERIAL

THINK SHEET FOR ‘ANSWER 6 W’ STRATEGY

Name…………..                                    Roll No…………..
Class…………..                                     Section…………..

Topic:

Q1. W: What .........................................................................................................?
Ans: ……………………………………… ………………….………………………..

Q2. W: Where ......................................................................................................?
Ans: ………………………………… …………………………………………….....

Q3. W: How .............................................................................................................?
Ans: ………………………………………… ……………………………………........

Q4. W: When ............................................................................................................?
Ans: ………………………………… …………………………………………….....

Q5. W: Who ..........................................................................................................?
Ans: ………………………………… …………………………………………….....

Q6. W: Which ............................................................................................................?
Ans: ………………………………………… ……………………………………….....

Paragraph Topic:

Why & How

Who

When

Which

What

Where
## FORMAT FOR PARAGRAPH WRITING SHEET

Name…………..                                    Roll No…………..
Class………….                                     Section………..

<table>
<thead>
<tr>
<th>Paragraph Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Idea</td>
</tr>
<tr>
<td>.............................................</td>
</tr>
<tr>
<td>.............................................</td>
</tr>
<tr>
<td>.............................................</td>
</tr>
<tr>
<td>Supporting Ideas/ details</td>
</tr>
<tr>
<td>.............................................</td>
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<tr>
<td>.............................................</td>
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<tr>
<td>.............................................</td>
</tr>
<tr>
<td>(a) Supporting Examples/ Events/ Process</td>
</tr>
<tr>
<td>.............................................</td>
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<tr>
<td>.............................................</td>
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<tr>
<td>.............................................</td>
</tr>
<tr>
<td>(b) Cause &amp; Effect/Uses</td>
</tr>
<tr>
<td>.............................................</td>
</tr>
<tr>
<td>.............................................</td>
</tr>
<tr>
<td>.............................................</td>
</tr>
<tr>
<td>Concluding Statement</td>
</tr>
<tr>
<td>.............................................</td>
</tr>
</tbody>
</table>

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CHART FOR EDITING AND REVISING

2SPV

2P:
1. Punctuation
2. Preposition

2S:
1. Spelling
2. Sentence Structure

2V:
1. Verb Forms
2. Vocabulary
APPENDIX - III

LESSON PLAN ON PERSUASIVE PARAGRAPH

TOPIC: Pollution
CLASS: IX
SECTION: D

DURATION OF PERIOD: 40 Minutes

SPECIFIC OBJECTIVES: After learning how to write a descriptive paragraph of about 80-100 words on ‘Pollution’, students will be able to:

1. recall the meaning of difficult words occurring in the paragraph.
2. define the term ‘Pollution’.
3. identify the polluted areas in their surroundings name the place where Red fort is situated.
4. name the different types of pollution.
5. cite the examples of pollution.
6. state the causes of pollution.
7. list the effects of pollution.
8. suggest ways to stop pollution.
9. summarise the concept of pollution by giving a message to their readers
10. use the gained knowledge in writing the sentences on Pollution in paragraph form.

TEACHING AIDS: Chart depicting the types of pollution, chalkboard, duster, and pointer.

PREVIOUS KNOWLEDGE ASSUMED: It is expected that the students must have heard the term ‘pollution’ and have seen it in its various forms. It is also expected that they use the correct verb forms, tenses, ordinary English words, punctuation and spellings in sentences.

PREVIOUS KNOWLEDGE TESTING: The teacher will ask the following questions from students:
Q.1: What is environment? (everything surrounding us is environment)
Q.2: Name the three components of our environment (water, air, land)
Q.3: What happens when these components are spoiled by human beings? (we are not able to use them for meeting our needs )
Q. 4: What do we call this spoiling of environment? (Problematic Question)

ANNOUNCEMENT OF THE TOPIC: This spoiling of environment is called Pollution. So students, today we shall learn to write a paragraph on Pollution.
### PRESENTATION:

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>SPECIFICATION</th>
<th>TEACHER’S ACTIVITY</th>
<th>STUDENTS’ ACTIVITY</th>
<th>CHALKBOARD SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pollution</td>
<td>Students will be able to develop listening &amp; writing skill</td>
<td>Vocabulary Upgradation: The teacher will tell the meaning of difficult words by creating verbal situations and will write on the chalk board.</td>
<td>Students will listen, understand &amp; write the words and their meanings in their notebook.</td>
<td>Chalkboard 1. Contaminants: Pollutants causing pollution 2. Emit: To throw out 3. Biological wastes: wastes of living beings 4. Irresponsibly: not responsible 5. Recklessly: bring into use, to enforce 6. Implementing: bring into use, to enforce</td>
</tr>
<tr>
<td></td>
<td>Students will be able to develop knowledge &amp; understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oral development by teacher: The teacher will develop the paragraph with the help of chart and will also write paragraph with blanks on chalkboard as a help to students.</td>
<td>Students will listen to the teacher carefully and observe the chart and chalkboard work.</td>
<td>Pollution is the introduction....... seen most in ...... spread almost in.........of four types.........use of loud speakers, smokes.........gases emitted.......chemical wastes and .......... examples of ..........human beings and natural disasters ..........we use natural resources...... without doing......bad effects on .........can be controlled ........ against those who...... so arise awake...........</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening, Speaking &amp; understanding</td>
<td></td>
<td>Oral development by students: The teacher will ask few</td>
<td>Students will try to develop the paragraph</td>
<td></td>
</tr>
</tbody>
</table>
Students will be able to develop writing skill

<table>
<thead>
<tr>
<th>Written Paragraph by Students: The teacher will ask the students to write the paragraph in their notebooks with the help of same chart and hints on chalkboard.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will try to write the paragraph on Pollution in their notebooks.</td>
</tr>
</tbody>
</table>

Correction Work: The teacher will now make corrections in the paragraphs written by students and guide them for modifications wherever necessary.

Students will show their notebooks to the teacher for correction.

**ASSIGNMENT:** Choose any polluted area in your surrounding and write a paragraph on it describing that place.
LESSON PLAN ON PERSUASIVE PARAGRAPH

SUBJECT: English
TOPIC: Smoking
CLASS: IX
SECTION: D

DURATION OF PERIOD: 40 Minutes

SPECIFIC OBJECTIVES: After learning how to write a persuasive paragraph of about 80-100 words on ‘Smoking’, students will be able to:

1. recall the meaning of difficult words occurring in the paragraph.
2. tell the number of poisonous substances contained in smoke.
3. name the substances contained in smoke.
4. identify the age group getting addicted to smoking.
5. recognise the places where people mostly smoke.
6. recall the diseases caused due to smoking.
7. state the causes of provoking people for developing the habit of smoking.
8. list the effects of smoking on our environment and economy.
9. suggest the ways to aware people about ill-effects of smoking.

TEACHING AIDS: Two Flash cards depicting actors doing smoking, chalkboard, duster & pointer.

PREVIOUS KNOWLEDGE ASSUMED: The students are expected to be familiar with the causes and effects of smoking. It is also expected that they use the correct verb forms, tenses, ordinary English words, punctuation and spellings in sentences.

PREVIOUS KNOWLEDGE TESTING: The teacher will ask the following questions from students:
Q.1: Name some addictions which are found in our adolescents? (internet, social media, movies, smoking)
Q.2: What are the effects of smoking on our health? (weakness, cancer)
Q.3: What are the causes behind this increasing addiction? (friends, movies)
Q.4: Which harmful substances are found in smoke? (problematic question)

ANNOUNCEMENT OF THE TOPIC: More than four thousand poisonous substances are found in smoke. So students, today we shall learn to write a paragraph on Smoking.
**PRESENTATION:**

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>SPECIFICATION</th>
<th>TEACHER'S ACTIVITY</th>
<th>STUDENTS' ACTIVITY</th>
<th>CHALKBOARD SUMMARY</th>
</tr>
</thead>
</table>
| Smoking   | Students will be able to develop listening & writing skill                     | Vocabulary Upgradation: The teacher will tell the meaning of difficult words with the help of chalkboard. | Students will listen, try to understand & write the words and their meanings in their notebook. | Chalkboard
1. Provoke: to excite
2. Substance: material
3. Inflame: to set on fire
4. Wheezing: breathing hard with whistling sound

|                                                                                     |                                                                                   |                                                                                     |                                                                                     |                                                                                     |
| Students will be able to develop listening skill & understanding                    | Oral development by teacher: The teacher will develop the paragraph with the help of Flash cards and will also write main hints on chalkboard. | Students will listen to the teacher carefully and observe the flash cards and chalkboard work. |                                                                                     |                                                                                     |
|                                                                                     |                                                                                   |                                                                                     |                                                                                     |                                                                                     |
| Students will be able to develop listening, speaking skill & understanding           | Oral development by students: The teacher will ask few students to                | Students will try to develop the paragraph orally.                                 |                                                                                     |                                                                                     |

1. adolescents and youth is getting addicted
2. people smoke in public places
3. injurious to human health
4. advertisements and movies
5. mouth and lung cancer, heart & blood vessel disease
6. headaches, wheezing and coughing
7. anti-smoking campaigns, anti-smoking advertisements
8. strict laws
### Assignments

**ASSIGNMENT:** Write a paragraph on alcoholism in your words after collecting information from internet.
LESSON PLAN ON PERSUASIVE PARAGRAPH

SUBJECT: English
TOPIC: Global Warming
CLASS: IX
SECTION: D

DURATION OF PERIOD: 40 Minutes

SPECIFIC OBJECTIVES: After learning how to write a persuasive paragraph of about 80-100 words on 'Global Warming', students will be able to:

1. recall the meaning of difficult words occurring in the paragraph.
2. define the term 'Global Warming'.
3. explain how the green house gases are produced.
4. recognise the places where the global warming is making its impact.
5. name the gas responsible for global warming.
6. state the causes responsible for global warming.
7. list the effects of global warming on our planet.
8. suggest the ways to prevent global warming.

TEACHING AIDS: A chart depicting global warming in the form of melting of glaciers, chalkboard, duster & pointer.

PREVIOUS KNOWLEDGE ASSUMED: The students are expected to be familiar with the tem ‘Global Warming’. It is also expected that they use the correct verb forms, tenses, ordinary English words, punctuation and spellings in sentences.

PREVIOUS KNOWLEDGE TESTING: The teacher will ask the following questions from students:
Q.1: Name some threats to our environment and earth? (deforestation, volcano, global warming)
Q.2: What is global warming? (rising of earth’s temperature)
Q.3: How is our earth’s temperature is increasing? (problematic question)

ANNOUNCEMENT OF THE TOPIC: Our Earth’s temperature is increasing because of increasing concentration of green house gases. So students, today we shall learn to write a paragraph on Global Warming.
<table>
<thead>
<tr>
<th>CONTENT</th>
<th>SPECIFICATION</th>
<th>TEACHER’S ACTIVITY</th>
<th>STUDENTS’ ACTIVITY</th>
<th>CHALKBOARD SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Warming</td>
<td>Students will be able to develop listening &amp; writing skill</td>
<td>Vocabulary Up gradation:</td>
<td>Students will listen, try to understand &amp; write the words and their meanings in their notebook.</td>
<td>Chalkboard 1. Precipitation: condensed moisture 2. Unequivocal: clear 3. Concentration: coming to a common point 4. Extinction: destruction 5. Efficient: effective</td>
</tr>
<tr>
<td></td>
<td>Students will be able to develop knowledge &amp; understanding</td>
<td>The teacher will tell the meaning of difficult words with the help of chalk board.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students will be able to develop listening skill &amp; understanding</td>
<td>Oral development by teacher: The teacher will develop the paragraph with the help of chart and will also write main hints on chalkboard. Chart</td>
<td>Students will listen to the teacher carefully and observe the chart and chalkboard work.</td>
<td>1. rise in the average temperature 2. concentrations of greenhouse gases 3. burning of fossil fuels 4. effects of global warming on all spheres 5. sea levels are rising...precipitation 6. expansion of subtropical deserts 7. heat waves, droughts and heavy rainfall, ocean acidification 8. recyclable &amp; reusable products 9. afforestation and use of energy-efficient products</td>
</tr>
<tr>
<td></td>
<td>Students will be able to develop listening, speaking skill &amp; understanding</td>
<td>Oral development by students: The teacher will ask few students to stand &amp; develop the paragraph orally with the</td>
<td>Students will try to develop the paragraph orally.</td>
<td></td>
</tr>
</tbody>
</table>

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Students will be able to develop writing skill

**Written Paragraph by Students:**
The teacher will ask the students to write the paragraph in their notebooks with the help of same chart and hints on chalkboard.

**Correction Work:**
The teacher will now make corrections in the paragraphs written by students and guide them for modifications wherever necessary.

**Students will try to write the paragraph on Global Warming in their notebooks.**

**Students will show their notebooks to the teacher for correction.**

**ASSIGNMENT:** Imagine the effects of global warming on our Earth after fifty years and write these in your notebook.
LESSON PLAN ON NARRATIVE PARAGRAPH

SUBJECT: English
TOPIC: An Embarrassing Experience
CLASS: IX
SECTION: D

DURATION OF PERIOD: 40 Minutes

SPECIFIC OBJECTIVES: After learning how to write a narrative paragraph of about 80-100 words on ‘An Embarrassing Experience’, students will be able to:

1. recall the meaning of difficult words occurring in the paragraph.
2. choose any one embarrassing event of their lives.
3. recall the day and time of the embarrassing event.
4. name the place where the event occurred.
5. recognize the persons who were accompanying or witnessing the event.
6. narrate the embarrassing experience.
7. give reason of occurrence of the event.
8. discuss their feelings at the time of experiencing the embarrassing event.
9. judge the embarrassing event so as to avoid its occurrence in future.
10. derive a lesson from this embarrassing experience.

TEACHING AIDS: Chalkboard, duster & pointer.

PREVIOUS KNOWLEDGE ASSUMED: The students are expected to experience embarrassing situation in their life at least for once. It is also expected that they use the correct verb forms, tenses, ordinary English words, punctuation and spellings in sentences.

PREVIOUS KNOWLEDGE TESTING: The teacher will ask the following questions from students:
Q.1: Recall the happiest moment of life?
Q.2: Which is the sad moment of your life?
Q.3: Do you know what is the meaning of ‘embarrassing’? (problematic question)

ANNOUNCEMENT OF THE TOPIC: Embarrassing means the awkward situation. So students, today we shall learn to write a paragraph on An Embarrassing Experience.
## PRESENTATION:

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>SPECIFICATION</th>
<th>TEACHER’S ACTIVITY</th>
<th>STUDENTS’ ACTIVITY</th>
<th>CHALKBOARD SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>An Embarrassing Experience</td>
<td>Students will be able to develop listening &amp; writing skill</td>
<td>Vocabulary Up gradation: The teacher will tell the meaning of difficult words with the help of chalk board.</td>
<td>Students will listen, try to understand &amp; write the words and their meanings in their notebook.</td>
<td>Chalkboard 1. Embarrassing: awkward 2. Humiliating: degrading 3. Experience: to learn from observation or activity</td>
</tr>
<tr>
<td></td>
<td>Students will be able to develop knowledge &amp; understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will be able to develop listening skill &amp; understanding</td>
<td>Oral development by teacher: The teacher will develop the paragraph with the help main hints on chalk board.</td>
<td>Students will listen to the pupil-teacher carefully and observe the chalkboard work.</td>
<td></td>
<td>1. Like everyone I too have... 2. embarrassing experience happened 3. It happened in..... 4. I was with.... 5. I felt humiliated 6. I learnt a lesson.. 7. its aesthetics represent zenith of Mughal creativity. 8. from the ramparts of the Red Fort announced the freedom of India.</td>
</tr>
<tr>
<td>Students will be able to develop listening, speaking skill &amp; understanding</td>
<td>Oral development by students: The teacher will ask few students to stand &amp; develop the paragraph orally with the help of hints written on chalkboard.</td>
<td>Students will try to develop the paragraph orally.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will be able to develop</td>
<td>Written Paragraph by</td>
<td>Students will</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Writing Skill</th>
<th>Students: The teacher will ask the students to write the paragraph in their notebooks with the help hints on chalkboard.</th>
<th>Try to write the paragraph on An Embarrassing Experience in their notebooks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correction Work:</td>
<td>The teacher will now make corrections in the paragraphs written by students and guide them for modifications wherever necessary.</td>
<td>Students will show their notebooks to the teacher for correction.</td>
</tr>
</tbody>
</table>

**Assignment:** Narrate any happiest experience of your life in paragraph form.
LESSON PLAN ON NARRATIVE PARAGRAPH

SUBJECT: English
TOPIC: Preparations for My Birthday Party
CLASS: IX
SECTION: D

DURATION OF PERIOD: 40 Minutes

SPECIFIC OBJECTIVES: After learning how to write a narrative paragraph of about 80-100 words on ‘Preparations for My Birthday Party’, students will be able to:

1. recall the meaning of difficult words occurring in the paragraph.
2. recall the day and time when they celebrated their birthday.
3. tell about the persons invited on their birthday.
4. name the place where they celebrated their birthday.
5. explain the preparations done by them before birthday party.
6. describe the activities and events done on their birthday party.
7. state the importance of birthday celebration.
8. judge the success or failure of their birthday party celebration.

TEACHING AIDS: A chart depicting the scene of birthday party, chalkboard, duster & pointer.

PREVIOUS KNOWLEDGE ASSUMED: The students must have celebrated their birthday party for once in their live. It is also expected that they use the correct verb forms, tenses, ordinary English words, punctuation and spellings in sentences.

PREVIOUS KNOWLEDGE TESTING: The teacher will ask the following questions from students:

Q.1: Have you ever made preparations for your birthday party?
Q.2: Whom did you invite in your party?
Q.3: What preparations have you done?
Q.4: What do you mean by ‘intimate’? (problematic question)

ANNOUNCEMENT OF THE TOPIC: It means someone who is very close or dear to us. So students, today we shall learn to write a paragraph on Preparations for My Birthday Party.
### PRESENTATION:

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>SPECIFICATION</th>
<th>TEACHER'S ACTIVITY</th>
<th>STUDENTS' ACTIVITY</th>
<th>CHALKBOARD SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparations for My Birthday Party</td>
<td>Students will be able to develop listening &amp; writing skill</td>
<td>Vocabulary Up gradation: The teacher will tell the meaning of difficult words with the help of chalk board.</td>
<td>Students will listen, try to understand &amp; write the words and their meanings in their notebook.</td>
<td>Chalkboard 1. Rejoice: to feel joy 2. Feast: banquet 3. Bash : big event 4. Intimate : acquainted</td>
</tr>
<tr>
<td></td>
<td>Students will be able to develop knowledge &amp; understanding</td>
<td>Oral development by teacher: The teacher will develop the paragraph with the help of chart and will also write main hints on chalk board. Chart</td>
<td>Students will listen to the teacher carefully and observe the chart and chalkboard work.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students will be able to develop listening skill &amp; understanding</td>
<td>Oral development by students: The teacher will ask few students to stand &amp; develop the paragraph orally with the help of same chart and hints written on chalkboard.</td>
<td>Students will try to develop the paragraph orally.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students will be able to develop listening, speaking skill &amp; understanding</td>
<td>Written Paragraph by Students will</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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viv
writing skill

Students: The teacher will ask the students to write the paragraph in their notebooks with the help of same chart and hints on chalkboard. 

try to write the paragraph on Preparations for My Birthday Party in their notebooks.

Correction Work: The teacher will now make corrections in the paragraphs written by students and guide them for modifications wherever necessary.

Students will show their notebooks to the teacher for correction.

**ASSIGNMENT:** Collect & paste the pictures of your birthday party and write few lines on them.
LESSON PLAN ON NARRATIVE PARAGRAPH

SUBJECT: English
TOPIC: The Annual Prize Distribution Function
CLASS: IX
SECTION: D

DURATION OF PERIOD: 40 Minutes

SPECIFIC OBJECTIVES: After learning how to write a narrative paragraph of about 80-100 words on ‘The Annual Prize Distribution Function’, students will be able to:

1. recall the meaning of difficult words occurring in the paragraph.
2. recall the day and time of annual prize distribution function.
3. name the chief guest and other guests invited in the function.
4. mention the importance of celebrating annual prize distribution function.
5. list the decorative materials used for decorating the place of function.
6. recognize the areas decorated for function.
7. explain the preparations and arrangements done for annual prize distribution function.
8. narrate the sequence of activities and events performed on annual prize distribution function.
9. discuss the role of principal and chief guest during function celebration.
10. describe the ending of the annual prize distribution function.

TEACHING AIDS: Two pictures of annual function celebration, chalkboard, duster & pointer.

PREVIOUS KNOWLEDGE ASSUMED: The students are expected to attend and know about annual functions held in their school. It is also expected that they use the correct verb forms, tenses, ordinary English words, punctuation and spellings in sentences.

PREVIOUS KNOWLEDGE TESTING: The teacher will ask the following questions from students:
Q.1: Name some functions celebrated in your school? (Deepawali, janamashtmi)
Q.2: Which function is celebrated annually in all school? (annual function)
Q.3: Who was the chief guest? (District Education Officer)
Q.4: What is the purpose of organising annual function? (problematic question)
ANNOUNCEMENT OF THE TOPIC: Annual functions are organized to distribute the prizes to winners and present the annual report of the school. So students, today we shall learn to write a paragraph on The Annual Prize Distribution Function.

PRESENTATION:

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>SPECIFICATION</th>
<th>TEACHER’S ACTIVITY</th>
<th>STUDENTS’ ACTIVITY</th>
<th>CHALKBOARD SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Annual Prize Distribution Function</td>
<td>Students will be able to develop listening &amp; writing skill</td>
<td>Vocabulary Upgradation: The teacher will tell the meaning of difficult words with the help of chalk board.</td>
<td>Students will listen, try to understand &amp; write the words and their meanings in their notebook.</td>
<td>Chalkboard 1. Canopy: covering 2. Compound: complex 3. Preside: officiate 4. Felicitate: congratulate 5. Elated: jubilant</td>
</tr>
<tr>
<td></td>
<td>Students will be able to develop knowledge &amp; understanding</td>
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<tr>
<td>Students will be able to develop listening skill &amp; understanding</td>
<td>Oral development by teacher: The teacher will develop the paragraph with the help of the pictures of annual function celebration and main hints written on chalkboard. Pictures</td>
<td>Students will listen to the teacher carefully and observe the pictures and chalkboard work.</td>
<td>1. was held on ...date 2. preparations were made 3. a big canopy was set and school was decorated 4. .......... was invited 5. welcome speech and annual report was read 6. meritorious students were felicitated 7. chief guest congratulated the principal 8. vote of thanks and national anthem</td>
<td></td>
</tr>
</tbody>
</table>

ANNIVERSARY PRIZE DISTRIBUTION FUNCTION

The Annual Prize Distribution Function is an event that is highly anticipated by all students, teachers, and parents. This function serves as a platform for recognizing the hard work and achievements of students throughout the academic year. It is an occasion where students are honored for their excellence, and their efforts are acknowledged.

The function begins with the arrival of guests, followed by a colorful and vibrant ceremony. A big canopy is set up, symbolizing the celebration, and the school is decorated with flags and banners. The atmosphere is festive, and everyone is excited to be part of this special event.

The function starts with a welcome speech by the principal, where he looks back on the year’s events and achievements. The annual report is read, providing an overview of the academic year’s progress, and the future goals and objectives are outlined.

The most exciting part of the function is the presentation of prizes. The teacher will tell the meaning of difficult words with the help of chalkboard. Students will listen, try to understand & write the words and their meanings in their notebook. The teacher will develop the paragraph with the help of the pictures of annual function celebration and main hints written on the chalkboard.

Students will be able to develop listening & writing skill.

The function concludes with the chief guest congratulating the principal, and a vote of thanks and national anthem is sung.

The Annual Prize Distribution Function is a time for celebration, recognition, and gratitude. It is a moment that students, teachers, and parents remember with joy and pride.
<table>
<thead>
<tr>
<th>Students will be able to develop listening, speaking skill &amp; understanding</th>
<th>Oral development by students: The teacher will ask few students to stand &amp; develop the paragraph orally with the help of pictures and hints written on chalkboard.</th>
<th>Students will try to develop the paragraph orally.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to develop writing skill</td>
<td>Written Paragraph by Students: The teacher will ask the students to write the paragraph in their notebooks with the help of same pictures and same hints on chalkboard.</td>
<td>Students will try to write the paragraph on The Annual Prize Distribution Function in their notebooks.</td>
</tr>
<tr>
<td>Correction Work: The teacher will now make corrections in the paragraphs written by students and guide them for modifications wherever necessary.</td>
<td>Students will show their notebooks to the teacher for correction.</td>
<td></td>
</tr>
</tbody>
</table>

**ASSIGNMENT:** Write a paragraph on the preparations done for any function held in your home.
LESSON PLAN ON EXPOSITORY PARAGRAPH

SUBJECT: English
TOPIC: Making of Paper
CLASS: IX
SECTION: D

DURATION OF PERIOD: 40 Minutes

SPECIFIC OBJECTIVES: After learning how to write an expository paragraph of about 80-100 words on ‘Making of Paper’, students will be able to:

1. recall the meaning of difficult words occurring in the paragraph.
2. discuss the importance of paper in their lives.
3. tell the source of getting paper.
4. list the materials required to prepare paper.
5. describe the role of machines in making paper.
6. explain the process of making pulp from logs of wood.
7. justify the reason of removing excess water from the pulp.
8. mention the stage of converting crude sheet to finished paper.
9. state the use of finished paper for writing purpose.

TEACHING AIDS: A chart depicting the process of making paper, chalkboard, duster & pointer.

PREVIOUS KNOWLEDGE ASSUMED: The students are expected to be familiar with the importance and source of paper. It is also expected that they use the correct verb forms, tenses, ordinary English words, punctuation and spellings in sentences.

PREVIOUS KNOWLEDGE TESTING: The teacher will ask the following questions from students:

Q.1: From where do we get the paper? (Trees)
Q.2: What is required to make paper? (wood, water)
Q.3: Who can make paper? (a trained person)
Q.4: Which machine is used in making paper? (problematic question)

ANNOUNCEMENT OF THE TOPIC: Many machines are used in making paper. So students, today we shall learn to write a paragraph on Making of Paper.
## PRESENTATION:

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>SPECIFICATION</th>
<th>TEACHER'S ACTIVITY</th>
<th>STUDENTS' ACTIVITY</th>
<th>CHALKBOARD SUMMARY</th>
</tr>
</thead>
</table>
| Making of Paper  | Students will be able to develop listening & writing skill  
                 | Students will be able to develop knowledge & understanding | Vocabulary Upgradation:  
The teacher will tell the meaning of difficult words with the help of chalkboard. | Students will listen, try to understand & write the words and their meanings in their notebook. | Chalkboard  
1. Processing:  
gradual progress  
2. Debark:  
removing the barks  
3. Bleach: to whiten  
4. Crude: unripe, raw |
|                  |                                                   | Oral development by teacher:  
The teacher will develop the paragraph with the help of chart and will also write main hints on chalkboard. | Students will listen to the teacher carefully and observe the chart and chalkboard work. | 1. Paper plays very important  
2. easy..... made from trees  
3. logs of wood are passed through Debarker and chipper  
4. pieces are pressure-cooked.. water & chemicals  
5. pulp is washed, refined, bleached & pumped.... drain.. crude paper sheet  
6. squeezed between large rollers  
7. run through heated dryer...  
8. expressions permanent in written form |
|                  |                                                   | Chart                                                                              |                                                                                     |                                                                                     |
|                  |                                                   |                                     |                                                                                     |                                                                                     |
|                  |                                                   | Oral development by students:  
The teacher will ask few students to stand & develop the paragraph orally with the help of same chart and hints written on chalkboard. | Students will try to develop the paragraph orally. |                                                                                     |
<table>
<thead>
<tr>
<th>Students will be able to develop writing skill</th>
<th>Written Paragraph by Students: The teacher will ask the students to write the paragraph in their notebooks with the help of same chart and hints on chalkboard.</th>
<th>Students will try to write the paragraph on Making of Paper in their notebooks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correction Work: The teacher will now make corrections in the paragraphs written by students and guide them for modifications wherever necessary.</td>
<td>Students will show their notebooks to the teacher for correction.</td>
<td></td>
</tr>
</tbody>
</table>

**ASSIGNMENT:** Develop a paragraph on importance of paper in our lives.
LESSON PLAN ON EXPOSITORY PARAGRAPH

SUBJECT: English
TOPIC: Opening a Bank Account
CLASS: IX
SECTION: D

DURATION OF PERIOD: 40 Minutes

SPECIFIC OBJECTIVES: After learning how to write an expository paragraph of about 80-100 words on ‘Opening a Bank Account’, students will be able to:

1. recall the meaning of difficult words occurring in the paragraph.
2. discuss the necessity of opening a bank account.
3. choose the type of bank account to be opened.
4. select a convenient bank for opening a bank account.
5. list the documents required to open a bank account.
6. write the necessary information to be filled in the form.
7. justify the use of giving reference for opening a new account.
8. mention the steps of opening a new account.
9. state the role of bank officer in opening a new account.
10. use the bank account for saving their money.

TEACHING AIDS: A sample of Bank account opening form, chalkboard, duster & pointer.

PREVIOUS KNOWLEDGE ASSUMED: The students are expected to be familiar with the necessity of bank account. It is also expected that they use the correct verb forms, tenses, ordinary English words, punctuation and spellings in sentences.

PREVIOUS KNOWLEDGE TESTING: The teacher will ask the following questions from students:
Q.1: Where do we deposit our money? (in bank)
Q.2: In which bank we deposit the money? (any bank)
Q.3: Who can open the bank account? (any adult person)
Q.4: What is required to open a bank account? (problematic question)
ANNOUNCEMENT OF THE TOPIC: Bank account opening form is required with other documents and photograph to open the account in a bank. So students, today we shall learn to write a paragraph on Opening a Bank Account.

PRESENTATION:

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>SPECIFICATION</th>
<th>TEACHER’S ACTIVITY</th>
<th>STUDENTS’ ACTIVITY</th>
<th>CHALKBOARD SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening a Bank Account</td>
<td>Students will be able to develop listening &amp; writing skill</td>
<td>Vocabulary Upgradation: The teacher will tell the meaning of difficult words with the help of chalk board.</td>
<td>Students will listen, try to understand &amp; write the words and their meanings in their notebook.</td>
<td>Chalkboard Summary: 1. Approach: come close 2. Occupation: profession 3. Reference: recommendation 4. Prospective: forthcoming, likely to become</td>
</tr>
<tr>
<td></td>
<td>Students will be able to develop knowledge &amp; understanding</td>
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<td></td>
<td>Students will be able to develop listening skill &amp; understanding</td>
<td>Oral development by teacher: The teacher will develop the paragraph with the help of sample of account opening form and will also write main hints on chalkboard. Sample</td>
<td>Students will listen to the teacher carefully and observe sample and the chalkboard work.</td>
<td>1. Part of everyday life 2. decide the type of bank account 3. fill up the account opening form 4. give references 5. submit form 6 submit copy of documents 7. bank officer verifies 8. deposit initial amount</td>
</tr>
<tr>
<td></td>
<td>Students will be able to develop listening, speaking skill &amp; understanding</td>
<td>Oral development by students: The teacher will ask few students to stand &amp; develop the paragraph orally with the help of</td>
<td>Students will try to develop the paragraph orally.</td>
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</tbody>
</table>
Students will be able to develop writing skill. Written Paragraph by Students: The teacher will ask the students to write the paragraph in their notebooks with the help of same sample and hints on chalkboard. Students will try to write the paragraph on Opening a Bank Account in their notebooks.

Correction Work: The teacher will now make corrections in the paragraphs written by students and guide them for modifications wherever necessary. Students will show their notebooks to the teacher for correction.

**ASSIGNMENT:** Write the experiences of any of your family members while opening a bank account in your words.
LESSON PLAN ON EXPOSITORY PARAGRAPH

SUBJECT: English
TOPIC: Growing of a plant
CLASS: IX
SECTION: D

DURATION OF PERIOD: 40 Minutes

SPECIFIC OBJECTIVES: After learning how to write an expository paragraph of about 80-100 words on ‘Growing of a plant’, students will be able to:

1. recall the meaning of difficult words occurring in the paragraph.
2. discuss the importance of growing plants for our earth.
3. choose the seeds to be grown in a particular season.
4. select a suitable pot for growing a particular plant.
5. list the materials required to grow a plant.
6. mention the steps of growing of a plant.
7. justify the use of placing saucer under the pot.
8. suggest the way to germinate the seeds.
9. write the importance of punching holes in plastic bag.

TEACHING AIDS: A Flash card depicting the steps of growing of a plant, chalkboard, duster & pointer.

PREVIOUS KNOWLEDGE ASSUMED: The students are expected to be familiar with the importance of plants in their lives and they know about the common things required for growing of a plant. It is also expected that they use the correct verb forms, tenses, ordinary English words, punctuation and spellings in sentences.

PREVIOUS KNOWLEDGE TESTING: The teacher will ask the following questions from students:
Q.1: From where do we get the food? (plants, animals)
Q.2: What is required to grow a plant? (air, water)
Q.3: Where do we grow the plants? (in fields, land)
Q.4: What is the use of plastic bag in growing of a plant? (problematic question)

ANNOUNCEMENT OF THE TOPIC: It is used in increasing germination of seeds. So students, today we shall learn to write a paragraph on Growing of a plant.
<table>
<thead>
<tr>
<th>CONTENT</th>
<th>SPECIFICATION</th>
<th>TEACHER’S ACTIVITY</th>
<th>STUDENTS’ ACTIVITY</th>
<th>TEACHING AIDS / CHALKBOARD SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growing of a plant</td>
<td>Students will be able to develop listening &amp; writing skill</td>
<td>Vocabulary Up gradation: The teacher will tell the meaning of difficult words with the help of chalk board.</td>
<td>Students will listen, try to understand &amp; write the words and their meanings in their notebook.</td>
<td>Chalkboard 1. Determine: make clear/ decide 2. Puddle: a small pool of water 3. Fertilize: to make soil more fertile by adding nutrients to it 4. Germination: the beginning of growth of a seed</td>
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<td></td>
<td>Students will be able to develop knowledge &amp; understanding</td>
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<tr>
<td>Oral development by teacher: The teacher will develop the paragraph with the help of flash card and will also write main hints on chalkboard. Flash card</td>
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<td></td>
<td>1. to make our earth a better place 2. very easy process 3. determine the seeds to be grown 4. select the pot 5. sow your seeds 6. water your seeds 7. use saucer 8. fertilize your plant 9. plastic bag to increase humidity .... after 15 days.</td>
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<tr>
<td>Students will be able to develop listening skill &amp; understanding</td>
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<tr>
<td>Oral development by students: The teacher will ask few students to stand &amp; develop the paragraph orally with the help of same flash card and</td>
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<tr>
<td>Students will be able to develop listening, speaking skill &amp; understanding</td>
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<td>Students will try to develop the paragraph orally.</td>
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<tr>
<td>Students will be able to develop writing skill</td>
<td>Written Paragraph by Students: The teacher will ask the students to write the paragraph in their notebooks with the help of same flash card and hints on chalkboard.</td>
<td>Students will try to write the paragraph on Growing of a plant in their notebooks.</td>
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<tr>
<td>Correction Work: The teacher will now make corrections in the paragraphs written by students and guide them for modifications wherever necessary.</td>
<td>Students will show their notebooks to the teacher for correction.</td>
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</table>

**ASSIGNMENT:** Try to grow a plant in your home and explain the process in your words in the paragraph form.
LESSON PLAN ON DESCRIPTIVE PARAGRAPH

SUBJECT: English

TOPIC: The Coconut Tree
CLASS: IX
SECTION: D

DURATION OF PERIOD: 40 Minutes

SPECIFIC OBJECTIVES: After learning how to write a descriptive paragraph of about 80-100 words on ‘The Coconut Tree’, students will be able to:

1. recall the meaning of difficult words occurring in the paragraph.
2. tell the significance of coconut tree.
3. name the places where coconut trees are widely grown.
4. reason out why coconut tree is called ‘green gold’ in south India.
5. identify the different parts of the coconut tree.
6. explain the look, shape and colour of coconut trees.
7. compare the appearance of coconut fruit with monkey’s head.
8. name the products made from coconut fruit and kernel.
9. list the uses of coconut tree.

TEACHING AIDS: A chart depicting the picture of coconut tree, Chalkboard, Duster & Pointer.

PREVIOUS KNOWLEDGE ASSUMED: The students are expected to know about coconut fruit and tree. It is also expected that they use the correct verb forms, tenses, ordinary English words, punctuation and spellings in sentences.

PREVIOUS KNOWLEDGE TESTING: The teacher will ask the following questions from students:

Q.1: Name some auspicious trees in India? (Neem, Peepal, Tulsi, Banana, coconut)
Q.2: Which among these trees is very useful? (banana, coconut, neem)
Q.3: Which among these trees is the tallest? (coconut)
Q.4: What do people in south India call coconut tree? (problematic question)

ANNOUNCEMENT OF THE TOPIC: It is called ‘green gold’ in south India. So students, today we shall learn to write a paragraph on The Coconut Tree.
### PRESENTATION:

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>SPECIFICATION</th>
<th>TEACHER'S ACTIVITY</th>
<th>STUDENTS' ACTIVITY</th>
<th>CHALKBOARD SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Coconut Tree</td>
<td>Students will be able to develop listening &amp; writing skill</td>
<td>Vocabulary Upgradation: The teacher will tell the meaning of difficult words with the help of chalkboard.</td>
<td>students will listen, try to understand &amp; write the words and their meanings in their notebook.</td>
<td>Chalkboard 1. Resembles: look like 2. Thatches: a roof covering of straw 3. Kernel: core, soft inner part of fruit 4. Margarine: butter 5. Auspicious: fortunate</td>
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<tr>
<td>Students will be able to develop listening &amp; understanding</td>
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<td>Students will be able to develop knowledge &amp; understanding</td>
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<tr>
<td>Students will be able to develop listening skill &amp; understanding</td>
<td>Oral development by teacher: The teacher will develop the paragraph with the help of chart and will also write main hints on chalkboard. Chart</td>
<td>Students will listen to the teacher carefully and observe the chart and chalkboard work.</td>
<td>1. auspicious tree of religious significance 2. widely grown &amp; used in South India 3. called ‘Green Gold’ 4. tall tree with long leaves 5. fruit resembles monkey’s head 6. fruit pulp is eaten and water is used 7. thatches, brooms, ropes, stuffing &amp; carpets 8. coconut oil, soaps, perfumes and margarine</td>
<td></td>
</tr>
<tr>
<td>Students will be able to develop listening, speaking skill &amp; understanding</td>
<td>Oral development by students: The teacher will ask few students to stand &amp; develop the paragraph orally with the help of same chart and hints written on chalkboard.</td>
<td>students will try to develop the paragraph orally.</td>
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<tr>
<td>Students will be able to develop writing skill</td>
<td>Written Paragraph by Students: The teacher will ask</td>
<td>students will try to</td>
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</table>

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| the students to write the paragraph in their notebooks with the help of same chart and hints on chalkboard. | write the paragraph on The Coconut Tree in their notebooks. |

**Correction Work:**
The teacher will now make corrections in the paragraphs written by students and guide them for modifications wherever necessary. Students will show their notebooks to the teacher for correction.

**ASSIGNMENT:** Make a list of the uses of coconut tree and learn the difficult word meanings occurring in the paragraph.
LESSON PLAN ON DESCRIPTIVE PARAGRAPH

SUBJECT: English
TOPIC: Red Fort: The Pride of India
CLASS: IX
SECTION: D

DURATION OF PERIOD: 40 Minutes

SPECIFIC OBJECTIVES: After learning how to write a descriptive paragraph of about 80-100 words on ‘Red Fort: Pride of India’, students will be able to:

1. recall the meaning of difficult words occurring in the paragraph.
2. name the king who constructed Red Fort.
3. tell the significance of Red Fort at global level
4. name the place where Red fort is situated.
5. recall the time period of construction of Red Fort.
6. recognize the material used in making Red Fort.
7. tell the area covered by Red Fort.
8. mention the buildings inside Red Fort.
9. state the role of Red Fort on Independence Day of India
10. use the gained knowledge in wr....

TEACHING AIDS: A chart depicting the picture of Red Fort, Chalkboard, Duster & Pointer.

PREVIOUS KNOWLEDGE ASSUMED: The students are expected to be familiar with the importance of historical monuments of India. It is also expected that they use the correct verb forms, tenses, ordinary English words, punctuation and spellings in sentences.

PREVIOUS KNOWLEDGE TESTING: The teacher will ask the following questions from students:
Q.1: When did India get independence from British rule? (15th August, 1947)
Q.2: How is Independence Day celebrated in India? (Independence day parade & tricolour is hoisted on this day)
Q.3: Who hoists the flag on this day every year? (The Prime minister of India)
Q.4: Where does he hoist the flag? (Problematic question)

ANNOUNCEMENT OF THE TOPIC: It is hoisted on The Red Fort. So students, today we shall learn to write a paragraph on Red Fort: The Pride of India.
**PRESENTATION:**

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>SPECIFICATION</th>
<th>TEACHER’S ACTIVITY</th>
<th>PUPILS’ ACTIVITY</th>
<th>TEACHING AIDS / CHALKBOARD SUMMARY</th>
</tr>
</thead>
</table>
| Red Fort: The Pride of India | Students will be able to develop listening & writing skill | Vocabulary Up gradation: The teacher will tell the meaning of difficult words with the help of chalk board. | students will listen, try to understand & write the words and their meanings in their notebook. | Chalkboard

(i) Encapsulate: sum up
(ii) Magnificent: wonderful
(iii) Aesthetics: artistic
(iv) Zenith: peak
(v) Ramparts: walls

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<tbody>
<tr>
<td>Students will be able to develop knowledge &amp; understanding</td>
<td>Oral development by teacher: The teacher will develop the paragraph with the help of chart and will also write main hints on chalkboard.</td>
<td>students will listen to the teacher carefully and observe the chart and chalkboard work.</td>
<td>1. UNESCO World Heritage Site 2. situated near Yamuna River. 3. encapsulates a long period of Indian history. 4. Shah Jahan in 1639-48. 5. area of about 254.67 acres. 6. several magnificent buildings. 7. its aesthetics represent zenith of Mughal creativity. 8. from the ramparts of the Red Fort announced the freedom of India.</td>
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<tr>
<td>Students will be able to develop listening, speaking</td>
<td>Oral development by students: The teacher will ask few</td>
<td>students will try to develop the</td>
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</table>

***Red Fort: The Pride of India***

- **UNESCO World Heritage Site**
- **Situated near Yamuna River.**
- **Encapsulates a long period of Indian history.**
- **Shah Jahan in 1639-48.**
- **Area of about 254.67 acres.**
- **Several magnificent buildings.**
- **Its aesthetics represent zenith of Mughal creativity.**
- **From the ramparts of the Red Fort announced the freedom of India.**
<table>
<thead>
<tr>
<th>skill &amp; understanding</th>
<th>students to stand &amp; develop the paragraph orally with the help of same chart and hints written on chalkboard.</th>
<th>paragraph orally.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to develop writing skill</td>
<td>Written Paragraph by Students: The teacher will ask the students to write the paragraph in their notebooks with the help of same chart and hints on chalkboard.</td>
<td>students will try to write the paragraph on Red Fort: pride of India in their notebooks.</td>
</tr>
<tr>
<td></td>
<td>Correction Work: The teacher will now make corrections in the paragraphs written by students and guide them for modifications wherever necessary.</td>
<td>Students will show their notebooks to the teacher for correction.</td>
</tr>
</tbody>
</table>

**ASSIGNMENT:** Collect & paste the pictures of any other monument of India and write few lines on them.
LESSON PLAN ON DESCRIPTIVE PARAGRAPH

SUBJECT: English  
TOPIC: Sunset  
CLASS: IX  
SECTION: D  

DURATION OF PERIOD: 40 Minutes

SPECIFIC OBJECTIVES: After learning how to write a descriptive paragraph of about 80-100 words on ‘Sunset’, students will be able to:

1. recall the meaning of difficult words occurring in the paragraph.
2. express their feelings when watching sunset.
3. tell the direction of sunset.
4. name the colours visible in the sky during sunset.
5. draw the similies of the movement of sun during sunset with other phenomenon.
6. mention the effect of the sunlight during sunset on our land.
7. describe the scene of sunset.
8. state the significance of sunset in their life.

TEACHING AIDS: A flash card depicting the scene of sunset, Chalkboard, Duster & Pointer.

PREVIOUS KNOWLEDGE ASSUMED: The students are expected to know about sunset: its direction and beauty. It is also expected that they use the correct verb forms, tenses, ordinary English words, punctuation and spellings in sentences.

PREVIOUS KNOWLEDGE TESTING: The teacher will ask the following questions from students:

Q.1: In which direction the sun sets? (West)
Q.2: When does the sun sets? (Evening)
Q.3: which colour the sun change during sunset? (red, orange, yellow)
Q.4: What is the significance of sunset in our life? (problematic question)

ANNOUNCEMENT OF THE TOPIC: It gives us the message of hope. So students, today we shall learn to write a paragraph on Sunset.

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## PRESENTATION:

<table>
<thead>
<tr>
<th>CONTENTS SPECIFICATION</th>
<th>TEACHER’S ACTIVITY</th>
<th>STUDENTS’ ACTIVITY</th>
<th>TEACHING AIDS / CHALKBOARD SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to develop knowledge &amp; understanding</td>
<td>The teacher will tell the meaning of difficult words with the help of chalkboard.</td>
<td>students will listen, try to understand &amp; write the words and their meanings in their notebook.</td>
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</tr>
<tr>
<td><strong>Students will be able to develop listening skill &amp; understanding</strong></td>
<td>Oral development by teacher:</td>
<td>students will listen to the teacher carefully and observe the flashcard and chalkboard work.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher will develop the paragraph with the help of flashcard and will also write main hints on chalkboard. Chart</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. sunset is really enthralling. 2. fades into a long deep sleep 3. sky looks vibrant 4. sun burns fiery red 5. gold curtain coming down after a spectacular play 6. sunset illuminates the land 7. birds fly past and sing song 8. spiritual calmness spreads 9. promise to come again.</td>
</tr>
<tr>
<td><strong>Students will be able to develop listening, speaking skill &amp; understanding</strong></td>
<td>Oral development by students:</td>
<td>students will try to develop the paragraph orally.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher will ask few students to stand &amp; develop the paragraph orally with the help of same chart and hints written on chalkboard.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students will be able to develop writing skill</strong></td>
<td>Written Paragraph by Students:</td>
<td>students will try to write the paragraph in their</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher will ask the students to write the paragraph in their</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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"cxxv"
| Correction Work: The teacher will now make corrections in the paragraphs written by students and guide them for modifications wherever necessary. | Students will show their notebooks to the teacher for correction. | ASSIGNMENT: Draw a beautiful landscape of sunset and develop a paragraph on it. |
ENGLISH LANGUAGE ASSESSMENT TEST
Class: IX
Sub.: English (Grammar)

Time: 30 min.                                      M.M: 30

General Instructions:
There are eleven questions in all consisting of sub parts. Instructions & Marks are indicated against each question. Read the instructions carefully and answer the questions in the space provided in question paper. No separate answer sheet will be provided.

1. Fill in the blanks with suitable determiners (a, an, the): (4x1/2=2)
Science is both ........ friend and ........enemy. It is ........ angel in peace but ........ devil in war.

2. Fill in the blanks with correct adjectives given in the bracket: (4x1/2=2)
(a) ........ (Many/Much) students were absent yesterday.
(b) The ........ (earlier/early), the better.
(c) Trees are useful for ........ (all/some) of us.
(d) ........ (Few/Many) species will be left on this planet if the jungles are cut down.

3. Pick the suitable adverbs given below to complete the following passage:
(4x1/2=2)
(probably, regularly, eagerly, culturally)
December is the season of music. The People of Chennai are unique as they celebrate it (i) ................... Lovers of classic music and dance soak in this (ii) ..................... intense atmosphere for fifteen days. They think, feel and breathe music-(iii) ..................... eat music too. People from all walks of life (iv) ..................... wait to be a part of this celebration.

4. In the following passage one word (Preposition) is missing in each line. Mark the place where you think a word is missing with a slash (/) and write the missing word in the blank given alongside: (4x1/2=2)
(a) My friend Sonali is not good her ...........
(b) studies. She as a result, has failed three ........
(c) subjects. It is, indeed, shameful us also ........
(d) We should motivate her study.............

5. Choose the correct Punctuation mark: (4x1/2=2)
(a) Select the sentence in which all Apostrophe marks are correct:
(1) Please come to the doctors office for your’ appointment.  
(2) Please come to the doctor’s office for your’s appointment. 
(3) Please come to the doctor’s office for your appointment. 

cxxvii
(b) Select the sentence in which all Capitalization is correct:

(1) In English class we read romeo and Juliet, Main Street and Uncle Vanya.  
(2) In English class we read romeo and Juliet, main street and uncle vanya.  
(3) In English class we read Romeo and Juliet, Main Street and Uncle Vanya.  

(c) Select the sentence in which Exclamation Mark is put at right place:

(1) What a terrible fire this is!  
(2) What! a terrible fire this is.  
(3) What a terrible fire! this is.  

(d) Select the sentence in which all commas are correct:

(1) High and low, rich and poor, wise and foolish must all, die.  
(2) High and low, rich and poor, wise and foolish must, all die.  
(3) High and low, rich and poor, wise and foolish, must all die.  

6. Select the correct pronoun from the brackets and fill in the blanks: (4x1/2=2)
(a) The company always pays……….. employees for overtime. (its/ their/ it)  
(b) Rajat and ………. were lucky to be escaped. (me/ they/ I)  
(c) All the students are in ………. Classes. (his and her/ their/ its)  
(d) The child hurt ……………. (himself/ herself/ itself)  

7. Select the correct spelling from the brackets and fill in the blanks: (4x1/2=2)
(a) Gita is singing four ……….. (solos/ soloes/ soloce) in the function.  
(b) Everyone thinks they’re the …………… (wealthiest/ wealthiest/ welthiest) family in the town.  
(c) Union is ……………. (Strenth/ Strength/ Strength).  
(d) ……………. (Consession/ Concession/ Consesion) is given to poor students.  

8. Complete the following letter by filling in the blanks with appropriate modals: (4x1/2=2)
Dear Priyanka,

Thanks for your letter seeking information regarding Medical profession. You …………. (should/must) make your own choice. These days one……….
(can/may) face much competition. You .......... (must/can) work very hard. I am confident that you .......... (will/can) do all efforts to get success.

Yours
Sonali

9. Read the following conversation and then report what was said by completing the following passage. Write the correct answers in the space provided: (2x1=2)
Manager: Where is your father?
Boy: He died two years ago.
The manager asked the boy (a) ......................... Puzzled, the boy told the manager (b) ................................

10. Put the verbs in brackets into the correct tense and complete the passage that follows: (4x1/2=2)

Usually I ........ (take/took) milk in the breakfast but today I ........(have taken/will take) tea, because there ........ (was/is) a strike of milkmen today. I do hope that tomorrow the supply of milk ............ (restored/will be restored).

11. Write a paragraph in about 80 words on ‘Walking’. (10)

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cxxix
Scoring Key of ELAT

1. a, an, an, a

2. (a) Many (b) earlier (c) all (d) Few

3. (1) regularly (2) culturally (3) probably (d) eagerly

4. (a) good in her (b) failed in three (c) shameful for us (d) her to study

5. (a) 3 (b) 3 (c) 1 (d) 3

6. (a) its (b) I (c) their (d) itself

7. (a) solos (b) wealthiest (c) Strength (d) Concession

8. should, may, must, will

9. (a) where was his father. (b) that he had died two years ago.

10. take, will take, is, will be restored

11. All living beings on this earth do a number of activities like sleeping, drinking, eating, playing. Among those activities, walking is one of the best activity without which all the living beings can not achieve their goals in life. Walking enables us to move from one place to another and hence do all our works. We walk for many purposes and so, walking takes many forms like-moving, roaming, wandering, loitering, running and many more. Earlier, there were no or very few modes of transportation and because of that people had no other alternative but to walk. In today’s age we have a variety of ways to reach any place in minimum possible time. This has added more comforts to our present generation and made it lazy. Walking is considered best exercise because it makes a person fit and active. Besides this, walking saves our money and fuel. So we should walk more and more.
APPENDIX - V

CRITERION REFERENCED TEST

CLASS: IX
SUB.: English (Paragraph Writing)
TOPIC: Pollution

Time Allowed: 20 min.                                                                                       M.M: 25

Instructions:
This is a criterion referenced test. This test is not meant to measure your knowledge but this test is concerned with the mastery of the content. There are four questions in this test. All questions are compulsory. If some words or language is not clear then enquire from your teacher.

1. Write down the meanings of difficult words given below: (6x1=6)
   
   (a) Contaminants : ………………… (b) Emitted : …………..
   (c) Biological Wastes: …………… (d) Irresponsibly : ………..
   (e) Recklessly : ………….. (f) Implement : …………..

2. Answer the following questions in the space provided: (4x1=4)

   Q1. What are the effects of Pollution?
   Ans: ……………………………………………………………………………..
   ………………………………………………………………………………

   Q2. Who is responsible for Pollution?
   Ans: ……………………………………………………………………………..
   ………………………………………………………………………………

   Q3. What is Pollution?
   Ans: ……………………………………………………………………………..
   ………………………………………………………………………………

   Q4. How pollution can be controlled?
   Ans: ……………………………………………………………………………..
   ………………………………………………………………………………

3. Use these words for making the sentences of a Paragraph on ‘Pollution’ in a sequential order. (5x1=5)

   (water, control, disaster, effect, natural resources) etc.

cxxxi
4. Write down paragraph on ‘Pollution’ in about 80-100 words: (10)

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CRT SCORING KEY

POLLUTION

1. (a) pollutants causing pollution  (b) thrown out
   (c) wastes of living beings  (d) not responsible
   (e) carelessly  (f) bring into use, to enforce

2.
   1. Pollution effects badly on our health, nature & environment.
   2. Human beings and Natural Disasters are responsible for Pollution.
   3. Pollution is introduction of contaminants in our environment.
   4. Pollution can be controlled by framing and implementing strict laws against those
      who cause Pollution.

3.
   (i) Pollution is seen mostly in water and air.
   (ii) Natural disasters are responsible for Pollution
   (iii) Human beings use natural resources recklessly.
   (iv) Pollution has bad effects on our health.
   (v) We can control pollution by framing and implementing strict laws against
       those who cause Pollution.

4. Topic: Pollution

Pollution is the introduction of contaminants in our environment. Pollution is seen most in water and air. It has spread almost in all the elements of our environment. Pollution is of four types: Air, Water, Land and Noise Pollution. Use of loud speakers, smokes coming out of chimneys, harmful gases emitted out from industries, chemical wastes and biological wastes are some of the examples of Pollution. Human beings and natural disasters are responsible for Pollution. We use natural resources recklessly and irresponsibly without doing anything good for it. Pollution has bad effects on our health, nature & environment. It can be controlled by framing and implementing strict laws against those who cause Pollution. So arise, awake and stop polluting the environment.
CRITERION REFERENCED TEST
CLASS: IX

SUB.: English (Paragraph Writing)
TOPIC: Smoking
Time Allowed: 20 min. M.M: 25

Name: ……………….. Class: ………………. Date: … ………………
Roll No. ……………... Section ……………...

Instructions:
This is a criterion referenced test. This test is not meant to measure your knowledge but this test is concerned with the mastery of the content. There are four questions in this test. All questions are compulsory. If some words or language is not clear then enquire from your teacher.

2. Write down the meanings of difficult words given below: (4x1=4)
   a. Provoke : ………………….
   b. Substance : ………………….
   c. Inflame : ………………….
   d. Wheezing : ………………….

2. Use these words for making the sentences of a Paragraph on ‘Smoking’ in a sequential order. (6x1=6)
   (effect, substance, poison, addict, cause, cancer) etc.
   a. ……………………………………………………………………………………
   b. ……………………………………………………………………………………
   c. ……………………………………………………………………………………
   d. ……………………………………………………………………………………
   e. ……………………………………………………………………………………
   f. ……………………………………………………………………………………

3. Answer the following questions in the space provided: (5x1=5)
   Q1. Which substances are contained in smoke?
   Ans: …………………………………………………………………………………
Q2. What are the effects of smoking?
Ans: ..........................................................................................................................

Q3. Where do people smoke?
Ans: ..........................................................................................................................

Q4. Who are getting addicted to smoking?
Ans: ..........................................................................................................................

Q5. How is smoking a threat to people?
Ans: ..........................................................................................................................

4. Write down paragraph on ‘Smoking’ in about 80-100 words: (10)

Topic.............................................................................................................................

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CRT SCORING KEY
SMOKING

1.
   a. to excite
   b. material
   c. to set on fire
   d. breathing hard with whistling sound

2.
   a. People now a days are getting addicted to smoking.
   b. Smoke contains more than four thousand poisonous substances.
   c. There are harmful substances like carbon monoxide found in smoke.
   d. Young people are developing the habit of smoking because of many causes.
   e. Smoking causes mouth and lung cancer.
   f. The ill-effects of smoking can be reduced by efforts.

3.
   1. Substances like carbon monoxide, nicotine etc. are contained in smoke.
   2. Smoking makes breathing harder, causes headaches, wheezing and coughing. It also leads to mouth and lung cancer.
   3. People smoke in public places, offices, while driving, and even in homes.
   4. People, especially adolescents and youth is getting addicted to smoking.
   5. Smoking is injurious to human health. It costs a great deal of money, time & energy. Therefore, It is a threat to people.

4.
   **Topic: Smoking**

Today more and more people, especially adolescents and youth is getting addicted to smoking. These people smoke in public places, offices, while driving, and even in home, thereby, affecting everyone around them. Smoking is injurious to human health because smoke contains more than four thousand poisonous substances like carbon monoxide, nicotine etc. There are many causes responsible for inflaming the habit of smoking but advertisements and movies featuring heroes smoking on screen provoke and stimulate the adolescents to great extent. It causes mouth and lung cancer, heart & blood vessel disease and other illnesses and even death. Smoking makes breathing harder, causes headaches, wheezing and coughing. It costs a great deal of money, time & energy. It also pollutes our environment. We can make people aware about the ill effects of smoking through anti-smoking campaigns, anti-smoking advertisements in public interest. Government should make strict laws against the smokers and the companies which produce such harmful products.
CRITERION REFERENCED TEST
CLASS: IX

SUB.: English (Paragraph Writing)
TOPIC: Global warming
Time Allowed: 20 min. M.M: 25

Name: ……………….. Class: ………………. Date: ………………
Roll No. ……………... Section ……………...

Instructions:
This is a criterion referenced test. This test is not meant to measure your knowledge but this test is concerned with the mastery of the content. There are four questions in this test. All questions are compulsory. If some words or language is not clear then enquire from your teacher.

3. Write down the meanings of difficult words given below: (5x1=5)
(a) Concentration:…………………. (b) Unequivocal :………………….
(c) Precipitation: …………………. (d) Efficient :………………….
(e) Extinction :…………………..

2. Use these words for making the sentences of a Paragraph on ‘Global warming’ in a sequential order. (6x1=6)
(climate, fossil fuels, planet, rainfall, recycle, species)

a) ……………………………………………………………………………………
b) ……………………………………………………………………………………
c) ……………………………………………………………………………………
d) ……………………………………………………………………………………
e) ……………………………………………………………………………………

3. Complete the following sentences of the paragraph on ‘Global Warming’ in the space provided: (4x1=4)

(1). Global Warming is ……………………………………………………………
…………………………………………………………………………………
(2). The green house gases are …………………………………………………
…………………………………………………………………………………
(3). Global warming is responsible …………………………………………
…………………………………………………………………………………

cxxvii
(4). We can avoid………………………………………………………………………………
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4. Write down paragraph on ‘Global warming’ in about 80-100 words: (10)

Topic…………………………………………………………………………………………
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cxxviii
CRT SCORING KEY

GLOBAL WARMING

1. (a) coming to a common point  (b) clear
   (c) condensed moisture  (d) effective
   (e) complete destruction or removal

2. 
   a) Global warming is making our planet warmer day by day since 19th century.
   b) The effect of global warming is directly and indirectly on our climate.
   c) The green house gases are produced by burning of fossil fuels.
   d) Global warming may cause excessive rainfall on earth.
   e) The rise in temperature of our atmosphere may lead to extinction of species.
   f) We should use recyclable products.

3. 
   (1). Global Warming is the rise in temperature of earth’s atmosphere and oceans.
   (2). The green house gases are produced by burning of fossil fuels and deforestation.
   (3). Global warming is responsible for rising sea levels, change in the amount and pattern of precipitation. It is also the cause of probable expansion of subtropical deserts.
   (4). We can avoid global warming by afforestation and less use of heat and air conditioners.

4. 

   Topic: Global warming

Global warming is the rise in the average temperature of earth's atmosphere and oceans since the late 19th century. The main cause of global warming is the increasing concentrations of greenhouse gases in our environment. These gases are produced by burning of fossil fuels and deforestation. The effects of global warming are unequivocal on almost all the spheres of our planet either directly or indirectly. Because of this, sea levels are rising and there is also change in the amount and pattern of precipitation. It is also the cause of probable expansion of subtropical deserts. Apart from that, it's likely effects are also on the frequent occurrence of extreme-weather events like heat waves, droughts and heavy rainfall, ocean acidification and species extinctions. But there are also a number of ways to prevent global warming e.g. we can reduce wastes by choosing recyclable & reusable products. We can avoid usage of heat and air conditioning. Through afforestation and use of energy-efficient products we can surely do something good for our mother earth.
CRITERION REFERENCED TEST
CLASS: IX

SUB.: English (Paragraph Writing)
TOPIC: An Embarrassing Experience
Time Allowed: 20min. M.M: 25

Name: ………………..             Class: ……………….   Date: … ………………
Roll No. ……………...              Section ……………...

Instructions:
This is a criterion referenced test. This test is not meant to measure your knowledge but this test is concerned with the mastery of the content. There are four questions in this test. All questions are compulsory. If some words or language is not clear then enquire from your teacher.

1. Choose the correct meaning of the word (shown in italics) from the two options given below and write it in the space provided with the word: (3x1=3)

   a) Embarrassing: …………………………………
      (1) awkward                                    (2) discomforting
   b) Humiliating: ………………………………….
      (1) abusing                                      (2) degrading
   c) Experience: ………………………………
      (1) work                                          (2) learn from observation or activity

2. Pick the following words for making the sentences of a Paragraph on ‘An Embarrassing Experience’ in a sequential order.      (6x1=6)
   (happened, learnt, before, event, lesson, experience) etc.

   a. ……………………………………………………………………………………
   b. ……………………………………………………………………………………
   c. ……………………………………………………………………………………
   d. ……………………………………………………………………………………
   e. ……………………………………………………………………………………
   f. ……………………………………………………………………………………

3. Recollect any embarrassing experience of your life. Based on that, write your experience by completing the following sentences by writing in the blanks: (6x1=6)
(1) On that day………………………………………………………………
(2) I felt …………………………………………………………
(3) It occurred …………………………………………………………

  cxl
(4) I was with ……………………………………………………………………………………
(5) It happened when……………………………………………………………………………
(6) Like everyone I …………………………………………………………………………………

4. Write down paragraph on ‘An Embarrassing Experience’ in about 80-100 words: (10)

Topic…………………………………………………………………………………………
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AN EMBARRASSING EXPERIENCE

1. a) awkward b) degrading c) to learn from observation or activity

2. a. We get many experiences in our life.
   b. My embarrassing experience happened in a school in Ambala.
   c. My embarrassing experience happened two years before.
   d. I learnt lesson from my embarrassing experience.
   e. We should learn lessons from our experiences.
   f. The embarrassing events may happen any time.

3. (1) On that day I learnt a lesson.
   (2) I felt very embarrassed at that time.
   (3) It occurred five years ago in a school.
   (4) I was with my class IX students.
   (5) It happened when I was teaching composition to students.
   (6) Like everyone I too have many embarrassing experience.

4. Topic: An Embarrassing Experience

Like everyone I too have many embarrassing experiences. Among those my most embarrassing experience happened five years ago. It happened in a school at Ambala, Haryana. I was with my class IX students. I was teaching composition to them. One student stood up and asked the meaning of the word ‘ Toe’ occurring in composition. Though I was surprised at the boy’s question of asking meaning of very common word yet I tried to make it clear. But the boy was confused with the concept of fingers and toes; so, I decided to take off my shoe. I had a big hole in my socks and my toes stuck out and I felt humiliated and embarrassed because everyone was laughing. I learnt a lesson that one should check his socks before taking off his shoes especially in front of class full of students.
CRITERION REFERENCED TEST
CLASS: IX

SUB.: English (Paragraph Writing)
TOPIC: Preparations for My Birthday Party
Time Allowed: 20min.                                                                 M.M: 25

Name: ………………..             Class: ……………….   Date: …………………
Roll No. ……………...              Section ……………...

Instructions:
This is a criterion referenced test. This test is not meant to measure your knowledge but this test is concerned with the mastery of the content. There are four questions in this test. All questions are compulsory. If some words or language is not clear then enquire from your teacher.

1. Match the words given in column -I with their meanings in column II: (4x1=4)

<table>
<thead>
<tr>
<th>COLUMN-I</th>
<th>COLUMN-II</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Rejoice</td>
<td>big event</td>
</tr>
<tr>
<td>b. Feast</td>
<td>to feel joy</td>
</tr>
<tr>
<td>c. Bash</td>
<td>banquet</td>
</tr>
<tr>
<td>d. Intimate</td>
<td>acquainted</td>
</tr>
</tbody>
</table>

2. Pick the following words for making the sentences of a Paragraph on ‘Preparations for My Birthday Party’ in a sequential order. (6x1=6)
(arrange, invite, room, order, celebrate, occasion)

a. …………………………………………………………………………………………

b. …………………………………………………………………………………………

c. …………………………………………………………………………………………

d. …………………………………………………………………………………………

e. …………………………………………………………………………………………

f. …………………………………………………………………………………………

3. Recollect that experience when you celebrated your birthday party and made the arrangements for that also. Based on that, complete the following sentences by writing in the blanks: (5x1=5)
(1) ……………………………………………………. with the help of my friend.
(2) I arranged for the……….. …………………………………………………………
(3) birthdays are the occasions …………………………………………………
(4) The success of the party .................................................................
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.................................................................................................
(5) ................................................................................................ ready for the occasion.

4. Write down paragraph on ‘Preparations for My Birthday Party’ in about 80-100 words: (10)

Topic........................................................................................................
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## CRT SCORING KEY
### PREPARATIONS FOR MY BIRTHDAY PARTY

1. **COLUMN-I** | **COLUMN-II**
   - a. Rejoice | to feel joy
   - b. Feast | banquet
   - c. Bash | big event
   - d. Intimate | close friend, acquainted

2. 
   - a. I enjoy a lot on the occasion of my birthday.
   - b. I celebrated my birthday last month.
   - c. I made all the arrangements for my birthday party.
   - d. All my close friends and relatives were invited on this occasion.
   - e. I ordered for the cake, candles and cold drinks.
   - f. The drawing room was decorated with balloons.

3. 
   (1) I decorated my house with the help of my friend.
   (2) I arranged cake for my birthday party.
   (3) Birthdays are the occasions for rejoicing and feasting.
   (4) The success of the party generated confidence in me.
   (5) I got sweats and snacks ready for the occasion.

4. **Topic: Preparations for My Birthday Party**

   We all wait for our birthday eagerly. Birthdays are the occasions for rejoicing and feasting. Last June, I celebrated my fourteenth birthday which I arranged single handed. I invited very intimate friends, close relatives and few neighbours on the big bash. I ordered for the cake, candles, sweets, snacks and cold drinks for the occasion. I decorated the large drawing room tastefully, with the help of my friend and domestic servant. I arranged for the music on my father’s laptop. Some games like musical chair and dumb charades were also planned which we played during the party. We clicked a lot of photographs also. The success of the party has generated confidence in me. I think now I can manage and arrange bigger and larger parties with still better success.
CRITERION REFERENCED TEST
CLASS: IX

SUB.: English (Paragraph Writing)
TOPIC: The Annual Prize Distribution Function
Time Allowed: 20min.                                                                               M.M: 25

Name: ………………..             Class: ……………….   Date: …………………
Roll No. ……………...              Section ……………...

Instructions:
This is a criterion referenced test. This test is not meant to measure your knowledge but this test is concerned with the mastery of the content. There are four questions in this test. All questions are compulsory. If some words or language is not clear then enquire from your teacher.

1. Choose the correct meaning of the word (shown in italics) from the two options given below and write it in the space provided with the word: (5x1=5)
   a) Canopy: …………………………………
      (1) covering                                    (2) border
   b) Compound: …………………………………
      (1) substance                                   (2) complex
   c) Preside: …………………………………
      (1) officiate                                     (2) accurate
   d) Felicitate: …………………………………
      (1) to grant                                      (2) to congratulate
   e) Elated: …………………………………
      (1) jubilant                                     (2) raised above

2. Pick the following words for making the sentences of a Paragraph on ‘The Annual Prize Distribution Function’ in a sequential order.  (5x1=5)
   (medals, prepare, school, decorate, welcome)
   a. ……………………………………………………………………………………………
   b. ……………………………………………………………………………………………
   c. ……………………………………………………………………………………………
   d. ……………………………………………………………………………………………
   e. ……………………………………………………………………………………………

   cxlvi
3. Recollect the annual prize distribution function held in your school. Based on that, complete the following sentences by writing in the blanks: (5x1=5)

(1) The Principal read .................................................................
(2) A day before the .................................................................
(3) meritorious students in different fields ...........................

(4) The program was .................................................................

(5) ................................................................. give away the prizes.

4. Write down paragraph on ‘The Annual Prize Distribution Function’ in about 80 words: (10)

Topic.............................................................................................
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.................................................................................................
1.  
   a) covering  
   b) complex  
   c) officiate  
   d) to congratulate  
   e) jubilant  

2.  
   a. The annual prize distribution function of our school was held on 4th of January this year.  
   b. Great preparations were made for this function.  
   c. The school hall, gates and paths were decorated.  
   d. The function started with the welcome speech by principal.  
   e. Medals were given to the winners of different fields.  

3.  
   (1) The Principal read the annual school report in the beginning of the function.  
   (2) A day before the function a big canopy was set up in the school compound.  
   (3) Meritorious students in different fields were felicitated with medals, mementoes, and certificates.  
   (4) The program was enjoyed by the audience very much.  
   (5) The Director of Education was invited to give away the prizes.  

4. **Topic: The Annual Prize Distribution Function**  
The annual prize distribution function of our school was held on 4th of January this year. Great preparations were made several days before this elated day. A day before the function, a big canopy was set up in the school compound. The school hall, gates and paths were decorated with rangoli, paper bunting, mottos, maps and pictures. The Director of Education was invited to preside over the function and to give away the prizes. The program began with a brief welcome speech by the school secretary. School annual report was read out by the principal which was followed by vibrant cultural programs. The much awaited moment came when meritorious students in different fields of the previous year were felicitated with medals, mementoes, certificates and cash prizes also. The chief guest in his speech congratulated the principal, staff and students for their wonderful success. The program ended with vote of thanks given by Principal and thereafter singing of national anthem.
Instructions:
This is a criterion referenced test. This test is not meant to measure your knowledge but this test is concerned with the mastery of the content. There are four questions in this test. All questions are compulsory. If some words or language is not clear then enquire from your teacher.

1. Write down the meanings of difficult words given below: (4x1=4)
   a. Processing :  
   b. Debark :  
   c. Bleach :  
   d. Crude :  

2. Use these words for making the sentences of a Paragraph on ‘Making of paper’ in a sequential order. (10x1=10)
   (important, machine, pressure-cook, squeeze, trees, wood, bark, chemical, drain, expression)
   a.  
   b.  
   c.  
   d.  
   e.  
   f.  
   g.  
   h.  
   i.  
   j.  

3. Answer the following questions in the space provided: (6x1=6)

Q.1 Which things are required to make paper?
Ans: ...........................................................................................................

Q.2 When do we prepare paper from pulp?
Ans: ...........................................................................................................

Q.3 How is water drained away from pulp?
Ans: ...........................................................................................................

Q.4 Why do we pressure-cook wooden pieces?
Ans: ...........................................................................................................

Q.5 What is done to wooden pieces?
Ans: ...........................................................................................................

Q.6 Where are logs of wood put for processing?
Ans: ...........................................................................................................

4. Write down paragraph on ‘Making of Paper’ in about 80-100 words: (10)

Topic...........................................................................................................
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1. a. gradual progress  
   b. removing the barks  
   c. to whiten  
   d. unripe, raw

2. a. Paper plays very important role in our lives.  
   b. Paper is made from trees.  
   c. Different types of machines are required for making the paper.  
   d. The pieces of wood are pressure-cooked to make pulp.  
   e. The paper sheet is squeezed between large rollers to remove water.  
   f. The trees are cut to obtain wood which is used in making paper.  
   g. The barks of tree are removed using Debarker machine.  
   h. The wooden pieces are mixed with water and chemical.  
   i. The extra water is drained from the pulp.  
   j. Paper is used to make our expression permanent.

3. 1. Trees, water, chemicals and different types of machines are required to make paper.  
   2. When the pulp is washed, refined, and bleached then we prepare paper.  
   3. The pulp is pumped on to a moving wire screen to drain the excess water.  
   4. We pressure-cook wooden pieces to make pulp.  
   5. The wooden pieces are pressure-cooked with water and chemicals in a digester machine.  
   6. The logs of wood are put to Debarker and Chipper machines to remove barks and to cut logs into one inch pieces.

4. **Topic: Making of Paper**

Paper plays very important role in our lives. Making of paper is very interesting process. It is made from trees. Apart from trees it requires water, chemicals and different types of machines for its processing. To begin with, logs of wood are passed through Debarker and Chipper machines to remove barks and to cut logs into one inch pieces respectively. Then, these pieces are pressure-cooked with a mixture of water & chemicals in a Digester machine to make pulp. Afterwards this pulp is washed, refined, bleached & pumped on to a moving wire screen to drain the excess water resulting into crude paper sheet. At the later stage, this paper sheet is squeezed between large rollers to remove most of the remaining water. Finally it is run through heated dryer to make finished paper. It is this paper which has made possible all our expressions permanent in written form.
CRITERION REFERENCED TEST
CLASS: IX

SUB.: English (Paragraph Writing)
TOPIC: Opening a Bank Account
Time Allowed: 20min.                                                                               M.M: 25

Name: ………………..             Class: ……………….   Date: … ………………
Roll No. ……………...              Section ……………...

Instructions:
This is a criterion referenced test. This test is not meant to measure your knowledge but this test is concerned with the mastery of the content. There are four questions in this test. All questions are compulsory. If some words or language is not clear then enquire from your teacher.

1. Choose the correct meaning of the word (shown in italics) from the two options given below and write it in the space provided with the word: (4x1=4)
   a) Approach: …………………………………
      (1) retreat                                        (2) come close
   b) Occupation: …………………………………
      (1) profession                                  (2) business
   c) Reference: …………………………………
      (1) discuss                                       (2) recommendation
   d) Prospective:
      (1) forthcoming                               (2) capable

2. Use these words for making the sentences of a Paragraph on ‘Opening a Bank Account’ in a sequential order.      (6x1=6)
   (need, fill, type, submit, account, name)
   a. ……………………………………………………………………………………
   b. ……………………………………………………………………………………
   c. ……………………………………………………………………………………
   d. ……………………………………………………………………………………
   e. ……………………………………………………………………………………
   f. ……………………………………………………………………………………

3. Answer the following questions in the space provided: (5x1=5)

   Q.1 Which decision is made to open a bank account?
   Ans: ……………………………………………………………………………………

   Q.2 When do we submit the form?
   Ans: ……………………………………………………………………………………

clii
Q.3 How many things are required to open a bank account?
Ans: ...........................................................................................................................

Q.4 Why do we open a bank account?
Ans: ...........................................................................................................................

Q.5 What is done to open a bank account?
Ans: ...........................................................................................................................

4. Write down paragraph on ‘Opening a Bank Account’ in about 80-100 words: (10)

Topic...................................................................................................................
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CRT SCORING KEY
OPENING A BANK ACCOUNT

1.
   a. come close
   b. profession
   c. recommendation
   d. forthcoming

2.
   a. Opening a bank account is important in our life.
   b. We need a bank account to deposit our money.
   c. First of all we decide the type of bank account we want to open.
   d. We have to write our name in the account opening form.
   e. The details like name, address are filled in the form.
   f. After completing the form in all aspects, we submit it in the bank.

3.
1. We decide the type of bank account we want to open.
2. After completing the form and giving references for opening the bank account, we submit the form.
3. A copy of documents like identity proof, address proof, and photograph is required to open a bank account.
4. Opening a bank account is part of everyday life, therefore we open a bank account.
5. To open a bank account, we have to approach any bank of our choice and ask for bank account opening form.

4.
   **Topic: Opening a Bank Account**
   Opening a bank account is part of everyday life and everyone needs it in life. The first and foremost thing to open a new bank account is to decide the type of bank account we want to open. Then we have to approach any bank of our choice and ask for bank account opening form. The next step is to fill up the account opening form by giving all the necessary details like name, address, occupation and other details wherever required. After that, give references for opening your bank account. It is necessary because the bank requires references or introduction of the prospective account holder by any of the existing account holders for that type of account. Thereafter, submit bank account opening form. With this form we also submit copy of documents like identity proof, address proof, photograph and above all, initial deposit money. Then the bank officer verifies this bank account opening form. At last, deposit initial amount in newly opened bank account. Finally, congratulate yourself.
CRITERION REFERENCED TEST
CLASS: IX

SUB.: English (Paragraph Writing)
TOPIC: Growing of a plant

Time Allowed: 20min.                                                                                  M.M: 25

Name: ………………..             Class: ……………….   Date: ……… …………
Roll No. ……………...              Section ……………...

Instructions:
This is a criterion referenced test. This test is not meant to measure your knowledge but this test is concerned with the mastery of the content. There are four questions in this test. All questions are compulsory. If some words or language is not clear then enquire from your teacher.

1. Write down the meanings of difficult words given below: (4x1=4)
   a. Determine : ……………………
   b. Puddle : ……………………
   c. Fertilize : ……………………
   d. Germination : ……………………

2. Use these words for making the sentences of a Paragraph on ‘Growing a Plant’ in a sequential order. (6x1=6)
   (air, grow, punch, soil, seeds, earth)
   a. ……………………………………………………………………………………
   b. ……………………………………………………………………………………
   c. ……………………………………………………………………………………
   d. ……………………………………………………………………………………
   e. ……………………………………………………………………………………
   f. ……………………………………………………………………………………

3. Complete the following sentences of the paragraph on ‘Growing of a plant’ by writing in the blanks: (5x1=5)
   a. To grow a plant ………………………………………………………………
   ……………………………………………………………………………………
   ……………………………………………………………………………………
   b. ……………………………………………………………………………………
   ……………………………………………………………………………………
   a better place to live.

clv
c. We determine the ...........................................................................................................
........................................................................................................................................
d. .....................................................................................................................................form below the plant.
e. Use a thin ....................................................................................................................during germination.

4. Write down paragraph on ‘Growing of a plant’ in about 80-100 words: (10)

Topic........................................................................................................................................
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CRT SCORING KEY
GROWING OF A PLANT

1.
   a. to decide/to settle
   b. a small pool of water
   c. to make soil more fertile by adding nutrients to it
   d. the beginning of growth of a seed

2.
   a. We all can grow plants as it is very easy process.
   b. To make our earth a better place to live, we should grow plants.
   c. The seeds to be grown are chosen according to the suitable season and climate.
   d. The pot is filled with potting soil.
   e. The plastic bag which covers the pot is punched to make holes.
   f. The holes in plastic bag help in air circulation in the pot.

3.
   a. To grow a plant we need seeds, pot, and potting soil.
   b. We should grow more and more plants to make our earth a better place to live.
   c. We determine the seeds to be grown in a particular season.
   d. A little puddle of water may form below the plant.
   e. Use a thin plastic bag to increase humidity during germination.

4. Topic: Growing of a plant

There is nothing more important than growing plants to make our earth a better place
    to live. We all can grow plants as it is very easy process. Before growing of a plant,
    we determine the seeds to be grown in a particular season first. The next step is to
    select the pot and fill it with potting soil. Then, sow your seeds in the potting soil and
    cover it with a quarter inch of additional soil. After that, water your seeds until soil is
    moist throughout. A little puddle of water may form below your plant, so it is best to
    put your pot in a saucer. The important step now to be done is to fertilize your plant
    and place them in indirect sunlight. Do not forget to use a thin, clear plastic bag to
    increase humidity during germination. Remove this bag for 15 minutes a day or punch
    holes for air circulation and finally remove bag after seedlings sprout. Finally, watch
    your plant growing day by day.
CRITERION REFERENCED TEST
CLASS: IX

SUB.: English (Paragraph Writing)
TOPIC: The Coconut Tree
Time Allowed: 25min.                                                                               M.M: 30

Name: ………………..             Class: ……………….   Date: … ………………
Roll No. ……………...              Section ……………...

Instructions:
This is a criterion referenced test. This test is not meant to measure your knowledge but this test is concerned with the mastery of the content. There are four questions in this test. All questions are compulsory. If some words or language is not clear then enquire from your teacher.

1. Match the words given in column -I with their meanings in column II:           (5x1=5)

<table>
<thead>
<tr>
<th>COLUMN-I</th>
<th>COLUMN-II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Resembles</td>
<td>internal part of fruit</td>
</tr>
<tr>
<td>2 Thatch</td>
<td>valuable</td>
</tr>
<tr>
<td>3. Kernel</td>
<td>a roof covering of straw</td>
</tr>
<tr>
<td>4. Margarine</td>
<td>looks like</td>
</tr>
<tr>
<td>5. Auspicious</td>
<td>paste</td>
</tr>
</tbody>
</table>

2. Pick the following words for making the sentences of a Paragraph on ‘The Coconut Tree’ in a sequential order.      (5x1=5)
(rope, grow, trunk, Green Gold, stuffing)

a. ................................................................................................................

b. ................................................................................................................

c. ................................................................................................................

d. ................................................................................................................

e. ................................................................................................................

3. Complete the following sentences about ‘Coconut Tree’: (5x1=5)

a. We get........................................................................................................

b. Coconut tree looks..................................................................................

c. We see coconut trees in ...........................................................................

d. Coconut fruit resembles ...........................................................................

e. Coconut tree is used ................................................................................
4. Write down paragraph on ‘The Coconut Tree’ in about 80-100 words: (10)

Topic…………………………………………………………………………………………

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CRT SCORING KEY
THE COCONUT TREE

1. COLUMN-I                        COLUMN-II
   a. Resembles                     look like
   b. Thatch                        a roof covering of straw
   c. Kernel                        core, soft inner part of fruit
   d. Margarine                     paste
   e. Auspicious                    fortunate

2. (i) Coconut trees are widely grown in South India.
   (ii) The coconut tree is a tall tree with a thick trunk.
   (iii) The coir of coconut tree is used to make ropes.
   (iv) The coir and trunk of coconut tree is used in making stuffing.
   (v) The coconut tree is called Green Gold in south India.

3. a. We get a big coconut fruit from coconut tree.
   b. Coconut tree looks a tall tree with long leaves and has uniformly thick trunk.
   c. We see coconut trees in southern parts of India.
   d. Coconut fruit resembles a monkey’s head.
   e. Coconut tree is used in making thatches, brooms, ropes, stuffing & carpets, and small boats

4.

Topic: The Coconut Tree

The Coconut Tree is an auspicious tree of religious significance better known for its coconut fruit. These trees are grown everywhere but are widely grown & used in South India. That’s why these are called ‘Green Gold’ in South India. It is a tall tree with long leaves and has uniformly thick trunk. It bears a big coconut fruit. The fruit which resembles a monkey’s head has very hard & thick shell containing sweet water inside. Its fruit pulp is eaten and water is used as beverage. Its leaves, leaf-rib, coir & trunk is used to make thatches, brooms, ropes, stuffing & carpets, and small boats respectively. Besides that, coconut oil, soaps, perfumes and margarine are made from its fruit & kernel. It is rightly said that growing coconut tree is like growing green gold.
CRITERION REFERENCED TEST
CLASS: IX

SUB.: English (Paragraph Writing)
TOPIC: Red Fort: Pride of India
Time Allowed: 20min. M.M: 25

Name: ……………….. Class: ………………. Date: ………………..
Roll No. ……………... Section ……………...

Instructions:
This is a criterion referenced test. This test is not meant to measure your knowledge but this test is concerned with the mastery of the content. There are four questions in this test. All questions are compulsory. If some words or language is not clear then enquire from your teacher.

1. Match the words given in column -I with their meanings in column II: (5x1=5)

<table>
<thead>
<tr>
<th>COLUMN-I</th>
<th>COLUMN-II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Encapsulate</td>
<td>wonderful</td>
</tr>
<tr>
<td>2. Magnificent</td>
<td>sum up</td>
</tr>
<tr>
<td>3. Aesthetic</td>
<td>walls</td>
</tr>
<tr>
<td>4. Rampart</td>
<td>peak</td>
</tr>
<tr>
<td>5. Zenith</td>
<td>artistic</td>
</tr>
</tbody>
</table>

2. Pick the following words for making the sentences of a Paragraph on ‘Red Fort: Pride of India’ in a sequential order. (6x1=6)
(acres, situated, rang mahal, history, building, heritage)

a. .........................................................................................

b. .........................................................................................

c. .........................................................................................

d. .........................................................................................

e. .........................................................................................

f. .........................................................................................

3. Answer the following questions: (4x1=4)
Q1. What is the architecture of Red Fort?
Ans: .........................................................................................
.........................................................................................
Q2. When was Red Fort built?
Ans: ........................................................................................................

Q3. Which kind of building is Red Fort?
Ans: ........................................................................................................

Q4. How much area Red Fort covers?
Ans: ........................................................................................................

4. Write down paragraph on ‘Red Fort: Pride of India’ in about 80-100 words: (10)
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CRT SCORING KEY
RED FORT: PRIDE OF INDIA

1. COLUMN-I          COLUMN-II
   a. Encapsulate       sum up
   b. Magnificent       wonderful
   c. Aesthetic         artistic
   d. Rampart           walls
   e. Zenith            peak

2. (i) Red Fort is designated as UNESCO world heritage site.
(ii) Red Fort is situated near Yamuna River.
(iii) It is a historical building which encapsulates a long period of Indian history.
(iv) Red Fort covers a total area of about 254.67 acres.
(v) There are several magnificent buildings inside Red Fort.
(vi) Rang mahal is one of the buildings inside Red Fort.

3. a. The architecture of Red Fort represents the zenith of Mughal creativity.
    b. Red Fort was built during the period of 1639-48.
    c. Red Fort is UNESCO world heritage site.
    d. Red Fort covers a total area of about 254.67 acres.

4. **Topic: Red Fort: Pride of India**

Red Fort, designated as UNESCO world heritage site, is the largest monument in old Delhi. Situated near Yamuna river, it encapsulates a long period of Indian history and its arts. It is made up of red sand stone. It was constructed by Shah Jahan during the period of 1639-48. The Red Fort covers a total area of about 254.67 acres enclosed within 2.4 kilometres of defence walls. Within this huge fort there are several magnificent buildings. Apart from Diwan-e-Khas, Shah Jahan constructed Rang Mahal, Nahar-i-Bashisht and Diwan-e-Am. The planning and aesthetics of the Red Fort represents the zenith of Mughal creativity. It was from the ramparts of the Red Fort that the first Indian Prime Minister, Pandit Jawaharlal Nehru, on 15th August, 1947, announced the freedom of India from the colonial rule of Britishers.
CRITERION REFERENCED TEST
CLASS: IX

SUB.: English (Paragraph Writing)
TOPIC: Sunset
Time Allowed: 20min.                                                                               M.M: 25

Name: ………………..             Class: ……………….   Date: … ………………
Roll No. ……………...              Section ……………...

Instructions:
This is a criterion referenced test. This test is not meant to measure your knowledge but this test is concerned with the mastery of the content. There are four questions in this test. All questions are compulsory. If some words or language is not clear then enquire from your teacher.

1. Match the words given in column -I with their meanings in column II: (5x1=5)

<table>
<thead>
<tr>
<th>COLUMN-I</th>
<th>COLUMN-II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enthralling</td>
<td>wonderful show</td>
</tr>
<tr>
<td>2. Spectacular</td>
<td>charming</td>
</tr>
<tr>
<td>3. Neon</td>
<td>move slowly</td>
</tr>
<tr>
<td>4. Drift</td>
<td>bright</td>
</tr>
<tr>
<td>5. Vibrant</td>
<td>colourful</td>
</tr>
</tbody>
</table>

2. Pick the following words for making the sentences of a Paragraph on ‘Sunset’ in a sequential order.      (7x1=7)
(watch, evening, fade, burn, sunlight, west, birds)

a. ........................................................................................................
b. ........................................................................................................
c. ........................................................................................................
d. ........................................................................................................
e. ........................................................................................................
f. ........................................................................................................
g. ........................................................................................................

3. Complete the following sentences about ‘Sunset’: (3x1=3)

1. The sun seems to be ........................................................................

2. The sun keeps on ............................................................................

3. ................................................................. illuminates the land.
4. Write down paragraph on ‘Sunset’ in about 80-100 words: (10)

Topic..............................................................................................................................
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CRT SCORING KEY
SUNSET

1. COLUMN-I       COLUMN-II
a. Enthralling     charming
b. Spectacular     wonderful show
c. Neon           bright
d. Drift           move slowly
e. Vibrant         colourful

2.
   a. Watching the sunset is an enthralling experience.
   b. Sun sets in the evening.
   c. Slowly and slowly sun sets in the west.
   d. During sunset, sun looks like a burning red ball.
   e. The drowning sun fades in the sky to take a deep sleep.
   f. The sunlight illuminates the land.
   g. At the time of sunset, birds sing a beautiful song.

3.
   a. The sun seems to be fading in the sky during sunset.
   b. The sun keeps on changing many colours when it drifts into the horizon.
   c. The reflection of the golden sunset illuminates the land.

4. **Topic: Sunset**

   Watching the sunset is really enthralling. In evening the sun seems to be fading into a long deep sleep. The evening sky looks vibrant with the drowning sun. During the sunset, sun burns fiery red with a neon orange mix. The colorful sun drifts into the horizon, like a large gold curtain coming down after a spectacular play. The reflection of the golden sunset illuminates the land. At this time, birds fly past the drowning sun, and sing a beautiful song, a lullaby to the sleeping sun. A spiritual calmness spreads everywhere. The sun keeps on sinking deeper and deeper and then the color is turned into rust red with a gold lining. It finally bids adieu to all of us with a promise to come again.
RETENTION TEST
CLASS: IX

SUB.: English (Paragraph Writing)
TOPIC: Pollution

Time Allowed: 25 min. M.M: 30

Name: …………. Class: ……… Date: …………
Roll No. ………. Section ………

Instructions:
This is a retention test. This test is meant not to test your knowledge, but to measure
your retention on this topic. There are four questions in this test. All questions are
compulsory. If some words or language is not clear then enquire from your teacher.

1. Match the words given in column -I with their meanings in column II: (6x1=6)

<table>
<thead>
<tr>
<th>COLUMN-I</th>
<th>COLUMN-II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contaminants</td>
<td>taken out</td>
</tr>
<tr>
<td>2. Emitted</td>
<td>pollutants</td>
</tr>
<tr>
<td>3. Biological wastes</td>
<td>carelessly</td>
</tr>
<tr>
<td>4. Irresponsibly</td>
<td>to execute</td>
</tr>
<tr>
<td>5. Recklessly</td>
<td>not responsible</td>
</tr>
<tr>
<td>6. Implement</td>
<td>wastes of living beings</td>
</tr>
</tbody>
</table>

2. Use these words for making the sentences of a Paragraph on ‘Pollution’ in a
sequential order. (9x1=9)

(introduction, air, examples, smoke, responsible, health, types, laws, natural
resources) etc.

(i) …………………………………………………………………………………
(ii) …………………………………………………………………………………
(iii) …………………………………………………………………………………
(iv) …………………………………………………………………………………
(v) …………………………………………………………………………………
(vi) …………………………………………………………………………………
(vii) …………………………………………………………………………………
3. Complete the following sentences of the paragraph on ‘Pollution’ by writing in the blanks: (5x1=5)

a. Pollution is the introduction .................................................................
b. It has spread almost ............................................................................
c. ................................................. are some of the examples of Pollution.
d. ................................................. are responsible for Pollution.
e. It can be controlled by .................................................................
f.

4. Write down paragraph on ‘Pollution’ in about 80-100 words: (10)

Topic .................................................................................................
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RETENTION TEST SCORING KEY
POLLUTION

1. COLUMN-I                       COLUMN-II
   1. Contaminants                    pollutants
   2. Emitted                                taken out
   3. Biological wastes        wastes of living beings
   4. Irresponsibly                    not responsible
   5. Recklessly                           carelessly
   6. Implement                               to execute

2. (i) Pollution is the introduction of contaminants in our environment.
   (ii) Pollution is seen mostly in air.
   (iii) Pollution is mainly of four types.
   (iv) The smoke emitted out from factories’ chimneys creates air pollution.
   (v) The harmful gases emitted out from industries, chemical wastes and biological wastes are some of the examples of Pollution.
   (vi) Human beings and natural disasters are responsible for Pollution.
   (vii) We should not use natural resources recklessly.
   (viii) Pollution has bad effects on our health.
   (ix) It can be controlled by framing strict laws against those who create Pollution.

3. a. Pollution is the introduction of contaminants in our environment.
   b. It has spread almost in all the elements of our environment.
   c. Harmful gases, biological and chemical wastes are some of the examples of Pollution.
   d. Human beings and natural disasters are responsible for Pollution.
   e. It can be controlled by framing strict laws against those who create Pollution.

4. Topic: Pollution
Pollution is the introduction of contaminants in our environment. Pollution is seen most in water and air. It has spread almost in all the elements of our environment. Pollution is of four types: Air, Water, Land and Noise Pollution. Use of loud speakers, smokes coming out of chimneys, harmful gases emitted out from industries, chemical wastes and biological wastes are some of the examples of Pollution. Human beings and natural disasters are responsible for Pollution. We use natural resources recklessly and irresponsibly without doing anything good for it. Pollution has bad effects on our health, nature & environment. It can be controlled by framing and implementing strict laws against those who cause Pollution. So arise, awake and stop polluting the environment.
RETENTION TEST
CLASS: IX

SUB.: English (Paragraph Writing)
TOPIC: Smoking

Time Allowed: 20 min. M.M: 25

Name: ……………….. Class: ………………. Date: …………..
Roll No. ……………... Section ……………...

Instructions:
This is a retention test. This test is meant not to test your knowledge, but to measure your retention on this topic. There are four questions in this test. All questions are compulsory. If some words or language is not clear then enquire from your teacher.

1. Match the words given in column -I with their meanings in column II: (5x1=5)

<table>
<thead>
<tr>
<th>COLUMN-I</th>
<th>COLUMN-II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provoke</td>
<td>a whistling sound while breathing</td>
</tr>
<tr>
<td>Substance</td>
<td>to instigate</td>
</tr>
<tr>
<td>Inflame</td>
<td>to catch fire</td>
</tr>
<tr>
<td>Wheezing</td>
<td>material</td>
</tr>
</tbody>
</table>

2. Use these words for making the sentences of a Paragraph on ‘Smoking’ in a sequential order. (6x1=6)

(a, aware, pollute, poison, disease, money, advertisement) etc.

a. ……………………………………………………………………………………

b. ……………………………………………………………………………………

c. ……………………………………………………………………………………

d. ……………………………………………………………………………………

e. ……………………………………………………………………………………

f. ……………………………………………………………………………………

3. Complete the following sentences of the paragraph on ‘Smoking’ by writing in the blanks: (5x1=5)

a. Today more and more people especially …………………………………

b. It contains …………………………………………………………………

c. People smoke in ……………………………………………………………

d. It is caused by………………………………………………………………

e. It leads to many ……………………………even death.
4. Write down paragraph on ‘Smoking’ in about 80-100 words: (10)

Topic........................................................................................................................................
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RETENTION TEST SCORING KEY
SMOKING

1. COLUMN-I                        COLUMN-II
   1. Provoke                      to instigate
   2. Substance                   material
   3. Inflame                      to catch fire
   4. Wheezing                    a whistling sound while breathing

2.  
   a. Smoke contains more than four thousand poisonous substances.
   b. Advertisements featuring heroes smoking provoke smoking habit in people.
   c. Smoking leads to heart & blood vessel disease and other illnesses.
   d. It costs a great deal of money, time & energy.
   e. Smoking also pollutes our environment.
   f. We can make people aware about the ill effects of smoking through anti-smoking campaigns.

3.  
   a. Today more and more people especially adolescents and youth is getting addicted to smoking.
   b. It contains more than four thousand poisonous substances.
   c. People smoke in public places, offices, while driving, and even in home.
   d. It is caused by increasing influence of advertisements and movies featuring heroes smoking on screen.
   e. It leads to many diseases and illnesses and even death.

4.  
   Topic: Smoking
Today more and more people, especially adolescents and youth is getting addicted to smoking. These people smoke in public places, offices, while driving, and even in home, thereby, affecting everyone around them. Smoking is injurious to human health because smoke contains more than four thousand poisonous substances like carbon monoxide, nicotine etc. There are many causes responsible for inflaming the habit of smoking but advertisements and movies featuring heroes smoking on screen provoke and stimulate the adolescents to great extent. It causes mouth and lung cancer, heart & blood vessel disease and other illnesses and even death. Smoking makes breathing harder, causes headaches, wheezing and coughing. It costs a great deal of money, time & energy. It also pollutes our environment. We can make people aware about the ill effects of smoking through anti-smoking campaigns, anti-smoking advertisements in public interest. Government should make strict laws against the smokers and the companies which produce such harmful products.
RETENTION TEST
CLASS: IX

SUB.: English (Paragraph Writing)
TOPIC: Global warming

Time Allowed: 20 min. M.M: 25

Name: ……………….. Class: ……………….
Roll No. ……………... Section ……………...

Instructions:
This is a retention test. This test is meant not to test your knowledge, but to measure your retention on this topic. There are four questions in this test. All questions are compulsory. If some words or language is not clear then enquire from your teacher.

1. Match the words given in column -I with their meanings in column II: (5x1=5)

<table>
<thead>
<tr>
<th>COLUMN-I</th>
<th>COLUMN-II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unequivocal</td>
<td>act of condensing</td>
</tr>
<tr>
<td>2. Efficient</td>
<td>collecting in a particular area</td>
</tr>
<tr>
<td>3. Concentration</td>
<td>undoubtedly</td>
</tr>
<tr>
<td>4. Precipitation</td>
<td>complete removal</td>
</tr>
<tr>
<td>5. Extinction</td>
<td>working productively</td>
</tr>
</tbody>
</table>

2. Use these words for making the sentences of a Paragraph on ‘Global warming’ in a sequential order. (6x1=6)
(prevent, fossil fuels, planet, temperature, recycle, species)

a) ........................................................................................................
b) ........................................................................................................
c) ........................................................................................................
d) ........................................................................................................
e) ........................................................................................................
f) ........................................................................................................

3. Answer the following questions in the space provided: (4x1=4)
Q1. What is Global Warming?
Ans: ........................................................................................................
Q2. Where is Global Warming making its effect?
Ans: ........................................................................................................
Q3. Why is Global Warming taking place?
Ans: ........................................................................................................
Q4. What are the effects of Global Warming on our earth?
Ans: ........................................................................................................
4. Write down paragraph on ‘Global warming’ in about 80-100 words: (10)

Topic................................................................................................................
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clxxiv
1. **COLUMN-I** | **COLUMN-II**
---|---
1. Unequivocal | undoubtedly
2. Efficient | working productively
3. Concentration | collecting in a particular area
4. Precipitation | act of condensing
5. Extinction | complete removal

2.

a) The temperature of our atmosphere and oceans is rising since the late 19th century.
b) The greenhouse gases are produced by burning of fossil fuels.
c) The effects of global warming are on almost all the spheres of our planet.
d) Global warming may cause extreme weather conditions which may lead to extinction of species.
e) We should prevent global warming by buying energy-efficient products.
f) We can reduce wastes by choosing recyclable & reusable products.

3.

1. Global warming is the rise in the average temperature of earth's atmosphere and oceans since the late 19th century.
2. Global Warming is making its effect on almost all the spheres of our planet.
3. Global Warming is taking place because of the increasing concentrations of greenhouse gases in our environment.
4. Because of global warming, sea levels are rising and there is also change in the amount and pattern of precipitation. Its likely effects are also on extreme-weather events like heat waves, droughts and heavy rainfall, ocean acidification and species extinctions.
4. **Topic: Global warming**

Global warming is the rise in the average temperature of earth's atmosphere and oceans since the late 19th century. The main cause of global warming is the increasing concentrations of greenhouse gases in our environment. These gases are produced by burning of fossil fuels and deforestation. The effects of global warming are unequivocal on almost all the spheres of our planet either directly or indirectly. Because of this, sea levels are rising and there is also change in the amount and pattern of precipitation. It is also the cause of probable expansion of subtropical deserts. Apart from that, it’s likely effects are also on the frequent occurrence of extreme-weather events like heat waves, droughts and heavy rainfall, ocean acidification and species extinctions. But there are also a number of ways to prevent global warming e.g. we can reduce wastes by choosing recyclable & reusable products. We can avoid usage of heat and air conditioning. Through afforestation and use of energy-efficient products we can surely do something good for our mother earth.
RETENTION TEST
CLASS: IX

SUB.: English (Paragraph Writing)
TOPIC: An Embarrassing Experience

Time Allowed: 20 min.                                                                                   M.M: 25

Instructions:
This is a retention test. This test is meant not to test your knowledge, but to measure your retention on this topic. Some questions with sub-parts are given in his test. You are supposed to answer these questions concisely and to the point. If some words or language is not clear then enquire from your teacher.

1. Match the words given in column -I with their meanings in column II:  (3x1=3)

<table>
<thead>
<tr>
<th>COLUMN-I</th>
<th>COLUMN-II</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Embarrassing</td>
<td>to learn from observation or activity</td>
</tr>
<tr>
<td>b. Humiliating</td>
<td>awkward</td>
</tr>
<tr>
<td>c. Experience</td>
<td>degrading</td>
</tr>
</tbody>
</table>

2. Pick the following words for making the sentences of a Paragraph on ‘An Embarrassing Experience’ in a sequential order. (6x1=6)

(happened, learnt, before, event, lesson, many experiences) etc.

a. ........................................................................................................

b. ........................................................................................................

c. ........................................................................................................

d. ........................................................................................................

e. ........................................................................................................

f. ........................................................................................................

3. Recollect any embarrassing experience of your life. Based on that, write your experience by completing the following sentences by writing in the blanks: (6x1=6)

(1) Like everyone I too have.............................................................

(2) It happened when........................................................................

(3) It occurred at.............................................................................

(4) I was with ..................................................................................

(5) On that day................................................................................

(6) I felt .........................................................................................
4. Write down paragraph on ‘An Embarrassing Experience’ in about 80-100 words: (10)

Topic............................................................................................................................................
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RETENTION TEST SCORING KEY
AN EMBARRASSING EXPERIENCE

1.
   a. awkward
   b. degrading
   c. To learn from observation or activity

2.
   a. I too have many embarrassing experiences.
   b. My most embarrassing event took place in a school in Ambala.
   c. It happened when I was teaching composition to my students.
   d. I got this experience five years before.
   e. Our experiences teach us many lessons.
   f. I too learnt a lesson from my embarrassing experience.

3.
(1) Like everyone I too have many embarrassing experiences.
(2) It happened when I was teaching composition to my students.
(3) It occurred at a school in Ambala.
(4) I was with my class IX students.
(5) On that day I learnt a lesson.
(6) I felt humiliated and embarrassed because everyone was laughing.

4.
Topic: An Embarrassing Experience

Like everyone I too have many embarrassing experiences. Among those my most embarrassing experience happened five years ago. It happened in a school at Ambala, Haryana. I was with my class IX students. I was teaching composition to them. One student stood up and asked the meaning of the word ‘Toe’ occurring in composition. Though I was surprised at the boy’s question of asking meaning of very common word yet I tried to make it clear. But the boy was confused with the concept of fingers and toes; so, I decided to take off my shoe. I had a big hole in my socks and my toes stuck out and I felt humiliated and embarrassed because everyone was laughing. I learnt a lesson that one should check his socks before taking off his shoes especially in front of class full of students.
RETENTION TEST
CLASS: IX

SUB.: English (Paragraph Writing)
TOPIC: Preparations For My Birthday Party

Time Allowed: 20 min. M.M: 25

Name: .................. Class: ................. Date: .................
Roll No. .............. Section ................

Instructions:
This is a retention test. This test is meant not to test your knowledge, but to measure your retention on this topic. There are four questions in this test. All questions are compulsory. If some words or language is not clear then enquire from your teacher.

1. Choose the correct meaning of the word (shown in italics) from the two options given below and write it in the space provided with the word: (4x1=4)
   a) Rejoice: ..............................
      (1) to feel joy (2) to join
   b) Feast: .................................
      (1) banquet (2) festival
   c) Bash: .................................
      (1) celebrate (2) big event
   d) Intimate: .............................
      (1) announcement (2) acquainted

2. Use these words for making the sentences of a Paragraph on ‘Preparations For My Birthday Party’ in a sequential order. (6x1=6)
   (decorate, cake, arrange, music, friends, games)
   i. .................................................................
   ii. .................................................................
   iii. .................................................................
   iv. .................................................................
   v. .................................................................
   vi. .................................................................

3. Answer the following questions in the space provided: (5x1=5)
Q1. Why do we celebrate birthday?
Ans: ........................................................................
Q2. Where did you make the arrangements for the party?
Ans: ……………………………………………………………………………………………

Q3. Who were the invited guests?
Ans: ……………………………………………………………………………………………

Q4. How did you feel after the party?
Ans: ……………………………………………………………………………………………

Q5. Which activities or games were planned for making the party more enjoyable?
Ans: ……………………………………………………………………………………………

4. Write down paragraph on ‘Preparations For My Birthday Party’ in about 80-100 words: (10)

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RETENTION TEST SCORING KEY
PREPARATIONS FOR MY BIRTHDAY PARTY

1.
   a) to feel joy
   b) banquet
   c) big event
   d) acquainted

2.
   i. I made arrangements for my birthday party.
   ii. I invited my friends to my birthday party.
   iii. I ordered for the cake and other sweets.
   iv. I and my friend decorated the drawing room for the party.
   v. We danced on the music which was played on my father’s laptop.
   vi. I also decided to play some games during the birthday celebration.

3.
   1. Birthdays are the occasions for rejoicing and feasting. That’s why we celebrate birthday.
   2. I made arrangements for the party in my home.
   3. My intimate friends, close relatives and few neighbours were the invited guests.
   4. I felt confident that now I can manage and arrange bigger and larger parties with still better success.
   5. Musical chair and dumb charades were planned for making the party more enjoyable.

4. **Topic: Preparations for My Birthday Party**

We all wait for our birthday eagerly. Birthdays are the occasions for rejoicing and feasting. Last June, I celebrated my fourteenth birthday which I arranged single handed. I invited very intimate friends, close relatives and few neighbours on the big bash. I ordered for the cake, candles, sweets, snacks and cold drinks for the occasion. I decorated the large drawing room tastefully, with the help of my friend and domestic servant. I arranged for the music on my father’s laptop. Some games like musical chair and dumb charades were also planned which we played during the party. We clicked a lot of photographs also. The success of the party has generated confidence in me. I think now I can manage and arrange bigger and larger parties with still better success.
RETENTION TEST
CLASS: IX

SUB.: English (Paragraph Writing)
TOPIC: The Annual Prize Distribution Function

Time Allowed: 20 min. M.M: 25

Name: ....................... Class: ....................... Date: .......................
Roll No. ..................... Section ......................

Instructions:
This is a retention test. This test is meant not to test your knowledge, but to measure your retention on this topic. There are four questions in this test. All questions are compulsory. If some words or language is not clear then enquire from your teacher.

1. Match the words given in column -I with their meanings in column II: (5x1=5)

<table>
<thead>
<tr>
<th>COLUMN-I</th>
<th>COLUMN-II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Canopy</td>
<td>covering</td>
</tr>
<tr>
<td>2. Compound</td>
<td>officiate</td>
</tr>
<tr>
<td>3. Preside</td>
<td>complex</td>
</tr>
<tr>
<td>4. Felicitate</td>
<td>jubilant</td>
</tr>
<tr>
<td>5. Elated</td>
<td>to congratulate</td>
</tr>
</tbody>
</table>

2. Use these words for making the sentences of a Paragraph on ‘The Annual Prize Distribution Function’ in a sequential order. (5x1=5)
   (decorate, invite, prizes, speech, guest)

(i) ……………………………………………………………………………………………
(ii) ……………………………………………………………………………………………
(iii) ……………………………………………………………………………………………
(iv) ……………………………………………………………………………………………
(v) ……………………………………………………………………………………………

3. Answer the following questions in the space provided: (5x1=5)
   Q1. Who was the chief guest in the function?
   Ans: ……………………………………………………………………………………………
   Q2. What preparations were made for this function?
   Ans: ……………………………………………………………………………………………
Q3. Why was the function organised?
Ans: ………………………………………………………………………………………………

Q4. How did the audience feel about the program?
Ans: ………………………………………………………………………………………………

Q5. Where did the event take place?
Ans: ………………………………………………………………………………………………

4. Write down paragraph on ‘The Annual Prize Distribution Function’ in about 80 words: (10)

Topic…………………………………………………………………………………………
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<td>to congratulate</td>
</tr>
<tr>
<td>5. Elated</td>
<td>jubilant</td>
</tr>
</tbody>
</table>

2.  
(i) The Director of Education was invited to preside over the function.  
(ii) The school hall, gates and paths were decorated for the function.  
(iii) The programme began with a welcome speech by principal.  
(iv) The prizes were distributed to the winners of different fields.  
(v) The chief guest congratulated the winners.

3.  
1. The Director of Education was the chief guest.  
2. A big canopy was set up in the school compound. The school hall, gates and paths were decorated with rangoli, paper buntings, mottos, maps and pictures.  
3. The function was organised to give away the prizes, medals, mementoes, certificates and cash prizes to meritorious students in different fields.  
4. The audience enjoyed the programme very much.  
5. The event took place in our school compound.

4.  
**Topic: The Annual Prize Distribution Function**

The annual prize distribution function of our school was held on 4th of January this year. Great preparations were made several days before this elated day. A day before the function, a big canopy was set up in the school compound. The school hall, gates and paths were decorated with rangoli, paper buntings, mottos, maps and pictures. The Director of Education was invited to preside over the function and to give away the prizes. The program began with a brief welcome speech by the school secretary. School annual report was read out by the principal which was followed by vibrant cultural programs. The much awaited moment came when meritorious students in different fields of the previous year were felicitated with medals, mementoes, certificates and cash prizes also. The chief guest in his speech congratulated the principal, staff and students for their wonderful success. The program ended with vote of thanks given by Principal and thereafter singing of national anthem.
RETENTION TEST
CLASS: IX

SUB.: English (Paragraph Writing)
TOPIC: Making of Paper
Time Allowed: 25min.                                                                               M.M: 30

Name: ..............................  Class: .....................  Date: ...........................
Roll No. ..............................  Section ..............................

Instructions:
This is a retention test. This test is meant not to test your knowledge, but to measure your retention on this topic. Some questions with sub-parts are given in his test. You are supposed to answer these questions concisely and to the point. If some words or language is not clear then enquire from your teacher.

1. Choose the correct meaning of the word from the two options given below and write it in the space provided with the word: (4x1=4)
   a) Processing: .................................
      (1) gradual progress                           (2) producing
   b) Debark : .................................
      (1) cutting of the trees                          (2) removing the barks
   c) Bleach: .................................
      (1) to whiten                                         (2) squeeze
   d) Crude: ................................
      (1) rough                                               (2) raw

2. Use these words for making the sentences of a Paragraph on ‘Making of paper’ in a sequential order.  (10x1=10)
   (paper, logs, chipper, boil, water, cut, refined, rollers, pulp, finished paper)
   a. ..............................................................................................
   b. ..............................................................................................
   c. ..............................................................................................
   d. ..............................................................................................
   e. ..............................................................................................
   f. ..............................................................................................
   g. ..............................................................................................
   h. ..............................................................................................
   i. ..............................................................................................
   j. ..............................................................................................
3. Complete the following sentences about ‘Making of Paper’: (6x1=6)
   a. To obtain paper we………………………………………………………………
   b. Making paper is …………………………………………………………………
   c. ...........................................................put to debarker and chipper machine.
   d. To begin with……………………………………………………………………
   e. We require ...........................................and.............................to make paper.
   f. ..........................………………………………………………………..in our lives.

4. Write down paragraph on ‘Making of Paper’ in about 80-100 words: (10)

   Topic………………………………………………………………………………
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RETENTION TEST SCORING KEY
MAKING OF PAPER

1.
   a) gradual progress
   b) removing the barks
   c) to whiten
   d) raw

2.
   a. Paper is obtained from trees.
   b. Wood is cut into small pieces.
   c. Logs of wood are debarked using debarker machine.
   d. These logs are also put into chipper machine.
   e. The pieces of wood are boiled.
   f. Water is put in digester machine to boil the wood.
   g. The pulp is obtained after boiling the wood.
   h. The pulp is washed and refined.
   i. The paper sheet is squeezed between large rollers to remove remaining water.
   j. The paper sheet is run through heated dryer to make finished paper.

3.
   a. To obtain paper we need wood which we get from trees.
   b. Making paper is an interesting process.
   c. The logs of wood are put to debarker and chipper machine.
   d. To begin with the tree is cut and the barks are removed.
   e. We require wood, water, and machines to make paper.
   f. Paper plays very important role in our lives.

4.  
   **Topic: Making of Paper**

Paper plays very important role in our lives. Making of paper is very interesting process. It is made from trees. Apart from trees it requires water, chemicals and different types of machines for its processing. To begin with, logs of wood are passed through Debarker and Chipper machines to remove barks and to cut logs into one inch pieces respectively. Then, these pieces are pressure-cooked with a mixture of water & chemicals in a Digester machine to make pulp. Afterwards this pulp is washed, refined, bleached & pumped on to a moving wire screen to drain the excess water resulting into crude paper sheet. At the later stage, this paper sheet is squeezed between large rollers to remove most of the remaining water. Finally it is run through heated dryer to make finished paper. It is this paper which has made possible all our expressions permanent in written form.
RETENTION TEST
CLASS: IX

SUB.: English (Paragraph Writing)
TOPIC: Opening a Bank Account
Time Allowed: 20min. M.M: 25

Name: ……………….. Class: ………………. Date: … ………………
Roll No. ……………... Section ……………...

Instructions:
This is a retention test. This test is meant not to test your knowledge, but to measure
your retention on this topic. Some questions with sub-parts are given in his test. You
are supposed to answer these questions concisely and to the point. If some words or
language is not clear then enquire from your teacher.

1. Match the words given in column -I with their meanings in column II: (4x1=4)

<table>
<thead>
<tr>
<th>COLUMN-I</th>
<th>COLUMN-II</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. Approach</td>
<td>profession</td>
</tr>
<tr>
<td>e. Occupation</td>
<td>come close</td>
</tr>
<tr>
<td>f. Reference</td>
<td>forthcoming</td>
</tr>
<tr>
<td>g. Prospective</td>
<td>recommendation</td>
</tr>
</tbody>
</table>

2. Use these words for making the sentences of a Paragraph on ‘Opening a Bank Account’ in a sequential order. (6x1=6)
(address, documents, deposit, bank, life, submit)

a. …………………………………………………………………………………
b. …………………………………………………………………………………
c. …………………………………………………………………………………
d. …………………………………………………………………………………
e. …………………………………………………………………………………
f. …………………………………………………………………………………
g. …………………………………………………………………………………

3. Complete the following sentences about ‘Opening a Bank Account’: (5x1=5)

a. For opening a bank account……………………………………………………..
b. First of all we …………………………………………………………………
c. A copy of ………………………………………………………………….. is required.
d. The introduction of …………is necessary for opening a new bank account.
e. The bank officer ……………………………………………………………
4. Write down paragraph on ‘Opening a Bank Account’ in about 80-100 words: (10)

Topic…………………………………………………………………………………………
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RETENTION TEST SCORING KEY
OPENING A BANK ACCOUNT

1. **COLUMN-I**                      **COLUMN-II**
   a. Approach                       come close
   b. Occupation                    profession
   c. Reference                     recommendation
   d. Prospective                   forthcoming

2.
   a. Opening a bank account is part of everyday life.
   b. Firstly we go to the nearby bank for opening the account.
   c. We fill our address in the account opening form.
   d. A copy of documents is also submitted with the form.
   e. After completing the form, it is then submitted in the bank.
   f. Finally, the money is deposited in the bank.

3.
   a. For opening a bank account we need an account opening form.
   b. First of all we decide the type of bank account we want to open.
   c. A copy of documents like identity proof, address proof, and photograph is required.
   d. The introduction of prospective account holder by any existing account holder is necessary for opening a new bank account.
   e. The bank officer verifies the bank account opening form.

4. **Topic: Opening a Bank Account**
Opening a bank account is part of everyday life and everyone needs it in life. The first and foremost thing to open a new bank account is to decide the type of bank account we want to open. Then we have to approach any bank of our choice and ask for bank account opening form. The next step is to fill up the account opening form by giving all the necessary details like name, address, occupation and other details wherever required. After that, give references for opening your bank account. It is necessary because the bank requires references or introduction of the prospective account holder by any of the existing account holders for that type of account. Thereafter, submit bank account opening form. With this form we also submit copy of documents like identity proof, address proof, photograph and above all, initial deposit money. Then the bank officer verifies this bank account opening form. At last, deposit initial amount in newly opened bank account. Finally, congratulate yourself.

cxci
RETENTION TEST
CLASS: IX

SUB.: English (Paragraph Writing)
TOPIC: Growing of a plant
Time Allowed: 20min.                                                                                   M.M: 25

Name: ………………..             Class: ……………….   Date: …………………
Roll No. ……………...              Section ……………...

Instructions:
This is a retention test. This test is meant not to test your knowledge, but to measure your retention on this topic. Some questions with sub-parts are given in his test. You are supposed to answer these questions concisely and to the point. If some words or language is not clear then enquire from your teacher.

1. Match the words given in column -I with their meanings in column II:  (4x1=4)

<table>
<thead>
<tr>
<th>COLUMN-I</th>
<th>COLUMN-II</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Determine</td>
<td>a small pool of water</td>
</tr>
<tr>
<td>b. Puddle</td>
<td>decide</td>
</tr>
<tr>
<td>c. Fertilize</td>
<td>the beginning of growth of a seed</td>
</tr>
<tr>
<td>d. Germination</td>
<td>to make soil more fertile by adding nutrients to it</td>
</tr>
</tbody>
</table>

2. Use these words for making the sentences of a Paragraph on ‘Growing a Plant’ in a sequential order.      (6x1=6)
(season, sunlight, daily, plastic bag, water, seeds)

a. …………………………………………………………………………………
b. …………………………………………………………………………………
c. …………………………………………………………………………………
d. …………………………………………………………………………………
e. …………………………………………………………………………………
f. …………………………………………………………………………………
g. …………………………………………………………………………………

3. Answer the following questions in the space provided:  (5x1=5)

Q.1. Which things are required to grow a plant?
Ans: …………………………………………………………………………………

Q.2. Who can grow plants?
Ans: …………………………………………………………………………………

cxcii
Q.3. What is done to the seeds?
Ans: ……………………………………………………………………………………………

Q.4. Why should we grow plants?
Ans: ……………………………………………………………………………………………

Q.5. Where are plants grown?
Ans: ……………………………………………………………………………………………

4. Write down a paragraph on ‘Growing of a plant’ in about 80-100 words: (10)

Topic…………………………………………………………………………………………
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RETENTION TEST SCORING KEY
GROWING OF A PLANT

1. COLUMN-I                         COLUMN-II
   a. Determine                       decide
   b. Puddle                          a small pool of water
   c. Fertilize                       to make soil more fertile by adding nutrients to it
   d. Germination                     the beginning of growth of a seed

2.
   a. We need seeds to grow a plant.
   b. The seeds are chosen according to the season and climate in which we want to grow them.
   c. After sowing the seeds, we should water the plants until the soil becomes moist.
   d. Water the plant daily.
   e. Place the pot in direct sunlight.
   f. We should cover the pot with thin plastic bag till the germination starts.

3.
   1. We need seeds, a pot, potting soil, fertilizers, a saucer, and a thin plastic bag to grow a plant.
   2. We all can grow plants as it is a very easy process.
   3. We sow the seeds in the potting soil and cover it with a quarter inch of soil.
   4. To make our earth a better place to live, we should grow plants.
   5. Plants are grown in the soil either in the land or in the pots.

4. **Topic: Growing of a plant**

There is nothing more important than growing plants to make our earth a better place to live. We all can grow plants as it is a very easy process. Before growing of a plant, we determine the seeds to be grown in a particular season first. The next step is to select the pot and fill it with potting soil. Then, sow your seeds in the potting soil and cover it with a quarter inch of additional soil. After that, water your seeds until soil is moist throughout. A little puddle of water may form below your plant, so it is best to put your pot in a saucer. The important step now to be done is to fertilize your plant and place them in direct sunlight. Do not forget to use a thin, clear plastic bag to increase humidity during germination. Remove this bag for 15 minutes a day or punch holes for air circulation and finally remove bag after seedlings sprout. Finally, watch your plant growing day by day.
1. Match the words given in column -I with their meanings in column II:  (5x1=5)

<table>
<thead>
<tr>
<th>COLUMN-I</th>
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<tbody>
<tr>
<td>1.</td>
<td>Resembles</td>
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<tr>
<td>2.</td>
<td>Thatches</td>
</tr>
<tr>
<td>3.</td>
<td>Kernel</td>
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<tr>
<td>4.</td>
<td>Margarine</td>
</tr>
<tr>
<td>5.</td>
<td>Auspicious</td>
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<td></td>
<td>internal part of fruit</td>
</tr>
<tr>
<td></td>
<td>valuable</td>
</tr>
<tr>
<td></td>
<td>a roof covering of straw</td>
</tr>
<tr>
<td></td>
<td>looks like</td>
</tr>
<tr>
<td></td>
<td>paste</td>
</tr>
</tbody>
</table>

2. Pick the following words for making the sentences of a Paragraph on ‘The Coconut Tree’ in a sequential order.  (5x1=5)

(religious significance, fruit pulp, coconut oil, coconut fruit, shell)

a. ........................................................................

b. ........................................................................

c. ........................................................................

d. ........................................................................

e. ........................................................................

f. ........................................................................

g. ........................................................................

3. Answer the following questions in the space provided:  (5x1=5)

Q1. Which products are made from its fruit?

cxcv
Ans: ……………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………...

Q2. How does coconut tree look like?
Ans: …………………………………………………………………………………
…………………………………………………………………………………………

Q3. Where are coconut trees widely grown?
Ans: ………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

Q4. What is the appearance of its fruit?
Ans: ………………………………………………………………………………………
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Q5. What are the uses of coconut tree?
Ans: ………………………………………………………………………………………
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4. Write down paragraph on ‘The Coconut Tree’ in about 80-100 words: (10)

Topic: …………………………………………………………………………………
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RETENTION TEST SCORING KEY
THE COCONUT TREE

1.

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<td>3. Kernel</td>
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<tr>
<td>4. Margarine</td>
<td>paste</td>
</tr>
<tr>
<td>5. Auspicious</td>
<td>valuable</td>
</tr>
</tbody>
</table>

2.

a. The Coconut Tree is an auspicious tree of religious significance.

b. The coconut fruit resembles a monkey’s head.

c. The fruit shell contains sweet water.

d. The fruit pulp is sweet in taste and eaten.

e. The coconut oil is made from coconut fruit.

3.

1. The coconut oil, soaps, perfumes and margarine are made from its fruit.

2. The coconut tree looks like tall tree with long leaves and has uniformly thick trunk.

3. Coconut trees are widely grown & used in South India.

4. The fruit looks like a monkey’s head.

5. The leaves, leaf-rib, coir & trunk of coconut tree is used to make thatches, brooms, ropes, stuffing & carpets, and small boats.

4. Topic: The Coconut Tree

The Coconut Tree is an auspicious tree of religious significance better known for its coconut fruit. These trees are grown everywhere but are widely grown & used in South India. That’s why these are called ‘Green Gold’ in South India. It is a tall tree with long leaves and has uniformly thick trunk. It bears a big coconut fruit. The fruit which resembles a monkey’s head has very hard & thick shell containing sweet water inside. Its fruit pulp is eaten and water is used as beverage. Its leaves, leaf-rib, coir & trunk is used to make thatches, brooms, ropes, stuffing & carpets, and small boats respectively. Besides that, coconut oil, soaps, perfumes and margarine are made from its fruit & kernel. It is rightly said that growing coconut tree is like growing green gold.
RETENTION TEST
CLASS: IX

SUB.: English (Paragraph Writing)
TOPIC: Red Fort: Pride of India
Time Allowed: 20min.

Name: ………………..             Class: ……………….   Date: … ………………
Roll No. ……………...              Section ……………...

Instructions:
This is a retention test. This test is meant not to test your knowledge, but to measure your retention on this topic. Some questions with sub-parts are given in his test. You are supposed to answer these questions concisely and to the point. If some words or language is not clear then enquire from your teacher.

1. Choose the correct meaning of the word from the two options given below and write it in the space provided with the word: (5x1=5)
   a) Encapsulate: .................................
       (2) to fill up (2) to sum up
   b) Magnificent: .................................
       (1) wonderful (2) beautiful
   c) Aesthetic: .................................
       (1) creativity (2) artistic
   d) Rampart: .................................
       (1) walls (2) tomb
   e) Zenith: .................................
       (1) peak (2) magnificent

2. Pick the following words for making the sentences of a Paragraph on ‘Red Fort: Pride of India’ in a sequential order. (6x1=6)
   (construct, Yamuna, Prime minister, Diwan-e-khas, area, Mughal)

   a. …………………………………………………………………………………
   b. …………………………………………………………………………………
   c. …………………………………………………………………………………
   d. …………………………………………………………………………………
   e. …………………………………………………………………………………
   f. …………………………………………………………………………………
   g. …………………………………………………………………………………
3. Complete the following sentences about ‘Red Fort: Pride of India’: (4x1=4)
   a. Red Fort is situated……………………………………………………………………
   b. It is made………………………………………………………………………………
   c. The aesthetic of Red Fort ……………………………………………………………
   d. ........................................................................................................announced the freedom of India.

4. Write down paragraph on ‘Red Fort: Pride of India’ in about 80-100 words: (10)

Topic……………………………………………………………………………………………………
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RETENTION TEST SCORING KEY
RED FORT: PRIDE OF INDIA

1.
   a. to sum up
   b. wonderful
   c. artistic
   d. walls
   e. peak

2.
   (i) Red Fort is situated on the bank of Yamuna river.
   (ii) Red Fort was constructed by Shah Jahan.
   (iii) The Red Fort covers a total area of about 254.67 acres.
   (iv) Diwan-e-khas is one of the buildings inside Red Fort.
   (v) The aesthetics of the Red Fort represents the zenith of Mughal creativity.
   (vi) The first Prime Minister of India, Pandit Jawaharlal Nehru announced the freedom of India from the ramparts of Red Fort.

3.
   a. Red Fort is situated near Yamuna river.
   b. It is made up of red stone.
   c. The aesthetic of Red Fort represents the zenith of Mughal creativity.
   d. From the ramparts of the Red Fort, the first prime minister of India, Pandit Jawaharlal Nehru, on 15th August, 1947 announced the freedom of India.

4. 
   **Topic: Red Fort: Pride of India**

   Red Fort, designated as UNESCO world heritage site, is the largest monument in old Delhi. Situated near Yamuna river, it encapsulates a long period of Indian history and its arts. It is made up of red sand stone. It was constructed by Shah Jahan during the period of 1639-48. The Red Fort covers a total area of about 254.67 acres enclosed within 2.4 kilometres of defence walls. Within this huge fort there are several magnificent buildings. Apart from Diwan-e-Khas, Shah Jahan constructed Rang Mahal, Nahar-i-Bashisht and Diwan-e-Am. The planning and aesthetics of the Red Fort represents the zenith of Mughal creativity. It was from the ramparts of the Red Fort that the first Indian prime minister, Pandit Jawaharlal Nehru, on 15th August, 1947, announced the freedom of India from the colonial rule of Britishers.
RETENTION TEST
CLASS: IX

SUB.: English (Paragraph Writing)
TOPIC: Sunset
Time Allowed: 20min.                                                                               M.M: 25

Name: ………………..             Class: ……………….   Date: … ………………
Roll No. ……………...              Section ……………...

Instructions:
This is a retention test. This test is meant not to test your knowledge, but to measure
your retention on this topic. Some questions with sub-parts are given in his test. You
are supposed to answer these questions concisely and to the point. If some words or
language is not clear then enquire from your teacher.

1. Choose the correct meaning of the word from the two options given below and
write it in the space provided with the word: (5x1=5)
a) Enthralling: …………………………………
   (1) natural                                   (2) charming
b) Spectacular: …………………………………
   (1) wonderful show                     (2) colourful
c) Neon: …………………………………
   (1) orange                                    (2) bright
d) Drift: …………………………………
   (1) move slowly                          (2) move fastly
e) Vibrant: …………………………………
   (1) colourful                                (2) lively

2. Pick the following words for making the sentences of a Paragraph on ‘Sunset’
in a sequential order.      (7x1=7)
(drown, song, illuminate, spiritual, horizon, promise, rust red)

   a. …………………………………………………………………………………
   b. …………………………………………………………………………………
   c. …………………………………………………………………………………
   d. …………………………………………………………………………………
   e. …………………………………………………………………………………
   f. …………………………………………………………………………………
   g. …………………………………………………………………………………
3. Answer the following questions: (3x1=3)

Q.1 When does sun set?
Ans: ……………………………………………………………………………………….
………………………………………………………………………………………

Q2. Why is sunset appealing to everyone?
Ans: ……………………………………………………………………………………….
………………………………………………………………………………………

Q3. Which colours appear in the sky during sunset?
Ans: ……………………………………………………………………………………….
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4. Write down paragraph on ‘Sunset’ in about 80-100 words: (10)

Topic: ……………………………………………………………………………………
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RETENTION TEST SCORING KEY
SUNSET

1.
   a) charming
   b) wonderful show
   c) bright
   d) move slowly
   e) colourful

2.
   a. The drowning sun looks beautiful.
   b. The colorful sun drifts into the horizon.
   c. The reflection of the golden sunset illuminates the land.
   d. Birds sing a beautiful song.
   e. A spiritual calmness spreads everywhere.
   f. The drowning sun keeps on sinking deeper and then its color is turned into rust red.
   g. The setting sun bids adieu to all of us with a promise to come again.

3.
   1. Sun sets in the evening.
   2. Sunset is appealing to everyone because watching the sunset is enthralling. A spiritual calmness spreads everywhere.
   3. During the sunset, sun burns fiery red with a neon orange mix. The sun keeps on sinking deeper and deeper and then the color is turned into rust red with a gold lining.

4.
   **Topic: Sunset**
   Watching the sunset is really enthralling. In evening the sun seems to be fading into a long deep sleep. The evening sky looks vibrant with the drowning sun. During the sunset, sun burns fiery red with a neon orange mix. The colorful sun drifts into the horizon, like a large gold curtain coming down after a spectacular play. The reflection of the golden sunset illuminates the land. At this time, birds fly past the drowning sun, and sing a beautiful song, a lullaby to the sleeping sun. A spiritual calmness spreads everywhere. The sun keeps on sinking deeper and deeper and then the color is turned into rust red with a gold lining. It finally bids adieu to all of us with a promise to come again.
COLOURED
PROGRESSIVE MATRICES
SETS A, A_b, B
Prepared by J C Raven

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Coloured Progressive Matrices
Sets A, Ab, B

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NOTES:

TOTAL GRADE

TESTED BY

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ccvi